Psychological Capital and Work Engagement in relation to Job Performance among Pakistani Teachers

By Humaira Latif

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Abstract

This thesis examines associations between positive psychological capital (PsyCap), work engagement, and performance among teachers in Pakistan. A sequential mixed methods design was applied that involved two studies. The first involved a cross-sectional survey of Pakistani teachers (N = 675) that sought to quantitatively establish the nature and strength of relations between PsyCap, work engagement, and job performance. The second was a qualitative study that involved six focus groups with the intention of discursively examining the mechanisms linking PsyCap, work engagement, and job performance. In both studies, teachers were divided into three strata: School, college, and university. A number of significant findings were identified. Overall, the findings from the quantitative study showed that PsyCap and work engagement were additively linked to job performance. PsyCap accounted for relatively large portions of variance in performance compared to work engagement. The results from the qualitative study confirmed and extended the findings of Study 1. Thematic analysis was used to analyse the focus group transcripts. Seven main themes were identified along with a further set of sub-themes. The key themes that emerged were teachers' role in students' lives, teachers' understanding of their job performance. PsyCap and its mechanism, significance of work engagement, PsyCap and work engagement, and demographic and religious factors. The findings shed light on the mechanisms underpinning the positive relationship between PsyCap, work engagement, and performance among teachers, highlighting the role of religious factors within these relationships. The overall results of the current investigation highlight the nature and strength of relationships between PsyCap and performance, and work engagement and performance, and reinforce the value of utilising PsyCap and work

engagement in organisational research to enhance performance. Future research should involve other occupational groups to explore the broader application of this framework.

Preface

When planning to pursue a PhD, an interest developed in exploring emotional intelligence in relation to job performance. An initial attraction towards Psychological Capital (PsyCap) and work engagement was triggered by existing literature in the field. This was discussed with my supervisor who encouraged a further review of the related literature. It was then that the dynamic aspects of these variables became clear. The multidisciplinary nature of the field of positive organisational psychology, along with the multitude of possibilities that the field offered, supported the idea of a further detailed exploration.

The work aims to add to the existing knowledge in the field to enhance the international community's understanding of the implication of the emerging concepts of PsyCap and work engagement in a non-EU, non-UK background.

One of the main responsibilities of researchers in the field of positive organisational psychology is to generate new data and approaches to enhance possible positive consequences for workers. An important method through which to achieve this target is to address the issues in developing countries, and identify significant developments among employees in industrialised countries. Additionally, unless research is conducted in the context of the developing countries themselves, little can be achieved to promote good practice. Europe and the rest of the developed world has managed to explore positive practice and employee's strength-based framework in different situations, but the journey of discovery continues.

Being in a culturally diverse and internationally-enriched working environment, it was intriguing as to why developing countries would shy away from tackling emerging constructs, such as PsyCap or work engagement, to promote performance and other

desirable employee outcomes. There was a frequent urge to identify the relevance of this emerging discipline in developing countries. Coming from a developing country, namely Pakistan, the author's observation of the scenario prompted the need for an auxiliary investigation. It was decided to explore this issue in-depth within a PhD thesis.

By researching the field in Pakistan, this investigation is among the preliminary works making way for globalisation for PsyCap and work engagement. In designing this piece of research, an attempt was made to explore issues at a micro level in Pakistan, while discussing issues in the context of macro issues affecting developing countries.

Aims and Focus of the Thesis

This study was among the initial attempts to explore PsyCap and work engagement among teachers in Pakistan. The angle refers to the exploration of a phenomenon that has been allotted little or no attention in developing countries. It takes a global approach to the study of PsyCap and work engagement in relation to performance. One of the key issues that emerged was to relate the findings from the study in HR management policies for recruitment, selection, training, and annual evaluation.

The focus of the research study was to whether the paradigm that has proved significant in industrialised countries would also be useful for research and action surrounding work in developing countries. Within this perspective, the thesis explored and presented research findings under the light of previous relevant research work.

Structure of the Thesis

Beginning with an overview of the field, Chapter 1 introduced the constructs under investigation. This chapter discussed general and specific characteristics of variables in the study. It aimed to facilitate the definitions of concepts and provided an

understanding of the context in Pakistan context (Chapter 2) from where the sample would be drawn.

In Chapter 3, these key constructs were initially explored through an extensive literature review that outlined the global view of the world of work. The research methodology was explained and outlined in detail in Chapter 4, and it presented the arguments for the choice of particular research methods. Furthermore, this part of the study underlined the advantages and disadvantages of the methodology.

The research applied sequential explanatory research design, and a combination of quantitative and qualitative methods, to yield an in-depth and confirmatory exploration of issues through cross-sectional design and focus groups.

The fifth and sixth chapters reported the quantitative study of the investigation. The samples included teachers from Pakistan. They were divided into three strata, namely school teachers, college teachers, and university teachers. Regression analysis indicated the linear effect of PsyCap and work engagement in relation to teachers' performance. Chapter 5 explained the methodology of the quantitative study in detail while Chapter 6 demonstrates the results from the quantitative investigation.

Chapter 7 and 8 involved the qualitative study and consisted of six focus groups. Chapter 7 was more focused towards methodology, while Chapter 8 reported the findings from qualitative data from focus groups. The main purpose of this part of the study was to confirm and validate the findings from the numeric data. Focus groups from the heterogeneous sample of teachers, from different levels and different sectors, and facilitated the harvesting of a large array of perceptions, experiences, and knowledge from participants who played a significant role in the educational sector.

Teachers' perceptions were explored on the key issues, their opinions about PsyCap and work engagement discovered through interactive discussions (Chapter 8). Thematic analysis was used to analyse this descriptive data. All key findings and key issues were brought together at the end of the thesis and discussed in summary (Chapter 9). Some recommendations for the way forward were also provided for organisations and future research. Limitations of this investigation were also discussed.

Development as a Researcher

Looking back over the PhD, it was clear that conducting research at this level was an intense and creative task with a number of concerns. Prior to this study, the author's experience had been limited to quantitative research. The process of this research project resulted in it being possible to see the different quality of findings that were revealed in qualitative research being as equally important as quantitative findings but also being insightful in a different way. On reflection, although this was not a simple process, it has allowed the use of qualitative research to be fully realised and utilised. This has impacted on awareness and ability to appraise qualitative literature as a psychologist.

This research is of interest to industrial/organisational psychologists, as well as educational psychologists, highlighting its multidisciplinary approach.

The study was a great learning experience and added to the researcher's awareness and maturity, along with the solidification of knowledge.

The lengths and, at times, the depths into which this thesis delves, should result in the reader viewing the exploration of PsyCap and work engagement in the entire developing world as significant factors in the globalised progress of organisational behaviours, as well as for the promotion of quality of working life for employees. If this emerging research and area of action can be lifted to its real importance and potential, and

in parallel to the other criteria for employee selection, training, and annual evaluation, this thesis will have fulfilled its purpose.

Such a study needs to be conducted at national, local, or sectoral level. A global study such as this one will stimulate discussion, raise awareness, and encourage research and action at different levels.

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All things and all knowledge belongs to Him,

The Most Learned and the Most Aware.

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Finally, this piece of work is dedicated to all those individuals, striving to make a difference and to make Pakistan a better place to live.

Chapter 1: Introduction

This thesis has its focus on psychological capital (PsyCap, comprised of hope, optimism, self-efficacy, and resilience), and work engagement (comprised of dedication, vigour, and absorption) regarding their association with job performance. PsyCap and work engagement are two variables that have been studied extensively and separately in the literature. However, they have not been studied in developing countries, such as Pakistan, where the focus of occupational health psychology research has tended to centre on negative aspects of work and health impairment. The current investigation represents an attempt to stimulate a consideration of positive perspective in psychological research and practice in Pakistan.

This dissertation is divided into nine chapters and presents a clear picture and understanding of the phenomenon under investigation. Chapter 1 launches the theoretical background of the variables followed by Chapter 2 which provides information about the context and settings in which the research is being conducted, i.e. the education sector in Pakistan. Chapter 3 covers a critical review of relevant previous studies, vindicates the need for this research, and states the aims. Chapter 4 has its focus on research methodology and justifies the use of particular methods. Chapters 5 and 6 together detail the quantitative study whereas Chapters 7 and 8 explain and discuss the qualitative study. The final chapter summarises both studies followed by the implications and limitations for this research.

This introductory chapter begins with an outline of the theoretical perspectives and definitions adopted throughout the thesis and is divided into three parts. The first introduces the theoretical perspective of PsyCap as independent/explanatory variable for the study, the second seeks to familiarise with work engagement as another independent

variable in this study, and the third part discusses job performance as a dependant variable in this investigation.

1.1. Positive Psychology

Psychology has had a noticeable overemphasis on negative features of human nature. The view that there is a dominant negative bias in psychology is supported by the fact that the number of publications on negative states outnumbers that of positive states by a ratio of 16:1 (Schaufeli & Salanova, 2007a). Luthans and Youssef (2007) supported the idea to balance between positive and negative aspects, not only at the workplace but in general as well.

As a result of what is often an illness-centred framework, workers' health was for a long time considered to be manifested as the absence of mental and physical illness. Maslow (1954) emphasised to focus on truth, logic, justice, reality, fairness, fitness, beauty, rightness etc. which determines the behaviour of a healthy person rather than anxiety, fear, insecurity, guilt, shame etc. Maslow introduced the term "positive psychology." In Motivation and Personality (1954), he titled the final chapter "Towards a Positive Psychology" and proposed the investigation of new concepts in psychology including growth, love, optimism, courage, acceptance, contentment, kindness, hope, and actualisation.

Maslow was the originator of humanistic psychology, the intellectual forerunner of positive psychology. His research agenda was similar to that more recently presented by Seligman et al. (Buss, 2000; Diener, 2000; Myers, 2000; Salovey, Rothman, Detweiler, & Steward, 2000; Seligman & Csikszentmihalyi, 2000; Vaillant, 2000).

In the new millennium, Seligman concentrated on the "once forgotten average man" and followed the premise that good and bad both deserve equal attention as these two are equally important and are equally genuine in life.

Seligman (2005) described three distinct missions that psychology had before the Second World War: Curing mental illness, making the lives of people more productive and fulfilling, and nurturing high talent. Soon after the war, the primary focus shifted towards treating abnormal behaviours. The other two objectives emerged in the 1950s when humanistic thinkers such as Rogers, Fromm, and Maslow focused attention on happiness, strengths, and positive aspects of human nature. Rapid growth was observed in general interest towards positive psychology in 1988 when Seligman was elected as president of the American Psychological Association (APA). Positive psychology became the theme of his term and the first international conference on positive psychology was held. Today, Seligman is widely viewed as the father of contemporary positive psychology and the field is considered as the scientific pursuit of optimal human functioning and strengths. Thus, positive psychology identifies the strengths that allow individuals and societies to flourish.

Since the start of positive psychology, a clear relationship between the positive feelings of employees and their performance has been recognised. Modern authors may identify the importance of positivity, but they do not necessarily succeed in informing or directing managers about what to do and how to do it, either for themselves or employees (Luthans & Youssef, 2007).

According to Peterson and Seligman (2003b) the positive social science may easy sell for the general public but it may not be true for the academic community. It has been

identified that a theory and research-driven approach is required to make a sustainable and demonstrable contribution to performance improvement.

1.1.1. Positive Organisational Health Psychology (POHP)

The field of Positive Organisational Health Psychology (POHP) has emerged from the positive psychology approach. POHP aims to present an insight into optimal functioning at work (Bakker & Derks, 2009). This can never be achieved by focusing solely on "what is wrong in employees," but there is also need to understand and emphasise positivity and their strengths.

POHP has been identified as being potentially useful in understanding and predicting an individual's work performance (Baker, 2009). It is comprehensive in the sense that the term involves not only social, psychological, and personal resources but also physical attributes and abilities. This concurs with the 1947 declaration by the World Health Organisation (WHO) which stated that health should not just be considered as an absence of disease or infirmity, but also a state of complete physical, mental, and social well-being (Schaufeli, 2004). Accordingly, POHP is a branch of psychology that emphasis on improving the quality of work life by promoting the health and well-being of employees. This research stream places emphasis on adding positivity and "meaning-making" in the workplace.

POHP includes two major approaches:

Positive Organisational Behaviours (POB)

POB engages individuals who are employees in an organisation. According to Bakker and Schaufeli (2008) its main objective is to pursue the human strengths or the psychological conditions that are related to employees' well-being and ultimately linked with their performance improvement.

Positive Organisational Scholarships (POS)

POS integrates its focus on positive organisations (Cameron, Dutton, & Quinn, 2003). POS is defined as the study of something that brings positivity and flourishment in any organisation. According to Cameron and Caza (2004), POS involves enriching the processes and their outcomes in organisational settings, using scientific, theoretically derived and rigorous investigation.

In short, POS and POB share legacies in positive psychology regarding their approach to organisational behaviour. These two approaches are in many ways corresponding and side-by-side in nature (Youssef & Luthans, 2011). However, they may keep apart in terms of their core constructs of interest, their focus (individual vs. organisations) and their foundational focus in terms of levels of analysis.

The current study is focused on exploring POB among teachers in Pakistan and will be introduced and discussed in detail.

1.1.1.1. Positive Organisational Behaviours (POB)

Luthans (2002a, 2002b) emphasised the need for a more relevant, proactive approach to organisational research that he termed Positive Organisational Behaviour (POB). POB is an employee-centred approach, focused towards positive psychological states and human strengths in the workplace. More specifically, Luthans (2003, p. 179) defined POB as "the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace."

Five criteria were set for including constructs in POB (Luthans, Youssef, & Avolio 2007): (a) theory and research based; (b) valid measurement; (c) rather unique to the field of organisational behaviour; (d) state-like and hence open to development; and (e) have a positive impact on work-related individual-level performance.

To date, constructs considered as paramount to the assembly of POB criteria include hope, self-efficacy, resilience, and optimism (Luthans, 2002b) and together with the higher-order construct of psychological capital (PsyCap) which is encompassed of these four indicators (Luthans, Youssef, & Avolio, 2007). POB's "open-to-development" criterion and its research-based movement separate it from popular, optimism-based, self-development books that flood the market (e.g. Steven Covey's *Seven Habits* or Spencer Johnson's *Who Moved My Cheese?*) (Luthans & Youssef, 2007).

The field, however, is in its early stages and is working towards rigorous exploration to provide further evidence of its significance in organisational psychology and modern management practice. This study aims to explore the role of popular POBs: PsyCap along with work engagement on performance among Pakistani teachers. Detailed discussion of each of these constructs and their relationship with performance and other desirable outcomes will be presented in the following sections.

The variables in the study are discussed in three sections. The first introduces PsyCap and its components (hope, self-efficacy, resilience, and optimism). The second section is about work engagement and its three components (vigour, dedication, and absorption). The third section includes a brief introduction to and definition of job performance which serves as a dependant variable in this study.

1.1.1.1.1. Psychological Capital (PsyCap)

In "Psychological Capital; Developing the Human Competitive Edge" Luthans, Youssef and Avolio (2007, p. 147) portrayed PsyCap as:

> an individual's positive psychological state of development and is characterised by 1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; 2) making a positive attribution (optimism) about succeeding now and in future; 3) preserving towards goals and, when necessary, redirecting paths towards goals (hope) in order to succeed; and 4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success.

The four components of PsyCap – hope, optimism, efficacy, and resiliency – appear exchangeable and identical as used in daily language. However, these are conceptually and psychometrically distinct. Empirically they hold discriminant as well as convergent validity (Luthans, Avolio, Avey, & Norman, 2007; Magaletta & Oliver, 1999; Youssef & Luthans, 2007). Both theory and research support the assumption of a common link and association between the four dimensions. Furthermore, this connection combines them together in a higher-order core factor entitled PsyCap (Luthans et al., 2007).

Being a rather unique construct in POB, PsyCap is not only relevant to "who you are," but invests in "who you are becoming" (Avolio & Luthans, 2006; Luthans et al., 2004; Luthans & Youssef, 2004). This suggests the construct is trait-like and open to development. Further research and analysis support the notion that PsyCap's capacities – as these are subject to change – are domain specific and state-like, i.e. moderately stable

(Luthans, Youssef, & Avolio, 2007). Unlike fixed and dispositional personality traits, training can develop them.

The major contribution of PsyCap is its development from the "actual self" to the "best possible self" (Avolio & Luthans, 2006). However, PsyCap is different from "human capital ("what you know"), social capital ("who you know"), and financial capital ("what you have") (Luthans et al., 2004).

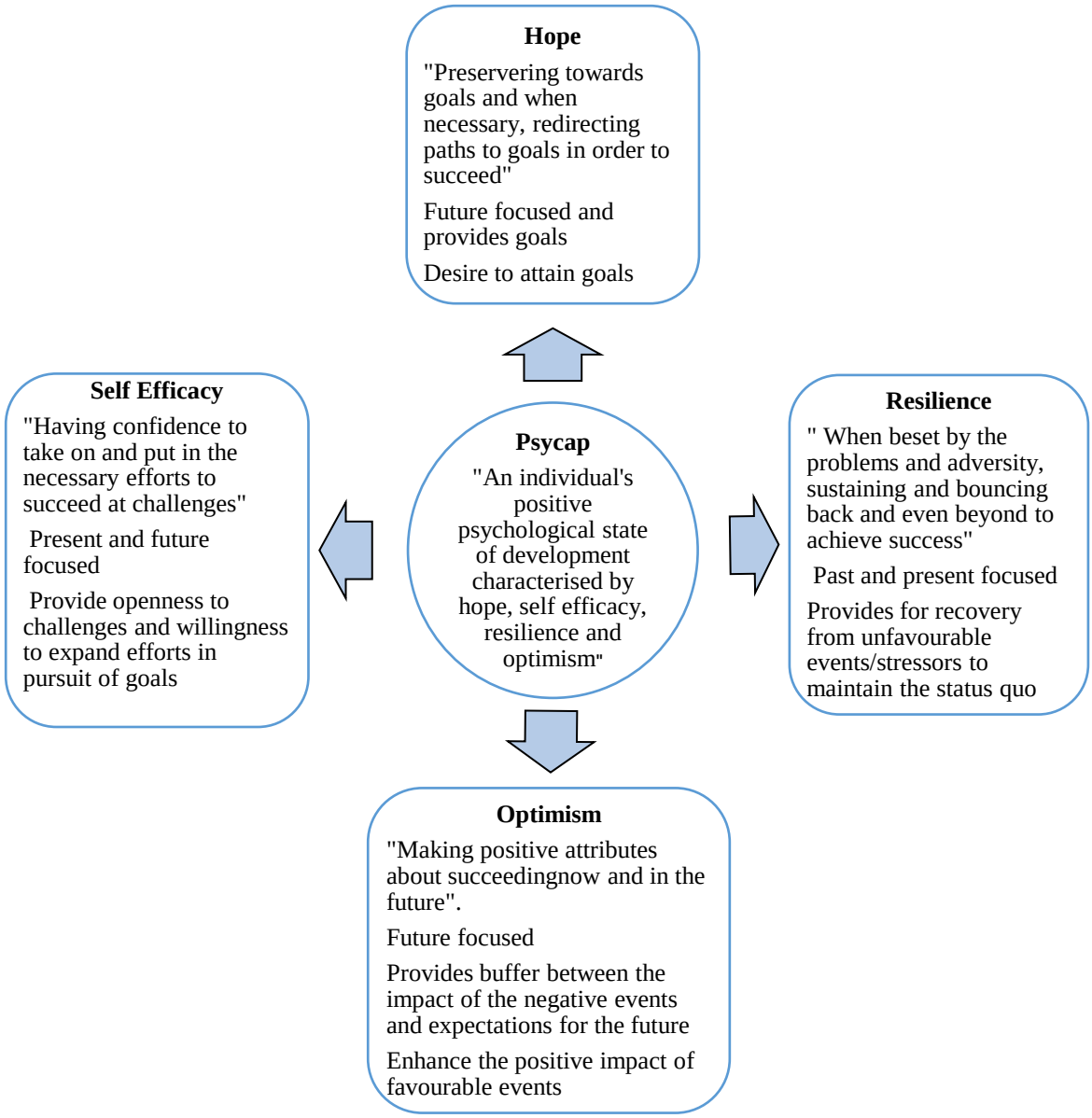
As a result of the cumulative motivational effects from all four contributing factors, PsyCap has significantly demonstrated more added value to performance compared to its individual subscales. Thus, the sum has more impact than its parts. These four factors (hope, self-efficacy, resilience, and optimism) are well known within clinical psychology as well as positive psychology but have been under-epitomised in organisational behaviour research (Luthans, 2012). Within the POB perspective, attention has been given to the synergy of these factors/dimensions as a core construct, known as PsyCap. Theory and research support the view that PsyCap goes beyond the constructs that comprise it (Luthans et al., 2007). Importantly, the literature suggests that PsyCap is associated with workplace performance (Luthans et al., 2007; Luthans, Youssef, & Avolio, 2007).

The final point worth highlighting as the inclusion criterion in POB is the unique measure developed for PsyCap. This work-related instrument was developed by utilising existing, standardised measures of self-efficacy (Parker, 1998), hope (Synder, Sympson, Ybasco, Borders, Babyak, & Higgins, 1996), optimism (Scheier & Carver, 1985) and resiliency (Wagnild & Young, 1993) with minor adaptation. This 24-item full scale was further validated for PsyCap as a higher order, core construct (Luthans, Avey, Avolio, Norman, & Combs, 2006).

The key points for summarising the above are: PsyCap is (1) based on the positive psychology paradigm; (2) managed positive organisational behaviour or POB criteria (i.e., unique, theory/research, valid measurement, state-like); (3) employee-centred (4) involves development for performance improvement (Luthans, Avolio, Walumbwa & Li, 2005).

The following diagram reviews each of the individual psychological resources that comprise PsyCap.

Figure 1.1: *A summary of the individual PsyCap components and their contribution to overall PsyCap construct adopted by Luthans, Youssef, and Avolio (2007)*



In sum, PsyCap is an emerging higher order, core construct that organisations can use to develop their personnel to attain authentic, persistent performance, and progress. The four subscales from PsyCap are considered in detail below.

1.1.1.1.1.1. Self-Efficacy

Self-efficacy is perhaps the capacity in PsyCap that best matches and fulfils the criteria of POB. The concept is based on broad and extensive theory and wide-ranging research by Bandura (1997) with a recent link with positive psychology (Bandura, 2007). By definition, it is associated with "an individual's perceived capacity for carrying out a task" (Bandura, 1997). In positive psychology, confidence is a term which is interchangeable with efficacy (Maddux & Gosselin, 2002). Bandura (1997) considered efficacy as being irrelevant to a person's real and tangible skills and abilities but rather identified it as the beliefs one had regarding what they could do with those skills. Further, he referred to self-efficacy as the probability of estimation of an individual to successfully perform a specific task within a given context. Above all, work efficacy is "one's conviction (or confidence) about his or her abilities to mobilise the motivation, cognitive resources, and courses of action needed to successfully execute a specific task within a given context" (Stajkovic & Luthans, 1998, p. 66). Although efficacy was initially considered as being specific to a domain of activity, a more general approach to efficacy has recently been adopted (Luthans et al., 2007). It is now recognised that individuals can have a "generalised" level of efficacy across a common domain of tasks such as the workplace (Parker, 1998). As a result of the blurring boundaries across different domains and realms at work, people tend to have comfort zones or areas where they are confident of their mastery. It is something that individuals learn about themselves and develop over time.

Further, efficacy is a generative capability associated with increased performance (Amabile, 1996). Stajkovic and Luthans (1998) showed a strong positive correlation between self-efficacy and work-related performance in a meta-analysis consisting of 114 studies. Self-efficacious people exceed their previous performance by stretching their abilities and efforts to new, challenging goals (Brown, Jones, & Leigh 2005). Most of the time, self-efficacious people believe in choosing challenging tasks; they use their sketchy and perceived abilities to accomplish the goals and remain consistent with the difficulties on their way to success.

More specifically in relation to POB developmental criterion, Bandura (1997) distinctly demonstrated that self-efficacy can be improved and developed in four major ways.

First, efficacy is developed when an employee experiences success (task mastery). As "practice makes perfect," success contributes positively to confidence. This is the most tried and tested approach to enhance one's level of efficacy. Second, employees' efficacy can be improved when they learn vicariously, i.e. they learn something by observing others (i.e., modelling). People can learn by observing others as well. This experience of observing others allows individuals to learn and discover from the success, and even failures, of others.

Third, efficacy is developed with social persuasion, i.e. by receiving positive feedback from respected others. In others words, by listening to others encouraging you, your self-doubting beliefs turn into a confident perspective. Fourth, efficacy is improved and enhanced through physiological and/or psychological arousal and wellness. Thus, physical health and/or a positive psychological state may boost individuals to sustain their confidence in their personal skills.

Luthans et al. (2007) outlined five key points about PsyCap efficacy. Firstly, PsyCap efficacy is domain specific. As a layman, for example, an individual may be very confident in some areas of life, and very unsure about other areas. Secondly, PsyCap efficacy is based on practice. It has been observed that people may not be confident with little or no experience of tasks. Thirdly, there is always room for improvement in PsyCap efficacy. No matter how much confidence an individual may have in a certain area, there may be still tasks from outside an individual's comfort zone. Fourthly, PsyCap efficacy tends to be influenced by what other people tell you about yourself; if for example, someone believes in an individual, they may come to believe in themselves. The last point states that PsyCap efficacy is variable – it is not constant. The level of efficacy depends on many factors that are internal as well as external. Some are in a person's control and others are beyond it. In any particular situation, one judges whether they have sufficient means to be successful or not. This assessment can contribute positively, as well as negatively, to the self-efficacy level.

From the findings above, it is clear that there is fantastic potential in self-efficacy research by applying it to new contexts, in different working environments, and in different cultures (Luthans, Zhu, & Avolio, 2006).

1.1.1.1.1.2. Hope

Hope is commonly used in everyday language. However, in positive psychology, the term is more precisely defined and operationalised than in its daily use. Snyder, a professor of clinical psychology, was one of the most widely recognised theory builders and researchers on hope in the paradigm of POB. His work on theory building for hope (Snyder, Sympson, Ybasco, Borders, Babyak, & Higgins, 1996; Snyder, 2000, 2002) has extensive research support. Snyder and his colleagues defined hope as a "positive

motivational state that is based on an interactively derived sense of successful (1) agency (goal directed energy) and (2) pathways (planning to meet goals)" (Snyder, Irving, & Anderson, 1991, p. 287). Snyder's work promoted the idea of hope being a cognitive or thinking state where an individual with high hope could set an attainable, practical goal.

An individual's will to accomplish these challenging tasks or goals is referred to as "agency" or "willpower," a component of hope (Snyder et al., 1996). People with a high level of hope are motivated to accomplish their targets by their sense of agency, hence articulating an inner determination and willpower to endow strength and energy in relation to their expectations. They are happy to demonstrate the capability to generate alternative pathways toward achieving their goals when other paths do not work (Luthans, 2002a; Luthans & Youssef, 2004; Snyder 2000).

This is another equally important and essential part of hope, referred to as "pathways" or the "way power." This component is mostly overlooked in common usage. The pathway component is considered as being the means to accomplish a certain task or goal. People with high hope tend to incorporate a more motivated attempt and produce pathways for problem solving; in return, they increase their potential for performance. Moreover, higher willpower (i.e., taking motivated action) and greater way power (i.e., generating alternative pathways), both components of hope, may have the potential to form a positive upward spiral (Luthans, Youssef, & Avolio, 2007). Through this, the overall cognitive activity of exploring alternatives and effort toward goal attainment is increased (Snyder, 1994). Snyder (1955) suggested that this strategy to "re-goalling" is necessary to stay away from obsolete goals, or those that usually prove unachievable over time. Thus, theory and research suggest that having one component of hope, in itself, is not enough. To acquire hope as defined and operationalised, one must have both the will

to succeed in a specified assignment as well as possible resources or ways, to accomplish that task.

This is the will power mechanism that mainly separates hope from efficacy, resilience, and optimism (Snyder et al., 1996). According to Luthans, Youssef, and Avolio (2007), efficacy is people's belief about what they can do, whereas hope is linked with their will power to use those skills. Creating different paths to use those skills is also interrelated to hope. In other words, efficacy may estimate the question of "can I do this?" whereas hope concentrates on the different ways to accomplish a task with a certain level of motivation and energy.

In positive psychology, hope has been clearly linked to academic and physical success (Snyder, 2000, 2002), and has recently been analysed in the organisational context. In preliminary research in the workplace, hope has been found to be significantly associated with Chinese factory workers' performance when rated by their supervisors (Luthans, Avolio, Walumbwa, & Li, 2005), and job performance, satisfaction, and commitment (Youssef & Luthans, 2007). Research in the field reflected that hope is a cognitive strength that has been found to strongly and significantly link with well-being and positive health outcomes and is also inversely related to undesirable pathology and mental illness (Cheavens, Feldman, Gum, Scott, & Snyder, 2006; Snyder et al., 1996; Venning, Kettler, Zajac, Wilson & Eliott., 2011).

Hopeful individuals reflect an ability to set goals, communicate willpower, and develop alternative pathways (way power) to accomplish them. They tend to enjoy their independent thinking, along with an internal locus of control. Consequently, they require a high amount of autonomy for expressing and utilising their agency (Luthans, Youssef, & Avolio, 2007). Thus, both will power and way power contribute to view blockage in

goal achievement as a challenge and opportunity for development rather than as dead ends and an excuse for disengagement and poor performance. In their work, Luthans, Luthans, and Jensen (2012) confirmed that the level of hope among students would be enhanced by identifying and targeting their personal, valuable, measureable, and achievable academic goals, along with the conceptualisation of multiple pathways to attain these goals. Whatever the level of pain experienced, hope nurtured the ability to put up with it (Peterson, 2013).

1.1.1.1.1.3. Optimism

Optimism is one of the most talked about – but like hope, least understood – constructs in positive psychology. It has a very definite connotation with theory and research concerned with this positive capacity. In everyday language, an optimist is an individual who expects positive events in future life. This individual may be convinced that desirable events will happen in the future. On the other hand, a pessimist is an individual who persistently has negative predictions and thoughts about the future.

As an important capacity of PsyCap, and a POB's criteria-meeting construct, optimism is much more than this surface meaning. It is not a case of simply predicting fine and constructive things about the future, but more importantly PsyCap optimism is dependent on the reasons one uses to explain why certain things happened, whether positive or negative, past, present or future (Luthans, Youssef, & Avolio, 2007). As discussed by Carver and Scheier (2002), optimist people expect good things to happen to them; while pessimist people expect bad things to happen to them.

Further to this constructive anticipation, optimism is portrayed as an explanatory style. In this style, positive events are recognised as personal, permanent and persistent characteristics by the individual and negative events are considered external and temporal

(Seligman, 1998). By the same token, a pessimistic explanatory style may interpret positive events as temporary and external, and negative events as personal and pervasive (Seligman, 1998). Unlike optimistic individuals, pessimists do not give credit to themselves for good things in life, thus believing there is little chance of positive events happening in life.

The theoretical roots for optimism as a POB construct are drawn from the discussions of positive psychologist Seligman (1998). Specifically, Seligman defined optimism as an explanatory style for building an inner, stable, and global provenance about positive situations or states such as target accomplishment, and external, somewhat unstable reasons for negative and undesirable situations, such as being unsuccessful at a specific point. Broadly speaking, optimism can be implicit as "positive expectations about future events" (Sharpe, Martin, & Roth, 2011, p. 946).

Based on this definitional framework, optimists feel success can be accessible and controlled. They take the credit for satisfaction and positivity in their lives. Since they believe the root for all these enviable events is internal, they expect these causes to continue into the future. To avoid the criticism of false or unrealistic optimism, POB opts to stress realistic, flexible optimism (Luthans, 2002b; Luthans et al., 2007; Schneider, 2001).

In other words, unrealistic optimists fail to analyse the risk factor properly. Their optimism is based on an unchecked process that has no logical assessment. Realistic optimism is a state (as opposed to a dispositional trait), where the individual tries to correctly appraise the situation and properly externalise risk factor. It contains an objective evaluation of what one can achieve in a specific situation along with the accessible assets at each specific situation, and, therefore, can differ. Moreover, it

generates a self-fulfilling prophecy wherein positive explanations become a reality (Peterson, 2006).

Like other PsyCap capacities, empirical research on optimism in organisations and at work is only now being investigated and explored. Seligman (2000) did find that optimism was significantly and positively related to life satisfaction and happiness. In addition, optimism has been shown to be significantly positively related to the desirable outcomes including performance in different domains in life, such as education (Peterson & Barrett, 1987) and workplace performance (Luthans et al., 2005). Youssef and Luthans (2007) found that employees' optimism was related to their performance, satisfaction, and happiness.

1.1.1.1.1.4. Resilience

Before the positive psychology movement, both in research and practice, resilience was associated with dysfunctional families or children at risk and adolescents with behavioural and psychological problems. Those who could show resilience after some distress or traumatic events were considered exceptional. From a clinical psychology perspective, Masten and Reed (2002) defined this as a set of phenomenon including patterns adapted in the context of significant adversity or risk. However, this construct is broadened as PsyCap capacity; it is not only the ability to bounce back from an adverse situation but also from positively challenging states and the will to set new records (Avolio & Luthans, 2006). PsyCap resilience is defined as a "positive psychological capacity to rebound, to 'bounce back' from adversity, uncertainty, conflict, failure, or even positive change, progress and increased responsibility" (Luthans, 2002c, p. 702). Recently, resilience was demarcated as "a phenomenon or process reflecting

relatively positive adaption despite experiences of significant adversity or trauma" (Luthar, Lyman, & Crossman, 2014, p. 126).

Resilient people are not only able to cope with trouble, uncertainty, and failure for their survival, but also have the potential to thrive on positive adjustments as well (Masten & Reed, 2002). For instance, people with a higher level of resilience may feel easy and composed outside their normal comfort zone. This encourages them to confront personal assumptions (Luthans, Youssef, & Avolio, 2007; Weick, Sutcliffe, & Obstfeld, 1999) and move to a healthy deviance and positive disequilibrium (Cameron, 2008; Luthans, Youssef, & Avolio, 2007). Resilience is rather far more cumulative and interactive than merely being a simple process of achieving linear homeostasis.

Unlike other PsyCap capacities, i.e. hope, efficacy, and optimism, resilience is more reactive in nature and focuses on sustaining ingenuity, rather than initiating it (Luthans, Youssef, & Avolio, 2007). Kinman and Grant (2011) examined resilience as a defending/safeguarding or protective mechanism rather than employing direct effects on desirable variables. Using the data from 240 social worker students, they provided evidence for the strong protective effects of resilience.

In another investigation, Grant and Kinman (2013) highlighted the significance of resilience in social work. Utilising data from 200 social work students and from 100 experienced social workers in England, the study aimed to explore participants' perception of the term "resilience" as this term is widely used in social work education and practice. Thematic content analysis was used for exploring the data. Analysis revealed that participants described resilience in two ways: a) a reactive quality or an ability to bounce back in stressful situations and b) a proactive mechanism or "a protective resource" that is developed over time to help manage future difficulties (Grant

& Kinman, 2013). However, the second slant was less commonly pointed out by the students in the sample. It was also suggested that responses from the experienced social workers were more complex and multi-dimensional in nature compared with those of social work students or trainees.

Research in relation to resilience has mainly been focused towards clinical psychology. However, running parallel to the focus on PsyCap and its constructs, research has begun to examine the impact of resilience in the workplace. The early research on PsyCap resilience has shown that it relates to workplace performance (Luthans et al., 2005; Luthans et al., 2007). Youssef and Luthans (2007) found that resilience was related to work attitudes of satisfaction, happiness, and commitment. Hence, resilience is likely to positively impact on performance by ensuring that a higher level of effort for achieving workplace goals is persistent and sustained, for example in the adaptation to changing environments, etc.

Griffiths and Edwards (2014) promoted the notion of the contribution of individual, social, and organisational factors towards resilience. Together these three factors may enable adaptation and survival during crises or tough times. Using a case study design, Griffiths (2014) explored resilience building at the organisational level in schools in England. Findings not only highlighted the significance of individual employee towards resilience building, but also described the eminence of the processes, cultures, and work environment within these individuals to nurture resilience. Griffiths (2014) also identified the need for robust evidence to check the effectiveness of resilience interventions in the educational sector.

In Short

PsyCap fulfils the theoretical and empirical criteria of being distinctive from other constructs (Luthans & Youssef, 2007; Luthans et al., 2007) in POB. PsyCap is 'state-like,' and receptive to development and performance management (Luthans, Avey, Avolio & Peterson, 2010; Luthans, Avey, & Patera, 2008; Luthans et al., 2007). According to Luthans, Youssef, and Avolio (2007), resilience (Masten & Reed, 2002), (learned) optimism (Seligman, 1998), efficacy (Bandura, 1997), and hope (Snyder, 1994) are amenable to development and can all be improved through training interventions in as little as one to three hours of training (Luthans, Avey, Avolio, Norman, & Combs, 2006; Luthans et al., 2010; Luthans, Avey, & Patera, 2008; Luthans, Youssef, & Avolio, 2007).

Further research is required to examine the impact of PsyCap training interventions on performance. Such state-like characteristics also discriminate PsyCap from trait-like constructs such as 'Big Five' personality dimensions (Barrick & Mount, 1991) in organisational behaviours. Each of the four positive capacities has been shown to have theoretical independence and research-based discriminant validity (Luthans et al., 2007). As a result of the accumulative motivational effects being broader, and having more impact than any of the individual constructs by itself (Luthans et al., 2007), PsyCap has also been demonstrated to have a significant additional value to desirable outcomes in the workplace (Avey, Luthans, & Youssef, 2010). The findings suggest that performance may be enhanced through developing employees' PsyCap (Luthans, Avey, & Patera, 2008; Luthans, Youssef, & Avolio, 2007).

1.1.2. Work Engagement

Knowledge of an individual's psychological bond with work has grown and is considered as being critically important in the globalised world market. Thus, modern

organisations do not only have to focus on facilitating their employees physically but psychologically. Such organisations expect their employees to have a “down to business” approach, take the initiative, and be devoted to high quality standards for performance. They require employees who are energetic and enthusiastic, i.e., who are engaged in their work.

Schaufeli (2011) recognised a new paradigm that he considered as a way to develop engagement at work. This paradigm, he suggested, insisted a shift in the attitude of approaching work that would be a more dynamic and healthy way of forthcoming occupational health psychology. He suggested considering work as something people can relish and the workplace as something where people develop, facilitate and experience a sense of well-being as employees.

Moreover, Schaufeli (2011) accentuated the human tendency to look at the negative side of things rather than the bright and positive. He proved this by highlighting how negative constructs, including burnout, were explored more than positive constructs like work engagement. Presenting a ratio of 32:1 studies in favour of burnout rather than work engagement, he advocated the use of work engagement in different work-related settings.

After becoming popular in business and consultancy, the term “engagement” is now growing in use in scientific research. It refers to the connection, devotion, keenness, enthusiasm, assimilation, commitment, and involvement, as well as a determined and persistent effort with energy. Kahn (1990) took the lead in conceptualising engagement at work. He described it as physical, cognitive, emotional and mental expression of employees during role performance. He depicted a vibrant and reciprocal association

between the engaged individual who puts all their efforts (physical, cognitive, emotional, and mental) into the work role.

Schaufeli, Salanova, González-Romá, and Bakker (2002, p.74) defined work engagement "as a positive, fulfilling, work-related state of mind that is characterised by vigour, dedication, and absorption". While defining vigour, they suggested that it's characterised by mental resilience and high level of energy at work. Moreover, it's one's inclination to invest effort without being easily exhausted while working. Staying persistent in the hour of need is also proposed as vigour. They further discussed dedication as strong involvement in work while experiencing a sense of enthusiasm, passion and eagerness at work. Absorption, according to Schaufeli et. al (2002) is being fully absorbed and well captivated and occupied in one's work in pleasant manners. This is further characterised as not being able to detach oneself from work.

Maslach, Leiter, and Jackson (2012) added to the definition by considering it as a personal energy and asset that employees bring to their work. Maslach et al. (2012) promoted that work engagement has three dimensions: Vigour, dedication, and absorption.

The concept of work engagement has been defined and characterised in two different ways. The first perspective views work engagement as energy, professional efficacy and involvement, which are considered to be the straight opposites of burnout dimensions (i.e., exhaustion, cynicism, and lack of professional efficacy) (Maslach & Leiter, 1997). Moreover, vigour was considered to be the direct opposite of exhaustion, and dedication was measured as a reverse of cynicism (Schaufeli & Taris, 2005). The scale that ranged from vigour to exhaustion had been regarded as "energy", whereas the magnitude covered by dedication and cynicism was labelled "identification" (González-

Romá, Schaufeli, Bakker, & Lloret, 2006). Hence, work engagement was detailed as being a high level of energy and strong dedication towards one's work, whereas burnout was considered to be the opposite, i.e. a low level of energy and poor dedication towards one's work. Further to this, Schaufeli, Taris, Le Blanc, Peeters, Bakker, and De Jonge (2001) included absorption as the third core aspect of work engagement. Bogaert, Clarke, Willems, and Mondelaers (2013) established in a study with 357 registered nurses in a psychiatric hospital work environment that burnout and work engagement are distinct, yet highly interrelated constructs.

The other viewpoint defines engagement as "a positive, fulfilling, work-related state of mind characterised by vigour, dedication, and absorption" (Schaufeli et al., 2002, p. 74). This perspective moved away from the idea of work engagement as a positive antithesis of burnout but considered it a motivational state. Accordingly, the engaged workforce has high levels of energy; these employees perceive themselves as being able to deal with job demands, are passionate about their work, and are mostly absorbed in their work/task so that time flies (Macey & Schneider, 2008; May, Gilson, & Harter, 2004). Thus, contrary to Maslach and Leiter (1997), they concluded that, although by the concept, engagement is the positive antipode of burnout, the measurement of both concepts, and consequently, the structure, varies. As a result, engagement is operationalised differently. A growing body of literature is opening further research to establish the practical implications of this construct for organisational development. Present research is using the perspective by Schaufeli et al., (2002) as it is in the vicinity of positive organisational health psychology (POHP).

This new work engagement conceptualisation was measured by the Utrecht Work Engagement Scale (UWES), developed by Schaufeli et al. (2002). The scale consisted of

three subscales; *absorption* (six items, e.g., "When I am working, I forget everything else around me"); *vigour* (six items, e.g., "At my job I feel strong and vigorous"); and *dedication* (five items, e.g., "My job inspires me").

The 17 items for the work engagement scale were rated on a seven-point frequency-based scale (0 = never, 6 = daily). Schaufeli, Bakker, and Salanova (2006) developed a shorter version of UWES with nine items in total, i.e. three items for each three scales. The scale showed good internal consistency and other psychometric properties. This instrument is currently more frequently used in studies in POHP.

One desirable criterion in POHP is the ability of a variable to translate into an employee's performance and other positive outcomes. Research indicates organisations and institutions with engaged workforces outshine organisations or institutes with disengaged employees. Employee engagement in work contributes positively to an organisation's success (Cascio & Boudreau, 2011; Harter, Schmidt & Hayes, 2002; Markos & Sridevi, 2010; Shuck & Wollard, 2010). Existing literature showed a far-reaching association between work engagement and job performance among different working groups (Halbesleben, & Wheeler, 2008; Harter, Schmidt, & Hayes, 2002; Schaufeli, Taris, & Bakker, 2006). Work engagement has strong association with positive outcomes for individuals (including well-being, mental and physical health and performance) (Bakker, 2011; Christian, Garza, & Slaughter, 2011; Hakanen & Schaufeli, 2012; Rich, Lepine, & Crawford, 2010; Saks, 2006; Shimazu, Schaufeli, Kamiyama, & Kawakami, 2015; Shuck, Reio, & Rocco, 2011) and for organisations (e.g., cost-effectiveness, profitability) (Hakanen & Schaufeli, 2012; Kataria, Rastogi, & Garg, 2013). Engaged employees have an internal and personal commitment to accomplishing a task successfully. This may enable employees to bring their full competency to sort out

the barriers, connecting with their surroundings, and developing innovation. These employees typically go beyond the expected level of effort to put in their role. While engaged employees find their work more enjoyable, they turn that enjoyment into more effective action (Bakker, & Leiter, 2010) and reflect the energy and motivation to focus exclusively on the core working responsibilities. Along with the capacity to be energetic, they are passionately involved in their work to improve performance.

The "state like" nature of work engagement was investigated and research confirmed that such engagement fluctuated in response to day-to-day changes in job resources (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009a; Xanthopoulou, Bakker, Heuven, Demerouti, & Schaufeli, 2008). Hence, work engagement is open to development via training and interventions. Rashid, Asad, and Ashraf (2011) suggested nurturing work engagement in organisations and education via training.

In short, the construct of work engagement is based on theory and research. Research data shows that engaged workers perform better as they may be intrinsically motivated and set higher goals for themselves in the workplace. As a result of its state like framing, work engagement is subject to improvement. Since work engagement is playing a vital role in attaining desirable outcomes and is linked with performance enhancement, in the current investigation, the amount of variance it brings to job performance will be explored among teachers in Pakistan.

1.2. Job Performance

Industrial/organisational psychologists are concerned with many issues, but the concern for job performance remains one of the most important and significant (Parker & Turner, 2002). Jayaweera (2015) described job performance as a very important factor affecting the profitability of an organisation. Job performance is defined as behaviours

and actions that are relevant to the goals of the organisation in question (Campbell, 1990). Thus, only the actions related to achieving organisational goals constitute performance. It is something being done by an organisation's employees so is fundamentally about the relationship between the employee and the organisation. Viswesvaran and Ones (2000) define job performance as "scalable actions, behaviour, and outcomes that employees engage in or bring about that are linked with and contribute to organisational goals" (p. 126).

Researchers have previously tried to define and clarify the concept of an individual/ employee's performance (Campbell, 1990). This had proved to be a core concept within work and organisational psychology over the years. The constant and rapid change in the world of work resulted in various modifications in the concept of performance. Furthermore, it is hard to conceptualise such an idea without considering its whereabouts, e.g. industry, organisation, culture, etc. Many different criteria were used as indicators of job performance. These ranged from objective indicators (i.e. sales output) to subjective assessments of performance by others (peer rating, supervisor rating, etc.). There are also many different dimensions of job performance (i.e. OCB, task performance, etc.) (Reaves, 2015).

A large amount of literature in industrial/organisational psychology has been keen to reveal which antecedents predict job performance. Conclusions and results have established that many individual differences (i.e. cognitive ability (Schmidt & Hunter, 1998); job characteristics (i.e. feedback (Fried, 1991); personality (Barrick & Mount, 1991, Hurtz & Donovan, 2000), and job attitudes (i.e. job satisfaction; Judge, Thoresen, Bono, & Patton, 2001) are only a few among the antecedents of job performance. More recently in POHP, PsyCap and work engagement are explored in relation to job

performance. These two variables are discussed in more detail in previous sections of this chapter.

Several models in the literature delineate different dimensions of job performance. These different dimensions are each proposed to explain the construct domain of overall job performance. For example, the model of job performance by Campbell (1990) consisted of these dimensions; job-specific task proficiency, non-job-specific task proficiency, demonstrating effort, written and oral communication, facilitating peer and team performance, maintaining personal discipline, supervision, and management or administration. Campbell stated that these dimensions together constitute the general structure of job performance (Viswesvaran, Schmidt, & Ones, 2005), though the associations between these dimensions were trivial.

Another model for job performance was proposed by Viswesvaran (1993). He found ten dimensions of performance; overall job performance, job performance or productivity, effort, job knowledge, interpersonal competence, quality, communication, competence, leadership, and compliance with rules. Another model developed for job performance by Murphy and Shiarella (1990) concluded that there were four dimensions of performance; downtime behaviours, task performance, interpersonal behaviours, and destructive behaviours. More recently it was argued that this model includes another dimension of performance across occupation: Creativity (Jex & Britt, 2008; Mumford, Hester, & Robledo, 2012).

Hanif (2004) detailed three perspectives for a general study of performance. Her first perspective focused on an individual's characteristics as a source of performance generation and variation, e.g. personality, ability, education, skills, experience, etc. The second perspective insisted on situational elements such as performance catalysts. The

final perspective highlighted the significance of the performance regulation process, or the procedure involved in performance. Furthermore, Hanif described these three perspectives as complementing each other.

This study has as its chief objective an exploration of teachers' performance as an outcome of PsyCap and work engagement. Teachers constitute the basic working group among the education delivery team. Undoubtedly, their performance is related to the quality of education (Ramsden, 1991). As the contributing factors towards good and effective teacher performance are many and varied, it can prove difficult to define what constitutes a performance, or best performance, of a teacher at any level. Hence, a collectively-approved definition of teachers' performance has not yet been attained. Educationists and policy makers have shown great concern for defining what constitutes an effective and successful performance. Obilade (1999) attempted to define teachers' job performance as the duties performed by a teacher for achieving organisational goals. It was further explained as the ability of the teachers to syndicate the pertinent inputs to enhance teaching and learning process (Akinyemi, 1993; Okeniyi, 1995). In order to comprehend and maximise or enhance this complex phenomenon, there is a need for research on teachers' personal factors, as well as that of organisational and contextual factors. Keeping this in mind, some demographic and occupational variables are very briefly discussed below. These are the factors that may influence or introduce variation in performance. For this very reason, these factors are also part of this research.

1.2.1. Age

Mixed views are presented in the literature regarding the relationship between age and job performance. Nusbaum and Silvia (2011) suggested that the fluid intelligence involved in abstract thinking and problem solving skills may decline with

age. Consequently, younger employees are more likely to have better fluid intelligence, and hence perform better than those who are older.

In a meta-analysis, Waldman and Avolio (1986) established that age and job performance were significantly positively related. The mean correlation between the two variables was .27, but age and performance were negatively related to supervisor rating to performance (r = -.14). They suggested that the relationship between these two variables depended on the job performance criteria used (supervisor rating vs. peer rating or self-rating).

However, in another meta-analysis McEvoy and Cascio (1989) revealed only a small and insignificant amount of correlation (.06) between the two variables. Additionally, they did not find the difference in results depended on performance criteria. In a meta-analysis, Ng and Feldman (2008) also found that age was unrelated to job performance.

These contradictory findings suggest that checking the amount of variance age may bring in job performance in a developing country.

1.2.2. Tenure/experience of work in number of years

Idiosyncrasy credit, which is defined as an individual's credit and status gained in a group over a number of years, gives the individual more legitimacy to deviate or rise above from in-group norms (Hollander, 1958). This idiosyncrasy credit may result in more experienced employees being more creative while performing their job compared with less experienced employees. Ng and Feldman (2010) found an association between tenure and job performance. It is worth checking the association between these two numbers.

1.2.3. Gender

Another potential demographic variable that may be worth exploring is gender. Roth, Purvis, and Bobko (2012) revealed in a meta-analysis that females, on average, had been rated as performing better than males in operational field settings though they also highlighted substantial variations in these results where males performed better. However, in a greater proportion of cases, females performed better. This suggests that gender may have some connection with performance at work.

1.2.4. Education

A teacher's performance may depend on their knowledge. Chamundeswari (2013) suggested that most teachers may benefit from training and professional development courses. Flores, Desjean- Perrotta and Steinmetz (2004) highlighted the importance of education in any field of work by positing it as a vital source of the knowledge an individual needs to perform daily endeavours. More recently, Labadia (2010) stated that completing a masters unit or earning a degree may reflect a higher degree of professional competence and may result in a higher chance of promotion.

Bearing in mind the point that teachers' education and knowledge may impact on their performance at work, it is a good idea to check a link between teachers' education and their job performance.

1.3. Chapter Summary

This chapter has described all hosts of psychological variables, their theoretical bases, and the terminology informing this thesis. The chapter commenced with a description of the thesis' conceptual foundations in the discipline of positive occupational health psychology. It then located the dependant variable, job performance, and examined

its definition and measurement in the context. It has set the outlook for the thesis and laid the foundations for the studies that follow.

Chapter 2 builds on the premise that performance is observed with reference to the culture and the field of interest. Since the research is from a non-European and non-American context, it is important to explore how teachers are viewed and the expectations associated with them in the particular scenario. These expectations are mostly translated as performance measuring criteria in a particular culture. Thus, Chapter 2 presents a concise introduction to the education system in Pakistan, its levels, and the role of teachers in it and how the teaching profession is viewed in Pakistani culture.

Chapter 2: Pakistani Educational System: A Brief Overview

Most positive Occupational Health Psychology (POHP) research has been conducted in the United States and Europe. Occupational health psychology (OHP) research in other parts of the world, especially developing countries in the region of South Asia, has mostly focused on negative aspects of the relationship between work and health. As such, a research imperative can be identified for POHP research in a developing country like Pakistan. Furthermore, a research imperative can be identified for POHP research that involves a wide range of occupational groups. To date, POHP research has centred on a restricted set of occupational groups and there has been a paucity of such research involving teachers. This chapter considers the role of teachers in the era of globalisation with a specific focus on the Pakistani education system. The purpose of the chapter is to provide an introduction to the prevalent culture, role, and responsibilities among teachers and the management and the current challenges in the Pakistani education system, as well as considering the role of teachers in an Islamic republic such as Pakistan. In this way, the chapter provides a contextual foundation for the study findings that are presented in subsequent chapters.

2.1. Importance of Teachers in the 21st Century

Globalisation and rapid modifications in digital technologies are key characteristics of the 21st century. Education has become crucial, with borders blurring because of a swiftness of knowledge sharing and information transfer. This places a greater responsibility on educational institutions to prepare individuals and society for new challenges in a new world. Such a scenario is very evident in Pakistan, as education is likely to be the main enabler for a nation facing huge economic pressures while having a low literacy rate.

Pakistan's economic survival in the world lays in strengthening its people through education and providing skills and knowledge that are indispensable for the 21st century (Memon, 2007). Beyond this economic hunt, education has to serve an equally important and growing need to maintain national identity, distinctiveness, and the values embedded in culture and community in a global world. In light of this, an education system is required that adopts a holistic approach to developing citizens to their full potential.

There is a consensus among educational stakeholders that the role of teachers is critical to the delivery of high quality education. Teachers are considered as the most important single factor, influencing the quality of education and pupils' learning (Barber & Mourshed, 2007). Research studies have recognised the association between teacher development and students' learning and achievement (Guskey & Sparks, 1996). Lower-achieving students are most likely to benefit from improvements in teacher effectiveness. Further to this, a teacher's quality continues to rank as the most reliable predictor of student achievement (Ding & Sherman, 2006).

In the era of advancement and technology, it can prove challenging to describe the evolving roles of teachers. On one hand, teachers may be expected to be highly competent in their subjects, qualified, and IT literate. On the other hand, they are required to be highly interactive, as well as intelligent both socially and emotionally. It is accepted that the role of teachers has grown immensely (Haberman, 1991). There has been an increasing acknowledgment that teachers are critical for helping to foster students' citizenship behaviour and for preparing them to cope with life in a global economy.

2.2. Pakistani Education System

> There is no doubt that the future of our State will and must greatly depend on the type of education we give to our children and the way in which we bring them up as future citizens of Pakistan.
>
> *Quaid-e-Azam Muhammad All Jinnah,*
>
> *All Pakistan Education Conference,*
>
> *November 30-December 2, 1947, Karachi*

The Islamic Republic of Pakistan gained its sovereignty as an independent state on August 14, 1947. The founder of Pakistan, Muhammad Ali Jinnah, insisted on providing quality education to the common man; however, after his death in September 1948, the issue of development in the educational sector was not properly addressed.

Pakistan is the sixth largest country in the world after China, India, the United States, Indonesia, and Brazil (Burki, 2005). The estimated population of Pakistan is more than 170 million and about 25 million are under the age of 18 (Burki, 2005). Burki further states the American population is almost twice as large as Pakistan. However in 2005, the United States had fewer people below the age of 18 as compared to Pakistan.

This highlighted that Pakistan had one of the youngest populations in the world and encouraged the researcher to investigate the teachers playing such an important role in the life of this huge number of people. Like other developing countries, Pakistan is attempting to reform and strengthen its education system to meet the challenges and expectations of globalisation. This chapter attempts to give a brief overview of the history, structure, and challenges of education in Pakistan along with some glimpses from Punjab where the current study was conducted.

The mid-19th century saw many countries now considered as developed instigate public education to cultivate the basic skills required by industrialising economies (Habib, 2013). The countries' distinctive institutional and cultural backgrounds were the driving force behind variations and differences in the emerging education systems (Cummings, 2003). For example, Japan's core focus for prominence in schools prepared industrial workers and was not to foster individual talent. In the same way, Britain placed an emphasis on promoting and nurturing an elite class, while Germany aimed to develop specialised skills. Most of the developing countries within the colonial context inherited the system their rulers brought in (Habib, 2013).

After 1947, Pakistan did not make any conscious effort to educate people according to a modern system or according to its cultural or distinctive institutional background; rather it inherited the colonial system of education assembled to prepare government and army officers to work for British rule. Habib (2013) emphasised that Pakistan has yet to clearly define, articulate, and implement the purpose of post-colonial purpose of education system. Habib (2013) ascribed this unclear vision as the reason behind the government's failure in committing progressively and steadily in education and refining the consequences. She also accredited this for a lag in Pakistan's enrolment rates in primary and secondary level education in comparison to its neighbouring countries including India and Bangladesh. In this present era of competition, only those nations – or even individuals – who have vision and then the courage to translate that vision can survive and efficaciously meet the challenges of globalisation and technology.

Since Pakistani independence, the importance of education was acknowledged by various governments and they developed policies to translate the slogan of 'education for all'. In 1947, an All Pakistan Education Conference was held, in which an aspiring and

enthusiastic target of providing free and compulsory education for all was set. The deadline to achieve this objective was only one decade. Kazmi (2005) highlighted that until 1972 all the policies and conferences emphasised the following:

- Universal primary education and promotion of literacy
- Progress towards science and technology
- Quantitative improvement of education
- Reduction in inequalities of educational access and opportunities
- Availability of technical and professional education
- Easy access to higher education on merit
- Access to employment opportunities through education and training (p. 95)

The following table presents the targets and strategies to raise literacy rate under educational policies in Pakistan.

Table 2.1 *Overview of Policy, Targets and Strategies in Literacy in Pakistan*

Policy	Targets	Strategies
1947 Pakistan educational conference		• Adult education by provinces • College students to participate in literacy campaigns • Existing school buildings and staff to be used
1959 Commission of National Education		• School children as teachers of their illiterate parents • College students as adult literacy teachers • Each one teaches one • Media use for adult education
1970 The New Education Policy		• Vocational education • Employers to make their employees literate • National education corps • Non-formal education programmes
1972 The Educational Policy		• Massive literacy programmes • Literacy centres in schools, factories, farms, union council halls and other community places • Media use for literacy
1979 National Education Policy	To raise literacy rate from 24% to more than 35% by 1982-83	• Mosques schools and mohallas schools • Student volunteer corps • Use of television • Literacy and Mass Education Commission to be established
1992 National Education Policy	Literacy rate to increase to 70% by 2002	• The literacy programmes to be implemented through the provincial governments, NGOs and local organisations • Literacy programmes to be integrated with skill based community development programmes • Greater attention to the deprived segment in the society in rural areas and urban slums, with special emphasis on the female population • Adult literacy classes an integral component of the evening shifts in primary schools • Directorate of adult education established in each province, with wings at the divisional and district levels to provide professional training and guidance, as well as monitoring and evaluation
1998-2010 National Education Policy	Literacy rate to increase to 70%	• National Literacy Movement to be launched on an emergency basis • Mosques to be used as means to provide non-formal education • Schools to be increased to 82,000 by 2002 • Literacy corps of college/university students/ teachers to be established for imparting literacy during vacations • Driving and ammunitions licenses only for

	literate persons • Industrial units to make their employees and their dependents literate

Source: Education Policy Documents as seen in Kazmi (2005)

The step was taken in 2001 to start the process to figure out and develop a vision for Pakistan's education system with the aim of the decentralisation of the administrative structure for education (Habib, 2013). Further based on this, in the 18th amendment to the constitution in 2010, provinces were given full responsibility for health and education in Pakistan. Provinces, and not central government, were now fully obliged to formulate and execute education standards, planning, policy, and curricula. In this ongoing process of decentralisation, provinces also took charge of developing the budget and action plans for the education sector. For the very first time education was made compulsory by law according to article 25-A of this 18th amendment. This article states: "The state shall provide free and compulsory education to all the children of the age of five to sixteen years in a manner as may be determined by law."

Implementation of article 25-A required an increase in the budget allocated to the education sector in all provinces. This Compulsory Primary Education Act has been enacted in three provinces and Islamabad capital territory. Although this act has not yet been fully enforced, significant efforts were made to bring all children into schools (Ministry of Education (MOE), 2008). An investigation by Dreze and Sen (2013) highlighted the importance of the state's investment in health and education. In their comparative study of India and China, the authors maintained that the majority of the population, especially the most underprivileged and disadvantaged groups in a society, gained more and saw improvements from disbursements on health and education compared to any other form of investment in the people or their surroundings. The

authors further added that expenditure in these two sectors was vital and the most significant factor relating to progress in productivity and national development. Pritchett (2001) emphasised that the impact of spending on education mainly rested on the governance structure, demand, and supply of skills as well as the quality of education conveyed.

It is clear that various initiatives were taken from 1947 to improve the state of education in Pakistan and the accomplishments in this sector were diverse and mixed. On the one hand there had been an increase in the number of schools, and on the other hand there was no evidence of an increase in non-salary budget in correspondence to the demand. Kazmi (2005) concluded from the analyses of past initiatives that there was a tangible need for improvements in monitoring the service delivery and effective internal control over expenditures that was inundated because of government issues, lack of capacity, and meagre finance.

In 1999, 65% of males and 30% of females were educated, with an overall literacy rate of 45% (Human Development Centre, 1999). This left Pakistan ranked 113 among 120 countries regarding literacy rates. At present, the Ministry of Education and provincial governments are responsible for providing education across the age range. The federal government only manages curriculum development and financial allocation. This specification is under the Federal Supervision of Curricula, Textbooks, and Maintenance of Standards of Education Act no. 10 passed in 1976. In the public sector, regarding elementary education, the span of control and organisation at the provincial tier was wide and unmanageable. This led to the further distribution of power to the district tier. This initiative was taken for better resource management at comparatively small level (districts are smaller units as compare to provinces).

Empirical research in the field of social science has frequently reported a strong relationship between education and national progress (Muller & Ellison, 2001). Further to this, it is also an established fact that an increase in universal literacy plays an important role in the prosperity not only of developing countries but also of developed nations (Woolcock, 1998). It is vital; therefore, that Pakistan should focus on improving the education system for its survival.

2.2.1. Administration and Management in Education Sector

Pakistan is a federation with five provinces with parliamentary systems (Punjab, Sindh, Khyber Pakhtunkhwa (KPK), Baluchistan, and the newly-created Gilgit Bultistan) as well as other territories called FATA (Federally-administered tribal areas). The responsibilities are divided between provinces and the centre under the constitution of 1973 and succeeding treaties and pacts. Urdu is the national language and is spoken and understood by 75% of the population. The rest of the population speaks regional languages. Urdu and English are both the official languages of Pakistan.

Providing education is a provincial matter in Pakistan and is controlled by the provincial Department of Education. The Federal Ministry of Education (MOE), under the federal government, only works for overall policy making and as an advisory authority in the field of education. One of its responsibilities is to develop the curriculum and ensure the uniformity of education throughout the country. It also operates and is in charge of the educational institutions under the federal territory (MOE, 2008).

The Federal Board of Intermediate and Secondary Education (FBISE) is a sovereign body working under MOE. This institute was established under the FBISE Act of 1975 for administrative reasons to regulate, develop, and control intermediate and secondary education in the centre. The Inter Board Committee of Chairmen (IBCC)

consisted of 26 boards of intermediate and secondary education (one for the federal and rest for the provinces). IBCC was established in 1972 to share information and synchronise activities among the boards to have harmony and uniformity of academia and curricula standards among the member boards. These boards of intermediate and secondary education regulate and monitor the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) examinations and curricula.

The Higher Education Commission (HEC) became functional in 2002 to permute, support, monitor, and facilitate higher education in Pakistan. Previously the University Grant Commission was the institution working for higher education in the region. All the degree-awarding universities and institutions, public or private, and colleges granting degrees at graduation and post-graduation level were encompassed under the mandate of the HEC. The HEC facilitates and supports the planning and development for quality higher education throughout the country.

The Ministers of Education for each province are the head of the Provincial Departments of Education who execute authority through the Secretaries of Education. The provincial Departments of Education facilitate education at elementary, secondary, technical, and higher education in the province. For the sake of decentralisation of authority and power, each province is also divided into regions called divisions. The officer in charge in each regional/divisional office is called a director. The regions/divisions are further divided into districts for administration purpose and the offices there are headed by district education officers (DEO). The education structure in Pakistan is moving towards a three tier system, i.e. elementary, secondary, and higher education. These levels, and the structure of education, are given in more detail in the following sub-section.

2.2.2. Education Levels and Sectors in Pakistan

The education for the children aged 3 to 5 is termed as Katchi/pre-primary classes for Early Childhood Education (ECE). These classes were dropped during the 1980s and prospered again at the end of 1990s in the government and private sector. Private schools now provide these classes in nursery, kindergarten, and Montessori-style education, mostly in urban areas.

The primary level consists of grade one through to grade five. Children are enrolled in the school for grade one when they reach at the age of 5^{+}. According to the three tier education system, primary education comes under the first stage of elementary level. The next platform is the middle level education that consists of grades 6 to 8. On these levels from grade 1 to 8, education is acquired in schools.

Secondary education consists of grades 9-12. It is divided in secondary school education from grades 9 to 10 and higher secondary school education from grades 11 to 12. At grades 9 to 10, students have the option to pick between humanities, science, or technical streams in schools. At the end of this level, students achieve the Secondary School Certificate (SSC) after passing their matriculation examination administered by the Board of Intermediate and Secondary Education (BISE) throughout the country. Higher secondary education is of grades 11 and 12 level. This level is either attained in higher secondary schools or intermediate and degree colleges. Another name for this stage is the intermediate level and it is mostly considered as part of college education. At the end of grade 12, students sit for the Higher Secondary School Certificate (HSSC) examination held by BISE. Technical and vocational colleges offer 2- or 3-year diplomas equal to HSSC level in various technologies and trades.

Higher education is obtainable in universities and colleges. All the stages at this level are facilitated and managed by Higher Education Commission, Pakistan. After HSSC, students then progress to undergraduate level. Admission to this level is subject to HSSC or equivalent level qualification. College level education provides instruction for grades 11 onwards for 2 levels, i.e. intermediate level (grades 11 and 12) and degree/undergraduate level (for grades 13 and 14) in the fields of humanities, science, or commerce. Upon completion of the second level, a bachelor degree is awarded. Traditionally, the bachelor degree is 2 or 3 years. Three-year bachelor degrees are referred to as honours degrees with one major subject.

At the post-graduate level, a master's degree programme in various fields take 1 or 2 years to complete depending on the previous bachelor degree. This level of education is mostly acquired in universities. The Master of Philosophy (M.Phil.) is a 2-year programme usually with 1 year of coursework and 1 year of research and thesis writing. M.Phil. leads to the award of doctoral degree (PhD), normally completed in 3 or 4 years. In 2003/04, HEC decided that the duration of bachelor degrees should be 4 years rather than 2 or 3 years. Consequently, the duration of the master's degree programme will be 18 months and the duration of PhD will be 3 years. Chauhan (2008) stated that every year the university system in Pakistan produced about 1.2 million skilled graduates. Further to this, he underlined that under the supervision of HEC, the government was planning to create quality science and technology universities.

All three levels of institution (schools, colleges, and universities) are governed and managed by the public as well as the private sector. The method of organisation and management is quite different in each sector. An analysis of each provides a valuable and

functional basis for assessing future needs. It also highlights the tendencies and shifts in access to education facilities and institutions.

According to the Pakistani constitution – article 25-A – the state is obliged to provide school level education, generally known as elementary education. It is the responsibility of the provincial government to provide elementary schooling for primary and middle level; however, it is the federal government that organises literacy programmes. As a consequence of power devolution, every district has the responsibility for elementary education and literacy under the supervision of district education officers. Although management in the public sector varies from province to province, the federal education ministry must check on it to maintain the ideology, or goals, for Pakistani society.

The contribution of the private sector in the delivery of education at the elementary level is also of great importance. According to the census in Pakistan, there are 36,096 private institutions teaching at different levels. Around 61% of these educational institutions are in urban areas with the remainder in rural areas. Among these, 93% are delivering elementary education and are subject to 28% of the total enrolment at primary and elementary level (Source: Pakistan Statistical Year Book 2004, Federal Bureau of Statistics, and Government of Pakistan). This share is increasing not only in primary but in middle and secondary levels as well.

In short, the education sector needs urgent attention in Pakistan to improve the lives of millions of people and to cope in the international world.

Malik and Hassan (2015) described the Pakistani education system as heterogeneous in its structure and settings. However, it is important while discussing the Pakistani education system not to overlook the contribution of madrasahs. These

madrasahs had their own books, syllabus, governing boards or regularity authorities, their own exam system and school and classroom cultures (Malik & Hassan, 2015). These factors are discussed here concisely to give a brief understanding of what they are and what is taught there. This is because of the fact that data was collected only from the traditional schools and colleges and universities from Pakistan and not madrasahs. Madrasahs differ from mainstream institutions as instead of providing a traditional education, they remain focused on the teaching of the Quran and related religious texts (Asadullah, 2016). Students were trained to be imams in mosques or teachers in the same kind of institutions and may not acquire any white collar job because of the gap between the traditional schools and madrasahs (Asadullah, 2016). Asadullah (2016) insisted that whatever happened inside the madrasahs had implications for the whole society. According to Asadullah, Chaudhury, and Dar (2007), madrasahs differed from mainstream schools in terms of curriculum, cost, and physical facilities. These had better facilities and, on average, more trained teachers (World Bank, 2010). Madrasahs attracted low income and poor families because of lower fees and the provision of other facilities like free books and uniforms etc. (Asadullah, Chakrabarti, & Chaudhury, 2015). However, compared with the traditional educational institutes, students from madrasahs suffered poor achievement because of the low level of students' learning (Asadullah, 2016).

2.3. Latest Census

This section presents the latest statistics from the Pakistan Education Statistics (2015). The data was collected in 2013-14 but was published in 2015. According to these statistics, there were 260,568 educational institutions in Pakistan. This included all the schools, colleges, and universities, religious schools, vocational training institutions, and

technology colleges. Among these institutions, 69% were from the public sector while the remainder (31%) were from the private sector. A total of 63% of the private sector institutions were in urban areas while the rest were rural. Some 42.92 million students participated in these educational institutions; 63% of students attended the institutions in the public sector while 37% attended different types of private institution. The following tables show the data related to the number of institutions according to the levels taught in each institution and the number on the roll at each level. Data from madrasahs is not included in these tables.

Table 2.2 Total number of Educational Institutions in Pakistan

	Baluchistan	FATA	ICT	GB	KPK	Punjab	Sindh
Primary School	11,079	4,836	364	11,079	24,991	52,414	46,759
Middle School	1,406	616	170	427	4,921	26,831	5,928
High School	917	439	248	268	3,774	17,958	5,189
Colleges	68	62	40	35	202	1,241	471
Universities	6	-	16	1	29	43	40

FATA = Federally Administered Tribal Areas, ICT = Islamabad Capital Territory, GB = Gilgit Baltistan, KPK = Khyber Pakhtunkhwa

Table 2.3 Total Enrolment in Primary to Higher Secondary Schools in Pakistan

	Baluchistan	FATA	GB	ICT	KPK	Punjab	Sindh
Primary School	670,143	374,994	107,990	119,168	2,980,910	9,123,962	3,321,191
Male	402,433	253,494	61,403	60,785	1,785,509	4,868,313	2,206,311
Female	267,710	121,500	46,587	58,383	1,195,401	4,255,639	1,614,880
Middle School	163,491	75,712	45,662	64,615	1,050,771	3,474,610	1,081,979
Male	105,889	64,325	32,294	32,294	691,501	1,883,408	600,420
Female	57,602	11,388	32,321	32,321	359,270	1,591,202	481,559
High School	71,790	29,295	37,614	37,614	424,661	1,588,465	581,326
Male	47,319	24,904	19,213	19,213	288,592	881,297	334,637
Female	24,471	4,391	18,401	18,401	136,069	718,168	246,689

FATA = Federally Administered Tribal Areas, ICT = Islamabad Capital Territory, GB = Gilgit Baltistan, KPK = Khyber Pakhtunkhwa

A clear majority of the institutions (private and public) operated under government boards and HEC-recognised universities. This means that they were registered and affiliated with these boards and universities according to the level. These figures and statistics are given more in detail in the appendixes section.

2.4. Education in Punjab – the largest province in Pakistan

Punjab is Pakistan's largest province and the same province from where the data is collected for the current investigation. Two major cities from Punjab – Lahore and

Faisalabad – were selected for this research. It is noteworthy to highlight education perspectives, situations, and challenges in this particular area of Pakistan.

According to the Pakistan Bureau of Statistics (2011), Punjab has the highest rate of children going to school compared to other provinces. Punjab has about 60,000 public schools and 35,000 private schools according to the same source. These numbers are spread across 36 districts in the province where DEOs are the main authority in the delivery of education. Although Punjab has taken several initiatives for promoting education, the outcomes are very meagre. Habib (2013) recorded the outcomes that were of high concern. These included the low enrolment rate (including children that never attend school or the early dropouts), scarce and inadequate access to early education for girls, and mishandled and mismanaged transitions from one level of education to the next, especially from middle to the higher levels.

The following table shows the net enrolment rates (NERs) in Punjab for 2010/11. NERs measure the number of age-appropriate children in school as a proportion of school age children for a particular level (Habib, 2013). The figures may help in envisaging the issues related to enrolment and dropout

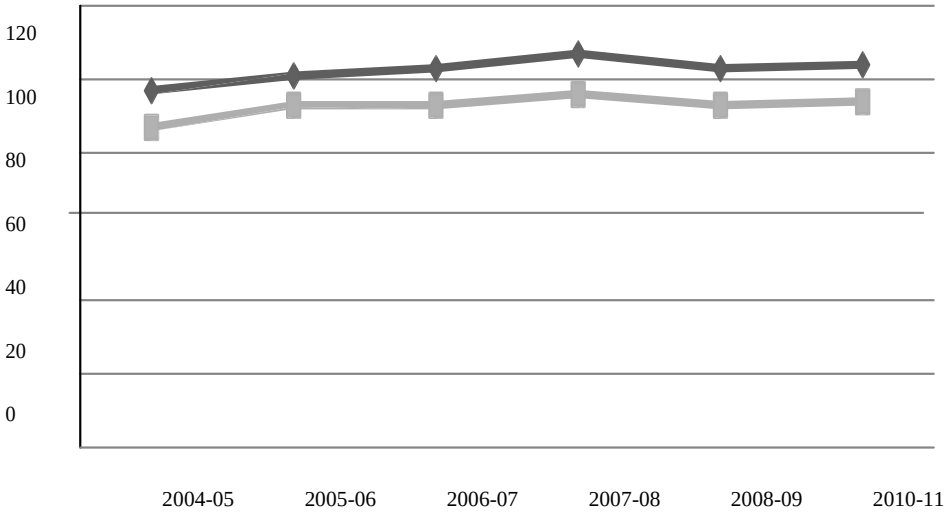
Table 2.4 Net Enrolment Rates in Punjab, 2010/11 (%)

	Primary and Katchi (4 to 9 years)	Middle school (10 to 12 years)	Middle school (11 to 13 years)	High school (13 to 14 years)	High school (14 to 15 years)
Rural	64	19	31	11	20
Urban	79	31	48	21	35
Total	68	23	37	14	25

Source: Pakistan Bureau of Statistics (2011).

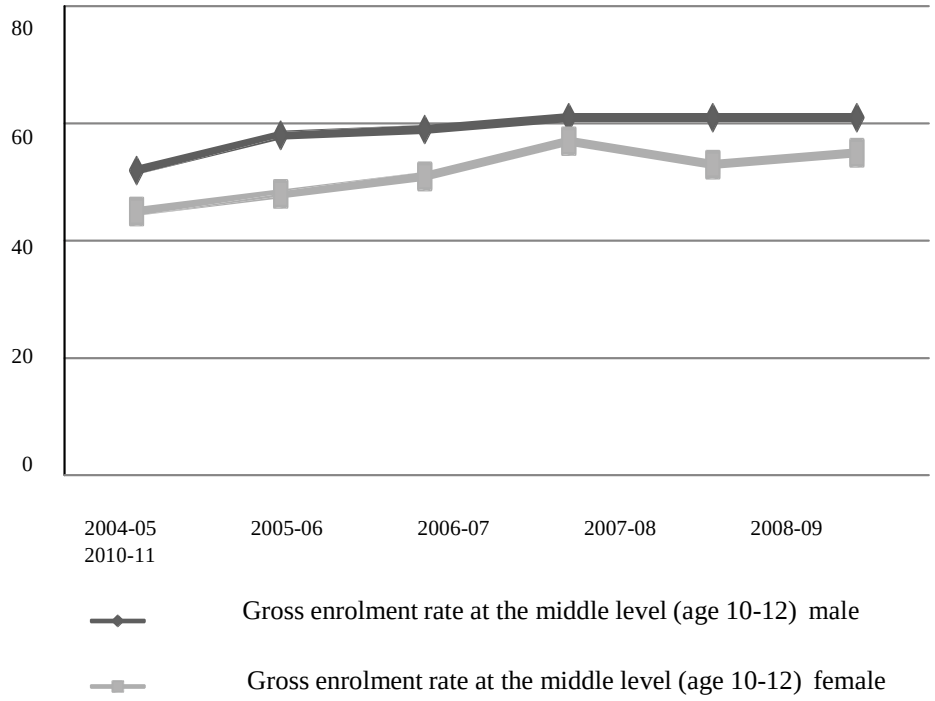
For middle schools, a higher percentage was observed in the older age group. This was also the same for high school data. This showed that children older than their age were enrolled in the various levels. Children older than 9 were expected to be enrolled in primary level and children older than 15 were expected to attend high school. This reflected the picture that NERs did not capture a precise number of children enrolled in schools. Habib (2013) highlighted that public schools accepted all the children who wished to enrol irrespective of their age and skill background which made NERs data problematic. To overcome this issue, gross enrolment rates were calculated. Gross enrolment rates measure total enrolment irrespective of age as a proportion of the total number of children in the expected age group at that education level (Habib, 2013). To portray trends in school enrolment and participation, the following figures show data on gross enrolment from 2004 to 2011.

Figure 2.1: *Primary School Gross Enrolments*



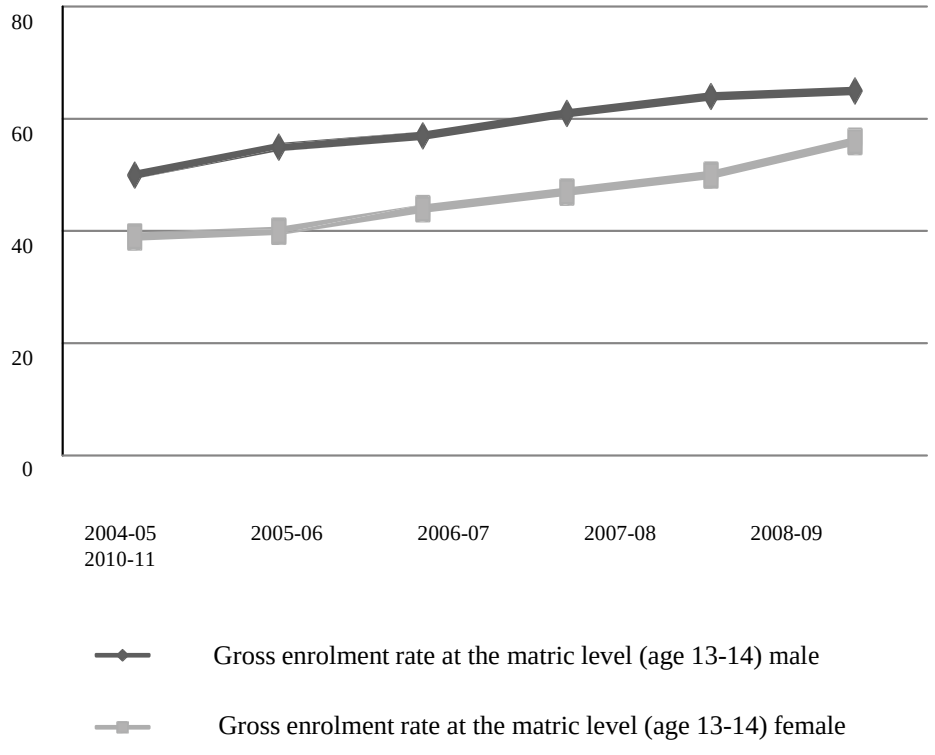
Source: Pakistan Bureau of Statistics (2011) as seen in Habib (2013)

Figure 2.2: *Middle School Gross Enrolments*



Source: Pakistan Bureau of Statistics (2011) as seen in Habib (2013)

Figure 2.3: *Secondary School Gross Enrolments*



Source: Pakistan Bureau of Statistics (2011) as seen in Habib (2013)

The gap between male and female participation in education carried on until the last data was collected in 2011. However it narrowed during the time when a stipend was hosted for females who enrolled. The following section highlights a number of challenges which need to be resolved for quality education in the region.

2.4.1. Out of School Children

According to an assessment by the Ministry of Education and Training, Pakistan (2013), there were approximately 7 million children related to certain age groups that were not participating in schools, and half of these were from the province of Punjab. The southern part of Punjab was the major contributor where children and girls were not going to school.

2.4.2. Accessibility to Education and Female Participation

The lowest income families showed the highest proportion of children that were out of school. The Annual Status of Education Report (ASER) (2013) showed that 46% of the out-of-school children aged 5 to 18 were from Punjab and belonged to poor and deprived families. The report further stated that 63% of females in the lowest income families had never attended school compared to 47% of females from high income families. Female participation in education was lagging persistently behind that of boys. Lloyd, Mete, and Grant (2007) highlighted that girls from poor domiciliary, especially in rural areas, were least likely to be in school. They stated that poverty, rural locations, and gender-based discrimination were the three main reasons why girls were not going to school in rural and disadvantaged areas. The figures above also showed that this difference in male and female enrolment persisted over time. This was unfortunate, keeping the fact in mind that Pakistan elected the first female prime minister in the Islamic world (Aftab, 2016).

2.4.3. Dropouts

Compared to India and Bangladesh, fewer students advanced from primary level to secondary level education in Pakistan (Pakistan Bureau of Statistics, 2011). Lynd (2007) reflected that the proportion of places per grade at the secondary grade compared to primary was much lower in Pakistan. For example, in Iran and Sri Lanka, this proportion was 100% while in Pakistan it was only 46%. Because of this, enrolment drops out after primary level.

2.4.4. Other Major Challenges

The education sector in Punjab shared some key challenges with Pakistan. These included inadequate and insufficient physical infrastructure and physical resources and amenities; incongruous, incompetent, and irrelevant curricula; and a shortage of proactive, self-resilient, highly esteemed, skilled, experienced, and trained teachers (Ali, 2016). The underinvestment in the quality of education prompted an insipid supply of services which further resulted in low levels of participation in schools, little retention (dropouts), maintain the teachers' quality and low students' achievement (Kazmi, 2005; Malik & Hussain, 2015). There was also a lack of clarity in roles and responsibilities among those in authority, and a paucity of monitoring, transparency and accountability were positively linked with the failure to deliver in various educational reforms. Consequently, recent statistics presented a very desolate picture of the situation. According to the National Economic Survey of Pakistan 2013-14, only 60% of the population was literate. The gross enrolment rate at the primary stage was 91% with approximately 50% of dropouts in the primary stage (Pakistan Ministry of Finance, 2013). Additionally, there was only 2% of GDP investment in the education sector.

Another challenge faced by Pakistani educational system is the informal system to evaluate teachers' performance (Shahzad, Bashir, & Ramay, 2008). The public sector (schools, college, and universities) depends on a typical confidential report of performance conducted only once in a year by the immediate supervisor. These annual confidential reports (ACRs) may overlook the significance of employee's participation in performance evaluation, and the other negative factors like communication gap and personal biases that contributed to make this evaluation system ineffective (Rasheed, Aslam, Yousaf & Noor, 2011). The private sector performance evaluation system also depicted exclusion of students' feedback, untrained evaluators, and lack of motivation for the process among teachers as well as among management. Consequently, the system had no impact on teachers' performance in schools, colleges, and universities (Shahzad, Bashir, & Ramay, 2008).

As the world is swiftly changing, traditional teaching techniques and development methods are inadequate to match the speed. Aslam (2011) stressed the need for professional development of teachers. He appreciated the efforts of HEC to improve higher education in Pakistan. Nevertheless, a comprehensive monitoring system, quality assurance, and impact measurement of the initiatives were lacking in the system. He also revealed the few bounding factors towards the teachers' development programmes that included the absence of communication between senior and junior faculty, less guidance for improved teaching in the semester system, fewer directions for modernised research conduction, and overburdened teaching staff, especially in institutions for higher education in public and private sector.

The education system faced many problems that called for immediate attention and action to improve a miserable condition.

2.5. Interventions

The Punjab Education Sector Reform Programme (PESRP) started in 2003 and was funded by the World Bank and the UK Department of International Development (DFID). PESPR had invested massively in education for Punjab. The Punjab government invested about USD 3.5 billion with support from the donors. The World Bank underwrote USD 350 million and DFID USD 200 million (Habib, 2013). PESPR was targeting three goals which were improving access, quality, and governance in education. PESPR directly reported to the chief minister of the Punjab every 2 or 3 months. Baber (2013) reported that because of the monitoring team, teachers' and students' attendance had improved. Initiatives and interventions arranged under PESRP were classified under two categories; demand side initiatives and supply side initiatives (Habib, 2013). These are discussed briefly below.

2.5.1. Demand Side Initiatives

On the demand side, a number of schemes were started to facilitate participation for out of school children. Among these was the Female Secondary School Stipend Programme, introduced in 2004 to increase female participation and enrolment to address the issue of affordability and distance. The programme was started in 15 districts with low female enrolment in middle schools. Girls meeting the criteria of 80% attendance were awarded PRs 600/- every three months. In 2006, the stipend programme was extended to high schools along with an increased amount of stipend. It was indicated that enrolment for the secondary school improved by 9-20% because of this scheme (Chaudhury & Parajuli, 2010).

Starting in 2006, the Education Voucher Scheme was designed to help parents towards the cost of private schooling. Under this scheme, students who otherwise

were not able to pay for their education would use vouchers up to PRs 350/ to attend private schools.

Ahmed, Amjad, Habib, and Shah (2013) concluded that because of the increase in the expenditure in private schooling compared to the public sector, the probability of female enrolment in private schools decreased by 13%. The researchers also noted an insignificant amount of change in boys' enrolment because of the same factor. Ahmed et al. (2013) suggested that an extension of this scheme may allocate a larger amount of budget for the female students.

Another scheme – the Waseela-e-Taleem programme – was started in 2012. In January 2013, about 50,000 families were enrolled for this programme and, according to a careful estimation, approximately more than 2 million children would be enrolled by this scheme until 2015 (Nabi, 2013). This programme was piloted on a small scale and would be extended according to the results produced. According to the scheme, a recipient family was eligible for cash of PRs 200 per month for sending up to three children to school with at least 70% attendance.

These schemes played a vital role in increasing enrolment and reducing dropouts, but their effect on students' achievement was harder to measure. Perhaps a merit-based voucher scheme could prove more motivating for students to record improvements.

2.5.2. Supply Side Interventions

The interventions on the supply side included facilitating infrastructure and providing the resources needed for a quality education. This also involved arranging for teachers to undertake professional development programmes along with student assessment and effective school councils (Habib, 2013). Das and Bau (2011) pointed out another important supply side initiative, i.e. renewable contracts for teachers.

From 2002 onward, all hiring for teaching positions were made on a contract basis. All contracts were renewable after 5 years, subject to teacher performance. Das and Bau (2011) reported that the benefits of this scheme were undermined because of a high turnover rate. Further to this, despite the higher level of education, teachers under contract had lower status compared to tenure teachers (Habib, 2010). The hiring on contracts scheme was given up in 2011 and all teachers were regularised. Kingdon, Aslam, Rawal, and Das (2013) argued that since numerous developing countries had taken advantage of contract-based teachers, rather than ending the scheme completely, it would be more beneficial to evaluate it and modify it into merit-based contracts in hiring new teachers.

Another initiative began in 2004 for teachers' professional development. The Continuous Professional Development Programme and Teacher Bonus Scheme were started in all 36 districts in Punjab for the in-service and professional development of primary teachers. This initiative was followed by the establishment of in-district training support centres for each district and a district officer each covering 10 to 15 schools. Teachers were trained and supported in their own school environment to develop and resolve the issues and problems of that particular school. Another aspect of this scheme involved pay-for-performance for these teachers (Habib, 2013).

Foundation assisted schools pledged a public-private school partnership under the Punjab Education Foundation. Its main objective was to meet the growing demand for private schools under the Education Voucher Scheme. This scheme was evaluated from 2008 to 2011 and the report said a 40% increase was observed in school enrolment along with an improvement in students' learning and achievement (Barrera-Osorio & Raju, 2010). In 2008, the Punjab Education Commission (PEC) made the assessment of academic achievement mandatory for grades 5-8 for all public and

private schools. Andrabi, Khan, Khan, and Naseer (2012) highlighted the factors associated with the better students' performance. They suggested there was insignificant difference between good and bad districts in terms of students' achievements; rather it was the difference between good and bad schools in any given district that was important. According to Habib, Punjab was the first province to launch a large scale assessment programme – Report Cards and Students Learning Assessment – for students' achievement.

Another initiative undertaken by the Punjab government was the announcement of English as a medium of instruction in 2006. It followed parental demand as a result of the private schools that offered English as a medium of education. Schools and teachers in the public sector were not ready for this huge change for several reasons, including teachers' narrow knowledge of English and the unavailability of textbooks and curricula for different subjects in English. As a consequence, teachers demanded change back to Urdu for mathematics and science (Bari, 2013). Ahmed, Amjad, Habib, and Shah (2013) mentioned the importance of national and local language for students' identity and the sense of belonging to a certain part of the land or a certain group. Habib (2013) strongly suggested taking practical steps to incorporate at least two languages in school instruction.

In 2009, school councils were established to decentralise power and involve the community in the management and the accountability of schools. Altogether, 56,000 councils were formed that received grants to improve and facilitate the infrastructure of the schools which ranged from PRs 20,000 to PRs 50,000 for the needs of the school. Head teachers, parents and local citizens were the members of these councils that focused on teachers' performance and recognised and provided the need for resources in school.

Efforts were made to make class environments as “child friendly” as possible (Naseer, Patnam, & Raza, 2010). Parents demanded an improvement in the school environment to motivate children to attend school. An intervention was taken under Public Private Partnership scheme where teachers were offered training twice a year along with technical assistance throughout the year. Different resources were used for improvements in learning. The authors found that schools with the interventions achieved higher learning scores compared to schools that did not introduce the intervention. Efforts were also taken in 2006 to improve curricula at the national level.

Although Punjab has a more developed and advanced education system compared to other provinces, there is still a long way to go to meet the expectations of globalisation and the technological advancement era as well as to articulate an effective system that could match the needs of schooling of a large number of children in Punjab particularly and Pakistan generally.

With the growing challenges of the 21st century, the higher education system has also been through changes all over the world. In this new millennium, higher education institutions (colleges and universities) are taking the positions of grooming nurseries for the leaders, intellectuals and human capitals for the future. Indisputably teachers are the most significant agent in these reforms and change. For this very reason, the prime concern of the HEC Pakistan is the professional development of the teachers in public and private universities and colleges in last decades (Aslam, 2011). An institution working under HEC named as National Academy of Higher Education (NAHE) is responsible for developing different faculty development programmes for the teachers in higher education ranging from one day to three months (Aslam, 2011). Undoubtedly these programmes are playing a vital role in developing and enhancing

teachers' skills. However Aslam (2011) reported that these training programmes were limited to the teachers nominated by the college or the university.

An additional initiative by HEC Pakistan is to flourishing the research culture in Pakistani universities, which was a missing element in higher education. Universities are promoting the culture of research papers, journals, and articles among teachers as well as among students just like another part of the world (Aslam, 2011). HEC is also offering full funding for attending and participating in national and international conferences and encouraging the institutions to publish their journals. Teachers' promotion in higher education institutions is linked with the number of publications they have (Aslam, 2011). In his qualitative investigation, Aslam (2011) highlighted that teachers in universities reported time management and lack of training as barriers to achieve the targets set to achieve the goal of quality publication of the journal articles.

2.6. Teachers in the Islamic Republic of Pakistan

> "Allah will raise up to (suitable) ranks (and degrees) those of you who believe and who have been granted knowledge."
>
> *(Al- Quran; Chapter 58; verse 11 (Al-Mujadila))*

Pakistan came into being in the name of Islam and most of the population is Muslim. Despite all the efforts and policies and schemes in the education system, the literacy rate is lower in Pakistan compared to countries that gained independence alongside it like India and China. Over the last two decades, the Pakistani government has paid attention to organising and regulating higher education in universities. The Higher Education Commission works under each provincial government to standardise Pakistani universities. The quest for boosting an educational sector, however, will not be complete without teachers being part of it. Teachers' education

and training had been deliberated as a provincial responsibility. Each province had its own centralised organisational structure to prepare teachers for school levels. However, the bachelor level programmes (Bachelor of Education (B.Ed.)) and postgraduate programmes (Master of Education (M.Ed.)) in teaching education were the responsibility of the universities of education. There were only 257,818 teachers with B.Ed. degree and 67,143 teachers with M.Ed. degree in the education sector according to the National Education Census in 2005. The data further estimated a total of 1.365 million teachers working as a teaching force from pre-primary to higher education.

As discussed, Pakistan is an Islamic country with the second largest Muslim population after Indonesia. According to Ali (2016) "Islam had traditionally been seen as providing a base for creating nationalistic sentiments in the population." (p. 11).

It is, therefore, vital to understand the Islamic perspective in about education. Education is of enormous value in Islam. Pakistani society has high regard for local cultural norms and Islamic values, and together these govern people's personal and political lives.

Asadullah (2016) stated that the educational institutional environment was likely to train individuals to follow a shared set of norms and values emphasising the importance of respect for teachers. Within the Pakistani social framework, teachers and the teaching profession is highly regarded and respected. Muslims in Pakistan, like other Muslims across the globe, consider the Holy Quran as the first guide for any human being. The first verse of the Holy Quran insists on the importance of knowledge and education: "Read in the name of your Lord who created..." (The Holy Quran, Chapter 96:1-2. (AlAalaq))

These verses are not alone in highlighting the significance of learning; the Quran repeatedly stresses the importance of thinking and education. In Islam, education is seen as essential for every human being. The Holy Prophet (SAW) insisted on seeking knowledge from the cradle to the grave. The Sunnah (pathway and directions) of the Prophet show that education is to be received whatever the prevailing conditions.

Hazrat Ali (R.A) demonstrates the importance of education in Islam by suggesting young people to keep their honour by being polite and keep their religion by knowledge.

This suggests that kindness towards each other is important, and if one wants to be in touch with religion, one is required to get education. This shows the importance for Muslims of gaining knowledge. Further to this, Islam extensively considers teachers as the structural unit of a society, from its development to perfection. The Holy Prophet (SAW) said that he was sent as a teacher.

In this case, Hazrat Ali (R.A) demonstrated the significance and sanctity of the teacher that Islam wants in its followers' hearts. Scholar Imam Ja'fer as-Sadiq (peace be upon him) in the history of Islam states that it is teachers' right to be respected, honoured by you. Students should listen to the teacher and should never raise their voices in front of them.

The following saying from the Arab world describes how much teachers are valued in a Muslim society: There are two categories of people who, if sound, make all mankind sound, and, if corrupted, makes all mankind corrupt, they are teachers and rulers.

As a result of the importance that Islam places on teachers and the significance placed on education and the educationalist, the teaching profession is seen as noble in

a society like Pakistan. Teachers in Pakistan are aware of being highly respected. The perception of teaching as a prophetic profession provides an internal motivation for teachers. They may believe that among all professions, teaching is the most compassionate, prestigious, and gracious. Although teaching is not among the well-paid professions in Pakistan, the number of teachers it employs, and those who want to be employed in the sector, is increasing. According to Memon (2007), an economic survey of 2006-2007 indicated a rapid growth in the literacy levels in Pakistan. The overall literacy rate increased from 45% in 2001 to 54% in 2005-06. Furthermore, Memon (2007) discussed the Education Census in 2005. There were 227,791 institutions in the country. The overall enrolment was recorded at 33.38 million with teaching staff of 1.357 million. Some 151,744 (67%) institutions were in public sector catering to 22 million (64%) of enrolled students and 0.723 million (53%) of the teaching staff. In the private sector, there were 76,047 institutions (33%) catering to 12 million students and 0.632 (47%) of the teaching staff.

2.7. Chapter Summary

In Pakistan, education levels are distributed among three educational institutions, i.e. schools, colleges, and universities. The vigorous and dynamic involvement of both public and private sectors in all levels of education is significant in improving educational standards across the country. Both the public and private sectors are actively involved in delivering education in all three kinds of educational institutions. As a result of the dignity and respect associated with teachers in Islam, teaching is considered a benevolent profession. Teachers at all levels generally understand the importance of their job and mostly interpret it from the Islamic perspective.

This chapter briefly discussed Pakistani educational systems and the status of teachers in Pakistani society. Along with Chapter 1, this chapter provides a contextual foundation for the research reported later in this thesis. The following chapter, Chapter 3, has its focus on a review of the literature as it relates to the aim of the investigation to illustrate how the variables in this research have been shown to interact, to identify knowledge gaps, with a view towards establishing a focused set of hypotheses.

Chapter 3: Literature Review

The previous chapters presented a foundation for the present study by providing the theoretical roots and definitions of the variables and by setting out the cultural context of the investigation. This chapter has its focus on the review of the scientific literature related to the study variables. The review identified current knowledge and gaps in the literature to inform the aims of the research hypothesis generation and study methodology. It also allows consideration of the implications of the current study.

This chapter is divided into four sections. The first part outlines the importance of employees' performance. The second part focuses mainly on PsyCap, and examines the empirical, contextual, and theoretical relevance of the model involving it with performance for the current investigation. The aim of section 3.3, similar to that of the previous section, is to determine how framing work engagement might help to clarify its unique relationships with job performance. The aim of this review is to determine the key areas for further investigation by the current study. The final section brings the chapter to a close with an outline of the key aims of the present study based on the literature review. The aims are largely formed in response to the gaps identified in previous sections.

3.1. Importance of Job Performance

Concern for employee performance is not new in organisational research and practice. Rather, the ultimate aim of research in an organisational set-up is usually to enhance performance and, eventually, benefits organisations. Employee performance is significant for organisations' output to survive, succeed, and grow (Katz & Kahn, 1978; Sullivan & Bhagat, 1992). According to several empirical studies, employees' task-based and non-task-based activities and behaviours make valuable contributions

to organisational success and achievement (Borman, 2004; Podsakoff, MacKenzie, Paine, & Bachrach, 2000; Podsakoff, Whiting, Podsakoff, & Blume, 2009). As employee performance is critical to the functioning of organisations, even a small number of underperforming employees can impact on the future prosperity of the organisation. For the private sector, any lack of quality, or even quantity, in employee performance can stop organisations from achieving organisational profit and may result in a firm's closure (Fitz-enz, 2009). Contrary to this, in the public sector, employee performance has different implications. It is significant not only for the functioning of organisations but for that of the communities they serve. Taking the example of teachers and educational institutions in the public sector, without an efficient and effective performance from teachers, communities may not receive the level of service required for achieving the appropriate level of education. This is also true for other critical public services and their providing agencies (LaPorta, Lopez-de-Silanes, Shleifer, & Vishny, 1999).

The close association between employee performance and organisational success has seen researchers investigate factors that could influence worker performance. One issue thought to have had a large impact on an employee's ability to carry out everyday tasks is an employee's personality or patterns of attitudes and behaviours. Given that employee performance is directly linked with the very existence of organisations, the ability to identify and enhance the factors boosting performance could give organisations the type of information they need to make well-informed, performance-enhancing decisions, e.g. recruiting the best-fit employees and training requirements. At present, the newly-emerging discipline is being explored as a dynamic energy in performance enhancement. Psychological capital also referred as PsyCap and work engagement are the variables that are rigorously investigated in the

Western world linking these variables to several favourable outcomes and especially performance. Present research suggests that it is necessary to undertake a detailed analysis of the variables of interest, i.e. PsyCap, work engagement, and the dependant variable; job performance in a different perspective. The results would facilitate an understanding of the effect of PsyCap and work engagement on job performance. A thorough knowledge of the relationship between the three variables would also provide more incentive for firms to address the organisational sources that may add to PsyCap and work engagement for desired outcomes. Furthermore, this knowledge leads towards an understanding of the consequences that need to be modified to originate/enhance PsyCap and work engagement-related performance and potentially reduce overall organisational costs.

One of the key limitations of the existing research data is the use of alternative methods to measure PsyCap and work engagement with performance (Avey, Reichard, Luthans, & Mhatre, 2011). Most of the literature on PsyCap (Luthans & Youssef, 2007; Stajkovic, 2006) and work engagement (Hakanen, Schaufeli, & Ahola, 2008; Salanove, Auget, & Peiro, 2005) used the quantitative mode of study in the developed world.

Furthermore, little is known about the nature of the relationships between PsyCap and work engagement and employee performance in developing countries. With this research using a mixed method design, it is an investigation of the nature of association among PsyCap, work engagement, and performance in a developing country, namely Pakistan. The lack of clear evidence in relation to the nature of the associations between these variables and employee performance has important implications for research and practice in the developing world. From the research perspective, developing a more accurate understanding of the full impact of PsyCap

and work engagement is difficult when the relationship between these and employee performance remains unclear. From the practical viewpoint, insufficient evidence of the potentially positive influence of PsyCap and work engagement on job performance could result in management neglecting to view these two factors while recruiting employees, or even while training them for better organisational functioning or while practising other HR practices. There is a need to explore these variables along with performance extensively. Their impact on employee performance could provide the impetus for organisational leaders and management to take these variables more seriously. Together, PsyCap and work engagement may lead to the creation of a more productive workplace for employees. To generate a supportive scenario for these variables, leaders/management need to be able to recognise how much the interventions/strategies will benefit their organisation's 'bottom line'. With this in mind, this research might provide senior personnel with a broader and more comprehensive understanding of the extent to which these may improve organisational effectiveness.

Studies that can shed light on the strength and nature of the relationship among PsyCap, work engagement, and employee performance may help create a desirable level of productivity. In other words, with a more accurate understanding of the real impact of these two variables on performance, companies may be prompted to manage these in the same way that they would manage faulty equipment, communication breakdown, or any other issues impacting on the quality and quantity of the services that they provide. This line of research could provide important theoretical and practical implications regarding encouragement for companies to invest in PsyCap and work engagement aimed at maximising outcomes for companies and employees.

3.2. Psychological Capital (PsyCap)

Over the last three decades of psychological assessment, research has vindicated the importance of taking individual competencies into consideration when attempting to predict occupational effectiveness (Boyatzis, 1982; Campbell, Dunnette, Lawler, & Weick, 1970; Howard & Bray, 1988; Kotter, 1982). Kotter (1982) identified a number of personal characteristics that made better managers stand out from less successful general managers, including optimism, communication, and need for achievement. Furthermore, Boyatzis (1982) identified a number of social competencies (i.e. socialised power, self-esteem, and positivity) that appear predictive of future managerial success. Much of the current interest in focusing on the positive within individual factors in the organisational settings stems from a desire to explain the differential attainment of occupational success, which cannot adequately be accounted for by environmental aspects alone.

Regardless of several questions on the validity of positive psychology (Hadges, 2009) and critical assessment, researchers are enthusiastic about the role of positive attitude and beliefs in one's life at work and in general (Lyumbomirsky, King, & Diener, 2005). Fineman (2006), a critic of positive attitudes and beliefs, voiced his concern about too much consideration being given to a strengths-oriented approach. Fineman believed that this reflection grounds a potential ignorance from the flaws and deficiencies at work. Despite this kind of disparagement, the literature shows a rapid accumulation in research in PsyCap.

PsyCap was conceptually developed by Luthans and colleagues (Luthans, 2002a, b; Luthans & Youssef, 2004; Luthans, Youssef, & Avolio, 2007) as a positive state of development that has four psychological resources; hope, resilience, self-

efficacy, and optimism. Although research in PsyCap is still emerging, all four components of PsyCap have articulated themselves as enviable and desirable at work (Grant & Kinman, 2013; Grant, Kinman, & Baker, 2015; Lopez & Snyder, 2009; Stajkovic & Luthans, 1998) and for human well-being in general. Consistent with the literature, this part explores PsyCap as a core construct which is significant for improving productivity levels and employee performance (Chang, Fu, Wang, & Wang, 2012; Luthans, Avay, Avolio, & Peterson, 2010; Liu, Luthans, Youssef, & Avolio, 2007; Stajkovic, 2006). Explicitly, PsyCap is demonstrated to be linked with self-rated employee performance (Avey, Avolio, & Luthans, 2011; Luthans et al., 2007; Luthans et al., 2005; Luthans, Norman, Avolio, & Avey, 2008; Rego, Marques, Leal, Sousa, & Cunha, 2010) and objective or supervisor- or manager-rated job performance (Abbas & Raju, 2015; Luthans et al., 2010; Peterson, Luthans, Avolio, Walumbwa, & Zhang, 2011).

Strong evidence from the literature highlighted the association between well-being and PsyCap in organisational settings, suggesting that developing PsyCap enhanced well-being (Avey, Luthans, Smith, & Palmer, 2010; Culbertson, Fullagar, & Mills, 2010; Luthans, Avey, Avolio, Norman, & Combs, 2006; Luthans, Youssef, Sweetman, & Harms, 2013). Additionally, research has demonstrated PsyCap's positive and affirmative association between several other desirable outcomes at work including job satisfaction (Abbas, Raju, Darr, & Bouckenooghe, 2014; Amunkete & Rothmann, 2015; Cheung, Tang, & Tang, 2011; Fu, Sun, Wang, Yang, & Yang, 2013; Larson & Luthans, 2006; Luthans, Avolio et al., 2007), organisational commitment (Avey, Luthans, & Jensen, 2009; Larson & Luthans, 2006; McMurray, Pirola-Merlo, Sarros, & Islam, 2010; Simons & Buitendach, 2013) and organisational citizenship behaviours (Avey, Luthans, & Youssef, 2010; Beal lll, Stavros, Cole, 2013; Gooty,

Gravin, Johnson, Frazier, & Snow, 2009; Shaheen, Bukhari, & Adil, 2016; Suifan, 2016). Furthermore, PsyCap has been negatively correlated with undesirable and unfavourable states and attitudes including cynicism and turnover intention (Amunkete & Rothmann, 2015; Avey, Hughes, Norman, & Luthans, 2008; Avey et al., 2009, Avey, Luthans, & Youssef, 2010; Avey, Wernsing, & Luthans, 2008), workplace deviance (Avey, Wernsing et al., 2008; Norman, Avey, Nimnicht, & Pigeon, 2010) and absenteeism (Avey et al., 2006). Literature is further enriching for PsyCap within the educational context, management, military, leadership, business studies, technology, and health sciences (Clapp-Smith, Vogelgesang & Avey, 2009; Gooty, Gavin, Johnson, Frazier, & Snow, 2009; Jafri, 2013; Luthans et al., 2012, Nath & Pradhan, 2012; Riolli, Savicki, & Richards, 2012; Simsek & Sali, 2014). However, most of these studies are from the developed world and there are few studies from developing countries such as Pakistan.

No matter what the mode of measurement (e.g. self-rated, peer-rated, supervisor-rated, cross-sectional, or longitudinal), performance is the most studied outcome variable for PsyCap as an independent or explanatory variable (Avey, Reichard, Luthans, & Mhatre, 2011). Luthans, Avolio, Avey, and Norman (2007) conducted a study to check whether PsyCap is positively related to individuals' performance at work, as well as their job satisfaction or lack of it. The main objective of the study was to establish psychometric properties of a PsyCap questionnaire (PCQ) by Luthans, Youssef, and Avolio (2007). Two studies were conducted to analyse how hope, resilience, optimism, and efficacy predicted work performance and satisfaction. In study 1, the sample consisted of 167 management students with an average age of 22. The data was collected from the sample through an online survey. To reduce common method bias, participants completed the survey in two sessions. In

the first session, they provided information about PsyCap only, while a week later they completed the scales related to their performance and job satisfaction. In the second study, data from the sample was taken in two clusters; in the first cluster, engineers and technicians with an average age of 44 were taken from a large-sized firm. In this cluster, 80% of participants were men. In the other cluster, 65% of the sample consisted of women with an average age of 34 working in a midsized insurance firm. PCQ was used to collect data from sample 2. Employees' performance evaluation was obtained from HR departments. Job satisfaction was measured using three items adapted by Hackman and Oldham (1980). In addition to this, sample 2 was asked a single item: "How satisfied are you with your job?" Results supported the hypothesis that PsyCap and its four sub-factors predicted job performance and satisfaction, but PsyCap as a composite factor proved a better predictor of performance and satisfaction than the four individual facets. Although researchers made an effort to eradicate the limitations of study 1 in study 2, one major limitation was recognised – the inability of the data to establish test-retest reliability keeping in mind the function of time as a factor for stability or variation.

In another investigation, Nguyen and Nguyen (2012) examined the role of PsyCap in the quality of work life and job performance of marketers in the transitioning market in Vietnam. They also checked the link between PsyCap and subsequent quality of life. Data was collected in two phases; a pilot study and the main survey. The pilot study was further divided into two steps, qualitative and quantitative. First, the researchers conducted in-depth interviews with 18 marketers in Ho Chi Minh (HCM) City to find out how the participants described their PsyCap and quality of work life. This step was to ensure that the measures in the literature were suitable for the particular industry. The quantitative pilot study comprised of face-to-

face interviews with 125 marketers for scale refinement. The main survey also consisted of face-to-face interviews with 364 marketers using convenience sampling that included 45.9% male and 54.1% female. Confirmatory factor analysis (CFA) and structural equation modelling (SEM) were employed to test the hypotheses. The analysis revealed PsyCap had a positive impact on both job performance and quality of work life of the marketers. The findings were limited to generalise to other cities or professions in Vietnam.

More recently, Choi and Lee (2014) decided to investigate the role of PsyCap on employees' outcomes while controlling the big five personality traits. Data was collected from 373 employees from South Korea using a cross-sectional design. The employees were from 10 organisations in the field of manufacturing, finance, or banking and services. The response rate was 57.4%, with 77% of the participants being male with the age range of 20 to 53 years. Hierarchal multiple analysis was used to analyse the data. The outcome showed that PsyCap was significantly related to the employees' performance and their well-being. Though the study had some limitations, including common method variance or generalisability, it added to the literature by identifying the broad effect of PsyCap on work outcome beyond personality traits.

Although the value of a facilitative and cooperative organisational environment has been clear over the years, and its association with an employee's performance is being explored, there is a need to understand this relationship in the context of employee's psychological state (PsyCap). A better working environment with improved PsyCap can produce better work outcomes. To check this hypothesis, Luthans, Norman, Avolio, and Avey (2008) investigated the mediating role of PsyCap in a supportive organisational climate and the employee outcomes. Separate samples were taken to test hypothetical assumptions. Sample 1 consisted of the students from

management classes at two mid-western universities in the US (N = 404). Sample 2 was made up of 163 out of about 200 employees in an electrical design engineering group. Engineers and technicians from a large firm were taken as sample 3 (N = 458). Data was collected using a self-rated questionnaire. Utilising these three diverse samples results showed that the employees' PsyCap was positively related to their performance, satisfaction, and commitment. Although the study did not include temporal separation, and did not attempt to develop causal inferences, the results supported the major hypothesis of the study that employees' PsyCap mediated the relationship between supportive climate and performance.

In research, particularly in the field of occupational health psychology, human well-being, whether it is physical or mental, is given much attention for improved performance. Recent studies have tried to explore this phenomenon with the recently recognised core construct of PsyCap. Avey, Luthens, Smith, and Palmer (2010) investigated the relationship between PsyCap and two measures of well-being over time. Data was collected using convenience sampling. Participants were requested to participate in a two-session online survey that took 35 minutes to complete. There was a three-week gap between the two points. The sample represented employees from different industries and different professions with a diverse cultural background. Results revealed that PsyCap was positively related to well-being. A minimum six-month period as a cut-off time was suggested in the study for further research.

Research has explored human development and capacities in organisational settings to gain maximum benefit out of these in the I/O setup. Shahnawaz and Jafri (2009) investigated the connection between these two constructs in public and private sectors in India. A total of 160 junior and middle level managers were selected as sample. They were equally drawn from two organisations, one from the public sector

and the other from the private sector. Components of PsyCap were measured using four different scales. The Allen and Meyer Scale (1996) was used to measure OC; analysis revealed that there was a significant difference between public and private divisions regarding four facets of PsyCap. Further analysis showed no significant association between PsyCap and OC. This study highlighted that the findings from a non-western country may differ from the findings from western countries. With this in mind, it is important to explore PsyCap in non-western countries, especially developing countries such as Pakistan and India.

The idea behind PsyCap is that it will bring positive attitudes, intentions, and behaviours to jobs that in turn will bring out positive outcomes. There is an imperative to explore PsyCap, not only with desirable attitudes and behaviours, but also undesirable ones. Avay, Luthens, and Youssef (2010) investigated this; the sample consisted of 336 employees from a wide cross-section of organisations and professions. Approximately 60% of the employees were in non-managerial positions while other data was collected from management (from first level manager to CEO or even owners). With an average age of 32 and an average tenure of 12 years, participants were from different ethnic backgrounds. PCQ with 24 items was used for measuring PsyCap. Cynicism was measured using an instrument with 12 items by Wanous, Reichers, and Austin (2000) while turnover intention was measured using an instrument by Bluedorn (1982). An online method data was collected in two settings to reduce common method bias with a gap of 7-14 days. Results supported the hypothesis that PsyCap was negatively related with cynicism and turnover intentions. Future research needs to focus on exploring more negative and undesirable behaviours in association to PsyCap.

Much attention has been given to the dramatic rise of employees' working hours and stress levels. Many researchers have focused on dysfunctional reactions of employees, such as cynicism, intention to quit, etc. However, the most important issue is to combat this negativity and achieve the best possible functioning of employees. Avey, Hughes, Norman, and Luthans (2008) tested a conceptual model linking leadership style with PsyCap to reduce employee's negativity, with the mediation of empowerment. Using a convenience sampling method, 341 working adults completed the survey measures. The results revealed that both transformational leadership and PsyCap were significantly related to the feeling of empowerment, which further related significantly as well as negatively to intention to quit.

Some studies have focused on state PsyCap compared to general psychological capital to explore variations within the person compared to differences between people. In a diary study, Xanthopoulou, Bakker, Heuven, Demerouti, and Schaufeli (2008) investigated whether daily changeability in colleague support predicted the day level of job performance through self-efficacy and work engagement. Forty-four flight attendants were taken as a sample. They had to fill in self-reported questionnaires for the variables in the study, as well as a diary booklet before and after three flights, and state work engagement and PsyCap. The reason for selecting flight attendants was that on every flight, their partners changed, thus causing fluctuation in colleague support. Results supported the hypothesis that both colleague support and self-efficacy had an effect on performance through work engagement.

A number of studies have examined anticipated outcomes in relationship with PsyCap. Avey, Reichard, Luthans, and Mhatre (2011), in their meta-analysis study, split the magnitude of these outcomes into two segments; desirable ones and non-desirable ones. Desirable ones included organisational citizenship

behaviour, job satisfaction, organisational commitment, and psychological well-being. Non-desirable included cynicism, job stress, anxiety, and turnover intention. Turnover intention was included in non-desirable attitudes because of an agreement among HR managers that an employee's desire to quit was undesirable (Avey, et al., 2011). They included 51 independent samples (N = 12,567 employees) in an effort to find a relationship among the variables. It was concluded that employees with a high level of PsyCap were more satisfied with their jobs compared to those low on PsyCap (Luthans, Avolio, et al., 2007). Furthermore, analysis revealed a positive correlation between PsyCap and work performance ($r = .45$, $p < .01$).

By the same token, a negative association has been observed in the literature between PsyCap and undesirable outlooks at work, i.e. turnover intentions or job stress. Avey, Luthans, and Jensen (2009) investigated PsyCap in relation to job stress and intention to quit. Data was collected from 416 adults working for a wide variety of jobs and organisations in two phases. In the first phase, participants were requested to fill in an online survey consisting of the information about demographic variables and PsyCap. After approximately one week, participants were contacted again to take part in Survey 2 that included the outcome variables, i.e. job stress, intention to quit, and job search behaviours. The separation in data collection was to reduce the effect of common method variance as proposed by Podsakoff, MacKenzie, Lee, and Podsakoff (2003). PsyCap was found to be negatively related to all three outcome variables.

The literature reveals studies which investigated PsyCap with job satisfaction, burnout, commitment, productivity, and performance of employees at their workplace in organisational setup. The main focuses of these studies were employees working in

different sectors, however there are others focusing on students or educational settings. Most of these studies assessed PsyCap of students at different levels with academic stress or performance (Clapp-Smith et al., 2009; Jafri, 2013; Luthans et al., 2012; Riolli et al., 2012). On the contrary, there are studies that stressed the link between students' PsyCap and physical health or psychological well-being in different cultures (Nath & Pradhan, 2012). Aliyev and Karakus (2015) demonstrated the association between PsyCap and violent tendencies through negative feelings. The population of the study were high school students studying in Cizre city centre during the 2013-14 academic year. The selection of the population was made because of the fact that the previous literature associated aggression and violent tendencies with the development features of adolescence (Gordon, 1999). A sample of 745 students from 11 high schools agreed to take part in this study. Results showed that PsyCap directly affected anxiety, i.e. an individual's level of anxiety decreased with increasing PsyCap resulting in reduced burnout and tendency to violence. Students who scored higher on self-efficacy, hope, resilience, and optimism were less vulnerable to negative feelings including anxiety, stress, depression, and burnout. The findings of the study suggested it would be constructive for schools and teachers to invest in PsyCap to reduce and control their violent tendencies.

Employers expect graduates to have the ability to add immediate value to the organisation (Jackson, 2009; McDermott, 2007). Along with their specific knowledge and technical skills, they are expected to show certain capacities to deal with stressful situations of work. Masole and Dyk (2016) assessed work readiness among graduates and post-graduate students in social sciences. Using a convenience sampling technique, students were selected from higher education institutions in Uganda and South Africa. A total of 183 were comprised as a sample, where 85% were final year

undergraduates and the remaining 15% were final year post-graduates (73 were from Makerere University, Uganda, and 110 were from the University of Venda, South Africa). Females comprised 58% of the sample. Findings using regression analysis showed that emotional intelligence and PsyCap were the strongest explanatory variables for the work readiness.

In another piece of research, PsyCap was used to improve students' academic performance. Luthans, Luthans, and Avey (2014) showed that PsyCap was significantly related to students' academic performance. For the data collection, 214 undergraduate business school students from two US mid-western universities were randomly assigned to a treatment group or control group at the classroom level. Altogether, 118 students from the treatment group and 96 students from the control group completed the data. A PsyCap intervention model was used to give a micro-training intervention to check if the PsyCap of the business students could be developed. The results from this pre-test, post-test control group design showed positive development in academic PsyCap of students by short training intervention. The findings backed the initial support for micro-training intervention in the education sector.

3.2.1. PsyCap in Pakistan

The present study extends the theory of PsyCap to an Eastern context, i.e. Pakistan, and offers an opportunity to validate the findings from the west and the developed world in non-western settings. Tsui, Nifadka, and Ou (2007) advocated the testing of the theories chiefly developed in the United States and western settings in other parts of the world for confident generalisability around the globe. In support of this view, Bartram and Rimmer (2012) recognised the importance of the findings from China and the neighbouring countries (Pakistan and India) in the field of HR research

and theory and proclaimed that the academics and investigators would have issues surrounding generalisability until any particular construct or theory would be researched or practised largely in this part of the world (Asia). This is because of the important role played in the world economy by Asia, as multinational companies are moving to this region (Abbas, Raja, Darr, & Bouckenooghe, 2014).

Earlier in this chapter it was affirmed how previous literature detailed the significantly positive relationship between PsyCap and favourable work-related outcomes. However most of the time it was self-rating for the evaluation or assessment of performance which may evoke the issue of social desirability or common method variance. To address this issue, Anjum, Ahmed, and Karim (2014) used supervisor ratings for in role performance. They looked for the role of PsyCap and peace of mind on in-role performance of bankers. Data was drawn from 2 banks from Quetta, the largest city in Baluchistan, Pakistan, using a random sampling technique. The sample was divided into two categories; one of subordinates and a second of the supervisors. Altogether, 307 members of the subordinate category and 41 supervisors from the second category took part in the study. Data was collected in two phases; in phase one, data was collected from the bankers on PsyCap and peace of mind and in the second phase, from their immediate supervisors for in-role performance. Using the multiple linear regression analysis in SPSS, results showed that PsyCap contributed significantly to an employee's in-role performance. Findings from this study were for a specific sector and area.

In today's world of work, employees are constantly under pressure to innovate and improvise, leading to stress and a situation where employees can't perform to their full potential which is one of the main concerns for an organisation. Abbas and Raja (2015) examined PsyCap and supervisor-rated innovative performance and job

stress. The data was collected from 237 employees where 17% of the participants were working as government servants, 50% were bankers, 21% were from textile firms and the remainder were from a telecommunication company in Faisalabad, the third largest city in Pakistan. Questionnaires were filled with personal administration. A total of 79% of the participants were male with an average age of 31 years (SD = 8.03) and 4.80 (SD = 6.43) years of experience. The analysis disclosed that employees with high levels of PsyCap were rated as displaying more innovative behaviours by supervisors. Likewise, employees with high PsyCap reported lower levels of stress compared to their counterparts with low level of PsyCap. This study suggested managers facilitated and trained higher level of PsyCap for the purpose of innovative jobs.

The importance of the workforce is vital for the survival of organisations. All the major resources in an organisation (physical, financial, technical, and informative resources) are inactive and lifeless until human resource turns them to life. With this viewpoint, Anjum, Ahmed, and Karim (2014) proposed the optimal use of human resource as the key to an organisation's competitive advantage. In line with this suggestion, Abbas, Raja, Darr, and Bouckenooghe (2014) checked if PsyCap played any significant role in increasing desirable and favourable outcomes and in decreasing undesirable products or results. In particular, they were interested in the association between PsyCap and job satisfaction, turnover intention, and job performance. Data was collected from white collar employees from diverse organisations including banks, telecommunication companies, textile manufacturing firms, and offices in the government ministry using onsite administration of the questionnaires. Performance was measured using supervisor ratings. A total of 300 questionnaires were distributed of which 77% were returned in a useable form for this investigation. Results provided

good support for the affirmative relationship between PsyCap and job satisfaction and job performance. This study provided strong evidence for the main effect of PsyCap on job satisfaction and supervisor-rated job performance.

Pakistan is a developing country and through the process of development it is undergoing a lot of rapid changes in different sectors. Therefore, it was worth checking how PsyCap dealt with resistance to change. Malik and Masood (2015) examined the relationship between emotional intelligence, PsyCap, and resistance to change in the Pakistani telecom industry. According to them, the telecom sector in Pakistan was among those very few sectors where multinational and structured organisations were operating. This called for the application and examination of theories in international HR literature. Six operating telecom companies were selected for data collection. A sample of 170 participants was collected, out of which 77.6% were male and the rest (22.4%) were female. The study established that there was a significant relationship between emotional intelligence, PsyCap, and resistance to change which the study claimed to be exploring for the first time in Pakistan. Further, it was concluded that PsyCap mediated the relationship between emotional intelligence and resistance to change. By showing the important role played by PsyCap, it was claimed that work-life management could be better through the positive phenomenon.

In the endogenous work settings of Pakistan, the environment for financial institutions is sensitive, policies are strict, and the use of technologies is changing rapidly. As a result of these factors, employees are usually faced with challenging tasks in a small amount of time. For this reason, employers need to support and optimise their employees to meet those hard and challenging tasks to cope in the competitive world of work. To investigate the effect of organisational support on

organisational citizenship behaviours (OCB) through the moderation of PsyCap, Shaheen, Bukhari, and Adil (2016) conducted a study with bankers from Islamabad and Rawalpindi, cities in Pakistan. Using a convenience sampling technique, data was drawn from 325 employees working in public and private banks in Pakistan.

Hierarchal regression analyses showed that PsyCap had a positive association with OCB. However, the hypothesis about the moderation of PsyCap in perceived organisational support and OCB was not supported in this investigation. Abrar, Baig, Shabir, and Javed (2014) also observed a positive association between workplace incivility, PsyCap, and OCB in an investigation in the Pakistani telecommunication sector. Qadeer and Jaffery (2014) also confirmed the positive link between PsyCap, organisational climate, and OCB in Pakistan.

At present, almost all nations are concerned about young people as a source of energy and motivation and as future builders for the nation. Researchers are currently focusing on young people's prevailing problems, the prevention of negative outcomes including juvenile delinquency, eating disorders, academic problems etc., rather than exploring positivity and strength (Huebner, 2004; Larson, 2000; Rich, 2003). However, this trend is changing as the focus towards young people's strengths and abilities is growing. Afzal, Malik, and Atta (2014) investigated the nature of the relationship between PsyCap and subjective well-being among young people in Pakistan. Moderation of positive and negative emotions was also explored in this relationship. The sample consisted of 640 students in the 8th, 9th and 10th grades. A total of 50% of the participants were male and the rest were female with an age range of 14 to 17 years. Data was collected from three districts in Pakistan – Sargodha, Jhelum and Faisalabad – from public and private schools using the convenience sampling technique. Results showed that the low level of negative emotions

moderated the relationship of self-efficacy, hope, and optimism with subjective well-being. The findings had implications for school psychologists to investigate and deal with young people's problems and resolve issues by enhancing their PsyCap.

The following section will explore the construct of PsyCap with teachers around the globe and how this positive construct is linked to favourable outcomes for teachers.

3.2.2. PsyCap in Teachers

Teachers, in every culture, consider the individual differences in their students and teach everyone according to their ability to learn. A teacher's most important task is to aid the healthy development of the students along with providing quality intellectual education. These substantial responsibilities, along with the expectations to cope effectively with globalisation and technological and scientific advancement, put teachers under pressure. In this scenario, it is vital for managers in the education sector to train teachers to enhance and use their personal and psychological resources to keep up with the high demands of the present era. This section is a review of the literature to check how state-like positive resources, namely PsyCap, has been viewed recently among teachers.

Rapid growth and development in higher education in China has meant that competition between institutions providing higher education is becoming increasingly intense, putting teachers under pressure as being the main stakeholders in education. This pressure may lead teachers to develop various mental health issues which are a growing concern for individuals and society (Shen, Yang, Wang, Liu, Wang, & Wang, 2014). Using a cross-sectional study design, Shen et al. (2014) decided to explore the link between occupational stress, PsyCap, and depressive symptoms among university teachers in China. The teachers were selected from six universities in Shenyang city,

the capital of Liaoning province in northern China using a random sampling technique. A total of 1,210 effective self-administered questionnaires were received back with a response rate of 80.7%. The analyses of the data showed that PsyCap was negatively linked with depressive symptoms among university teachers. The study had implications for university managers to train teachers for high levels of PsyCap to use as a protection against depressive symptoms.

Another study in the hunt for job satisfaction among Chinese university teachers showed that positive organisational support, PsyCap, effort reward ratio, and over-commitment explained 40% of the variance in job satisfaction among university teachers (Pan, Shen, Liu, Yang, & Wang, 2015). The amount of variance was 37.8% for intrinsic job satisfaction and 37.6% for extrinsic job satisfaction with the same explanatory variables.

Another recent investigation in the same scenario was conducted among college teachers in China. Liu, Wang, Shen, Li, and Wang (2015) highlighted that Chinese college teachers were confronting a lot of pressure that was causing issues with physical and mental health. They studied organisational behaviour factors and college teachers' health-related quality of life (HRQOL) using a cross-sectional design in Shenyang, China. Data was comprised of 965 teachers from 5 colleges using random sampling. The analyses exposed serious concerns for the mental quality of life rather than physical quality of life. PsyCap, group identification, positive organisational support, and psychological empowerment were strong resources for the improvement in HRQOL. The authors suggested incorporating PsyCap, group identification, positive organisational support, and psychological empowerment in the strategy to protect and improve college teachers' HRQOL.

Drawing from the notion that PsyCap is a personal resource that is positively linked with an employee's performance and well-being (Luthans, Youssef, & Avolio, 2006), Cheung, Tang and Tang (2011) examined the relationship between PsyCap, emotional labour, burnout, and job satisfaction. Full-time school teachers residing in China were selected as the population for this study. A total of 287 questionnaires were distributed in five schools (three primary and two secondary schools) from Hangzhou area in Yangtze River Delta out of which 264 valid and useable questionnaires were added for further statistical analyses. Results showed that PsyCap was negatively linked with emotional labour and burnout while positively linked with teachers' job satisfaction. Furthermore, the capacity of PsyCap to alleviate teachers' emotional burden was evident in a sample of 385 preschool teachers from Taiwan (Ching-Sheue, 2015). The findings of these studies provided strong support in extending the PsyCap among school teachers. A negative link between PsyCap and burnout was also supported in a more recent study among nurses (Bitmis & Ergeneli, 2015).

As a result of students' dependency on them, teachers are continuously being tested on their ability to be prepared for change (Tabassum & Ali, 2012). The current demands for the teachers in their working environment led researchers to choose PsyCap as a capital to cope with the challenges. Singh and Buitendach (2014) aimed to find out the relationship between PsyCap, subjective well-being, organisational virtuousness, and organisational citizenship behaviour (OCB) among school teachers in the Durban region of Kwa-Zulu Natal. Using non-probability sampling, data was collected from 110 teachers from four schools. The results confirmed that all the variables were significantly and affirmatively linked together. Furthermore, results showed that there was no significant difference in male and female teachers in

experiencing PsyCap. The study was limited as being a cross-sectional design implemented on a homogeneous sample (all the teachers in the sample were from the schools).

Teachers' retention is an international issue that is currently a serious threat to the quality of education. Mason and Matas (2015), in a meta-analysis, tried to understand the features that played an important part in teachers' attrition and retention in Australia. The data was obtained from the thematic analysis of Australian literature on teachers' attrition and retention. Seventeen peer reviewed papers were selected for this purpose. The majority of the studies analysed were from within the past five years. Overall, the time period ranged from 1995 to 2014. In the findings, researchers suggested the four-capital theoretical model that argued that teacher attrition was a complex phenomenon, and was a product of the juncture of components from social capital, human capital, positive psychological capital, and structural capital.

Teachers are important figures as their job is to develop a generation to lead the country. Keeping this in view, it is important for teachers to be satisfied with their jobs as their attitude impacts on the students' learning environment. Saharan and Jain (2014) reviewed the association between PsyCap and job satisfaction among female school teachers from Jaipur, the capital of Rajasthan, India. Participants included 60 female teachers with a mean age of 30 years range (25 to 35 years) who were selected using non-probability sampling only from public schools. The findings showed a positive link between sub scales of PsyCap (hope, efficacy, optimism, and resilience) and job satisfaction.

Education is a very important sector for the progress and prosperity of any nation and teachers are a core part in the education delivery team. It is vital to

strengthen their skills and positivity for optimal functioning. Manzoor, Khattak, and Hassan (2015) scrutinised the impact of PsyCap on performance and overcoming counterproductive behaviour in universities in Pakistan. The study population comprised of 700 faculty members of five public universities from Khyber Pakhtunkhwa. A total of 254 faculty members were drawn as a sample using a random sampling technique. Using structural equation modelling, it was concluded that PsyCap had a well-built and robust influence on controlling employees' counterproductive behaviour and in improving performance. Further studies were suggested by the researchers using longitudinal design. Research has its implication for policy makers in higher education organisations to shrink the tight spot of counterproductive behaviours at institutions.

In short, a growing body of research supports positive psychological capital, suggesting that an employee's positive subjective experiences are of great value for desired organisational outcomes and psychological health. It is a phenomenon that assists in measuring human contribution to organisations along with its four dimensions. The concept, however, requires rigorous exploration to provide further evidence of its significance in organisational psychology and modern management practice in various cultural settings. Keeping this in mind, the present study aims to explore the role of PsyCap on performance among Pakistani teachers.

3.3. Work Engagement

Positivity-oriented human potencies and strengths can be exercised for effective performance management. One such construct, which is rapidly being recognised, is work engagement. It is defined as a positive, fulfilling, work-related state of mind that is characterised by vigour, dedication, and absorption (Schaufeli et al., 2002). Engaged employees have high levels of energy, are enthusiastic about their

work, and are often fully immersed in their job so that time flies (Macey & Schneider, 2008; May, Gilson, & Harter, 2004).

Demerouti and Cropanzano (2010) explained that work engagement is a construct that is beneficial for the individual and also the organisation as it is expected to affect how individuals fulfil their tasks. Bakker, Demerouti, and Lieke (2011) examined if conscientiousness strengthened the relationship between work engagement and job performance. Some 144 employees from the chemical industry, consultancy and personnel agencies, telemarketing, education, and catering services took part in this investigation. The mean age for employees was 33 years with 9 years of working experience. A total of 23 supervisors were also included in the data for supervisor rating on job performance with the mean age of 43 years and 20 years of working experience. Employees received the questionnaire related to work engagement and conscientious by post while their supervisor also received a job performance questionnaire by post. Using moderated structural equation modelling, the results showed that work engagement was positively related with supervisor-rated performance. This was particularly true for the employees with a high score on conscientiousness.

Work engagement is an active, positive state, where employees show high levels of energy. For this reason, it is unlikely for the engaged employee to sit at work for long periods of time, rather they will stand up, stretch their legs, and engage with other employees regarding the task at work. To investigate the relationship between work engagement and high occupational sitting time, Munir, Houdmont, Clemes, Wilson, Kerr, and Addley (2015) studied 12 Northern Ireland ministerial departments. In 2012, the Northern Ireland Civil Service (NICS) hired 27,739 employees out of whom 26,000 were sent a survey link via email. The response rate was 20%. From

this, 4,436 questionnaires were used for further analyses. The analyses revealed a positive correlation between work engagement and job performance. Furthermore, engagement was associated with a lower occupational sitting time, especially for male participants.

Enhancing the research body, Bakker and Demerouti (2008) assimilated the findings in the previous literature on work engagement to develop a model for this promising construct. The model revealed that personal resources that included optimism, self-efficacy, resilience, and self-esteem had an impact on work engagement and, in return, engaged workers were more productive, more resourceful, and more dynamic. They also gave healthier financial turnover and showed better in-role and out-role performance. These highly-engaged employees were more satisfied, more committed, and less likely to leave compared to their counterparts with low levels of engagement. Based on these findings, the present study aims to explore the same phenomenon in a Pakistani setting to check how work engagement is associated with performance among teachers from different levels.

A recent shift in organisational research, from perceiving individuals as passive respondents to stimuli and/or a coping agent only with negative weaknesses, to a decision maker with preferences, choices, and strengths, has given a new horizon to explore. Previous studies have consistently shown a positive link between work engagement and job resources.

The literature review has shown that engagement stems from job resources or otherwise. However, it is something generated at work. On the other hand, PsyCap is a personal characteristic. No matter what the working conditions are, the personal characteristics remain within the person and guide accordingly. Bakker, Gierveld, and Van Rijwijk (2006) found that personal resources or, more specifically, resilience,

self-efficacy, and optimism, explained a significant amount of variance in work engagement. Using the sample of female school principals (N = 105) and school teachers (N = 232), they revealed that principals and teachers with higher scores on personal resources were higher score achievers on work engagement compared to others. More results from structure equation modelling showed that engaged principals scored higher on in-role and extra role performance.

In another investigation on the impact of work engagement on performance, Schaufeli, Taris, and Bakker (2006) focused on in-role performance and extra role performance. Analyses disseminated that work engagement was significantly linked with in-role performance, extra role performance, and innovation. Halbesleben and Wheeler (2008) reported that work engagement explained a significant amount of variance in job performance and intention to quit. Apart from performance at work, work engagement also showed some favourite and important workplace consequences. Shimazu, Schaufeli, Kamiyama, and Kawakami (2015) also showed that work engagement predicted future well-being that included low ill-health, high life satisfaction, and superior job performance.

Empirical research is evident that work engagement was linked positively with organisational commitment (Field & Buitendach, 2011; Hakanen, Bakker, & Schaufeli, 2006), physical health (Shirom, 2003; Schaufeli & Bakker, 2004) and job satisfaction (Bakker & Demerouti, 2008; Burke & El-Kot, 2010; Wefald, Reichard, & Serrano, 2011), and negatively related to turnover intentions (Bakker & Demerouti, 2008; Bhatnagar, 2012; Mendes & Stander, 2011; Schaufeli & Bakker, 2004).

It appears that work engagement can bring out several desirable and positive organisational outcomes. Xanthopoulou, Baker, Demerouti, and Schaufeli (2009a) investigated the role of job resources (autonomy, coaching, and team climate) along

with personal resources (self-efficacy, self-esteem, and optimism) upon an employee's engagement and financial return. The sample consisted of 42 employees working in different branches of a Greek fast food company. Employees completed a questionnaire and a diary booklet on five consecutive working days. Participants were advised to complete a general questionnaire as soon they received it and the diary booklet at the end of their working shift. The diary booklet was used to measure day level variations. The response rate was 93% among 30 males and 12 females. Although the homogeneity of data and the limited number of employees restricted a generalising ability of the study, it was a significant addition in diary studies measuring variations within individuals. Analysis revealed that day-level changes in job and personal resources affected engagement in work, which consequently impacted organisational financial return.

Longitudinal research is also being conducted to check the association between self-esteem, efficacy, and optimism – known as personal resources and work engagement. Xanthopoulou et al. (2009b) investigated relations between job and personal resources, and work engagement in a longitudinal research study. The study was carried out to satisfy the legal requirements of an electrical engineering and electronics company in the Netherlands that checked its employees' well-being on an annual basis. The sample comprised of 131 men and 32 women with an average age of 42. Participants were contacted twice in two years with an 18-month gap. Using self-reported scales, results clearly supported the Conservation of Resource (COR) theory that argued for the reciprocal nature of the relationship among job and personal resources and work engagement. The follow up study highlighted the unique contribution by self-efficacy, self-esteem, and optimism to explain variance in work engagement over time.

Work engagement has also been explored in relation to favourable and desirable outcomes like PsyCap. Alarcon and Lyons (2011) explored the factor structure of work engagement and its relationship with job satisfaction. They used structure equation modelling and regression analysis on three archival data sets. Confirmatory factor analysis indicated work engagement as having three factors; vigour, dedication, and absorption. Further analysis revealed that work engagement and job satisfaction were separate constructs, but related positively with each other. Further to this, organisational commitment was also positively related to work engagement. Cho, Laschinger, and Wong (2006) conducted a study to check the factors endorsing work engagement and empowerment among newly-recruited nurses. Results supported the proposition that employee-job fit generated greater work engagement that further led to greater organisational commitment. The study had its practical implications as the recruitment and retention of health care professionals, especially nursing staff, which is a priority issue in most parts of the world.

The focus of the literature on positive strengths and resources in association with job-related attitudes is gradually increasing. However, little information about the relationship between work engagement and organisational commitment is available. Field and Buitendach (2011) conducted research to explore these two variables, along with happiness, among tertiary education support staff members in South Africa. Using a non-experimental cross-sectional research design, they collected data from 123 participants. The results indicated happiness and work engagement having predictive value for affective organisational commitment; the study suggested that institutions should tailor an initiative for maintaining work engagement and happiness among employees to make them committed with their working organisations.

According to the literature, work engagement has been linked to a decline in intention to quit (Koyuncu, Burke, & Fiksenbaum, 2006; Saks, 2006; Schaufeli & Bakker, 2004). Schaufeli and Bakker (2004) suggested that decreased work engagement could lead to increased turnover intentions. DuPlooy and Roodt (2010) carried out a study to check this assumption. Data was collected from a South African Information and Communication Technologies (ICT) sector company (N = 2429). The main objective was to examine work engagement as a predictor of turnover intentions. Using cross-sectional data, it was found that work engagement and organisational citizenship behaviour were both significantly negatively associated with turnover intentions. The findings may impact on human resource departments and management strategies on employee retention.

3.3.1. Work Engagement in Pakistan

Research to date has clearly defined work engagement as a phenomenon characterised as having energy and identification dimension of an employee's work experience (Demerouti, Mostert, & Bakker, 2010; Gonzaléz-Roma, Schaufeli, Bakker, & Llorets, 2006; Xanthopoulou, Bakker, Kantas, & Demerouti, 2012). With Pakistan being a developing country, and where physical resources struggle to meet demands, energetic employees are needed that have a developed sense of identification with their working organisation or employers. This notion suggests the rigorous exploration of this construct in this part of the world.

Literature showed work engagement as a promising construct to performance enhancement. Chughtai and Buckley (2009) however investigated how trust in the principal or head of the school were linked with each other. The data was collected from full-time school teachers working in six schools in a large eastern city in Pakistan. Altogether there were 238 teachers in the six schools and 238 questionnaires

were distributed. Out of this, only 130 were received back with 54.6% response rate. A total of 77% of the sample consisted of females and the rest were male teachers. Hierarchal multiple regression was used to test the hypotheses. Results showed that work engagement fully mediated the relationship between trust in principal and self-rated performance.

Kim, Kolb, and Kim (2012) highlighted the scarcity of the empirical research on work engagement in the literature in a meta-analysis. They collected studies from five continents excluding South America: 12 in Europe (including from Greece, Ireland, Italy, Netherlands, Portugal, Spain, and United Kingdom); 3 in North America (including the USA); 2 in Asia (China and Pakistan); 2 in Africa (Cameroon and Nigeria); and 1 in Oceania (Australia). It was noteworthy that more than half of the studies were performed in European countries and 5 out of 12 studies were conducted in The Netherlands. The developed world is on its way to exploring and benefiting from this promising construct, however developing countries especially Pakistan, need to research and investigate work engagement in different organisations, industries, and settings.

3.3.2. Work Engagement in Teachers

Work engagement is an enviable state among teachers, particularly with reference to the present study. Engaged teachers will be more optimistic about their jobs and will feel more strongly about and more involved in their work. Basikin (2007) found that teachers with high levels of work engagement achieved more professionally than those with low levels. The sample consisted of 152 English teachers in Indonesia. Teachers' engagement in work was measured using the Utrecht Work Engagement Scale (UWES). No significant difference was found between the engagement level of male and female teachers. Moreover, in the Indonesian context,

social and religious aspects also need exploration as factors relating to teachers' work engagement. Adekola (2010) also supported these findings by depicting higher levels of work engagement in 162 secondary school English teachers in Osun, Nigeria.

The focus on individual variation is also gradually increasing in the literature because of the state-like nature of work engagement. Bakker and Bal (2010) conducted a study using a homogeneous sample of 54 Dutch teachers. The aim of the project was to check whether the weekly work engagement level of teachers was predictive of their weekly level of performance. Teachers were requested to complete a weekly questionnaire every Friday for five weeks. Performance in this study was measured by supervisor rating. The findings confirmed that teachers' weekly work engagement level had a positive lagged effect on their momentary level of job performance. One of the limitations of the research was the self-rating state of the scales. However, the study was a good addition to research measuring intra-individual variability.

Kalimo and Hakanen (2000) submitted that in Finland, the educators had a higher level of burnout compared to all other services and white collar jobs. With this notion in mind, Hakanen, Bakker, and Schaufeli (2006) examined the Job Demand-Resource model with teachers in Finland. This model proposed two parallel processes involved in work-related well-being. One process proposed that job demands lead to burnout which further leads to ill-health. On the contrary, others advocated that job resources lead to work engagement which further leads to commitment with the organisation and other favourable outcomes.

However, the researchers made some cross-links between variables involved in both processes. Variables were measured with a questionnaire that contained Maslach Burnout Inventory–General Scale (MBI– GS; Schaufeli, Leiter, Maslach, & Jackson,

1996), Utrecht Work Engagement Scale (UWES; Schaufeli et al., 2002), and Healthy Organisation Questionnaire (HOB) by Lindström, Hottinen, Kivimaki, and Lansisalmi (1997). Self-rated health was measured with the single item: How do you rate your health compared with your age peers (1 = much worse, 5 = much better) and work ability with one question that could be answered using a scale from 0 to 10; (Assume that your work ability at its best has had a value of 10. How many points would you give your current work ability? 0 means that currently you cannot work at all), organisational commitment with two items assessed on a five-point scale (1= totally disagree, 5= totally agree). A questionnaire was given to all the teachers of the Education Department of Helsinki, Finland. Altogether 2,038 teachers were chosen from elementary, secondary, and vocational schools. The response rate was 52%. The analyses confirmed the presence of both processes among teachers. The model submitted that healthy and engaged teachers were likely to perform and achieve educational goals better than teachers having the symptoms of burnout.

Another study to find the relationship between work engagement and organisational citizenship behaviours (OCB) was conducted by Runhaar, Konermann, and Sanders (2013). Data was comprised of 211 teachers from six Dutch secondary schools. Cross-sectional data showed a positive relationship between work engagement and OCB; however, it was weakened by autonomy and LMX. Runhaar et al. (2013) suggested that the opportunities available for teachers' development should also be made available for the leaders.

The Italian school system has evidenced rapid changes at political and social level because of government reforms and policy modification over the past few years. These continuous changes put teachers under pressure of high demands without any pay rise and/or job security (Drago, 2006). Guglielmi, Panari, Simbula, and Mazzetti

(2014) investigated the motivational aspect of the Job Demand-Resource (JD-R) model to help teachers stay motivated in their profession. Data comprised of 202 Italian teachers in primary and secondary schools. The findings confirmed the motivational aspect of the JD-R model which proposed that an increase in job resources leads to higher level of work engagement that subsequently leads to positive outcomes at work, including greater organisational commitment and enhanced performance (Hakanen, Schaufeli, & Ahola, 2008; Salanova, Agut, & Peiró, 2005).

3.3.3. PsyCap and Work Engagement

After identifying the importance of PsyCap and work engagement in relation to positive outcomes for organisations, the literature suggests enhancing these through training and intervention for the optimal functioning of the employees. Lorenz, Beer, Putz, and Heinitz (2016) went one step further by proposing to implement PsyCap interventions not only at the workplace but at school, college, universities, and even in families. They tailored the PsyCap scale (Psychological Capital Questionnaire, PCQ) to the German self-report scale measuring PsyCap (CPC-12) to create a reliable tool to measure individual PsyCap score in many domains of life. Two studies were conducted to validate this new scale *(*$N_1 = 321$, $N_2 = 202$). The 12-item CPC exhibited a good fit for the model and also depicted a positive association with the meaning of work, job satisfaction, and work engagement.

To find out the relationship between PsyCap and work engagement, Bakker (2009) conducted a study with female school principals. He found that the school principals with the most personal resources (PsyCap and its subscales) scored higher on work engagement compare to their counterparts with low personal resources. Furthermore, he highlighted that self-efficacy, resilience, and optimism contributed significantly to the explained variance in engagement score. Avey, Wemsing, and

Luthans (2008) found that employees with higher level of PsyCap depicted more positive emotions and were more engaged in their work compared to those who were low on PsyCap. They conducted a survey with employees from a broad cross-section of organisations and jobs in the United States. It assumed that a participant's PsyCap would be related to their positive emotions, which would be further related to their attitudes, namely engagement and cynicism, and behaviours (OCB and deviance). PsyCap was measured with PCQ-24 by Luthans et al. (2007) and engagement was measured using a scale by May, Gilson, and Harter (2004). Analyses revealed that employees with higher levels of PsyCap were likely to have more positive emotions and would subsequently be more engaged in their work. These studies established a positive link between PsyCap and work engagement. Simon and Buitendach (2013) also confirmed the relationship between PsyCap and work engagement.

There are studies in the literature that confirmed PsyCap as a predictor or explanatory variable of work engagement (Bakker & Demerouti, 2008; Herbert, 2011; Luthans et al., 2008; Mills, Fleck, & Kozikowski, 2013; Simons & Buitendach, 2013). However, literature has also evidenced studies that suggested the opposite was true (De Waal & Pienaar, 2013), with work engagement being the predictor or explanatory variable for PsyCap. These findings provided a base for the current investigation where it was assumed that personal resources (PsyCap and its subscales), when used by an engaged employee, lead to more success in the work environment (Bakker & Demerouti, 2008; Luthans et al., 2008). Literature focusing more on PsyCap encouraged the researcher to look into the effect of PsyCap on job performance above and over work engagement (Bakker & Demerouti, 2008; Herbert, 2011; Luthans et al., 2008; Mills, Fleck, & Kozikowski, 2013; Simons & Buitendach, 2013).

In short, literature has explored PsyCap and work engagement with desirable and favourable outcomes for different professions in different cultures. The present study aims to investigate these two constructs from the positive domain of psychology with job performance in Pakistan where these variables are less explored, especially work engagement among teachers. The education sector is one of the most important areas in the progress and prosperity of any nation in today's world of advancement, and teachers constitute the core group in the educational delivery team. They are the ones working, struggling, and surviving the on-the-ground realities which are even harder in developing countries like Pakistan.

Educational reforms were initiated on a large scale in many developing countries during the 1990s and were aimed at changing the entire teaching profession (Fullan, 2000). Poor infrastructure was also adding to teachers' woes (Dyer, 1996; McEwan, 1999; Postlethwaite, 1998; Raina & Dhand, 2000; Thair & Treagust, 1999) and this may add to lessen teachers' performance and subsequently students' achievement (Coombe, 1997; Osei, 2006; Raina & Dhand, 2000) in Pakistan. Keeping all these physical and administrative issues in mind, it is worth exploring the role played by the psychological strengths like PsyCap and work engagement for performance enhancement in this struggling situation. Furthermore, most research explores either primary or secondary level teachers or those at university or college level. This study, however, will collect data from schools, colleges, and universities, giving it additional strength.

3.4. Aim and Importance of the Present Study

The educational sector is a very powerful agency. It is a way in which desirable change can be brought into any nation's social and cultural aspects. The choice of teachers as the target population was informed by the fact that they

constitute a core group within the education delivery team. Teachers produce the process of education, and their grounding for such functions to perform should be an important priority. Teachers play a vital role in the progress and development of any nation. Their place is significant in their students' lives because the process of socialisation goes on rapidly during formal learning time. Students may model their teachers, and therefore it is necessary for the development of students' interpersonal and intrapersonal skills that teachers can manage their own personal and professional development (that can foster professional success) as well as manage their students. This suggests that it is necessary to consider the factors and strengths that play a significant role in enhancing performance among teachers. Teachers make up a significant portion of the workforce in the education sector, yet very little research has addressed the personal factors that may play an important role in their overall performance in Pakistan.

This study has its emphasis on exploring these personal strengths and talents in the workplace. Although positive psychology has been shown to be beneficial in reducing dysfunction, the primary focus is not on eradicating or even minimising mental, physical, or emotional challenge, but on growing and maximising human potential. This notion boosts the rationale of identifying the importance of the factors and strengths within the person to enhance performance at work. When examined in developed countries, PsyCap (Avey et al., 2011; Luthans et al., 2005; Luthans, Avey, & Patera, 2008) and work engagement (Bakker, 2011; Christian, Garza, & Slaughter, 2011; Hakanen & Schaufeli, 2012; Kataria, Rastogi, & Garg, 2013; Rich, Lepine, & Crawford, 2010; Saks, 2006; Shimazu, Schaufeli, Kamiyama, & Kawakami, 2015; Shuck, Reio, & Rocco, 2011) has been shown to be related to better performance in several different working populations. Conversely, this is not the case in the

developing world. To date, the relationship between PsyCap and work engagement to performance has not been explored in various professions in Pakistan. This is particularly true for the teaching profession. Exploring these two promising constructs that are linked with performance enhancement and other desirable outcomes is important to address the gaps in the literature. This study could expand the organisational psychology literature related to teachers in the developing world who are performing their roles with little or no physical resources. After reviewing the literature related to PsyCap, work engagement, and job performance among teachers and others, it can be said that PsyCap and work engagement should be given attention in Pakistan to lead to successful and productive working in various walks of life, particularly in education.

Education is the backbone of any country. It always needs people with significant interpersonal and intrapersonal developmental skills so they can perform their roles in the growth and progress of their nation by producing individuals who can take the initiative and bring change.

Educationalists and employers are united in the realisation that technical skills do not drive success alone, and that personal psychological developmental skills are equally important for competences and performance. Organisations such as schools, colleges, and universities may pay attention to these positive behaviours by recruiting people who possess such characteristics along with the technical skills and educational expertise necessary. When it comes to promotion and progression, positive behaviour should be a major qualification for employees.

The present study examines PsyCap and work engagement as predictors of job performance among teachers in three different sectors/levels of education i.e. teachers from schools, colleges and universities. Data was collected from three diverse levels

as teachers'' role is perceived vital no matter what level/sector they are in and they are considered as the future builders of any nation.. As mentors for students they should have the capability to foster their own personal psychological growth as well as that of their students, irrespective of the level of their teachings. This will help them effectively discharge their responsibilities in educational institutions. Further, knowledge of the relationships discussed in this study might help teachers and those who provide support and guidance to students to create better plans and interventions that target students' overall levels of success and well-being.

Finally, this study may provide some insight and guidance to managers in different professions, and especially in the education sector in the developing world. An improved understanding of the factors that contribute to workplace success can help them better train and equip their employees to handle the various challenges experienced in their working lives each day.

This study relates PsyCap and work engagement as predictors of teachers' job performances. It is particularly interested in the main effect of PsyCap and work engagement on performance along with some demographic and occupational variables. The effect of PsyCap will be explored over and above work engagement in the performance of teachers at schools, colleges, and universities. Hypotheses and assumptions about the relationship between study variables are given in detail in Chapter 5.

3.4.1. Objective of the Study

The present study aims to find out:

1. To profile PsyCap, work engagement, and job performance among teachers in Pakistan.

2. To examine the additive contribution of PsyCap and work engagement to explaining job performance among teachers in Pakistan.
3. To explore teachers' perceptions of the mechanisms linking PsyCap and work engagement to performance.

3.5. Chapter Summary

This part of the thesis has provided a detailed overview of the constructs already introduced in Chapter 1 and specific references are made to important literature and previous research involving these constructs. In this chapter, the nature and definition of PsyCap, work engagement and job performance have been discussed in detail, with the aim of providing some historical perspectives and theoretical foundations to the constructs. A relevant literature review was presented for providing background to the research environment. In the last section, the aims and objectives were stated. The next chapter will focus on the methodology used to conduct the research and will also justify it. Furthermore, information regarding the research design, along with its pros and cons, will also be provided.

Chapter 4: Research Methodology

Following a discussion of relevant theory pertaining to this research, its rationale, and the research aims and objectives, this chapter will discuss the research methodology. It will focus on the research design, i.e. sequential mixed methods research design. The chapter is divided into three sections. The first provides information about the mixed methods chosen to investigate the constructs under investigation, the second introduces the particular form of mixed methods design deployed here, and section three considers ethical issues related to the investigation.

4.1. Introduction

This chapter will provide an overview of the methodological approach adopted in this study. A sequential mixed methods technique, involving quantitative and qualitative approaches, will be used to investigate the association between PsyCap, work engagement, and job performance among Pakistani teachers.

Studies regarding positive behaviours such as PsyCap and work engagement are rare in Pakistan. Most studies focus on measuring work-related problems among different professions, for example, stress in the teaching profession, etc. In particular, there is very little empirical research in Pakistan examining the relationship among PsyCap, work engagement, and teachers' job performance. Therefore, it is worth using different techniques to explore this phenomenon in the Pakistani educational system.

The main objective of this research, as previously discussed, is to investigate the nature of the relationship between PsyCap and work engagement and job performance among Pakistani teachers. In the quantitative investigation, a pilot study is conducted to observe whether any language impediment existed in the questionnaire which was translated into Urdu, the national language of Pakistan. The main study

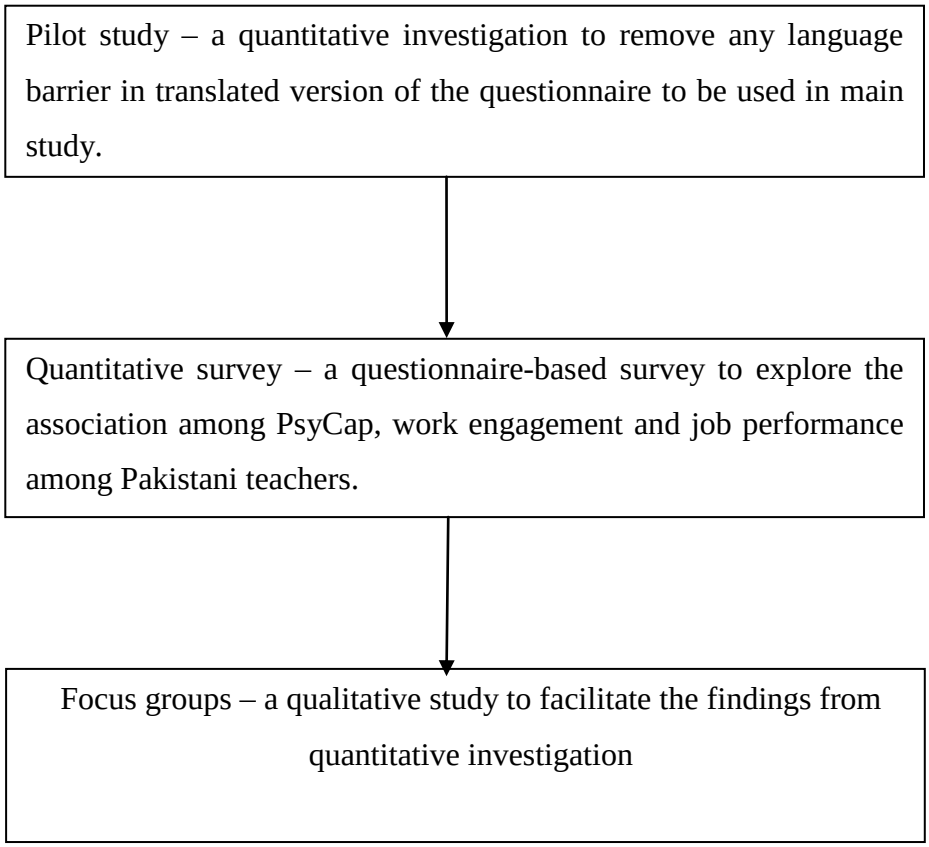
applies the questionnaire in order to collect data for the quantitative study. The qualitative study aims to investigate and explore the research question in more detail through the use of focus groups. This study sought to develop the findings of the initial quantitative study and elaborate and explain results from the quantitative data.

Brannen (1992) suggested that using two or more research methods in a single piece of research could result in a more appropriate exploration of the research problems. Given the exploratory nature of this research topic, a blend of quantitative and qualitative methods was chosen.

Specter and Pindek (2015) encouraged the use of more than one method of data collection in areas that have been under investigated. They suggested that applying only one method in an area where a detailed knowledge of the phenomenon does not yet exist is more likely to overlook important variables and contexts. Furthermore, relying on only one method may limit progress in understanding that particular phenomenon by failing to consider alternative explanations. The current investigation, therefore, uses both qualitative and quantitative methods of data collection in a field that needs further exploration in developing countries.

The quantitative part begins with a pilot study. It was conducted to check participants' understanding of the scales combined in a questionnaire and then translated. The main purpose of the pilot study was to address any language barriers that existed in the questionnaire. This part of the study involves quantitatively exploring the phenomenon under investigation. The final qualitative study was to facilitate, explain, and support the findings from the main quantitative study. Figure 4.1 provides a description of the pathways of the three studies:

Figure 4.1 *Methodological framework showing sequence of studies*



4.2. Methodological Framework: Overview

4.2.1. Mixed Methods Designs

As this is among the first investigations to attempt to discover the relationship between PsyCap, work engagement, and job performance in Pakistan, a study design was required, that added worth to the findings. Therefore, a mixed methods quantitative and qualitative method was chosen. In the current study, a quantitative approach provided information about the status of variables, but it did not explain those variables or the status they had. Thus, a quantitative study helped address the 'what' question, and further explained the findings from the numerical data in a qualitative investigation. The design helped by explaining the significance of PsyCap

and work engagement as being important factors in improving performance among professionals, particularly teachers in Pakistan.

Mixed methods is defined as a process of "mixing" or combining both quantitative and qualitative studies at some stage of the research process within a single study to gain a better understanding of the research problem (Creswell 2005; Tashakkori & Teddlie, 2003). The underlying principle in mixing two different kinds of data in a single research project is the fact that neither quantitative nor qualitative methods alone are sufficient to retain the approaches and facts about a particular research problem. When combined, quantitative and qualitative designs complement each other and boost findings by considering each other's strengths and positive points (Greene & Caracelli, 1997; Greene, Caracelli, & Graham, 1989; Miles & Huberman, 1994; Tashakkori & Teddlie, 1998). Rather than simply validating findings, mixing designs is essential for deepening and widening the reader's understanding of the results (Massy, 1999).

Tashakkori and Teddlie (2003) revealed that there were 40 techniques of conducting mixed methods research designs reported in the literature. However, Creswell (2009) discussed only six of the most frequent techniques in his book, Research Design: Qualitative, Quantitative and Mixed Methods Approaches (p. 209 and 210). Among these, three were sequential designs and three were concurrent methods.

In this particular study, a mixed methods sequential explanatory design is used to explore the association among PsyCap, work engagement and job performance among Pakistani teachers. The sequential explanatory design, as shown in Figure 4.1, consists of two different studies: Quantitative, followed by qualitative (Creswell, Plano Clark, Gutmann, & Hanson, 2003). According to this design, numeric or

qualitative data was collected and analysed in the first study. The qualitative (text) data collection and analysis came second in the sequence. The underlining rationale for using this popular design in social sciences is to explain and explicate the findings from the quantitative research in the second phase of the study. Altogether, the two studies sketched a general view of the phenomenon. It is, therefore, possible to state that the qualitative study in the project was built on the first quantitative study.

However, both studies are connected to different points in the project, e.g. the sampling phase, the qualitative data collection protocols, and the interpretation or discussion phase. The choice to follow the quantitative-qualitative sequence, and the selection of interconnected points, were both informed by the purpose and objective of the study. The main purpose of adding a qualitative study in the project was to interpret and explain statistical findings in textual form to bring a broader picture to the fore. Bearing this in mind, it was important to collect data from the same population in both parts of the research. Hence, the sample was divided into three strata in the qualitative and quantitative stages. Teachers from randomly selected institutions in Pakistan in the first study of the research were reselected for the second qualitative study using a convenience sampling technique. The second connecting point was the development of the qualitative data collection protocols, laid in the results from the first quantitative study. In the discussion section, results from both studies were combined to complement the findings from both segments and to provide a fuller answer to the research question. It underscored a more robust and meaningful picture of the research. The three connecting points, detailed above, helped extensively in seeking for the contextual field-based explanation of the statistical results.

The argument that supports the sequential explanatory design of mixed methods research is that this technique is straightforward (Creswell, 2005). Secondly, it provides a chance for exploration and explanation of statistical findings from numeric data. However, the length of time required for quantitative and qualitative data collection and analyses in succession is one possible constraint. Further to this, despite its popularity, the design requires the researcher to consider methodological issues in advance, including the sequence and priority given to qualitative and quantitative study and the interconnecting phase for both studies (Morgan, 1998). These issues need to be settled in advance and in accordance with the objectives and research questions. Attention is paid on how the qualitative and quantitative studies contribute to the design. The quantitative approach usually assesses the epidemiology and margins as well as the limitation of the phenomenon under investigation. Further, it may provide reliable numeric data and associate certain factors that are diverse in nature (Bullock, Little, & Millham, 1992). On the other hand, the qualitative approach mostly guides towards a thorough perceptive of the context of behaviours and interrelated factors. According to Mertens (2005), participants' experiences and perceptions that are personal in nature can be revealed from the qualitative study.

The current research enquires into the association between PsyCap, work engagement and job performance among teachers employed at different levels in Pakistan. To the best of the researcher's knowledge, this study is among the initial efforts where PsyCap or work engagement or both have been investigated in the Pakistani educational system. The analysis and investigation of different features of these variables, along with the blend of different modes of investigation, add breadth and depth to the analysis.

4.2.2. Quantitative Study

The quantitative approach includes a measurement tool to investigate the characteristics and nature of the research question under consideration. This tool is utilised in gathering data. Further focal points for quantitative research are generally hypothesis testing and theory generation. The quantitative part of this research investigates several variables using different measurement tools/questionnaires with an objective of focusing on teachers' performance. Using numerical and statistical data with the measurement tool, several assumptions and hypotheses are tested to reach conclusions from an organisational perspective. A survey was conducted with Pakistani teachers to facilitate and accomplish the aims of the study.

The selection of measurement devices/tools for the field research requires certain careful consideration. These include, for example, psychometric requirements such as internal consistency, reliability, and validity along with the length of questionnaires, quick administration, participants' level of understanding, and their perception of scale relevance with the research. In a survey design, the difficulty level of the measure, and the time required for its administration, were important considerations. The number of items and response formats influence the internal consistency of the questionnaires. The administration of scales using different methods, e.g. traditional paper/pen-based- or internet-based-administration may affect the information obtained, along with the response rate. The issue of data being biased because of common method variance also needs to be addressed in this scenario.

It is, therefore, vital for researchers to balance these psychometric and practical considerations before carrying out research in the field. The balance of the above-mentioned considerations is also applicable to this study. Long and numerous scales may be inappropriate and unacceptable to the professional groups compared to

the clinical set up such as teachers who were sparing their time from tight and fixed schedules at their workplace. Furthermore, longer questionnaires may affect participants' attitudes and boredom may lead towards non-cooperative behaviour (Bogen, 1996). To address this issue, short and psychometrically-confident versions of the scales are used in this study. For example, for measuring work engagement, a short version of the Utrecht Work Engagement Scale with nine items (Schaufeli, Bakker, & Salanova, 2006), is used. Job performance is also measured by six items from two scales. Scales related to all the variables in the study were combined to form a questionnaire along with demographic and occupational information. The researcher paid careful attention to ensure that participants viewed questions or items as relevant and appropriate to obtain reliable information. Confidentiality policies were also clearly communicated to respondents.

In the quantitative study, one major concern was that teachers might be reluctant to fill in questionnaires about job performance and they might find talking or responding about their own job performance offensive. To address these issues, the tools chosen for performance measurement measured performance in a general way, and not the performance of a particular respondent.

Furthermore, teachers were invited to complete the paper-based version of the questionnaire. The choice of this method of questionnaire administration was guided by the fact that most teachers in Pakistani schools and colleges may not have internet access in their working environment, and paper-based questionnaires allowed them to give more careful consideration in answering the questions in their spare/allocated time.

Previous literature supported this decision by showing no significant difference in response rates in relation to paper-based administration versus internet

administration (Raat, Mangunkusumo, Landgraf, Kloek, & Brug, 2007; Ritter, Lorig, Laurent, & Matthews, 2004). One possible drawback of anonymous self-administered questionnaires, however, such as the one in the present study, was that these could be filled out carelessly. This affects the accuracy and quality of answers recorded. Little or no interest in the research subject matter is associated with poor response (Oppenheim, 2000). To counteract this issue, more questionnaires were distributed.

4.2.2.1. Limitations and Strengths

One potential disadvantage of self-administered questionnaires is the Common Method Variance (CMV). This is defined as a potency of data being biased because of negative affectivity (a tendency to look at the world negatively) and social desirability (a tendency to respond in a manner that will be viewed favourably by others by over-reporting of good or by under-reporting of bad) (Spector, 2006). Spector (2006) described another source of bias, namely acquiescence, which is a tendency to agree with items independent of reference. CMV is also referred as monomethod bias (Spector, 2006) and may lead to inflated association among the variables under investigation. However, Spector suggested minimising potential biases through linking self-reported findings with other methods of data collection. This would help provide confirmation about an observed relationship between variables using self-report. One possible method was longitudinal design for research. It minimised the potential problem of CMV by temporal separation of independent and dependant variables (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). However, a qualitative design was selected for an explanation of the findings from the numeric data.

The advantages of the self-administered questionnaire technique, also called cross-sectional self-report methodology, are widely supported by the fact that most data for PsyCap and even work engagement is collected using self-administered

scales. This helps to minimise the interruption to any organisation and ensure that data is collected from the most concerned and most relevant respondents in any one sample. It provides a useful picture of how people feel about or perceive certain phenomena (Spector, 1994).

Moreover, these cross-sectional questionnaires provide a relatively easy first step in researching the phenomenon of interest. Other methods of data collection may be subject to CMV, e.g. supervisor or peer rating, etc. Therefore, in the case of teachers, self-reported data may be a better representative measure than that reported by others or any official record.

With the next stage of the qualitative study (this phenomenon is going to be explored using qualitative data as well), it, therefore, appears that the most feasible and appropriate method for this part of the research is a self-report questionnaire. The choice of methodology is thus driven by practical, as well as theoretical considerations.

4.2.3. Qualitative Study

Patton (1990) suggested that the aim of conducting a qualitative design is to study issues or situations in depth to produce a wealth of detailed information. A main criticism of the fact that quantitative research is 'statistics dependent' is to inflate the importance of mathematical averages and numbers. Hence this mode of research may not capture the convolution and complexity associated with human behaviour (Goertzel & Fashing, 1981). According to this viewpoint, there is a chance that profundity and details perceived by participants may be missed by focusing exclusively on numeric information. Furthermore, this understanding and perceptivity by participants may constitute a significant part of the research findings. To capture the trends and depth of the phenomenon, and to take advantage of the strengths of

both, qualitative study in combination with a quantitative study is used as common practice (Greene & Caracelli, 1997; Greene, Caracelli, & Graham 1989; Miles & Huberman, 1994; Tashakkori & Teddlie, 1998). The main objective of adding a qualitative study after a quantitative study in this research project is to help explain, and elaborate on, the quantitative results obtained in the first study.

The second qualitative study was built on the first quantitative study. The rationale for using this sequence is that quantitative data and its subsequent analysis provide a broad outlook of the research problem. The qualitative data and its analysis refine and explain those statistical results by exploring participants' views in more depth (Creswell, 2003; Rossman & Wilson, 1985; Tashakkori & Teddlie, 1998).

As part of the qualitative study, six focus groups were conducted with teachers from the previous sample. The choice of focus groups as a mode of qualitative data collection was made because of some of the advantages focus groups have over interviews. Among the advantages that serve research well is the explicit call for respondents to interact with one another. While recording responses to unstructured questions, the researcher was more interested in interactive responses than individual responses. A possible benefit of this method is that informants may have greater confidence in a group setting, which may encourage and motivate them to offer comments and discuss things in a way they would not do in a one-to-one interview. They may also confirm or contradict the responses of other members and jog the memory of one another about certain aspects of phenomena. This adds to the uniqueness of this technique (Morgan, 1997). The unstructured nature of focus groups also allows the learning of new information about hypotheses (Morgan, 1996, 1997). In short, focus groups seek to understand or make sense of the world based on interactive and individual experiences and perceptions. In particular, when

investigating positive behaviours in relation to teachers' performance in general, it is very important to have a qualitative paradigm to show a picture of teachers' minds working at different levels.

Teachers' knowledge, perspectives, and attitudes relating to their behaviours while at work are relevant issues and are equally important to the institutions as they are to their own performance. Therefore, the qualitative mode of inquiry that is usually a hypothesis-free orientation and an open acceptance of the subjects meet the purpose of this study (Burns, 2000).

4.3. Ethical Considerations

Since the research project involved human participants and access to sensitive and personal information, the research was carried out anonymously. Participants signed consent forms before either study was conducted. Respondents were assured of the respect of their right to confidentiality and informed about their right to withdraw at any stage of data collection and research. Their identities were not exposed at any stage of the research. As a further step to safeguard participants' identities, their institutions were not identified by name, but categorised as school, college, or university. Their consent about voluntary participation was obtained. The Institute of Work, Health and Organisations Ethics Committee approved the research.

4.4. Chapter Summary

This chapter presented the methodological approaches of the current research project. It expanded upon the practical and theoretical bases for the use of both qualitative and quantitative approaches. Mixed methods sequential explanatory design was chosen as the most appropriate methodology to achieve the objectives of the research. The details of the methods of each study will be presented in the corresponding study chapters. Ethical issues were also considered and discussed. The

research methods that included illustrations of data collection procedures and analytical methods are presented and discussed under the topics of the two empirical studies. The following chapter will present the first study in the project, which is in the quantitative domain.

Chapter 5: Quantitative Study Method

The investigation reported in the current thesis involved a sequential mixed-methods design using a preliminary quantitative study that informed the design and focus of a subsequent qualitative study. Each study provides a unique contribution within the context of the overall investigation. The current chapter details the methodology involved in the quantitative study. Issues of participant sampling, ethics, procedure, measurement, and analytical approach are discussed.

5.1. Introduction

The investigation described in this thesis is based on the premise that psychological capital (PsyCap) – a broad construct encompassing optimism, efficacy, hope, and resilience along with work engagement characterised by vigour, dedication and absorption – is positively related to job performance among different working groups and professions. The investigation attempts to quantify the nature of the relationship between PsyCap, work engagement, and job performance among Pakistani teachers, and also explores the mechanisms that may link these constructs.

In recent years, an emerging discipline known as Positive Organisational Health Psychology (POHP) has received attention as a field that is potentially useful in understanding and predicting an individual's work performance. POHP aims to present an insight into optimal functioning at work (Bakker & Derks, 2009). This can never be achieved by focusing solely on "what is wrong with employees?", but there is also a need to understand and emphasise positivity and strengths. These, together with conducive working environment, can be developed, nourished, and effectively managed for performance improvement in the workplace. An important branch of POHP, which is more employee-centred in nature, emphasises the role of human strengths and positivity in driving successful job outcomes called Positive

Organisational Behaviours (POB). A key independent variable in the current investigation – PsyCap – is derived from POB territory. The other independent variable – work engagement – is also briefly presented here.

5.1.1. Psychological Capital

Over the last three decades of psychological assessment, research has highlighted the importance of taking individual competencies into consideration when attempting to predict occupational effectiveness (Boyatzis, 1982; Campbell, Dunnette, Lawler, & Weick, 1970; Howard & Bray, 1988; Kotter, 1982). Kotter (1982) identified a number of personal characteristics emanating from successful general managers, including optimism, communication, and need for achievement. Furthermore, Boyatzis (1982) identified a number of social competencies (i.e. socialised power, self-esteem, and positivity) that appear predictive of future managerial success. Much of the current interest focusing on the positive within individual factors in organisational settings stems from a desire to explain the differential attainment of occupational success, which cannot adequately be accounted for by environmental aspects alone.

Parker and Turner (2002) noted that concern and discussion about job performance would remain a central theme for industrial and organisational psychologists. As mentioned previously, job performance is conducted by the employee in the organisation, in line with organisational goals, so it is primarily an issue between the employee and the organisation. For this reason, it is essential to look at the employee's self-belief in relation to translating and achieving success in their work. Keeping this in mind, Larson and Luthans (2006) introduced the PsyCap construct – a composite construct made up of self-efficacy, hope, optimism, and

resiliency. They stated that PsyCap was an individual's positive psychological state of development that has been shown to impact performance.

Self-efficacy is defined as people's confidence in their ability to achieve a specific goal in a specific situation.

Hope is a positive motivational state where two basic elements – goal oriented determination and pathways or planning to achieve these goals – interact.

Optimism is making positive attributions about succeeding now and in the future.

Resiliency is a positive way of coping with danger and distress. In the organisational setting, it is defined as an ability to recuperate from stress, conflict, failure, change, or increase in responsibility.

After reviewing the literature (Chapter 3), it is clear that a growing body of research supports positive PsyCap, arguing that an employee's positive subjective experiences are of great value for desired organisational outcomes and psychological health.

5.1.2. Work Engagement

The notion that research is needed in the field of POHP is becoming increasingly evident. Positivity-oriented human potencies and strengths can be exercised for effective performance management. One such construct valuing positivity is work engagement. This is defined as a positive, fulfilling, work-related state of mind characterised by vigour, dedication, and absorption (Schaufeli et al., 2002).

Vigour is characterised by high levels of energy and mental resilience while working. *Dedication* refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, and challenge at work.

Absorption is characterised by being fully concentrated and happily engrossed in one's work, where time passes quickly and one has difficulties with detaching oneself from work (Schaufeli and Bakker, 2004). Engaged employees have high levels of energy, are enthusiastic about their work, and are often fully immersed in their job so that time flies (Macey & Schneider, 2008; May, Gilson, & Harter, 2004).

At this stage of the study, the quantitative method is used to test hypotheses developed in the light of recent literature and the objectives of this research, as discussed in chapter 3.

Hypothesis 1. Work engagement will account for a significant portion of the variance in teachers' job performance after controlling for demographic and occupational characteristics.

Hypothesis 2. PsyCap will account for a significant portion of the variance in teachers' performance over and above that explained by work engagement and the control variables.

In the next section, the research methodology is discussed, detailing how the participants were sampled, how data was collected, and the measurement instruments used to assess the identified constructs. Procedures for data collection for both the pilot and main study are presented in this section.

5.2. Method

5.2.1. Design

The investigation described in this chapter examines the association among PsyCap, work engagement, and job performance in teachers in Pakistan. In the cross-sectional study design, PsyCap questionnaire (PCQ) by Luthans, Youssef, and Avolio (2007) and Utrecht Work Engagement Scale (UWES) shorter version by Schaufeli,

Bakker, and Salanova (2006) are selected to collect numerical data. For measurement of performance, six items are used altogether in the target settings; four items from the "perceived employee's performance" scale by Tessema and Soeters (2006) and two self-evaluated items from Fang and Wang (2006). In the cross-sectional study design, data is collected at one point in time for all the variables, and this is generally done by using questionnaires. This design is mostly used when data is collected from a large sample – such as this study where the total number of participants is 675 – because of the design's time and cost efficiency. In addition, the cross-sectional design produces minimal disruption in organisations. These factors make this design relatively popular among researchers. Spector and Pindek (2015) reviewed 283 papers published in two leading journals in occupational health psychology and all published between 2010-2014. They highlighted that among these studies, 41% were cross-sectional. However, cross-sectional design is potentially limited in demonstrating the direction of causation between variables. Information about demographic and occupational characteristics, including age, gender, education, experience (years of teaching), and institutional level (school, college, or university) was also collected. Regression analysis was used to develop models for identifying the relative contribution of these variables in teachers' performance.

5.2.2. Sample

The study population consisted of Pakistani teachers employed in schools, colleges, and universities. The samples for the pilot and main study were drawn from the cities of Lahore and Faisalabad in the province of Punjab. For the pilot study, 20 teachers were selected using the convenience sampling technique. Convenience sampling, as the name implies, is a type of non-probability sampling and relies on data collection from people who are conveniently available to take part in a study. This is

the only criteria needed to be the part of any investigation. The method is extremely fast and easy in terms of accessibility to the participants. While using the convenience sampling technique, data is collected from the population at hand making the process of data collection easy and readily available for the researcher. In addition, data collection can be facilitated in a short period of time. Another important feature of this method is its cost effectiveness. Data collection does not require any elaborate setups, and the researcher can pull data from local population groups. All these advantages make this method of data collection an attractive option for researchers.

While there are many advantages of this technique, there are also some drawbacks. The use of this sampling technique is discouraged because of its inability to generalise research findings. Further disadvantages are detailed below. As the sample from this method is not truly representative of the population, it may lead to biased results, rendering data useless for tracing trends throughout the population. Underrepresentation or over representation of certain groups from the population expedites the misrepresentation of data with the incomplete conclusion.

Overall, the selection of the data collection technique depends on the aims and objectives of the investigation. In this cross-sectional study, the technique was used for the purpose of data collection in the pilot study, with an eye on both time and cost effectiveness. However, teachers were selected from all three strata, i.e. schools, colleges, and universities as in the main study.

Ten teachers were chosen from both cities from schools (N = 4), colleges (N = 3), and universities (N = 3). The purpose of the pilot study was to identify any language barrier in the translated version of the questionnaire. For the main study, the sample was categorised into three strata labelled as school, college, and university. The school stratum included the institutions where teachers were teaching to SSC

level (secondary school certificate); the college stratum involved teachers teaching to HSSC (higher secondary school certificate), while graduate level institutions, along with postgraduate level institutions, and were included in the university stratum. Individual lists for these three strata were collected from the relevant authorities in the two cities. Combining the lists of two cities for the school's stratum, 72 schools were drawn randomly for data collection. In the same way, 42 colleges and 17 universities were selected using the random sampling technique, a form of probability sampling. It is among the best methods of selecting a representative sample from the population of interest. In this method, everyone in the population has an equal chance of being selected and this eliminates sampling bias. However, this technique is very difficult to achieve in terms of time, effort, and finance. The numbers of schools, colleges, and universities were selected to get a representative sample of teachers across the three strata. As universities are larger institutions with more employees, a smaller number of universities were included in the sample compared to colleges and schools and vice versa. Among every school, seven teachers were selected using convenience sampling. In this way, questionnaires were distributed among 504 teachers for the school stratum only. Among 42 colleges, using convenience sampling, 504 teachers were selected as a sample for the college stratum. For the university stratum, again using the convenience sampling technique, 510 teachers were drawn as a sample from the 17 universities. Combining all the three strata, questionnaires were distributed to 1,518 teachers.

The choice of convenience sampling as a method to select teachers from their institution was made because teachers were approached during their working hours. They filled in the questionnaires during their working hours, so it was important that they were happy with completing them. In order to be eligible, teachers had to meet

two criteria: i) they should work full-time as teachers in the school, college, or university, and ii) they should have at least two years' experience working in their relevant institutions.

5.2.3. Procedure

5.2.3.1. Ethical Considerations

Ethical guidelines from the main professional organisation that leads psychology within the UK, The British Psychological Society (BPS), were adhered to in this thesis. The BPS' Generic Professional Practice Guidelines, Ethical Principles for Conducting Research with Human Participants, and Code of Ethics and Conduct (BPS, 2009) were used as the main documents to guide the research. The Ethical Code of Research Conduct of the University of Nottingham was also considered. This encompassed an ethical approval from the University of Nottingham's Institute of Work, Health, and Organisations Ethics Committee. The issues addressed are outlined below.

Respect Two separate ethical principles were looked at, and within these two principles, a series of ethical issues were studies. The first ethical principle was "respect". It includes the following key issues:

Consent The principle of informed consent means there must be sufficient information about the research for participants to decide whether they wish to take part, without any intimidation. The participant then enters into a contract with the researcher, agreeing to take part and being provided with a full explanation of the nature of the research.

Throughout the present research, clear and full information was provided to the teachers (participants) about the project, which was initially provided in written form. This included detailed information about the nature of the project, storage of

data, and the protection of personal information (in line with the Data Protection Act, 1998). They were also provided with the researcher's contact details should they have further questions. Once the teachers agreed to take part, they were able to ask the researcher further questions about the project. They then provided signed consent forms. In line with BPS ethical guidelines, participants were fully informed about the purpose, methods, and possible applications of the research and what their participation in the research might involve. They were also informed that their participation in the research would be voluntary.

Confidentiality In accordance with the BPS requirements, and the Data Protection Act, anonymity and confidentiality of participants was assured throughout the project and in any publications. To ensure this, the identity of both individual teachers and their institutions' names were not recorded.

For personal and occupational characteristics, participants were not asked to provide their names nor that of their employing institution. Each teacher was informed that none of the information they provided would be shared with their authorities and would only be used for research purposes.

Withdrawal /Self-determination Another ethical consideration was self-determination; this included the right to withdraw retrospectively. The right to withdraw from the current study was made clear to the teachers in the initial information, during the verbal discussion about the project, and in the signed consent form. Teachers were informed that personal and occupational data would be held anonymously and that they could 'stop taking part' in the study at any time.

Deception Deception was not an ethical issue in the present research, as all concerned were aware of the nature of the study from the outset.

Responsibility The second ethical principle was "responsibility" and included the following two key issues:

Protections of Participants Participants were informed that they had the right not to answer any questions. This meant they had the right to decline to answer any question put to them. The participation agreement form/consent form also stated that they could seek further support from their doctor if participation in the study raised issues that they would like to discuss further with an appropriately qualified health professional.

Debriefing Finally, the last part of data collection involved debriefing. Upon completion, teachers were again told about the nature of the project and given an opportunity to ask any further questions.

5.2.4. Pilot Study

A total of 20 participants were involved in the pilot study which was conducted to check language barriers in translated questionnaires. Using the convenience sampling technique, ten teachers were selected from Lahore while the others were from Faisalabad. These teachers – from schools, colleges, and university strata – were asked to fill in the questionnaire in the presence of the researcher and report any grammatical issues or difficulties in understanding they may have faced as they completed the questionnaire. The time spent filling out the questionnaire was also noted, and this was approximately 15-20 minutes. Piloting identified a number of minor issues with the questionnaire that resulted in a series of amendments prior to the main administration. As reliabilities and validities of all the scales used in the study were well established, the issue of psychometric properties was not addressed in the pilot study.

5.2.5. Main Study

The questionnaire was administered to 1,518 teachers from 72 schools, 42 colleges, and 17 universities in Lahore and Faisalabad. These institutions were selected using a random sampling technique, but the teachers were chosen for their willingness to participate. In this sample, 504 teachers were from the school stratum, another 504 were from the college stratum, and 510 were selected from the university stratum. All the teachers were contacted during their working hours. After a brief oral introduction to the research, Urdu translated questionnaires were administered to each teacher by the researcher. The participants were asked to complete and return the questionnaire within three days. Contact numbers were exchanged to deal with any problems the respondents may have faced while filling in the questionnaires. All participants were personally contacted after three days of questionnaire distribution to collect their research forms, however not a single participant returned on the due date. Overall, five reminders were given to participants for collection over a period of several weeks.

5.2.6. Measurement Scales

Separate measures were used for different variables in the study. All the scales were combined into a single overall questionnaire along with a consent form and items concerning demographic and occupational characteristics. Demographic and occupational information was collected on age, gender, education background, and institution. As all respondents were teachers, there were also items about their teaching experience, such as how many years they had been teaching. Information about their institutions was requested, including what type of institution it was (school, college, and university). The method introduced by Brislin (1980) was used for the translation of the whole questionnaire. The researcher, as a native speaker of

Urdu with an MPhil degree that was delivered and assessed in English, translated the questionnaire from English into Urdu. This version of the questionnaire was back translated into English by a postgraduate researcher majoring in English. The discrepancies between the original and translated English version were discussed and addressed. All the scales used in the study were translated using this method. The questionnaire is presented in Appendixes along with back translated version of it. The following measurement scales were included in the questionnaire:

5.2.6.1. Psychological Capital

An Urdu translated text of the PCQ by Luthans, Youssef, and Avolio (2007) was used to measure PsyCap and its four components: Optimism, self-efficacy, hope, and resilience. Permission was obtained from the measure's authors to use the scale for research purposes.

PCQ comprised of 24 items with a six point Likert-type scoring from strongly disagree = 1 to strongly agree = 6. Scoring for PsyCap was the sum of whole points on 24 items with three reversed scoring items, item numbers 13, 20, and 23. An example item of reversed scoring was "When I have a setback at work, I have trouble recovering from it, moving on".

The higher score on the scale indicated a higher level of PsyCap. For each sub-scale, six items were given in PCQ. Items one to six were for "self-efficacy or confidence" as adopted from Parker (1998, as cited in Luthans et al., 2007). The sample item was "I feel confident analysing a long-term problem to find a solution". Items seven to 12 were measuring "hope" adapted from Snyder, et al. (1996, as cited in Luthans et al., 2007). An example of this sub-scale was "If I should find myself in a jam at work, I could think of many ways to get out of it".

The next six items measured "resilience" adapted from Wagnild and Young (1993, as cited in Luthans et al., 2007). An example item was "I usually manage difficulties one way or another at work". The last six items, from 19 to 24, were for "optimism" as adopted by Scheier and Carver (1985, as cited in Luthans et al., 2007). The model item for this sub-scale was "When things are uncertain for me at work, I usually expect the best". According to Luthans et al. (2007), hope, resilience, optimism, and efficacy as an individual mingled together as higher order factors, measured by all 24 items named as PsyCap. The score range for this scale is 24 to 144.

5.2.6.2. Work Engagement

An Urdu translation of the Utrecht Work Engagement Scale (UWES) shorter version by Schaufeli, Bakker, and Salanova (2006) was used for measuring teachers' levels of engagement in their work. This nine-item scale measured three dimensions of work engagement with three items each. These were vigour e.g. "At my work, I feel bursting with energy"; absorption e.g. "I get carried away when I am working", and dedication e.g. "I am enthusiastic about my job". All items were scored on a seven-point Likert-type scale from one (never) to seven (always). A higher score on the scale was an indicator of a high level of work engagement. The range of scores for this scale was 9 to 63.

5.2.6.3. Job Performance

Six Urdu translated items for performance measurements were given to all teachers in the sample. Four items were taken from the "perceived employee's performance" scale by Tessema and Soeters (2006, as cited in Shahzad, Bashir, & Ramay, 2008). The responses were recorded on six-point scale where strongly disagree = 1 and strongly agreed = 6. The sample item was "I am satisfied with my

performance because it is mostly good". The higher score on this scale indicated that an employee's performance was relatively good. The other two self-evaluated items were taken from Fang and Wang (2006). A sample item was "I believe my performance is well above average". Teachers had to rate their performance on a six-point scale. In the second item, teachers rated themselves on an overall performance scale where 1 = much worse than most of the people and 5 = much better than most of the people. The score on these two scales were further combined to have a single score for the teachers' performance in the current investigation. Combined higher scores on the scales indicated better performance. The score range for both scales was from 6 to 35.

5.2.6.4. Covariates

Data was collected on following demographic and occupational characteristics: Age, gender, education, experience (years of teaching) and institutional level (school, college or university).

5.2.7. Analytical Approach

To investigate the patterns of association between the covariates (demographic and occupational characteristics), the independent variables (PsyCap and work engagement), and the dependent variable (teachers' job performance), Pearson's correlations were conducted separately for each group of teachers, i.e. school teachers, college teachers, and university teachers. These strata were developed on the basis of teaching institutional division (school for primary and secondary level of education, colleges for higher secondary level, and universities for the graduate and postgraduate level) in Pakistan. At this stage, data was checked for missing values and outliers as these had the potential to severely distort results. This resulted in 3 cases being deleted leaving 675 useable questionnaires for the quantitative study. Correlation among

variables of interest was computed to check for multicollinearity carefully, i.e. where two independent variables are highly correlated with one another (more than or equals to 0.9). The occurrence of this phenomenon results in the instability of regression analysis. However, correlation matrixes indicated the absence of multicollinearity (for more detail see the correlational tables in chapter 6). To further examine relationships among the variables in this study, a series of three multiple regression analyses were performed following the three sample strata. Multiple regression analysis was used firstly because it permits the assessment of the relative contribution of a number of independent variables to the determination of the dependent variable and this was the main aim of this study. Secondly, it also allows the calculation of the amount of variance in the dependant variable explained by an individual independent variable on its own (R^2) and within the model along with other independent variables. Thirdly, it is easier than many other methods to use, understand, and interpret. Finally, it is a method that has been widely used in literature. A hierarchical approach was followed, entering age, gender, and experience in Step 1 in order to control for the influence of these variables, work engagement in the second step and PsyCap in the final step. PsyCap was entered in the finishing step to find out its contribution to teachers' job performance above and over work engagement. Teachers' self-reported performance was used as the dependant variable. Statistical analyses were performed in SPPS Version 19.

5.3. Chapter Summary

This chapter explained the method used in the quantitative study. After a brief introduction of the key variables, the chapter provided a step-by-step description of the method, for example ethical considerations involved in the process, the sample, and the sampling technique, and how the data was collected as well as the

measurement instruments utilised to measure the identified constructs. The next chapter elucidates results from the quantitative study and discusses these in the light of contemporary scientific literature.

Chapter 6: Quantitative Study: Results and Discussion

The previous chapter described the methodology that underpinned the quantitative examination of cross-sectional relations between respondents' work engagement and PsyCap and job performance. The current chapter presents the results of these analyses and a discussion on their implications for research, theory, and practice.

6.1. Participants' Demographic and Occupational Characteristics

This section presents descriptive information about participants' socio-demographic and occupational characteristics. The study sample was drawn from the population of teachers working in Pakistan at the school, college, and university level. Data on the population's demographic and occupational characteristics is not readily available; as such, only information on the sample's characteristics is presented in Table 6.1.

After deleting 3 cases of missing data/outliers, 675 completed and usable questionnaires were returned, with a response rate of 45%. The majority of participants (52.7%) worked in the school sector, around one-fifth worked in the college sector (17.9%), and almost one in three worked in the university sector (29.3%). A total of 33.3% of the 675 participants were male and 66.7% were female. Eight percent had 12 years of education, i.e., they had completed A levels or intermediate qualifications, 15% had 14 years of education, including an undergraduate degree, 61% had 16 years of education that included a post-graduate qualification, 10% had 18 years of education that included an MPhil, and 6% had a PhD.

Table 6.1 Participants' Socio-demographic and Occupational Characteristics (N = 675)

	Sample N (%)	*Mean (SD)*
Age		34.64 (10.98)
Gender		
Male	225 (33.3)	
Female	450 (66.7)	
Education		
12 years of education	56 (8)	
14 years of education	104 (15)	
16 years of education	414 (61)	
18 years of education	61 (10)	
PhD	40 (6)	
Experience (years of teaching)		10.23 (9.2)
Institutional Level		
School	356 (52.7)	
College	121 (17.9)	
University	198 (29.3)	

Before conducting the main statistical analysis, mean, standard deviation and reliability analyses were carried out. To provide information on each variable under investigation, the measures of central tendency and dispersion were calculated. The mean, as the numerical average of a set of scores, is obtained by totalling the scores and dividing by the total number of scores. Standard deviation was taken as an indicator of the amount of variability of scores around the mean of the scores. For measuring reliability, Cronbach's Alpha was applied. It was used to assess the internal consistency of items in a questionnaire, i.e. whether the items tended to measure the same thing in a scale or not. Correlations were also calculated to examine relations

between variables in the study. It also highlighted the patterns of association between the variables for school teachers in this study.

The teachers' mean age was 34.64 years (SD = 10.98), although this varied between the institutions: Schools (M = 32.87, SD = 11.48), colleges (M = 38.27, SD = 10.58), and universities (M = 35.59, SD = 9.59) [F (672) = 12.39, p<.001). There were also significant differences between mean lengths of service among teachers in different institutions [F (672) = 3.73, p<.05], with less years of experience being reported in schools (M = 9.67, SD = 9.2) and universities (M = 9.99, SD = 8.8) than in colleges (M = 12.27, SD = 9.5).

In schools, 34% of respondents were male while females made up 66%. A similar pattern existed with regards to the gender percentage in colleges and universities.

A total of 16% of teachers in schools had completed 12 years of education or intermediate or A levels, 28% had 14 years of education or a graduation degree, 55% had 16 years of education or a post-graduate level, and less than 1% had 18 years of education or MPhil. Similarly, the majority of the sample from colleges (88%) and universities (56%) had 16 years of education or a post-graduate qualification.

6.2. Descriptive Statistics and Reliability Analysis for School Teachers

Table 6.2 Mean, Standard Deviation, Alpha and Correlations for School Teachers (n=356).

Variables	*M*	SD	Alpha	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Age	32.9	11.5		-												
2.Education (year)	14	.75		.06												
3. NOWY	9.7	9.2		.91***	-.03	-										
4. Vigour	17.4	3.4	.76	.01	.05	.01	-									
5. Dedication	17.9	3.9	.86	-.05	-.05	-.02	.67***	-								
6.Absorption	18.2	3.8	.86	-.01	-.10	-.01	.59***	.77***	-							
7.WE	53.3	9.9	.91	-.02	-.05	-.01	.84***	.93***	.89***	-						
8. Efficacy	29.2	4.4	.79	.05	.06	.04	.17*	.14*	.13*	.16*	-					

9. Hope	29.7	4.5	.78	-.01	·.03	-.04	.24**	.18*	.18*	.22**	.65***	-			
10.Resilience	27.2	4.4	.60	.07	.07	.09	.22**	.17*	.17*	.21**	.53***	.54***	-		
11.Optimism	27.5	4.3	.59	.01	.02	.014	.23**	.18*	.19*	.23**	.34***	.45***	.55***	-	
12. PC	113.5	14	.87	.03	.05	.03	.27**	.21**	.21**	.26**	.79***	.83***	.83***	.73***	-
13. TP	28.3	4.4	.79	-.07	.09	.009	.24**	.27**	.27**	.29**	.43***	.48***	.52***	.49***	.59***	-

Note. NOWY = Number of working years, WE = Work Engagement, PC = Psychological Capital (PsyCap), TP = Teachers' Performance.

*p < .05, **p < .01, ***p < .001.

A correlational matrix provided guidelines and helped to identify trends for further data analysis. As revealed in the above table, demographic and occupational variables, i.e. age, education and number of working years, were not significantly associated among themselves and with the other variables in this study. The only significant relationship was found between age and number of working years ($r = .91$, $p < .001$).

According to this matrix, PsyCap was significantly positively associated with work engagement ($r = .26$, $p < .01$) and teachers' performance ($r = .59$, $p < .001$). The alpha value for the PsyCap scale was .87, indicating acceptable internal consistency. Further to this, work engagement was significantly linked with teachers' performance ($r = .29$, $p < .01$) in schools. A coefficient alpha of .91 for the variable indicated work engagement as a highly internally consistent scale.

Table 6.2 also shows the mean, standard deviation, and alpha coefficient for the sub-scales for PsyCap and work engagement, as well as a correlation matrix for these sub-scales. Alpha values for the scales ranged from .59 to .91. This showed all other scales in the study as internally consistent. All other significant and non-significant correlations are reported in Table 6.2.

6.3. Hierarchal Regression for Job Performance for School Teachers

Hierarchical regression analyses were conducted to examine the contribution of work engagement and PsyCap in explaining variance in school teachers' job performance after controlling for the possible influence of socio-demographic variables. The order in which the study variables were entered into the multiple regression analyses was as follows, with these entered first to control for their effects: Age, gender, teachers' education, and length of employment. This was important for reducing the confounding effect of demographic and occupational characteristics. The

second step concerned work engagement. The final step included PsyCap because PsyCap was expected to explain variance over and above that accounted for by work engagement.

Table 6.3 Hierarchical Regression Analyses for Variables Predicting School Teachers' Performance (n= 356)

	Model 1			Model 2			Model 3		
Variables	*B*	*SE B*	*β*	*B*	*SE B*	*B*	*B*	*SE B*	*β*
Model 1									
Age	.14	.05	-.11**	.14	.05	12**	.16	.04	-.16***
Gender	.89	.65	.06	.48	.63	.02	-.20	.51	-.05
Education	-.23	.33	-.06	-.23	.31	-.06	-.52	.25	-.12*
Experience	.19	.06	.05**	.18	.06	.11**	.17	.05	.07***
Model 2									
Work Engagement				.12	.02	.28***	.06	.02	.14***
Model 3									
Psychological Capital (PsyCap)							.18	.01	.57***
R^2		.04			.12			.42	
Adjusted R^2		.03			.11			.41	
F for change in R^2		4.05***			30.51***			183.12***	

B = unstandardised regression coefficient, R^2 = explained variance, *SE B* = standard error *B*, β = standardised regression coefficient

*p < .05, **p < .01, ***p < .001.

The covariates explained 4% of the variance in performance, with age and experience significantly contributing to the model (Table 6.1, Model 1). The addition of work engagement (Model 2) explained 8% extra variance compared with Model 1 (R^2 = .12). The addition of PsyCap (Model 3) explained 30% extra variance compared to Model 2 (R^2 = .42).

6.4. Descriptive Statistics and Reliability Analysis for College Teachers

The data from the second stratum, i.e. college teachers, was examined next. The means and the standard deviations were calculated for the teachers in colleges. Reliability was expressed as Cronbach's Alpha. Correlations of PsyCap, along with the sub-scales, teachers' work engagement, and its sub-scales and job performance, were also found to examine the direction and strength of relationship among variables. Characteristics of each instrument in the light of the current data are given in Table 6.4.

Table 6.4 Mean, Standard Deviation, Alpha and Correlations for College Teachers (n=121).

Variables	M	SD	Alpha	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Age	38.3	10.6		-												
2.Education (years)	16	.41		.14	-											
3. NOWY	12.3	9.5		.91***	.05	-										
4. Vigour	17.4	3.5	.83	-.14	-.15	-.08	-									
5. Dedication	17.9	4.1	.89	-.2**	-.11	-.18*	.82***	-								
6.Absorption	18.1	3.7	.88	-.15	-.16	-.11	.73***	.85***	-							
7.WE	53.4	10.5	.95	-.18*	-.15	-.13	.91***	.96***	.92***	-						
8. Efficacy	29.7	5.03	.79	-.06	.09	-.07	.11	.14	.15	.14	-					
9. Hope	30.2	4.2	.78	.01	.05	-.01	.10	.22**	.19*	.19*	.66***	-				

10.Resilience	26.9	3.7	.60	-.04	.01	-.03	.15	.14	.12	.15	.47***	.56***	-			
11.Optimism	26.9	4.2	.59	-.09	-.11	-.07	.20**	.18*	.19*	.20**	.38***	.35***	.52***	-		
12. PC	113.8	13.5	.87	-.06	.02	-.06	.18*	.22**	.21**	.22**	.83***	.82***	.78***	.71***	-	
13. TP	28.02	4.3	.79	-.04	.02	-.03	.12	.11	.18*	.15	.41***	.45***	.49***	.54***	.59***	-

Note. NOWY = Number of working years, WE = Work Engagement, PC = Psychological Capital (PsyCap), TP = Teachers' Performance.

*p < .05, **p < .01, ***p < .001.

The results in the above table showed that the average age of the teachers in the college stratum was 38.3 along with 12 years of working experience. On average these teachers had 16 years of education. Like school teachers, college teachers' age was affirmatively related with their work experience ($r = .91$, $p < .001$). However, unlike the results from school teachers, age was strongly negatively correlated work engagement ($r = -.18$, $p < .01$) and with the sub-scale from work engagement; dedication ($r = -.2$, $p < .01$).

All the scales in the study had fair to good internal consistency with the Cronbach Alpha ranging from .59 to .95. Bivariate correlation from Table 6.4 revealed significant, positive associations between PsyCap and its sub-scales, work engagement and its sub-scales, and job performance among college teachers. Approximately all these associations were in the expected direction. These findings were more closely examined using hierarchal regression analysis.

6.5. Hierarchal Regression for Job Performance for College Teachers

Hierarchical regression analyses were conducted to examine the contribution of work engagement and PsyCap to explaining variance in college teachers' job performance after controlling for the possible influence of socio-demographic variables. As for school teachers, this regression model had three steps. Demographics were entered in the first step, work engagement was entered in the second step, and the third step of the model allowed the contribution of PsyCap.

Table 6.5 Hierarchical Regression Analyses for Variables Predicting College Teachers' Performance (n= 121)

	Model 1			Model 2			Model 3		
Variables	*B*	*SE B*	*β*	*B*	*SE B*	*β*	*B*	*SE B*	*β*
Model 1									
Age	.04	.09	-.13	.02	.09	-.10	-.04	.08	-.06
Gender	-1.29	.89	-.14	-1.19	.89	-.12	-.08	.74	-.01
Education	.22	.99	.02	.39	1.01	.03	.17	.82	.01
Experience	.01	.10	.09	-.01	.10	.11	.04	.08	.11
Model 2									
Work Engagement				.06	.04	.15	.01	.03	.03
Model 3									
Psychological Capital (PsyCap)							.19	.03	.59***
R^2		.02			.04			.36	
Adjusted R^2		.01			.02			.32	
F for change in R^2		.62			2.17			57.14***	

B = unstandardised regression coefficient, R^2 = explained variance, *SE B* = standard error *B*, *β* = standardised regression coefficient

*p < .05,**p < .01, ***p < .001.

The hierarchical regression analysis summarised in Table 6.5 indicates that respondents' demographics (Model 1) explained a trivial amount of the variance in college teachers' performance (R^2 = .02). The portion of the variance explained improved to 4%, but failed to reach statistical significance, when work engagement was added to the regression model (Model 2). The portion of explained variance increased to 36% when PsyCap was added (Model 3). PsyCap was positively related with teachers' job performance in colleges (*B* = .19, p < .001).

6.6. Descriptive Statistics and Reliability Analysis for University Teachers

The measure of central tendency (the mean), the measure of dispersion (the standard deviation), and the scale reliability (α) for the data collected from university teachers is presented in the table below. To examine the interrelationships, correlation analyses were conducted for the variables in this study. Scale reliability of the variables was approximately in the same range as it was for the other two strata, i.e. from .59 to .86. The results of the correlational and reliability analyses are reported in Table 6.6 below along with the other descriptive statistics.

Table 6.6 Mean, Standard Deviation, Alpha, and Correlations for University Teachers (n=198).

Variables	M	SD	Alpha	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Age	35.6	9.96		-												
2.Education (years)	8	.79		.29**	-											
3. NOWY	9.99	8.8		.93***	.19*	-										
4. Vigour	17.5	2.4	.74	-.01	.06	-.01	-									
5. Dedication	18.2	2.5	.83	.008	.09	.02	.6***	-								
6.Absorption	18.4	2.5	.76	-.06	.04	-.05	.56***	.56***	-							
7.WE	53.9	6.2	.85	-.03	.07	-.02	.86***	.86***	.83***	-						
8. Efficacy	29.6	4.1	.79	.054	.09	.06	.36***	.39***	.30***	.42***	-					
9. Hope	29.5	3.7	.78	.057	07	.04	.42***	.52***	.41***	.53***	.61***	-				
10.Resilience	26.6	3.6	.60	.085	.13	.06	.33***	.38***	.27**	.39***	.45***	.64***	-			

11.Optimism	27.2	3.7	.59	.076	.05	.05	.19*	.31***	.18*	.27**	.38***	.55***	.61***	-	
12. PC	112.9	12.2	.86	.084	.10	.07	.41***	.49***	.36***	.49***	.77***	.86***	.82***	.78***	-
13. TP	27.4	3.9	.79	.070	.03	.06	.39***	.39***	.33***	.44***	.45***	.51***	.41***	.50***	.58***	-

Note. NOWY = Number of working years, WE = Work Engagement, PC = Psychological Capital (PsyCap), TP = Teachers' Performance.

*p < .05, **p < .01, ***p < .001.

Results mentioned in Table 6.6 showed that the average age of teachers in the university stratum was 35.6 years with an average of approximately 10 years of work experience. A notable feature of Table 6.6 is the significant associations between demographic and occupational variables when compared to the findings from the previous two strata. All three demographic and occupational variables (age, education, and number of working years) were significantly allied with each other. In contrast to this, these variables were not related to any psychological variable at all in university teachers.

The pattern of association between other variables was according to the expectations. The direction of PsyCap-performance relationship and work engagement-performance connection as well as PsyCap-work engagement association, was in the same direction as it had been in the previous two groups, i.e. teachers from schools and colleges. Details are in Table 6.6 above.

6.7. Hierarchal Regression for Job Performance for University Teachers

Hierarchical regression analyses were conducted to examine the contribution of work engagement and PsyCap to explaining variance in university teachers' job performance after controlling for the possible influence of socio-demographic variables.

Table 6.7 Hierarchical Regression Analyses for Variables Predicting University Teachers' Performance (n= 198)

Variables	Model 1			Model 2			Model 3		
	B	*SE B*	*β*	*B*	*SE B*	*β*	*B*	*SE B*	*β*
Model 1									
Age	.01	.09	-.11	.02	.08	-.04	.02	.07	-.06
Gender	-.73	.67	-.11	-1.06	.60	-.15	-.46	.05	-.07
Education	-.02	.39	-.01	-.27	.35	-.05	-.30	.31	-.06
Experience	.01	.09	.18	.01	.08	.12	-.01	.08	.11
Model 2									
Work Engagement				.29	.04	.45**	.14	.04	.22***
Model 3									
Psychological Capital (PsyCap)							.15	.02	.47***
R^2		.01			.22			.35	
Adjusted R^2		.01			.19			.35	
F for change in R^2		.56			50.19***			47.62***	

B = unstandardised regression coefficient, R^2 = explained variance, *SE B* = standard error *B,* β = standardised regression coefficient

*p < .05,**p < .01, ***p < .001.

Table 6.7 shows the results of the regression analyses. To control the contribution of demographical and occupational variables, these were entered in the first model. This examination revealed an insignificant contribution of only 1%. The inclusion of work engagement in the model added a significant amount of explained variance in the criterion variable (R^2 = .22, p < .001). This rise in the amount of variance was noteworthy as it was relatively high compared to the regression analyses involving college teachers. Moreover, because of the addition of PsyCap in Model 3, the amount of variance increased to 35%.

6.8. Conclusion

The analyses showed that after controlling for demographic and occupational variables, PsyCap explained a significant portion of the variance in job performance, over and above that explained by work engagement. The extent to which work engagement and PsyCap were associated with job performance varied considerably across the three groups of teachers.

6.9. Discussion

After detailing the results of cross-sectional data, this part of the thesis discusses major findings with reference to previous studies. The overarching objective of the present study is to examine the extent to which work engagement and PsyCap contribute to explaining teachers' job performance in Pakistan. To investigate the relationship, the study used a series of analyses to test for linear effect to determine the extent to which these conditions are associated with employee performance. Important findings were identified in the cross-sectional results. Overall, the regression analyses (see Table 6.3, 6.5 and 6.7) undertaken in Study 1 indicates that a significant proportion of the explained variance in teachers' performance, is attributed to the explanatory variables in the study. However, for all three models (three models for three different strata from each sample, i.e. teachers from schools, from colleges, and from universities) there is a huge increase in the amount of variance once work engagement is added into the models after demographic and occupational variables. This amount of explained variance further proliferates as soon as PsyCap is added in the model. This may provide a unique insight into the issues and concerns related to performance improvement. This information can potentially add towards employee recruitment and selection, as well as training and performance evaluation. Finally, findings from the multiple regressions analyses generally support the idea that positive

behaviours and work engagement differentially influence teachers' performance working on different levels.

The following section provides a detailed discussion of the cross-sectional findings. However, it should be noted that one of the main aims of the quantitative study was to provide baseline data for determining the stability of the POB-work engagement-performance relationships using mixed methods for data collection (refer to the qualitative study, Chapter 7). Therefore, results from the qualitative study (Study 2) need to be taken into consideration before developing firm conclusions regarding the results of Study 1.

The discussion of qualitative findings can be found in Chapter 8. Keeping this in mind, the section is divided into two sub-sections. This research presents a combination of two of the newest variables in POHP literature. One purpose of this is to demonstrate how investment in developing work engagement and PsyCap presents potential competitive advantages to firms as they seek to leverage human capital for a competitive advantage.

6.9.1. Work Engagement and Teachers' Performance

In all three models in the current investigation, the first step is comprised of demographical and occupational information. The aim to add demographical and occupational variables in the first step of regression analysis is to control the effect of these variables on teachers' performance. The findings from the current investigation revealed a trivial and insignificant amount of explained variance in performance by demographical occupational variables.

Work engagement is included in the second step of the regression model for all three strata. The inclusion of work engagement in the two models (for school teachers and university teachers) provides a swift boost to the amount of variance in criterion

variable, i.e. job performance. This finding is in line with the idea that engaged employees are best able to perform well (Demerouti & Cropanzano, 2010). The last decade witnessed a rapid increase in literature on engagement (Bakker, Schaufeli, Leiter, & Taris, 2008). Findings from previous literature showed a strong relationship between work engagement and several bottom line variables in organisations such as job performance (Bakker & Bal, 2010; Bakker, Demerouti & Lieke, 2012; Bakker & Xanthopoulou, 2009; Halbesleben & Wheeler, 2008,); satisfaction (Alarcon & Lyons, 2011; Salanova, Agut, & Peiro, 2005; Yeh, 2013); organisational commitment (Cho, Laschinger, & Wong, 2006); financial returns (Xanthopoulou, Bakker, & Demerouti & Schaufeli, 2009a) and negatively related to depression (Imamura, Kawakami, Inoue, Shimazu, Tsutsumi, Takahashi & Totsuzaki, 2016) etc.

Results from the present study indicate that work engagement, being representative of positive, work-related psychological resources, is related to the models of teachers' performance. These results highlight that more engaged employees perform better than less engaged employees. With reference to the present investigation, this is particularly true for the teachers in schools and the teachers in universities. It is because of their positive attitudes and higher energy level that these employees describe their tiredness as a pleasant state, associated with a sense of achievement and success. Gorgievski, Bakker, and Schaufeli (2010) stated that engaged employees work hard, as their work is fun and they do not have an overwhelming inner drive to behave like workaholics.

Demerouti and Cropanzano (2010) suggested that one of the most convincing reasons why engaged workers perform better than non-engaged workers is that engaged employees often experience positive emotions like happiness, enthusiasm, and joy. As a result of these positive emotions, they most likely expand their thought-

action productions to improve performance (Fredrickson, 2001). Using self-report measures, Kirk-Brown and Dijik (2011) examined the relationship between work engagement and work performance. A total of 604 employees from Australia were selected for data collection. Of these, 92 had chronic illnesses. UWES-17 was used to measure work engagement. Performance was measured with a scale by Lee and Allen (2002). This 16-item scale measures Organisational Citizenship Behaviour Individual (OCBI) and Organisational Citizenship Behaviour Organisations (OCBO). Hierarchical regression was used for analysis of data. Results showed that work engagement had a positive relationship with performance, even in the group with chronic illness.

The number of studies showing a positive association between work engagement and job performance in different professions is growing (Baker, Demerouti, & Lieke, 2012; Baker, Demerouti, & Sanz-Vergel, 2014; Demerouti & Cropanzano, 2010; Halbesleben & Wheeler, 2008; Karatepe, 2013; Shimazu, Schaufeli, Kamiyama, & Kawakami, 2015; Wojdylo, Baumann, Fischbach, & Engeser, 2014). This suggests that engagement can be considered as an important determinant of employees' proclivity to go beyond their role and put extra effort into meeting organisational targets. Consequently, this will lead to high quality performance at work. In sum, work engagement is a construct that merits due attention from organisations and academic researchers.

6.9.2. Psychological Capital (PsyCap) and Performance

The relationship between PsyCap and performance is deserving of attention given the field's focus on performance improvement. An important aim of the cross-sectional study was to examine the capacity of PsyCap to account for variance in job performance. The value of this variable has so far been reported mainly in studies

examining performance in working environments (e.g. Luthans & Youssef, 2007). To date, work engagement and PsyCap have been explored separately in different studies most of the times. The current findings are therefore among the first to suggest that combining PsyCap and work engagement may be the best form of investigating employee performance. Furthermore, this study investigated the amount of variance in job performance by PsyCap above and over the amount of variance produce in job performance by work engagement. Since the study has explored work engagement, it is important to note that the total variance in performance explained by PsyCap was stronger than the amount of variance by work engagement in all three models for job performance.

The results from the cross-sectional study revealed a strong amount of explained variance associated with PsyCap in teachers' performance. PsyCap, as an individual-level psychological resource, has emerged as an important construct in the literature. Researchers in various domains are exploring the significance of PsyCap in predicting desirable outcomes at the workplace. The current study tests for the effects of PsyCap on employee performance and finds a major contribution from PsyCap in job performance of the teachers. In all three models, the amount of variance increases once PsyCap is entered into the models. Results reveal that high PsyCap individuals, because of their natural tendency towards exhibiting unique behaviour, take initiatives in the creation and then endorse their productivity level at their workplace.

These findings are also supported by the previous literature. Research has indicated that PsyCap is positively related to performance (Abbas, Raja, Darr, & Bouckenooghe, 2014 ; Anjum, Ahmad, & Karim, 2014; Durrah, Al-Tobasi, A'aqoulah, & Ahmad, 2016; Kappagoda, Othman, & DeAlwis, 2014; Luthans et al., 2007; Luthans et al., 2005; Marginson, McAulay, Roush, & Zijl, 2014; Polatci &

Akdogan, 2014) and other organisational desirable variables including satisfaction (Bergheim, Nielsen, Mearns & Eid, (2015); Larson & Luthans, 2006; Luthans et al., 2007); organisational commitment (Avey et al., 2011); and job involvement (Hosni, 2013). Overall results of hypotheses testing suggest, and the evidence accumulated in literature over the past several years supports, that PsyCap – comprised of hope, optimism, efficacy, and resilience – is significantly and strongly related to employee performance and attitudes generally considered desirable by human resource management. Literature also indicates a negative association between PsyCap and the undesirable variable of turnover intention (Avey, Luthans, & Jensen, 2009, Avey, Patera, & West, 2006).

However, research has shown that PsyCap may be developed in a much shorter timeframe, such as by a micro intervention (Luthans, Avey, Avolio, Norman, & Combs, 2006; Wingerden, Bakker, & Derks, 2016). PsyCap is possibly more persuadable and is not bound to the experience of working for the company. While boosting desirable outcomes, the costs associated with undesirable behaviours may be controlled and reduced through the development of PsyCap by providing an effective platform. Furthermore, it is possible to develop PsyCap within employees; they may also be used to test the current attitude of applicants and therefore used as an additional selection tool when performance and productivity is a company's main interest. Despite theoretical appeal and importance in today's workplace, to the best of the researcher's knowledge, no previous studies have investigated both PsyCap and work engagement on job performance in Pakistan, especially in the education sector. The study provides some extensions to the nascent theory of PsyCap and work engagement by exploring these together with employees' performance in a non-EU setting. The initial support for this study calls for future research and human resource

policies to have detailed investigations for their relationship with performance improvement. Taken together, the accumulated association of the two indicates employees' PsyCap and their work engagement are both related to their attitudes in the strength and direction generally considered desirable for meeting the goals for effective human resource functioning in today's challenged organisations.

This may be the first study to examine the contributory role of these two frequently explored constructs in teachers' performance enhancement. Thus, the study provides preliminary evidence to suggest that positive resources within an individual (PsyCap) together with work-related positive force (work engagement) may lead to the desired outcome. Regarding practical use, managers may train their employees for performance enhancement while considering the development of these two state-like behaviours together.

6.10. Limitations and Strengths

Despite a number of strengths, certain limitations related to this part of the investigation must be noted. One major limitation of this study is based on its cross-sectional research design. The data for this study was collected at a single point in time, which prevents the drawing of causal inferences. It cannot be concluded that PsyCap or work engagement causes job performance, only that they are associated. Future research should involve an experimental design to draw and support causal inferences. However, in the next study of this research, qualitative data would be collected for a detailed explanation of the nature of association among the key variables. A second potential limitation of this study is the issue of generalisability to other samples, other contexts, and other performance measures. The sample in this study was composed of teachers from different educational institutions in Pakistan. Subsequently, the results reported here may not generalise to other types of

employees, industries, or organisational /national/international cultures. These unanswered questions give rich grounds for future research.

Another limitation of the study is the potential biases associated with self-reporting measures including social desirability (More details about this limitation can be seen in section 4.2.2.1.). It is hard to imagine a participant admitting that they lacked hope, were not very optimistic, had low self-esteem, could not bounce back from failure, or that as an employee they were not engaged with their work. To overcome this tendency of "faking good", data should be acquired with other types of assessment to obtain a valid picture of an employee's PsyCap and/or work engagement. In this investigation, in the second phase of data collection, a qualitative study design would be used to address this issue. Another step to overcoming this issue was that the data was collected anonymously. The name of the teachers, or the name of their working institution, was not recorded during data collection.

The study is among the preliminary studies that explored PsyCap and work engagement together in a non-EU setup. By doing this, the study underlines the importance of focusing on positive personal resources along with positive work-related resources to contribute to organisational outcomes rather than being limited to complaining about the gaps in infrastructure or the absence of the physical resources only. This is particularly true for developing countries like Pakistan, where physical resources are not self-sufficient in most of the areas and fields. Though the education sector is considered important and vital for the progress of the nation, the demand and supply ratio in this sector is still imbalanced. Another positive feature of this study is that the data was collected from the teachers working at different levels. Most of the studies only collect data from teachers either in schools, colleges, or universities. The

findings from this investigation are enriched with the information from the teachers from all three major levels (schools, colleges, and universities) in Pakistan.

6.11. Implications

Analysis of the data in this study revealed several important practical implications for human resource management (HRM) in organisations. The results provided the evidence that PsyCap and work engagement can play an important role in impacting on an employee's performance affirmatively. These two key variables may prove useful to human resource development processes as well as procedures and performance management. Particularly with reference to the current investigation, schools and universities may benefit from nurturing work engagement among the teachers. Furthermore, the findings imply that educational institutions may profit by stimulating PsyCap among their teachers. Management may use work engagement and PsyCap as additional tools to boost performance by investing in these variables. Drawing from the literature, the leaders who showed higher level of PsyCap are likely to have higher PsyCap in their followers (Walumbwa, Peterson, Avolio & Hartnell, 2010). Above and beyond teachers, who are the leaders in their classrooms, simply by modelling higher level of PsyCap may build confidence and resilience and empower future builders of the nation to make decisions and may be able to provide paths to goal attainment, thereby building students' PsyCap.

Moreover, the existing literature suggests that PsyCap and work engagement are indeed open to development and therefore should be incorporated into selection and training processes. Specifically, organisations may utilise intervention programmes to sustain and/or increase PsyCap and work engagement in employees and these positive phenomena may be the part of performance appraisal procedure. In

conclusion, this study's results provide evidence-based value for the recognition and investment in these variables for performance enhancement particularly in education.

6.12. Chapter Summary

This chapter focused on the results from the quantitative study of the investigation and their interpretation. After presenting the results, the focus shifted to a consolidated discussion with reference to the relevant contemporary scientific literature.

The study findings are consistent with the proposition that PsyCap and work engagement are both associated with performance. The regression results provided little support for the contribution of demographic and occupational variables. The overall findings evident in this study reinforce the merits of focusing on both PsyCap and work engagement to examine performance-related outcomes among teachers. Limitations of this study, combined with a qualitative investigation, will be noted and recommendations for future research proposed in Chapter 9. Despite the merits of the quantitative study, qualitative exploration of the phenomenon was warranted to develop an understanding of the mechanisms that might help to explain the demonstrated links between the independent variables and dependent variable. The next chapter, Chapter 7, presents the method of Study 2. This study is qualitative in nature and involves six focus groups with teachers.

Consequently, through the inclusion of the second study, this research uses a sequential mixed method design. The aim of this study is to explain and elaborate the findings from Study 1 with the same key working conditions explored in the cross-sectional study.

Chapter 7: Method for Qualitative Study

The study presented in Chapters 5 and 6 discussed in detail the quantitative study of this research. It revealed the significant role that work engagement and PsyCap may play in the determination of Pakistani teachers' performance.

This chapter presents a brief introduction and method of the qualitative component of the current investigation (Study 2). The qualitative study is based on the analyses of predictors in the quantitative study with the purpose of explaining and elaborating outcomes while also accounting for demographic and occupational variables. Furthermore, the aim of investigating the qualitative relationships between the variables of concern is to explain the mechanism of their associations to enhance the understanding of the findings in the cross-sectional analyses from Study 1 (see Chapter 6).

In a similar way to the previous chapter, this chapter is divided into different sections. It begins with an overall, but brief, the introduction of the findings from the quantitative study and the research questions under investigation. The second section focuses on the method used in the qualitative study.

7.1. Introduction

A focus group provided the opportunity to gain a further explanation of the phenomenon under investigation (Kitzinger, 1994). This study addressed the main object from Chapter 3 that aimed at exploring the perception of mechanisms linking PsyCap and work engagement to performance. This particular situation was bound to the groups of teachers from schools, colleges, and universities in Pakistan who had already taken part in the quantitative study. As a result of the previously established relationships and interaction between participants and the researcher, it was highly likely that the participants would be comfortable and open to sharing their views in a

focus group. Guided by the results of the quantitative investigation presented in the previous chapter, and with the main research question in mind (i.e. how does the qualitative study create a complete explanation of the relationships between PsyCap, work engagement, and job performance among teachers?), semi-structured focus group questions were prepared. These were designed to help elucidate the association among PsyCap, work engagement, and job performance among teachers from different levels in Pakistan. Questions were reviewed by the PhD supervisor and some adjustments were made according to the feedback in the quantitative study. Findings from the numerical data revealed trivial and insignificant amounts of variation in teachers' job performance by demographic and occupational variables. To expound this finding, a question related to the demographic and occupational variables was incorporated in the focus groups' semi- structured guide (a complete list of questions is provided in the method section further in this chapter). Since work engagement and PsyCap revealed a substantial and significant amount of variation in teachers' job performance in the quantitative study, the questions related to the two variables were added to explore participants' opinions.

The research question "How does the qualitative study create a complete explanation of the relationships between PsyCap, work engagement, and job performance among teachers?" was addressed further in this section to cement the views of teachers. A sampling frame was created to ensure that the sample included both male and female teachers from all three strata, i.e. schools, colleges, and universities. Altogether, six focus groups were conducted, giving the three strata equal representation. Since this investigation is among the preliminary studies to explore PsyCap and work engagement in the Pakistani educational context, it was important to undertake a deep examination into what role these variables play in the educational

sector. These issues of concern had potential impacts on teachers' performance in schools, colleges, and universities in Pakistan; therefore, focus groups were conducted to understand how, and what, teachers, as key stakeholders, value for better performance. Focus groups, as a method of data collection, may allow participants to share their true ideas anonymously within the group. The choice of the focus group as a method of qualitative data collection was informed with the following objectives in mind.

a) Although focus groups are usually of an exploratory nature, they may offer an opportunity to confirm or validate the findings from another study (Ritchie & Lewis, 2003). Since the current research is among the preliminary studies on positive behaviours in relation to performance in the Pakistani educational context, it was appropriate to confirm, explain, and elaborate the cross-sectional study's findings using the qualitative method.
b) Focus groups presented a social context exploring how teachers, the main stakeholder in the educational scenario, talk about the issue under investigation.
c) The researcher was particularly interested in the data shaped by group interaction.
d) Using this method, the researcher also intended to explore similarities and differences among teachers in the research topic. In other words, this method of data collection helped to highlight the differences within geographically-clustered groups of teachers in the area under consideration.

e) Being more open-ended in nature, focus groups, when compared to interview, may offer greater opportunity to participants rather than the interviewer/conductor to determine important aspects of the phenomenon of interest.

f) An unexpected comment from one may lead towards new and/or surprising findings.

This section introduced the research question for qualitative study and the objectives for choosing focus groups as a method of data collection for qualitative study. The next section describes the method for undertaking Study 2, the qualitative design.

7.2. Method

The focus group was used as a method of qualitative data collection. It is a form of a group discussion among a selected group to highlight within a group the similarities and differences on certain issues. Moreover, this method of data collection also facilitates the explanation of phenomenon under investigation. The discussions in-group boost participants to clearly present their point of view while stimulating group interaction (Kitzinger, 1994). Six to eight people usually participate in each focus group, as this number provides enough room for each participant to express their views in a dynamic discussion (Ivanoff, 2002; Kitzinger, 1994).

According to Adamson, Ben-Shlomo, Chaturvedi, and Donovan (2009), qualitative and quantitative methods for data collection, combined in a single study, may provide a more comprehensive and complete picture of the phenomena under investigation. With this in mind, focus groups were further conducted after a cross-sectional study with the teachers working in Pakistani schools, colleges, or universities. Thomas, MacMillan, McColl, Hale, and Bond (1995) identify focus

groups as "a technique involving the use of in-depth group interviews in which participants are selected because they are a purposive, although not necessarily representative, sampling of a specific population, this group being 'focused' on a given topic".

Thematic analysis was used to analyse the focus groups. This section further outlines details of the qualitative research design, including participants, data collection procedures, and the method of analysis used. Details about thematic analysis and how it is used to analyse qualitative data are discussed further below.

7.2.1. Participants

To engage groups for a dynamic discussion, it was important to create a demographically homogeneous group (Ivanoff, 2002; Kitzinger, 1994). The target groups comprised teachers from schools, colleges, and universities. Within-group homogeneity was primarily represented by participants' gender and their shared experience of being from the same level of teaching institutions. Among the six focus groups, three groups' participants were male, while the other three were females. Two were conducted with the school teachers, two with the college teachers, and the final two with university teachers. In every two groups, one was comprised of male participants and the other was female. Consistent with maximum variation sampling in focus group qualitative research (Kuzel, 1992), diversity was introduced in terms of age and number of years of working experience.

For all six focus groups, institutions were contacted from where teachers had already taken part in the quantitative study a year-and-a-half before. In this way, only teachers who participated and filled in quantitative research questionnaires were selected for qualitative data collection. Their age ranged from 22 to 54 years (mean age 36, SD = 4.32). Professional working experience ranged from 2 years to 15 years

(mean experience 6 years, SD = 3.2). Demographic data is presented in Table 6.1 along with the exact duration each focus group lasted.

Table 7.1 Table showing demographical details of six focus groups

Focus Group no.	No. of Participants	Gender	Institution	Length of focus groups
1	5	Male	School	37 minutes
2	5	Female	School	24 minutes
3	6	Male	College	22 minutes
4	7	Female	College	26 minutes
5	5	Male	University	36 minutes
6	6	Female	University	32 minutes

7.2.2. Procedure

A total of six focus groups were conducted for this study. Phone calls with an inquiry to participate were made to 5 schools and 7 colleges. Two schools and 2 colleges were selected among those who agreed. University teachers were contacted individually and asked to take part in the study. Each participant was also briefed about procedures and further information about the study by phone. During the telephone conversation with participants, which also aimed to identify a mutually convenient time for the focus group to take place, the researcher asked whether it would be acceptable to make an audio recording of the interview. These discussions revealed a slight amount of reluctance on the part of a few of the participants. However, an assurance of anonymity in the transcriptions convinced them to allow the discussions to be recorded.

Each group met on one occasion and the focus groups were an average of 33 minutes long. All six focus groups were conducted in teachers' respective institutions. Before the commencement of each focus group, the moderator explained the aim and semi-structured nature of the study and the procedures that would take place to enhance participants' comfort and help draw out the teachers to share their opinions. To reinforce focus groups' confidentiality, consent forms were given to each participant to sign.

Both the written and oral information stressed that teachers were participating on a voluntary basis, along with a further assurance of anonymity. Before the beginning of each focus group, participants were given an opportunity to ask about the study. The same moderator (researcher) conducted all six focus groups to guide the discussions by asking questions and motivating all participants to express their views and opinions openly. The medium of instruction and communication was Urdu.

7.2.3. Analyses

The audio recordings were transcribed and the transcripts analysed by the researcher. The method used to analyse the material was that developed by Braun and Clarke (2006). Thematic analysis was applied, which usually aims to understand, rather than know, the data (Marks & Yardley, 2004).

7.2.4. Thematic Analysis

The study used thematic analysis, a flexible approach that is able to provide a rich, detailed, and complex account of data (Braun & Clarke, 2006). Further to this, the technique is not tied to a certain theoretical framework (Braun & Clarke, 2006). The primary objective of using thematic analysis is to find patterns (themes) that adequately describe the data being analysed (Howitt, 2010). According to Braun and Clarke (2006), thematic analysis is a widely used qualitative research method, despite

the fact that it is poorly demarcated and seldom acknowledged. They argue that thematic analysis is a valid method in its own right, though it can be seen as an initial procedure in other qualitative approaches.

While describing the concept of "theme", Braun and Clarke (2006) mentioned it as capturing an important aspect of the data in relation to the research question and representing some level of patterned response within the data set. Furthermore, the relative prevalence of a theme within a data set is inherently important within thematic analysis (Braun & Clarke, 2006). A thematic analysis can provide a rich description of an entire data set. This analysis technique is, therefore, most useful when investigating an under-researched area (Braun & Clarke, 2006).

Braun & Clarke (2006) separated inductive (bottom-up) thematic analysis (the themes are strongly linked to the data themselves) from the deductive (top-down) thematic analysis (driven by a theoretical interest). They further devised a difference between the levels at which themes are derived from data; a semantic or explicit level, or a latent or interpretive level (Boyatzis, 1998). Semantic themes work on the surface meanings of the data, by not going beyond what a participant said during their involvement in an interview or focus group. Preferably, this level offers some interpretation for highlighting the significance of the patterns and their implications (Braun & Clarke, 2006). In contrast, latent themes explore and investigate the underlying notions and assumptions that are of unsaid nature in data (Braun & Clarke, 2006).

Braun and Clarke (2006) offered six steps to carry out a thematic analysis. These steps were generated while acknowledging analysis as a recursive process. The first step involves familiarisation with data by transcribing, reading, and re-reading the data (Braun & Clarke, 2006). At the second step, initial codes are generated.

Interesting features of data are coded across the data set and involve assembling data appropriate for each code (Braun & Clarke, 2006). Thirdly, the codes are brought together to search for potential themes and gathered data related to each potential theme (Braun & Clarke, 2006). Fourthly, the researcher reviews the themes, checking that they work in relation to the coded extracts and the entire data set (Braun & Clarke, 2006). In step five, the researcher defines and labels the themes. Naming and refining the themes help in devising the overall story of the analysis (Braun & Clarke, 2006). The final step is comprised of writing a report. This is achieved by analysing the selected extracts and relating the analysis back to the research question and literature (Braun & Clarke, 2006).

Braun and Clarke (2006) indicated some common pitfalls of thematic analysis. These include a failure to analyse the data by simply presenting a selection of extracts with little or no analytic narrative, using the data collection questions as the themes, a weak or implausible analysis, or an incongruity between the data and the analytic claims (Braun & Clarke, 2006).

In the scenario of the present research, it was a matter of explaining and understanding teachers' perceptions and views about work engagement, PsyCap, and job performance. Another purpose of the analysis technique was to reveal potential parallels or inconsistencies in participants' opinions. The first step to understanding the content of data in its context for analysis was to listen to the tape several times. All the transcripts were then read and analysed. Both these steps aided with the researcher's familiarisation with data, an important step in the process of analysis. Sections relevant to the research topic were identified and sorted out according to the research objectives. Thematic analysis (following the technique as described by Braun and Clarke, 2006, see Section 6.3) was used to analyse the data. An independent

psychology scholar reviewed the process at all the stages, and final themes were identified through discussion between the researchers. A credibility check of qualitative data and analysis was provided in an exploration of the process with the independent researcher. After completing the analysis process, selected quoted words were translated into English by the researcher, and then back translated by the independent researcher. Both researchers were fluent in English and Urdu. Discrepancies were removed and the consensus was reached through discussion.

The following questions were asked during each focus group:

1. Considering the context of Pakistan, do you think that teachers' age, gender, education, and experience are important for their job performance?
2. Which positive psychological capitals are related to job performance, especially with regards to teachers' roles at work?
3. What are your views about work engagement in relation to job performance?
4. The issues presented were opened up for discussion through, and were guided by, three lead questions:
    a) Do you generally agree?
    b) Are there *particular* issues of those presented here that are *more relevant* to teachers in Pakistan?
    c) Are there *any other issues* that are *relevant*?

7.3. Summary

In this chapter, qualitative study and the method for this study were explained. Focus groups as a form of data collection were employed to explain and elaborate the findings from the quantitative study. After a brief introduction, the next part of this chapter focuses on the method. Thematic analysis as a technique to analyse qualitative

data was also briefly discussed. The next chapter describes results from the qualitative study in detail.

Chapter 8: Results from the Qualitative Study

The aim of the current chapter is to explore qualitative data from six focus groups using the thematic analysis technique. In the previous chapter, the method for the present study was discussed. The subsequent section sets out in detail the results obtained in the form of themes and sub-themes. The chapter concludes with a discussion of the reported results concerning the relevant literature.

8.1. Results

Themes and sub-themes derived from the qualitative part of the research, using thematic analysis (TA), are presented in the table below:

Table. 8.1 Themes and sub-themes from TA

No.	Themes	Sub-themes	
1	Teachers' Role in Students' lives	i) ii)	Teachers as role models Teachers' responsibilities
2	Teachers' understanding of their Job Performance	i) ii)	What is performance? Factors contributing to performance
3	PsyCap and its mechanisms	i) ii)	Impact on society Impact on individuals
4	Significance of Work Engagement	i) ii)	Antecedent of Work Engagement Consequences of Work Engagement
5	PsyCap and Work Engagement		
6	Demographics		
7	Religious factors		

As shown in the above table, thematic analysis revealed seven major themes using the data from six focus group discussions. Some of these also had sub-themes. All of these are described in detail below.

8.1.1. Teachers' Role in Students' Lives

Most teachers in Pakistan believe their role is important to students' lives. Their position in students' development was beyond the academic scenario and covered students' whole lifespan.

i) Teachers as role models

Education is indispensable to an individual and consequently to the whole nation for growth and development. The teachers play a vital role in education delivery. Thus their role is crucial in students' lives. Teachers in the focus groups understood this. The following quotes from teachers emphasised their role and the part they may play in students' whole lives:

> "Teaching is not something related to formal education only, but for a student his/her teacher is his leader. If the teacher is having a positive and optimistic view of life, surely students will focus on the bright side in his life." (Female, college teacher)

The teachers' role in improving the quality of the learning environment is the key to translating education as a lifetime outcome for the students. A male teacher from school promoted teachers as role models for their students and designated the importance of leading by example:

> "If you are a leader then you can produce a leader." (Male, school teacher)

Another teacher related:

> "A teacher's position is a paragon for the students but with positions come responsibilities. Teachers need to understand these responsibilities and act accordingly." (Male, university teacher)

Beyond the structural and physical resources of an educational institution (e.g., class size, student- teacher ratio, availability of learning materials), a high quality learning environment was facilitated with student-teacher interaction. These quotes highlighted the significance of teachers' behaviour in leaving an impact on students:

> "Teachers' behaviour is very important. They are students' ideals most of the time and both internal and external aspects of their personality are important for a student's overall makeup of personality." (Female, school teacher)

> "At the level, we are working at, teachers are idealised as paragon and model of excellence. Children value their teachers' opinion and views more than their parents." (Male, school teacher)

Female teacher participants identified themselves as role models in front of their students. They believed in conducting themselves in the manner in which they wanted their students to behave:

> "The easiest way, in my view, is that whatever you want your students to be, or you want them to achieve, just do that or have that within yourself." (Female, school teacher)

> "Character building is a teacher's main target, so if there is any contradiction in a teacher's words and actions, he/she can never be in students' good books." (Female, college teacher)

ii) Teachers' responsibilities

Interpersonal relationships between teachers and students were acknowledged as the central aspect of the learning process and were recognised as vital for higher academic engagement and achievement. Teachers in the focus groups identified their responsibilities towards their students in particular and towards society in general:

> "Teachers have a huge responsibility in that they are laying the foundations of the generation that is going to lead a nation." (Male, university teacher)

Another male teacher from the same focus group agreed with his colleague in these words:

> "Big personalities make big personalities and teachers make teachers." (Male, university teacher)

There was another viewpoint prevailing among the teachers who believed that the idea of teachers being a role model or character-builders was timeworn and outdated in this modern era. This different opinion was drawn-out by a male participant:

> "In the modern era, ideas of teachers being role models or character builders should be left behind. It's neither a teacher is job to depict high moral values and take responsibilities for students, nor do students have that much time. Teachers are there to teach their subjects and students are there to learn that subject and that is the end of the story nowadays." (Male, college teacher)

This stance was not much appreciated by the other participants. Another teacher from the same focus group differed by saying:

> "A teacher is the leader of a room with 20 to 30 children in. His thinking, his attitude and his behaviour, all three are important to perform better and interact effectively with others. So he better be really careful." (Male, college teacher)

Most of the participants in the six focus groups agreed that the teacher's role was substantial and extensive so their responsibilities obligated them not towards their institutions, but towards society at large. Another female teacher approved this quote by relating:

> "A good teacher bears environmental pressures and stresses but tries their best to protect the student." (Female, college teacher)

8.1.2. Teachers' Understanding of their Job Performance

Respondents were probed about the factors that made them better performers as teachers during the focus groups. Participants' responses were further divided into two categories:

i) What is performance? ii) Factors contributing to performance

i) What is performance?

Teachers in the focus groups discussed what constituted performance in their view. The majority of the sample split performance into two broader categories; one was quantified as academic achievement of their students and the other one was teachers' interpersonal relationships with the students or their ability to develop students' personality for lifespan. In whichever way they described the performance, it was clear from all the focus group discussions that teachers' perceived performance as a phenomenon linked with their students and not some obligations towards management. Most participants divided performance into two categories. A female participant from a college described performance in the following way:

> "There are two forms of education, one is formal and the other one is informal. Formal education is the one directly related to our results or the students' scores. Informal education includes several other things like personality development, understanding students' emotions, emotional problems, educational problems, and financial problems etc." (Female, college teacher)

Another participant divided performance into quantitative and qualitative aspects, though she meant exactly the same as the participant above:

> "The quantitative side of the performance is our result or student's score that is directly related to our ACR or annual confidential reports. Qualitative measures include interpersonal relations, communication style, influential, or inspirational ability, etc. These inspirations are within the personality." (Female, university teacher)

Thus female teachers associated performance with students' formal studies, as well as their informal life patterns. Contrary to this, there was another opinion popular among male teachers that considered their goal-directed behaviour as their performance. A male participant from a college explained job performance in the following way:

> "I will define performance as the achievement of the tasks or goals that are being given to you to accomplish in a certain timeframe." (Male, college teacher)

This opinion was reinforced by another male teacher from a different focus group. A male university teacher said while defining performance:

> "In work, everybody is given certain tasks to achieve; no matter whether they are long-term or short-term. This is true for the teaching profession as well. If I am supposed to produce a good result, it is my task, if I have to have better

> interpersonal relations with students or nurture students in a friendly manner, or even if my immediate head wants me to organise our farewell party, I believe all these things are performance." (Male, university teacher)

However not all male participants approved this firm task orientation as teachers' performance. They considered the teaching profession as more than attaining a short- or long-term goal. From the same focus group, another male teacher contradicted with these words:

> "I believe a teacher's task or performance is to make students a valuable part of this society. Our results, our interpersonal relations with students, our communication style, our command on subject, teaching method, our behaviour, everything is a way towards achieving our task." (Male, university teacher)

A female teacher added:

> "A teacher's ability to clarify concepts related to subject knowledge, their communication and interpersonal skills, all these count in teachers' performance." (Female, college teacher)

ii) Factors Contributing to Performance:

There were mixed feelings about the factors that motivated teachers' performance. Some teachers considered internal factors more influential than external ones, others insisted on the significance of environmental domains. Teachers stressed the importance of personal resources to keep them performing as teachers:

> "Resilient teachers are better in performance compared to other teachers." (Female, school teacher)

> "A teacher's prime task is to establish student's self-worth. This can only be achieved if teachers are optimistic and have a greater level of self-efficacy within them." (Male, university teacher)

This idea was further strengthened with these words:

> "Teachers' communication style, their interpersonal skills, knowledge of the subject, involvement in work, and attitude towards life; all these things are essential for their performance." (Female, university teacher)
>
> "Satisfaction of the students is down to a teacher's performance." (Female, college teacher)

Teachers in Pakistan are not well paid. There were teachers in the sample that highlighted the significance of external factors to keep them academically promising and performing:

> "Reward and appreciation, both are significant contributors for job successes." (Female, school teacher)
>
> "Appreciation from your head and your colleagues, on a broader level appreciation from government, affects your performance." (Female, university teacher)

8.1.3. PsyCap and its mechanisms

Teachers in the focus group did not limit the impact of PsyCap on their performance but broadened it by suggesting the impact of teachers' PsyCap on their students and consequently on the society. This theme is further divided into two sub-themes:

i) Impact on society ii) Impact on individuals

i) Impact on society:

The majority of the teachers in the focus group did not limit their performance to the results of their students that they produced annually, but how they more broadly impacted their students' lives and society. Keeping this in view, the following statements portrayed the impact of teachers' PsyCap on society:

> "Courage to achieve the high targets, a heart full of hope, a kind and caring personality, and the ability to bounce back, all these are vital for an optimistic and high profile teacher who is an ambassador of a nation with huge responsibilities." (Male, university teacher)

From the same focus group another participant approved his colleague in these words:

> "Whatever you are, you are going to convert your students into that. I would even say that if you want to observe a nation, look at the teachers in that nation." (Male, university teacher)

Analysis of the textual data revealed that teachers linked positivity with overall well-being of the societies. Another participant stated:

> "If I could recall my own childhood, I tried to act as my teacher used to. I tried to copy her speaking style, her body language and everything I could. I feel that I am a role model for my students and try to present myself as positively as I can. The more positive I am, the more positive and healthier citizen I can produce for my society." (Female, university teacher)

ii) Impact on individuals:

PsyCap is conceptualised as an empowering tool that arranges for mental assets and strength to deal with tough circumstances, situations, and circumstances (Riolli et al., 2012). This sub-theme here focused on how PsyCap impacted on an

individual, whether the individual is a teacher's student or a teacher. One of the participants expressed her views about PsyCap in the following way:

> "If you are a confident and hopeful person, and if you are really resilient, you will be positive and firm in most situations in your life. This is something within yourself as an individual, no matter what your profession is." (Female, college teacher)

PsyCap acts as a booster for the positive and desirable outcomes as well as an antidote to the unfavourable and undesirable ones. Highlighting the importance of PsyCap, participants indicated:

> "A more optimistic teacher is much better than a less optimistic teacher." (Male, college teacher)

Teachers agreed with the idea that their PsyCap level focuses on transforming their students' into their "best selves" either through contagion or role modelling:

> "Confident teachers make students confident." (Male, school teacher)

As suggested by the participants in the focus group, the plausible association between PsyCap and positive outcomes and inverse relationship with negative or unfavourable phenomena may leave an impact on students' affairs and their competences:

> "Psychological capital definitely affects a teacher's performance. The teacher's optimism can trace the depression of a student and improve a student's efficacy." (Female, college teacher)
>
> "An effective teacher is the one that assesses a student's mental and psychological calibre and acts accordingly." (Female, college teacher)

Most of the teachers in the focus groups were convinced of the idea that their own behaviours and perspectives of viewing the world may sharpen students' attitude

towards life. They further elaborated that the positive effect of their level of PsyCap may also be observed at the class level. The following quotations represent this view:

> "Personality makes personalities and teachers make teachers for the future." (Male, university teacher)

> "A little push from the teacher may support students to stretch their capacities and go further in their life." (Female, university teacher)

Most participants in the focus groups approved the idea that positive behaviours resulted in an influence on performance:

> "A teacher's resilience helps a student to cope with their own life's challenges and play their role effectively. There are lots of books on the market for formal learning, but when it comes to character building, there you find a teacher's role. If we are role models, we can build their character in its true spirit. A devoted teacher can balance their work-family life. If you want to bring balance in your students' lives, first you need to bring it in your life. And I think that if you are really involved in your job, this is something that energises you. A 6-7-hour break from your domestic life freshens you up." (Female, university teacher)

> "Our problem-solving skills influence students to cope with their own life difficulties." (Male, university teacher)

A few teachers posited against the importance of teachers' PsyCap for their performance and for their students. According to these teachers, their personal resources were not linked with their professional effectiveness and their students' development:

> "I don't think that being optimistic or being helpful has something to do with your performance at work. But yes, positive and resilient is what you should be in your work." (Female, university teacher)
>
> "No matter how resilient and hopeful I am, I can't convert my whole class into a bunch of positive and optimistic beings." (Male, university teacher)

The essence of the participants' viewpoints about PsyCap and performance may be summed up in this phrase:

> "Students are like plain water; they adapt to the container they are in. If in a nation teachers are not very happy about their situation, and they are not very hopeful, chances are that the whole society and then the whole nation would have a pessimistic view of the world. It is really important for a teacher to be hopeful as this brings faith and happiness in students' lives. We have a wonderful example in our Islamic history; Prophet (SAW) showed his impeccable character to the people before he started teaching Islam." (Male, university teacher)

8.1.4. Significance of Work Engagement

Participants were asked about the importance of engagement in work in all six focus groups. The views expressed are divided into two sub-themes which are as follow:

i) Antecedent of Work Engagement *ii) Consequences of Work Engagement*

i) Antecedent of Work Engagement

Most of the participants in the focus groups talked about the precursors for work engagement. Teachers were often in the debate about the factors that facilitate engagement among them. The majority of the participants was convinced with work

engagement as a phenomenon triggered by internal factors. They supported the view that the way engaged teachers impacted their work environment made them different from the other teachers. The following quotes expressed their views about the situations or factors that may play an important role in eliciting work engagement.

> "It is because of yourself that you have a sense of belonging to an organisation and stay involved in it." (Female, university teacher)
>
> "Born teachers are those who are teachers by choice, and this can be assessed by your dedication towards the profession." (Female, college teacher)

Another male teacher, from university, described this in the following manner:

> "A teacher, who chooses to be a teacher, performs with dedication. A positive and friendly teacher will produce a positive and healthy society. The people nourishing in this kind of society will be more responsible citizens." (Male, university teacher)

However, participants also mentioned about the work context to expedite work engagement. These participants insisted on the importance of job resources for work engagement:

> "Amenities provided in school facilitate your work involvement." (Female, school teacher)

Support from peers and their immediate head was also discussed as a predictor for job performance.

> "Peer support and the immediate head's patronage help a teacher to improve their dedication. If a teacher is willing to work and has love for the subject they are teaching, a supportive environment can boost their energy." (Male, school teacher)

Conversely, a few also highlighted that both work engagement and work context were linked differently. Engagement at work is built on the relationship between the employer and the employee, with the understanding and reflection that each side has responsibilities to work this relationship prolifically. This therefore stressed the reciprocal nature of work engagement between the teachers and the management:

> "I think the relationship between work engagement and context at your work place is of a reciprocal nature. If you are getting something from the organisation in terms of finance or any learning opportunity, then you owe the institute and you choose to be dedicated there. It's not one-way traffic." (Female, college teacher)

In the quantitative study, it was found using hierarchal regression analysis for the college teachers that work engagement did not add a significant amount of explained variance in teachers' job performance, unlike school and university teachers. During the focus group discussion with the college teachers, this was highlighted by the participants:

> "College management is governed by two authorities; the boards of intermediate and secondary education for intermediate level and the HEC for graduation and further on. Sometimes policies and procedures given by the two authorities not only differ but contradict with each other and thus confuse the teaching staff in particular. Because of the confusion created by this reason, college teachers don't feel engaged and dedicated towards their institutions." (Male, college teacher)
>
> From the same focus group, other participant indicated:
>
> "Management in colleges is all muddled up." (Male, college teacher)

Participants expressed their views about the personal resources that may boost work engagement:

> "Competency and sincerity, both are interrelated phenomena that lead towards energising you as a teacher." (Male, college teacher)
>
> "Work engagement can be damaged if there is no dedication, no involvement, and no honesty in teachers." (Male, university teacher)

ii) Consequences of Work Engagement

The following extracts from the transcripts highlight teachers' assessment of the impact of work engagement:

> "The more you are involved in your job as a teacher, the less exhausted you are." (Female, school teacher)
>
> "Involvement at work matters." (Male, school teacher)
>
> "A dedicated teacher is always remembered." (Male, university teacher)

According to the participants, engagement at work was positively linked with job performance. Engaged employees performed their tasks with their full potential and energy until the very end of their job, i.e. retirement, unlike employees that were not very engaged:

> "Being nearer to one's retirement, a few people just give up on everything. They try to kill their time being here and there and doing nothing. On the other hand, there are people who become more dedicated and show a greater level of enthusiasm during their last days. I believe this varies from person to person." (Female, school teacher)

Teachers considered work engagement as important for one's job performance. However, a few participants also related it to avoid undesirable consequences, just like PsyCap:

"If you are not involved in your job, you would keep on looking for other opportunities in your surroundings." (Female, school teacher)

"A dedicated teacher will perform better than those not very dedicated and this may lead others to an intention to quit." (Male, university teacher)

"Dedication with your work would keep you working even if you have intention to leave." (Female, schoolteacher)

A female teacher even stated a direct link between work engagement and students' results because ultimately teachers described performance as something linked strongly with the students:

"Any type of job needs dedication and involvement to fulfil its responsibilities and requirements. In teaching, this is something that will help you as a teacher to help bring a below average student to the level of an average or even above average student." (Female, college teacher)

"Properly and fully involved teachers are normally more motivated, more energetic, and more dedicated and their students earn good grades as well." (Female, school teacher)

"Dedication and absorption in your work is something that convinces you to put your last effort in to make your institution world class." (Male, school teacher)

A contradictory view about the importance of work engagement was also found in transcription:

"I don't think that engagement in your work is important for your job success." (Female, college teacher)

> "Sometimes you are dedicated with your job but it does not necessarily mean that you are a better performer than those who are not dedicated. It's all how you portray it in front of your management." (Female, university teacher)

Instead of this inconsistency, the majority of the teachers in the focus groups considered work engagement important for job performance. Teachers in the sample suggested that work engagement became contagious to the team if the team leader (i.e. teacher in the class) was engaged, resulting in increased engagement in team (the students). The following quote summarised teachers' views about the significance of engagement at work:

> "No work can be accomplished without one's dedication towards it and we teach our students' dedication by being dedicated, enthusiasm by being enthusiastic at work, dynamism by being dynamic." (Female, college teacher)

This is how a college teacher explained work engagement.

8.1.5. PsyCap and Work Engagement

Participants linked these two key psychological variables with job performance. Teachers discussed that, together, PsyCap and work engagement gave a boost to positive and desirable outcomes in terms of their own performance along with their students' development. The following quotes explained their viewpoint:

> "Performance is the extent to which a teacher inspires their students. This can only be achieved if the nature of the relationship between the teacher and students is reciprocal. In our society, students mostly have very polite, inspirational, and emotional affiliation towards their teachers. On the other hand, teachers normally have very mechanical, phlegmatic, and unconcerned ways of teaching. If teachers can galvanise this with their dedication, resilience, efficacy, and optimistic view of the world around, it may fill

students with self-confidence, hope, and positivity." (Female, university teacher)

Another female teacher suggested an affirmative association between PsyCap and work engagement:

"Devoted, dedicated and well-planned teachers may prove better than those who are not devoted, dedicated, and well planned, and I feel that optimistic and resilient people are more devoted and more prepared than others." (Female, school teacher)

Another teacher explained the importance of PsyCap and work engagement in the following quote:

"I feel that in a teacher-student relationship, the teacher's contribution is more than 75%. A highly self-esteemed, confident, hardworking, vigorous and sanguine teacher is like a plant that blooms vigorous and positive blossoms for a spectacular garden." (Male, university teacher)

8.1.6. Demographics

Participants expressed mixed views about the importance of demographical and occupational variables. Mixed views were found among the participants in terms of the significance of these variables in relation to performance. Teachers in the focus group disregarded age as a relevant factor to performance:

"Age does not matter but qualification matters in good performance." (Female, college teacher)

Another teacher omitted the significance of gender along with age:

"In today's world of work, an employee's age, gender etc. is something that we should overlook and go beyond. Your environment and your personal

interests facilitate you being with your job, profession, and department." (Male, university teacher)

"I think we should give up the idea of male/ female performance. It must be about humans only." (Male, school teacher)

A small group of participants contradicted the majority and mentioned the connectivity between age and performance:

"Young teachers are more energetic and have a more optimistic view of the world." (Male, school teacher)

"I think young people have courage to know." (Female, college teacher)

Teachers regarded work experience as a factor that may affect performance:

"I think experienced teachers are more effective as they have the practical knowledge to manage their students." (Female, school teacher)

Another teacher added:

"Experience is the research of one's whole life so it is significant." (Male, college teacher)

Furthermore, a different view was found among participants regarding teachers' education and job performance that disregarded teachers' qualification as important for their performance:

"You know sometimes in the teaching profession, the most ineffective and unproductive teachers are those that are the most qualified." (Male, college teacher)

8.1.7. Religious Factors

Since Pakistan is an Islamic state, it was observed in all six focus groups that participants placed a high value on religious teachings in relation to their professional

responsibilities. In Islam, teaching is considered a prestigious profession, so this may be a strong internal motivator to keep teachers performing:

> "Teaching is the profession of prophets." (Female, school teacher)
>
> "If you feel that you are accountable towards your God, it will motivate you more compared to any other promotion or reward from your management." (Female, college teacher)
>
> "Reward is from God's side and this feeling makes a person more contented and dedicated than anything else." (Female, college teacher)
>
> "Teaching is a prophetic profession. This is the strongest internal factor that motivates you as a teacher." (Male, college teacher)

Teaching in Pakistan is not a very well paid profession. Most of the women move into teaching largely because it is a profession for them that is "culturally accepted" along with few others and allows them to also meet their domestic responsibilities. However, fewer men are attracted towards this profession in Pakistan as they have to have another additional job to meet their living. In this scenario, the prestige associated with this profession helps people to join in. Teachers in the focus group referred to their profession in the following manner:

> "Whether inside or outside the class, teachers should be treated with regard and respect as in our religion, teachers are one's spiritual parents." (Male, university teacher)
>
> "Whatever our beloved prophet Muhammad (SAW) taught his companions, he first acted upon these in front of them. He showed them how to convert his words into practice. That is what a teacher should be." (Female, university teacher)

"If our institution is not rewarding us for our hard work, I believe we would be rewarded by Our Lord." (Male, school teacher)

8.2. Discussion

PsyCap has been identified as being vital for performance for both individuals and groups/organisations (e.g. see Durrah, Al-Tobasi, A'aqoulah & Ahmad, 2016; Gooty, Gavin, Johnson, Frazier, & Snow, 2009; Luthans, Avolio, Avey, & Norman, 2007; Walumbwa, Luthans, Avey, & Oke, 2011; Walumbwa, Peterson, Avolio, & Hartnell, 2010). Despite the emergent literature focusing on the relationship between PsyCap and job performance, this work has mostly been limited to cross-sectional studies. Furthermore, work engagement is also significantly popular among researchers for boosting performance using quantitative data more often (e.g. Bakker & Leiter, 2010; Macey, Schneider, Barbera, & Young, 2009; Tims, Bakker, Derks, & Van Rhenen, 2013). Though these studies have been revered and valued in launching an initial relationship between employees' level of PsyCap/work engagement and their performance, they are limited to the dynamic nature of these constructs.

To more accurately test various assumptions regarding the variables under investigation, it was critical to examine the relationship between participants' PsyCap/work engagement and their job performance using a design and analytic approach that attempted to overcome some of the limitations of quantitative data collection. An important contribution of this study was to utilise qualitative data to examine the relationships among variables. This study builds on earlier findings from the cross-sectional study in the quantitative study.

Unlike the previous quantitative study, the current study adopted a qualitative approach. Since PsyCap and work engagement are rarely explored areas in developing countries, particularly in Pakistan, it was worth looking at these in the Pakistani

scenario using more than one method for data collection. Focus groups were conducted to validate and confirm the findings from the cross-sectional study. Moreover, the focus groups provided means from which to explore the mechanisms underpinning the relationships identified in the quantitative study. The focus groups were formed considering the homogeneity of the sample. Having something in common, such as being from the same school or teaching at college level, helped to create group identity and provided interactive discussions wherein a variety of views about the research topic were discussed (Holmgren & Ivanoff, 2004). The role of the moderator is crucial for discussions and their outcome. In this study, the moderator/researcher encouraged open discussion. The main inclusion criterion was for teachers to be from the same level of institutions, i.e. school, college, or university. Another researcher was involved to achieve a careful analysis of data. The themes and categories presented in this study were significant throughout all the different discussions.

This section included a summary of the findings of the study that are then discussed within the context of the findings of the previous numeric data analysis. Study 2, i.e. the qualitative investigation, provided mixed support for the findings in Study 1 or quantitative design in the current investigation.

8.2.1. Summary of Findings

The study aimed to explore PsyCap and work engagement in relation to teachers' job performance in Pakistan. Thematic analysis of six focus groups generated the following main themes: Teachers' role in students' lives; teachers' understanding of their job performance; PsyCap and its mechanism; significance of work engagement; PsyCap and work engagement; religious factors and demographics.

These themes, along with the sub-themes, will be discussed below with reference to the previous literature and the findings from the numeric data.

8.2.2. Teachers' Role in Students' Lives

'Teachers' roles in students' lives' refers to how teachers perceived their role in students' lives. This theme pointed towards teachers' perception about the effect and influence they had on their students, and how directly, or indirectly, students received inspiration from their teachers from the teachers' view. The first sub-theme for this main theme is "teachers' as role models". Clearly, all teachers considered their role as significant in students' lives. Previous research also supports these findings. According to the previous literature, teachers' characteristics reflected students' curricular, instructional, and social approaches to learning (Pohlman & Gardiner, 2000; Wentzel, 1998). Hence this affirmed the motivational significance of teacher-student relationships in the lives of adolescents (Wentzel, 1998). Teachers are among the key factors in any education system. It is also recognised and acknowledged in Pakistan that teachers play a key role in human capital formation (Memon, 2007).

After identifying the significance of their role, it is necessary to understand the associated responsibilities to the role, and this is the other sub-theme in this analysis. Being the central element of the education system, they hold various responsibilities. Teachers influence students on a small scale and societies on a large scale toward improved educational practice, and identify with a community by believing in executing responsibilities (Katzenmeyer & Moller, 1996; Malik, Nawab, Naeem, & Danish, 2010). Teachers in the focus groups appeared to think about their responsibilities in terms of their capacity to achieve success in different types of duties assigned to them. Keeping this in view, the sub-theme is very similar to self-efficacy in PsyCap as it reflected two things: The first is the belief that an individual is capable

of doing their work effectively, and the second is the notion that one can make a difference in some larger sense; e.g. an individual's (teacher's) work can help to bring about positive change in a system. This theme placed importance on teachers understanding their role in students' lives in particular and in society in general. Keeping this in mind, it was important to research the phenomena related to teachers' performance. In short, this theme emphasised the significance of the phenomenon explored in this research.

8.2.3. Teachers' Understanding of their Job Performance

The second main theme from the thematic analysis was "teachers' understanding of their job performance". This also had two sub-themes, entitled "What is Performance?" and "Factors Contributing to Performance".

The sub-theme "What is Performance?" worked out the definition of performance. In the quantitative data collection, two scales were used for measuring performance. However, Morosini, Shane, and Singh (1998) found an affirmative association between national culture and performance. This suggested that it would be beneficial to scrutinise what was acknowledged as performance by the teachers in the sample. This sub-theme was identified when participants described performance.

Teachers considered teaching skills, interpersonal skills, discipline, and social behaviour as part of their performance. Female teachers categorise these things as formal vs. informal, or qualitative vs. quantitative performance. Academic achievements, or teaching skills, were referred to as quantitative or formal performance, while other aspects, including interpersonal skills and social behaviour, pointed towards informal or qualitative performance. On the other hand, male teachers considered the achievement of these very tasks as performance.

The other sub-theme was ‘Factors Contributing to Performance’. This sub-theme was identified where participants described their performance. Most people stressed internal factors contributed towards performance. These factors relate to teachers’ efficacy, optimism, and resilience as possible factors in improving performance. According to participants, these were the factors brought by teachers relating to their work. As they were factors within a person, and not in the external environment, these factors were identified as internal in nature and will be discussed in detail in the next themes.

Although most participants insisted on the significance of internal factors, others also drew attention towards external factors in relation to improving performance. These external factors included rewards and appreciations.

8.2.4. PsyCap and its Mechanisms

The third main theme was referred to as “PsyCap and its mechanisms”. The theme was further divided into two sub-themes, “Impact on society” and “Impact on individual”. This theme was of prime significance as it directly addressed one of the main objectives of this research. It explored the notion that proactive and positive approaches insisting on strengths called PsyCap showed an affirmative association with job performance (Luthans, 2002c). The theme highlighted the role of PsyCap in boosting individual’s performance as well as that of groups or societies on large scale

Supported by empirical data, the relationship between an individual’s PsyCap and an individual’s job performance has been established in different contexts, in different professions, and in different cultures (Kan & Yu, 2016; Luthans, Avey, Avolio, Norman, & Combs, 2006; Luthans, Avey, Avolio, & Peterson, 2010; Luthans, Avolio, Avey, & Norman, 2007; Peterson, Luthans, Avolio, Walumbwa, & Zheng, 2011; Youssef & Luthans, 2007). The results from the quantitative and qualitative

studies of this research suggested a strong positive association between individual level PsyCap and individual level performance in Pakistan as is found in the rest of the world.

The sub-theme "impact on society" pointed to the focus group participants' view that a teacher, higher on the level of PsyCap, may not only translate positive PsyCap to improve students' performance but may also bring desirable changes in society on a large scale. Teachers in focus groups agreed that their positivity impacted students' performance and their lives. A more recent stream of empirical research in positive psychology reinforces this shift in the focus towards the impact of an individual's PsyCap on a group's performance and development (Walumbwa, Luthans, Avey, & Oke, 2011; Walumbwa, Peterson, Avolio, & Hartnell, 2010). This is particularly linked with the teachers' belief reflected in the focus groups.

8.2.5. Significance of Work Engagement

The next theme highlighted the importance of work engagement by focusing on antecedents and consequences related to it.

The results from the qualitative data indicated that work experiences were found to be strong forecasters of work engagement. Teachers have considered the organisational environment and organisational support as important in boosting work engagement. According to the focus group participants, engagement stems from the employee's contact with the work environment. Rewards and recognition, in particular, emerged as important work experiences in this regard. This is consistent with the empirical findings (Laschinger, Wong, & Greco, 2006; Saks, 2006; Sohrabizadeh & Sayfouri, 2014; Spence Laschinger, Leiter, Day, & Gilin, 2009). However, the fit of personal and organisational values was also brought into the light. Individuals have different views and values about work and these were mentioned in

building engagement at work by the focus group participants and also in the literature (Karatepe & Olugbade, 2009; Saks, 2006; Sohrabizadeh & Sayfouri, 2014). The reciprocal nature of the relationship among work experience, personal resources, and work engagement was also traced (Xanthopoulou et al., 2009a).

Engagement had shown potentially positive consequences for both employers and their employing organisations. The findings from this study suggest that engagement at work is linked with desirable and individual well-being outcomes. This is also consistent with the results of an increasing number of related studies (Du Plooy & Roodt, 2010; Gonzalez-Roma, Schaufeli, Bakker, & Lloret, 2006; Saks, 2006; Sohrabizadeh & Sayfouri, 2014; Sonnentag, 2003) accentuating the importance of understanding and increasing employee engagement. Furthermore, previous literature has shown that a team member with a higher level of work engagement can increase engagement with work among his/her team and consequently increase engagement in team (Bakker, Van Emmerik & Euwema, 2006; Bakker & Xanthopoulou, 2009). The discussion in the focus group relates to this finding from the literature.

8.2.6. PsyCap and Work Engagement

PsyCap was analysed first in this study. Participants were cohesively convinced with the idea that positive personal strengths, like self-efficacy, hope, resilience, and optimism of teachers, were related to performance. In almost all focus groups, participants mentioned these facets of PsyCap twice as constructs connected with performance. Firstly, when teachers were discussing performance, they referred to self-efficacy, optimism, resilience, and hope as internal factors that played a significant role connected with performance at work. Secondly, they mentioned these while PsyCap was discussed in groups. Teachers were strongly convinced with the idea that PsyCap was important for job performance. These findings confirmed the

results of the cross-sectional study in this research. In all three models, and in the quantitative study, PsyCap showed a strong positive linear association with job performance. This was true for the teachers in schools, colleges, and universities. Previous literature also supported these findings in the European set up (Luthans, 2002a, 2002b; Luthans et al., 2007; Luthans, Youssef, & Avolio, 2007; Peterson, Luthans, Avolio, Walumbwa, & Zheng, 2011; Stajkovic, 2006).

Teachers in the focus groups referred to engagement in work as dedication, enthusiasm, involvement, being lost in work, and possessing a higher level of energy at work. Equivalent to PsyCap, participants identified work engagement as a significant factor for job performance. Nobody in the groups denied the worth of association between work engagement and job performance. This sub-theme endorsed the results from the numeric data. Regression analysis for the models for teachers' performance, school teachers' performance, and university teachers' performance strongly associated work engagement with job performance. These findings were established by thematic analysis of the focus groups. In previous literature, using different techniques like diary studies and the cross-sectional method, a positive relationship between work engagement and job performance was frequently reported (Bakker & Bal, 2010; Sohrabizadeh & Sayfouri, 2014; Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009a; Xanthopoulou et al., 2008).

Some exciting additional qualities emerged from the focus group discussion that are perceived by the teachers to be associated with PsyCap and work engagement and contributes towards performance enhancement among teachers. Teachers, in their focus groups, highlighted qualities like confidence, compassion, courage, competency, devotion and sincerity and their importance in their field. This is particularly novel aspect of this study. This information could help target interventions to improve

performance in educational sector in a developing country like Pakistan. Future research needs to explore these qualities more in detail as this information has the potential to extend the PsyCap and the work engagement in the education sector.

In conclusion, participants in all six focus groups unanimously considered that PsyCap and work engagement along with the above mentioned qualities were positively associated with performance. These results validated the findings from the numeric data.

8.2.7. Demographics

While discussing demographics, teachers mentioned "experience" as being important. They stated that experience at work (in terms of number of years) was a research one conducted in life. Working experience provided teachers with practical knowledge in the field, thus familiarising them with realities on the ground. Work experience over a number of years positively and strongly correlated with job performance (Quinones, Ford, & Teachout, 1995). Remaining demographics including age, gender, education, and sector or institutions, were recognised as minor. The quantitative study in the current investigation identified these demographics as insignificant. In this way, the findings from numeric data were confirmed by descriptive data in focus groups.

8.2.8. Religious Factors

Pakistan is an Islamic state and Islam pays a considerable amount of attention to teachers for playing a key role in the structure and development of an individual and society. Prophet Muhammad (SAW) said: 'I am being sent as a teacher.' With this in mind, teachers enjoy prestige, respect, and nobility in Pakistan. This main theme was devised because teachers in groups repeatedly mentioned religion as a motivating factor towards good performance. Participants repeatedly pointed towards this

phenomenon and were encouraged to explore this theme. Focus group data is mostly participant driven, and thus helped to know what was important for the participants. Frequent discussion on religious significance among teachers helped the researcher understand that Muslim teachers recognise that they should perform well, no matter whether they were worldly recognised or not. Further participants in all six focus groups showed an understanding of their indisputable prestigious position in society as a reward. They felt honoured to be able to join what was seen as a prophetic profession. These findings are consistent with Mansour (2008). In his study, he advocated that the influence of religious beliefs and practices on teachers' practices would be significant. He further highlighted that Islam, in particular, is a major element of the culture for its followers throughout the world. Thus religious influences on the practices and perceptions of contemporary teachers should be taken into account.

8.3. Limitations and Strengths

This study has its limitations that are included here. This is a non-experimental research. It explained the findings from quantitative investigation. However causal conclusion could not be drawn from this investigation.

Because the participants in the focus groups were from the only two cities in Punjab, Pakistan, and they all were teachers only from the different levels taught in Pakistan, this may raise concerns with regards to the generalisation of the findings. For example, the findings may not be generalised to the teachers in any other province in Pakistan, or employees from any other industry.

Before starting each focus group, the concepts of PsyCap and work engagement were explained to the participants as they were not familiar with these constructs. This exposure to the constructs may affect participants' responses as

potential priming effects. Priming effect is defined as fleeting or indirect exposure to social stimuli, which may affect people's response, with frequent surprising results (Bargh, Schwader, Hailey, Dyer & Boothby, 2012).

As a result of the nature of the qualitative investigation, the data obtained in the second study may be interpreted differently by different readers. Moreover, there is the potential for the researcher to have introduced her bias into the analysis because of the interpretive nature of the qualitative study. Inter-rater reliability was not carried out to address this issue. Inter-rater reliability is whereby an independent researcher would code a proportion of the qualitative data and a statistical test of concordance would then be conducted. This technique is normally adopted for an increase in the validity of the themes emerging from the data (Braun & Clarke, 2006).

Apart from these limitations, this study has its strengths. First of all, this study is among the initial efforts to examine PsyCap and work engagement qualitatively. Most of the studies in the field used a cross-sectional design, diary studies or longitudinal design. However, this study used focus groups to explain and elaborate the findings from the numeric data from Study 1.

Although the data was collected from only two cities in Pakistan, the fact that focus groups included the teachers in the sample from three diverse levels makes it more interesting and worth exploring. These focus groups provided first-hand information about the variables under investigation from the most concerned and relevant people, i.e. teachers, the core group in the education sector. Among the strengths of this study one is the emergence of some interesting findings from the qualitative data. Teachers highlighted few qualities as relevant to PsyCap and work engagement. These qualities for example are devotion, competency, compassion are further contribute to enhance teachers' performance in Pakistan.

8.4. Implications

The positive psychological resources are relevant to today's tempestuous workplaces as these provide individuals, teams and organisations with a potential source of viable advantages (Luthans & Youssef, 2007). As the results from the focus groups indicated that both PsyCap and work engagement of teachers not only impacted their performance but also their students' PsyCap, work engagement and performance as well, management may wish to develop their teaching staff in these positive psychological resources via training. This may also be helpful in nurturing these positive resources in students. In a similar vein, HR management may be interested in the development of their managers on PsyCap and work engagement to sharpen the employees under them and hence improve productivity subsequently.

The findings from this investigation suggest management, particularly in colleges, would benefit from work engagement by bringing policies and procedures from the Board of Intermediate and Secondary Education and HEC on to the same page.

The role of personal religious beliefs in understanding teachers' attitude and practices has been highlighted in this study's findings. However, there is still need for a deep understanding of these beliefs and their formation. This could be done through biographical inquiry along with a research approach to make sense of teachers' religious beliefs and enable the development of these into educational significance. Management in different educational institutions may channel religious beliefs into contributing to further development in Islamic, democratic Pakistan. Exploring the effect of these beliefs on employees in other sectors and industries in an Islamic state may be worth exploring.

8.5. Summary of the Chapter

This chapter was comprised of the results of the qualitative study of the current investigation. The first section entailed analysis of the focus group following a discussion of the findings in the light of recent literature and linked the findings from qualitative data with those from quantitative data.

The next chapter includes a summary of the current investigation and further limitations and implications of the study will be discussed. The chapter ends with a conclusion of the whole investigation.

Chapter 9: Conclusions and future directions

Section one of this final chapter will review the key findings and conclusions outlined in the previous chapters. After the summary of the current investigation, this chapter will propose a way forward for future research and action within a broader framework. The strengths and weaknesses of the current investigation are also discussed.

9.1. Summary of the Research

This section aims to bring together the findings and conclusions from the previous chapters. The main focus of this research is PsyCap and work engagement and their relationship with job performance in Pakistan. The phenomenon was explored after an extensive literature review that outlined the global view of the world of work and the need to introduce these variables in countries such as Pakistan.

To the best of the author's knowledge, this research is among the preliminary attempts to explore PsyCap and work engagement together among workers/employees in Pakistan. Its innovative angle is that the study has explored an issue that has been allotted little attention in Pakistan. Furthermore, an additional major contribution of this study is that it has explored two distinct and important variables (PsyCap and work engagement) in the field of POHP. Extensive literature is available on PsyCap and work engagement. However the current investigation is among the first to combine these two on performance in teachers from 3 different and broad levels in Pakistan. It is also distinctive in that it takes a global approach to the phenomenon.

The research methods applied were based on sequential mixed method design and the combination of qualitative and quantitative methods aimed to yield an in-depth and confirmatory exploration of the topic. One of the key issues that emerged was that it was necessary to view and study PsyCap and work engagement, their

impact, and their relation to other variables, within an extended paradigm in developing countries, particularly Pakistan, in a way that has been done in industrialised countries.

The study is based on the premise that PsyCap – drawn from optimism, efficacy, hope, resilience, and work engagement and comprised of vigour, dedication and absorption – is positively related to job performance among different working groups and professions. To explore this assumption among Pakistani teachers, a mixed method approach called sequential explanatory design was used. The first, quantitative study of this investigation was an attempt to determine the nature of the relationship among PsyCap, work engagement and job performance.

The Psychological Capital Questionnaire by Luthans, Youssef, and Avolio (2007); Utrecht Work Engagement Scale (UWES 9) developed by Schaufeli, Salanova, González-Romá and Bakker (2002) along with a summary form, and demographical questionnaire were selected to measure variables in the study. Job performance was measured using two scales which were of a general nature. Four items were taken from the "perceived employee's performance" scale by Tessema and Soeters (2006, as cited in Shahzad, Bashir, & Ramay, 2008). The other two self-evaluated items were taken from Fang and Wang (2006). All these were combined to form a questionnaire. The questionnaire was translated into Urdu, and then back-translated into English. The original English version of the questionnaire and translated version were both compared to remove any possible discrepancies.

Teachers were selected as the target population, keeping in mind the significance of the role they play in how a nation builds, grows, and prospers. The sample was homogeneous, as all participants were from the same profession, i.e. teaching, but heterogeneous, as it consisted of teachers from different levels, different

sectors, and who were diverse in age, experience, and education. Hence, the sample harvested a large array of perceptions, experiences, and knowledge of the educational sector.

The sample was drawn from teachers working at different levels in the public and private sector in two cities in Pakistan; Lahore and Faisalabad. To introduce diversity, the population was divided into three strata; school, college, and university. Data was collected in two phases. In the first phase, a pilot study was done to check participants' understanding and to remove possible language barriers. Twenty teachers were selected from different schools, colleges, and universities using a convenience sampling technique. As there was no significant language impediment reported during the pilot study, the same questionnaire was used again. For the actual study, educational institutions (schools, colleges, and universities) were randomly selected from Lahore and Faisalabad. In these chosen institutions, 1,518 questionnaires were distributed among those teachers who were willing to participate in research voluntarily. The response rate was approximately 45%. This response rate was attributed to frequent reminders to teachers via SMS.

SPSS version 19 was used for data analysis. A comprehensive series of analyses for direct linear association were undertaken to determine the strength and nature of relationships between PsyCap, work engagement and job performance. Hierarchal regression analysis revealed a stronger linear association between PsyCap and performance, and work engagement and performance. However, the amount of explained variance in job performance by PsyCap is more than the amount of explained variance in performance by work engagement. This is true in all three models in the quantitative study. Assumptions about the contribution in performance

by demographic and occupational variables were entirely overruled, not in one model, but in all three.

The second, qualitative study was conducted to explain and expand upon the findings from numeric data. It consisted of six focus groups, i.e. two with school teachers, two with college teachers, and two with university teachers. In this study, a convenience sampling technique was used. Only those teachers who had already participated in the quantitative study were selected. Focus groups were analysed using thematic analysis. Seven main themes were identified, along with some sub-themes. Since focus groups were conducted in Urdu, selected quotes for analysis were translated in English, and then back translated. The second researcher accompanied each and every step of the analysis.

The findings supported the results from the numeric data and helped to understand and explain the results from quantitative data. Religion was identified as a strong motivation for job performance among teachers in Pakistan. Significant issues relevant to the implications of the present research were presented in a broader framework of implementation. Limitations and strengths of the research are discussed. The last section concludes this dissertation.

9.2. Implications

Several implications emerged from the results of this study. These will be further discussed under two headings:

i) Implications for organisations and ii) Future directions for research

9.2.1. Implications for Organisations

This study has many direct implications for human resource management, particularly for resource development and performance management and for organisations in general. The presence of a relationship between PsyCap and work

engagement and performance encourages the notion that malleable capacities may be enhanced using training interventions. Specifically, organisations should utilise PsyCap training interventions aimed at increasing and sustaining PsyCap both in supervisors and the employees working under them. Relatively short (1 to 3 hours) training interventions have been developed by Luthans et al. (2007). Furthermore, these interventions have been tested for online delivery (Luthans et al., 2008) as well as for traditional face-to-face workshops (Luthans et al., 2010). Bakker and Bal (2010) favoured HR training programmes for enhancing work engagement. They suggested individual job (re)design and coaching as being more effective compared with organisation-based interventions (Schaufeli & Salanova, 2007a, b). These interventions may foster employee well-being in the workplace along with performance (Wright, Cropanzano, & Bonett, 2007). Wright et al. (2007) illustrated that the execution of any number of training-based interventions among employees may give them an opportunity to learn ways to enhance their positive well-being (PWB). The focus of such interventions may be on how to enhance each of the four dimensions of PsyCap (Luthans, Avey, Avolio, Norman, & Combs, 2006; Luthans, Avey, & Patera, 2008; and Luthans, Youssef, & Avolio, 2007) and three dimensions of work engagement (Bakker & Bal, 2010; Bakker et al., 2008, and Xanthopoulou et al., 2009a) drawing from work in positive psychology in each area. Thus, organisations may consider developmental experiences in order to potentially enhance employee performance. Training to develop PsyCap and work engagement is important, as various studies have shown that engaged employees are more productive and more successful than less engaged or non-engaged employees. This is also true for PsyCap as well.

This minimal cost of investing in PsyCap and work engagement may be particularly useful given the current turbulent economic climate that organisations (and employees) are experiencing. In addition, managers should be vigilant in assigning relatively stressful and challenging tasks to those who are low on PsyCap and work engagement until adequately trained, as these individuals are more likely to report job stress or pressure of work. Furthermore, by using reliable and valid measures for PsyCap and work engagement, organisations may choose employees with high levels of PsyCap and work engagement for equivocal and challenging assignments. The level/score on these key variables may assist in determining which individual or employee may thrive in complex roles and/or crisis-oriented situations and tasks. This is because the need to bounce back in difficult situations, hope for positive results, and possess higher self-efficacy may hinder certain employees who lack the vigour, dedication, and absorption in work which may keep certain employees working until the completion of certain tasks.

The results from the current study suggest many practical implications for the generation and management of the motivational tendencies among human capital (i.e. employees) in today's workplace. Employees who are more hopeful, optimistic, efficacious, and resilient may be more likely to be vibrant in the global environmental frameworks that challenge most organisations today, compared to their counterparts with lower PsyCap.

The same is true for employees who are more dedicated, vigorous, and absorbed in their work compared to their colleagues who have low levels of work engagement. Thus, investment utilisation in PsyCap and work engagement may harvest generous returns beyond other more traditional forms of capital investment (Bakker & Bal, 2010; Bakker et al., 2008; Luthans et al., 2006; Luthans et al., 2007).

Another related implication for both better theoretical understanding and practice concerning the relationship between PsyCap, work engagement, and performance is the role of these key variables as important psychological resources for today's organisations to generate desirable outcomes in workers. These outcomes include higher levels of job satisfaction, organisational commitment, organisational citizenship behaviour, reduced intention to quit or turnover and/or absenteeism.

In conclusion, the results of this study not only suggest the value of employees' PsyCap at all levels within organisations, but also highlight benefits that may result from achieving higher levels of work engagement. Investing in employees' PsyCap and work engagement may be an example of the new thinking and approaches needed for organisations and their management, especially in Pakistan where organisations and industries are working hard to compete with the rest of the world with a limited amount of physical resources.

PsyCap, along with work engagement, may also be included in desirable and standing capacities of applicants, and therefore may be used as a supplementary selection tool when higher levels of performance are of concern to a company. Although tests may be used to predict PsyCap, no test can precisely establish an applicant's real level of work engagement toward an organisation the person has never worked for. This measure may also be part of performance evaluation. Employees may pay due attention to these key variables if they are included in plans for reward and promotion.

Another important implication of this study may be the impact of a leader's PsyCap or work engagement on followers. In one investigation, Walumba, Peterson, Avolio, and Hartnell (2010) stressed that leaders are able to imprint PsyCap on employees via their own PsyCap through role modelling. These leaders can efficiently

contribute to the development of, and have an impact on, followers' performance (Avey, Avolio, & Luthans, 2011; Story, Youssef, Luthans, Barbuto & Bovaird, 2013; Walumbwa et al., 2010; Wang, Sui, Luthans, Wang, & Wu, 2014). Organisations may need to keep this in mind when selecting managers or those in leading positions. This is especially true for the education sector where teachers are leaders in their classrooms. Their level of PsyCap may be translated to the students' level of PsyCap. Luthans et al. (2012) proposed that a PsyCap development initiative among students would have an additional tool for academic success as well as a source of competitive advantage for future career success. Tims, Bakker, and Xanthopoulou (2011) provide similar evidence for work engagement; however, this phenomenon leaves fertile ground for further investigation. In short, the educators and teachers (as they have to work with the students) have a need to create an environment that may nurture students' work engagement (Ambler, 2006) and initiate PsyCap development (Luthans et al., 2007) in order to achieve optimal mental functioning (Seligman, 2012) in educational institutions in Pakistan working at any level.

An implication for the teachers here is that they should exhibit positive personal resources in front of their students to nurture PsyCap and work engagement among the students and to enhance their academic performance. The need to train teachers or develop them with personal strengths through training may prove to be a way to equip teachers with skills to deal with different situations to ensure positivity and goal-directed behaviour among their students.

Based on the study's findings, it is proposed that PsyCap and work engagement may play potentially important roles in training, selection, and performance evaluation procedures in any organisation committed to achieving its targets in the real world. This is particularly true and desirable for developing

countries such as Pakistan, as in doing so Pakistani organisations and industries could enhance the performance of their employees, leading to an increase in productivity (a critical factor for progress). In today's world, people play a vital role in economic productivity (Gavin & Mason, 2004). In an environment where people/employees around the world cooperate and compete, HR management in these organisations may require a new approach for their survival and sustainable growth and development (Luthans et al., 2008).

PsyCap and work engagement are vital for job performance for teachers in Pakistan, however Pakistan being a developing country with limited resources focuses on physical means and resources and their availability rather than psychological attributes. The activities/efforts to permute mental health or to enhance mental /within individual resources for improving job performance or for reducing stress are not very popular in Pakistan generally and in education sector particularly. The education system is not well established and lacks sufficient resources. Efforts are required to pay attention to arrange trainings and interventions for utilising personal resources like PsyCap and work engagement for desirable outcomes. These types of training/interventions are at very early stage in Pakistan.

The findings from this study have implications for the industry in Pakistan – especially the services and education sectors – to explore the significance of religious beliefs among their human task force to attain favourable outcomes.

9.2.2. Future Horizons for Research

Despite the theoretical appeal and importance of PsyCap and work engagement, only a few studies have investigated the relationship between PsyCap, work engagement, and performance in different sectors in Pakistan. This is

particularly true for the education sector. Keeping this in mind, this study is among the initial efforts to bridge this gap in the literature.

This study's findings opened horizons for future researchers to aim at, and these are briefly discussed here. A cross-sectional method was used to collect data that was further developed via focus group discussion. This technique for data collection may allow the identification of associations among certain variables, but it is not suitable for drawing causal inferences. Longitudinal research designs are critical in exploring the direction of influence between PsyCap, work engagement, and job outcomes. In addition, a longitudinal study is needed to allow for the tracking of included variables over time. As job performance is associated with multiple, non-predictable factors, a longitudinal design allows the determination of how variables such as PsyCap and work engagement move together over time. However, a longitudinal design was not used for the current investigation, as it did not allow for in-depth explanation of results from the cross-sectional study during the quantitative study.

Another method to draw the causal inferences for PsyCap, work engagement, and job performance is the experimental design. Collecting data for pre-test and post-test along with the treatment group and the non-treatment group may clarify the significance of PsyCap and work engagement training among different samples such as employees from different industries, students, teachers, etc.

Future directions beyond this study could include unearthing other positive constructs that meet the inclusion criteria for positive phenomena and which may assess, develop, and impact performance. Additionally, the study could test additional outcome variables that are of interest to organisations and management, such as organisational citizenship behaviours and well-being and/or variables that may reduce

stress levels etc. Along with this, future research may further explore the impact of other types of resources, such as physical resources and social support, along with the personal psychological resources on performance. Incorporating these other types of resources with these within individual personal strengths may lead towards improved levels of personal or group performance.

Furthermore, work-related resources such as physical resources, social support, effective and appropriate coaching, and job feedback (Blomme, Kodden, & Beasley-Suffolk, 2015), combined with personal resources such as self-esteem, hope, optimism, resilience, vigour, and dedication, may expedite veritable, sustainable growth, and several desirable outcomes at work as compared with the impact that only these personal resources may have. The quest to answer this may provide rich grounds for future research.

The supporting evidence that PsyCap and work engagement were related to performance further supports the contention that PsyCap and work engagement may provide unique explanatory capabilities for various organisational phenomena. Research validates that using strength-based interventions in any organisation creates positive emotions with upward spirals towards the optimal individual (Nafei, 2015).

The third implication for future research from the study would be in expanding the sample frame. In this research, although teachers from different sectors, different cities, and different levels were involved, the fact that only teachers were involved in the sample limited the generalisation of the study's findings. Future research could be carried out with other occupations in other organisations and other developing countries. This would test the invariance of the proposed model. Such a growth in the sample would prove supportive in determining the ability to replicate findings across populations.

The final comment in this context would be to assure – as with the other US and European-based organisational investigations – whether the findings of the research would hold across cultures.

As noted in Chapter 1, one of the inclusion criteria for PsyCap posits temporal stability for variables in occupational health research, i.e. state-like nature of constructs. It would be commendable for future research to evaluate how long the effects will last.

Different researchers have suggested different timeframes to check the study's stability. Wright (1997) recommended a 6-month interval as the minimum cut-off between time periods when assessing variables for state versus trait properties. However, Luthans et al. (2007) examined the stability of PsyCap and proposed four months as being adequate for such constructs to be stable.

Tims et al. (2011) assessed work engagement daily. These findings suggest it is essential to explore the overtime impact of these positive constructs as being important in employees' outcomes.

The current study focused on individuals as the level of analysis. Though this initial level of investigation is important in understanding how PsyCap and work engagement relate with performance, future research should consider the impact of collective psychological capital, or collective work engagement, at the team and larger group levels.

It is critical to understand three points; firstly, how a collective sense of PsyCap, or the work engagement of a team, affects an individual's performance. For example, it may be that engagement or disengagement is 'contagious' within a team, a group of people, or a classroom with a certain number of students in it, perhaps arising from the relational context. Uncovering the micro level processes that give rise to this

would be an important addition to knowledge in the field. Secondly, it is necessary to understand the impact of collective psychological capital/work engagement on the development of an individual's PsyCap/work engagement. For example, if a group of employees is strong on resilience, self-efficacy, hope, dedication, and vigour, but one of the teammates is fairly low on these components, does it affect the individual's performance, and/or does it improve the level of these components within the employee? Thirdly is the opposite scenario, i.e. it is vital to understand how a leader's PsyCap and work engagement impacts on followers' PsyCap and work engagement and other desirable outcomes.

Research on the above guidelines will allow for stronger statements regarding the impact of PsyCap and work engagement on performance or other desirable behaviours or employee outcomes.

9.3. Strengths and Limitations

A strength of this study is that the experiences of teachers, in relation to both PsyCap and work engagement, have been thoroughly explored. The quantitative study and its results explored the nature of associations among PsyCap, work engagement, and job performance. In other words, results from the numeric data provided an outline regarding the relationship among the variables of concern. The semi-structured focus groups, on the other hand, generated rich, detailed information regarding these constructs in an interactive environment. The thematic analysis resulted in a number of themes that bring a coherent analytic narrative to the findings discovered by using the numeric approach. This has led to the possibility of sorting out how the narrative findings fit with numeric results, along with previous research and theories. The findings themselves will pave the way for a number of different avenues for future research, as discussed in the previous section.

Another strength is the use of focus group as a method of qualitative data collection. Although Rabiee (2004) points out that the recruitment of participants for focus groups is a big challenge, the aim – which was achieved – was to conduct six focus groups. An important strength of the study was the exploration of these US and European-based constructs in a developing country. Viewing PsyCap and work engagement in the perspective of developing countries was vital to being able to appreciate a global outlook of the world of work. It further gave a cross-cultural interpretation of PsyCap and work engagement-performance relationship.

While this research has several practical implications for PsyCap and work engagement and performance, limitations also need to be noted as these exist, as in any study.

Firstly, the empirical study did not use a true experiment research design; it is not possible to conclude that PsyCap or work engagement caused performance. Thus, the current research design did not tolerate elucidations of causality. To rule out the possibility of alternative hypotheses (e.g. high performance leads to PsyCap and work engagement) and causal interpretation, experimental manipulation, along with the launch of temporal precedence, is required.

Linking with this limitation, job performance in the first quantitative investigation was measured using a subjective measure of performance. The choice of the subjective measure was informed by the fact that educational institutions by law were not permitted to give access to objective measures of performance (students' results or annual confidential reports ACR). On the other hand, it was not practically possible to assess performance using other alternatives (supervisor rating, peer rating, or student rating) for the large sample like the one in this research because of time, financial, and accessibility restraints. Many additional factors affecting teachers' job

performance (e.g. physical resources, social support, appropriate coaching, and feedback, etc.) were not assessed in the present study; this was to encourage the completion of this study by keeping it succinct.

It is possible that participants did not disclose their true opinion in the self-report quantitative study as well as in focus groups. It is also possible that participants gave socially-desirable answers. Spector (2006) described social desirability as a tendency to "fake good". However, to minimise this limitation in the quantitative data collection, anonymity was assured by not recording the participants' names or the names of the organisations they were working for.

In qualitative data collection, researchers attempted to make the focus group environment comfortable, establish a rapport with the participants and show a non-judgemental approach towards the responses. Here again, participants' names were not recorded at any point.

Another potential limitation that needs to be recognised is that data was only collected from teachers. Although the sample was diverse in terms of sector, institution, and the level teachers were teaching at, the findings cannot be generalised to other professional groups. In addition, a sampling bias may exist because of the recruitment strategy. Teachers in both studies were selected using a convenience sampling technique. Research is limited to control common method variance within (as well as between) independent or dependent variables that may lead to artificially high correlations. Longitudinal research or temporal separation of measurement tools may control this limitation.

9.4. Conclusion

Compatibility between research/theory and practice is often blurred (Birkland, 2005). Policy makers in the educational sector should take up the role to translate

theory and research into practice. To improve teaching quality and performance in future, PsyCap and work engagement may be considered as essential criteria for selection, training, and then annual evaluation of teachers and their performance. This implication is true for other professions and HR management in a developing country like Pakistan. Since PsyCap and work engagement are both state-like, and open to development (Luthans, Avey, & Patera, 2008), managers may help their employees through training interventions and by introducing an encouraging culture to develop their PsyCap and work engagement. It will help employees to nurture novel and innovative ways of completing their tasks. Moreover, these employees, because of their positive psychological resources, may appear as a competitive advantage to their organisations on a large scale.

The future of Pakistan is in the hands of the next generation, and teachers have a mission to educate them. It is the researcher's hope that this thesis will contribute to paving the way for the development of teachers who, in return, may play their role in nation building and prosperity. Other than national development, it should not be forgotten that human beings across the globe deserve to have their progress facilitated. Research such as that described in this thesis is playing a role in this scenario. In addition, by testing the worth and significance to developing countries of the research and research findings of studies conducted in developed countries, it is possible that equity and equality in the spirit of a global community will be attained.

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Appendixes

Appendix 1: Consent Form for Quantitative Study

Institute of Work, Health & Organisations

Questionnaire Cover Sheet

This questionnaire forms part of a project being undertaken by Humaira Latif as part of a PhD in Workplace Health within the Institute of Work, Health & Organisations (I-WHO), which is a postgraduate institute of applied psychology at the University of Nottingham.

The overall purpose of the project is to explore the nature of relationship between psychological capital, work engagement and job performance among University teachers in UK.

I will investigate these issues through a set of statements placed in the questionnaire. Kindly answer all the statements. It will take 10-15 minutes of yours for completion. In completing the questionnaire please be honest and frank; there are no right or wrong answers. No one from your organisation will see any of the completed questionnaires.

This questionnaire asks about your own experiences. Completion and return are entirely voluntary. Should you experience any form of distress while completing the questionnaire you should approach your GP.

It is hoped that you will find the questionnaire interesting and will assist the project by returning it as soon as possible.

Thank you for your time and assistance. Should you require any further information about the project please contact researcher on following address.

Humaira Latif

PhD (I-WHO)

Nottingham University, UK.

Email: lwxhl@nottingham.ac.uk

Appendix 2: Consent Form for Qualitative study



Institute of Work, Health & Organisations

I, Humaira Latif, request you to voluntarily participate in research project conducted by me, under the title of "Psychological Capital in Relation to Job Performance among Pakistani University Teachers". The study forms part of a PhD that is being conducted at University of Nottingham, UK. The research is being carried out in order to explore the nature of relationship between psychological capital, work engagement and job performance. I will investigate these issues through questions put forward for discussion. There are no right and wrong answers. Just give your own opinion about the certain behaviours and attitudes mentioned in questions. Discussion will be audio recorded for the purpose of transcription only.

The information given by you will be kept confidential and will be used for research purpose only. You are requested to cooperate in this discussion. This discussion will take 30 to 45 minutes of yours for completion. You may withdraw from participation at any time without prejudice or penalty. I offer to answer any question that you might have concerning the research and your role in its completion. I assure you that any information that you give, will not be treated individually, will be used for research purpose only and will be kept confidential.

Thanks for your time and effort. Please sign this form to give your consent for your participation in this project.

Humaira Latif

PhD (I-WHO),

Nottingham University, UK.

Email: lwxhl@nottingham.ac.uk

Sign: _____

Appendix 3: Questionnaire for Quantitative Study

Age: _____-

Gender: a) male b) female

Marital Status _____

Education: _____

Designation: _____

Institution: _____

Sector: a) Public b) Private

Years of Working Experience: _____

Part 1:

Instructions: Below are statements that describe how you may think about yourself right now. Use the following scale to indicate your level of agreement or disagreement with each statement.

Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)

1.	I feel confident analysing a long-term problem to find a solution.	1 2 3 4 5 6
2.	I feel confident in representing my work area in meetings with management.	1 2 3 4 5 6
3.	I feel confident contributing to discussions about the organisation's strategy.	1 2 3 4 5 6
4.	I feel confident helping to set targets/goals in my work area.	1 2 3 4 5 6
5.	I feel confident contacting people outside the organisation (e.g. parents, tutors etc.) to discuss problems.	1 2 3 4 5 6
6.	I feel confident presenting information to a group of colleagues.	1 2 3 4 5 6

7.	If I should find myself in a jam at work, I could think of many ways to get out of it.	1 2 3 4 5 6
8.	At the present time, I am energetically pursuing my work goals.	1 2 3 4 5 6
9.	There are lots of ways around any problem.	1 2 3 4 5 6
10.	Right now I see myself as being pretty successful at work.	1 2 3 4 5 6
11.	I can think of many ways to reach my current work goals.	1 2 3 4 5 6
12.	At this time, I am meeting the work goals that I have set for myself.	1 2 3 4 5 6
13.	When I have a setback at work, I have trouble recovering from it, moving on.	1 2 3 4 5 6
14.	I usually manage difficulties one way or another at work.	1 2 3 4 5 6
15.	I can be “on my own,” so to speak, at work if I have to.	1 2 3 4 5 6
16.	I usually take stressful things at work in stride.	1 2 3 4 5 6
17.	I can get through difficult times at work because I’ve experienced difficulty before.	1 2 3 4 5 6
18.	I feel I can handle many things at a time at this job.	1 2 3 4 5 6
19.	When things are uncertain for me at work, I usually expect the best.	1 2 3 4 5 6
20.	If something can go wrong for me work-wise, it will.	1 2 3 4 5 6
21.	I always look on the bright side of things regarding my job.	1 2 3 4 5 6
22.	I’m optimistic about what will happen to me in the future as it pertains to work.	1 2 3 4 5 6
23.	In this job, things never work out the way I want them to.	1 2 3 4 5 6
24.	I approach this job as if “every cloud has a silver	1 2 3 4 5 6

lining."

25. My performance is better than that of my colleagues with similar qualifications	1 2 3 4 5 6
26. I am satisfied with my performance because it is mostly good.	1 2 3 4 5 6
27. My performance is better than that of teachers with similar qualifications in other universities.	1 2 3 4 5 6
28. The performance of my university is better than that of other universities.	1 2 3 4 5 6
29. I believe that my job performance is well above aver	1 2 3 4 5 6

30. Give yourself an overall performance rating on following scale:
    a. Much worse than most people
    b. Worse than most people
    c. Neither worse nor better
    d. Better than most people
    e. Much better than most people

Part 2:

Instructions: The statements below describe how you may feel about your involvement in work/job. Use a digit from 1 to 7 from the following scale to confirm the intensity of your feelings about the particular statement.

Never **Always**

1	**2**	**3**	**4**	**5**	**6**	**7**

31. At my work, I feel bursting with energy.	1 2 3 4 5 6 7
32. At my job, I feel strong and vigorous.	1 2 3 4 5 6 7
33. When I get up in the morning, I feel like going to work.	1 2 3 4 5 6 7
34. I am enthusiastic about my job.	1 2 3 4 5 6 7
35. My job inspires me.	1 2 3 4 5 6 7
36. I am proud of the work that I do.	1 2 3 4 5 6 7
37. I feel happy when I am working intensely.	1 2 3 4 5 6 7
38. I am immersed in my work.	1 2 3 4 5 6 7
39. I get carried away when I am working.	1 2 3 4 5 6 7

Appendix 4: Back Translated Version

Part 1:

Instructions: Below are statements that describe how you may think about yourself right now. Use the following scale to indicate your level of agreement or disagreement with each statement.

Strongly Disagree	**Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**
1	**2**	**3**	**4**	**5**	**6**

1. I feel confident analysing a long-term problem to find a solution. 1 2 3 4 5 6

2. I feel confident in representing my work area in meetings with management. 1 2 3 4 5 6

3. I feel confident contributing to discussions about the organisation's strategy. 1 2 3 4 5 6

4. I feel confident helping to set targets/goals in my work area. 1 2 3 4 5 6

5. I feel confident contacting people outside the organisation (e.g., parents, tutors) to discuss problems. 1 2 3 4 5 6

6. I feel confident presenting information to a group of colleagues. 1 2 3 4 5 6

7. If I should find myself in a jam at work, I could think of many ways to get out of it. 1 2 3 4 5 6

8. At present, I am energetically pursuing my work goals. 1 2 3 4 5 6

9. A problem has lots of ways around it. 1 2 3 4 5 6

10. At present moment I see myself as being pretty successful at work. 1 2 3 4 5 6

11. I can think of many ways to reach my current work goals. 1 2 3 4 5 6

12. At this time, I am meeting the work goals that I have set for myself. 1 2 3 4 5 6

13. When I have a setback at work, I have trouble recovering from it, moving on.

1 2 3 4 5 6

14. At work, I usually manage troubles one way or another. 1 2 3 4 5 6

15. I can be "on my own," so to speak, at work if I have to. 1 2 3 4 5 6

16. I usually take stressful things at work in pace. 1 2 3 4 5 6

17. I can get through difficult times at work because I've experienced difficulty before. 1 2 3 4 5 6

18. I feel I can handle many things at a time at this job. 1 2 3 4 5 6

19. When things are uncertain for me at work, I usually hope for the best. 1 2 3 4 5 6

20. If something can go wrong for me work-wise, it will. 1 2 3 4 5 6

21. I always look on the positive side of things regarding my job. 1 2 3 4 5 6

22. I'm optimistic about what will happen to me in the future as it pertains to work.

1 2 3 4 5 6

23. In this job, things never work out the way I want them to. 1 2 3 4 5 6

24. I approach this job as if "every cloud has a silver lining." 1 2 3 4 5 6

25. My performance is better than that of my colleagues with similar qualifications 1 2 3 4 5 6

26. I am satisfied with my performance because it is mostly good. 1 2 3 4 5 6

27. My performance is better than that of teachers with similar qualifications in other universities. 1 2 3 4 5 6

28. The performance of my university is better than that of other universities. 1 2 3 4 5 6

29. I believe that my job performance is well above average. 1 2 3 4 5 6

30. Give yourself an overall performance rating on following scale:
    a) much worse than most people
    b) worse than most people
    c) neither worse nor better
    d) better than most people
    e) much better than most people

Part 2:

Instructions: The statements below describe how you may feel about your participation in work/job. Use a number from 1 to 7 from the following scale to confirm the intensity of your feelings about the particular statement.

Never						
Always	**1**	**2**	**3**	**4**	**5**	**6**
7						

31. At my work, I feel full with energy.	1 2 3 4 5 6 7
32. At my job, I feel strong and vigorous.	1 2 3 4 5 6 7
33. When I get up in the morning, I feel like going to work.	1 2 3 4 5 6 7
34. I am enthusiastic about my job.	1 2 3 4 5 6 7
35. My job inspires me.	1 2 3 4 5 6 7
36. I am proud of the work that I do.	1 2 3 4 5 6 7
37. I feel happy when I am working intensely.	1 2 3 4 5 6 7
38. I am immersed in my work.	1 2 3 4 5 6 7
39. I get carried away when I am working.	1 2 3 4 5 6 7

Appendix 5: Latest Census in Education Sector in Pakistan

Table 1: Education Expenditure as % of GDP

2001/02	2005/06	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
1.5	1.9	1.8	1.9	1.7	1.8	1.9	2.1

Source: Ministry of Finance; Government of Pakistan (2001-13)

Table 2: Actual Education Expenditures against Total Expenditures (Rs. m)

	2010/11			2011/12			2012/13		
	Edu Exp	Total Prov	%Edu/ Total	Edu Exp	Exp	%Edu/ Total	Edu Exp	Total Prov	%Edu/ Total
Punjab	106033	482859	21.96%	166830	602856	27.67%	196086	690882	28.38%
Sindh	52870	310212	17.04%	47213	412283	11.45%	98425	404253	24.35%
KPK	39138	173431	22.57%	67381	225801	29.84%	84458	248088	34.04%
Baluchistan	7380	110260	6.69%	23981	115138	20.83%	29171	183353	15.91%
Federal	48482	2441658	1.99%	48151	3072875	1.57%	71713	3441016	2.08%
National	253903	3447264	7.37%	353556	4327218	8.17%	479853	4816300	9.96%

Source: Pakistan Education Statistics (2015)

Province	2001-02	2005-06	2009-10	2012-13
Baluchistan	43.3%	50.1%	64.2%8	62.2%
FATA	64.6%	58.8%	3.3%15	79.3%
GB	45.3%	86.4%	3.3%*	119.5%
ICT	134.3%	104.7%	92.6%	89.3%
KPK	74.3%	82.7%	100.6%	104.1%
Punjab	75.9%	83.7%	86.4%	88.5%
Sindh	66.9%	79.5%	80.0%	76.4%
AJ&K	56.5%	74.4%	73.0%	67.8%
Pakistan	**71.2%**	**80.1%**	**85.9%**	**85.9%**

Table 3: Primary: Gross Enrolment Rate from 2001-02 to 2012-13

FATA = Federally Administered Tribal Areas, ICT = Islamabad Capital Territory, GB = Gilgit Baltistan, KPK = Khyber Pakhtunkhwa, AJ &K = Azad Jammu and Kashmir

Source: Pakistan Education Statistics (2015)

Table 4: Survival Rate to Grade 5 from 2001-02 to 2012-13 by Province

Province	2001-02	2005-06	2009-10	2012-13
Baluchistan	40.7%	39.6%	50.5%	48.9%
FATA	78.5%	28.2%	52.6%	46.3%
GB	79.2%	93.1%	52.4%	75.8%
ICT	92.0%	71.1%	68.3%	81.6%
KPK	73.9%	49.6%	63.6%	79.6%
Punjab	60.3%	51.7%	57.0%	70.2%
Sindh	44.5%	31.5%	52.3%	51.1%
AJ&K	96.7%	93.0%	76.8%	68.6%
Pakistan	**59.0%**	**47.8%**	**57.0%**	**66.8%**

FATA = Federally Administered Tribal Areas, ICT = Islamabad Capital Territory, GB = Gilgit Baltistan, KPK = Khyber Pakhtunkhwa, AJ &K = Azad Jammu and Kashmir

Source: Pakistan Education Statistics (2015)

Table 5: Youth Literacy Rate from 2001-02 to 2012-13 by Province

Province	2001-02	2005-06	2009-10	2012-13
Baluchistan	39.8%	48.1%	60.6%	55.9%
KP	53.2%	55.4%	64.4%	67.2%
Punjab	66.6%	68.9%	73.2%	74.5%
Sindh	64.0%	65.3%	67.0%	69.9%
Pakistan	**63.1%**	**65.2%**	**70.0%**	**71.6%**

Source: Source: Pakistan Education Statistics (2015)

Table 6: Adult Literacy Rates from 2001-02 to 2012-13 by Province

Province	2001-02	2005-06	2009-10	2012-13
Baluchistan	26.9%	32.4%	43.4%	43.6%
KP	35.4%	39.5%	45.1%	49.1%
Punjab	48.7%	52.0%	56.0%	58.0%
Sindh	51.2%	53.1%	55.5%	58.2%
Pakistan	**46.5%**	**49.7%**	**54.0%**	**56.2%**

Source: Pakistan Education Statistics (2015)

Appendix 6: Transcript 1 Focus Group from Females from Schools

Focus group participants:

Researcher = R

Focus group participant = FGP

FGP1

FGP2

FGP3

FGP4

FGP5

R: Hello everyone. I have already explained my research to you. Before we proceed, if you have any questions I will be pleased to respond to them.

FGP: No (respond together).

R: Well, in that case, let us start. Considering the context of Pakistan, do you think that teachers' age, gender, education, and experience are important for their job performance?

FGP1: I think experienced teachers are more effective as they have the practical knowledge to manage their students. This is something that has been gained after working their whole life so I feel it should be regarded as important.

FGP3: Teachers are the educated group of any society so I don't think that they differ in their performance because of their education level and I feel that gender is irrelevant as well.

FGP2: No, gender is not important in teachers' performance. To me, teachers are individuals and not men and women etc.

FGP4: One of my uncles is in his 60s and is about to retire, but I have seen that his students love him. He is always on time, never takes time off without any reason and he is never away from his targets. In the same way, my cousin, who is his nephew as well, is a very dedicated teacher with high esteem. On the other hand, I have seen teachers in my school who arrive in the morning with long, tired faces. I wonder how these will work if they are tired at the beginning of the day. If you ask them, they will start telling you the stories that clearly show they are not engaged in their work. They have no hopes towards their profession. I really doubt if these people understand the meaning of being a teacher, or if they know how important their role is.

R: Are there any other issues that are relevant?

FGP5: Teachers' behaviour and attitudes are very important. They are students' ideals most of the time, and both internal and external aspects of their personality are important for a student's overall makeup in personality.

FGP1: In my view, resilient teachers perform better than other teachers. Our country is a developing country. Most of the time, we don't have enough resources to overcome the problems we face in day-to-day practice. If the teacher does not have the courage to intervene and jump back to the battlefield, how will he cope?

FGP4: That's true.

FGP2: I agree.

R: Which positive psychological capitals are related to job performance, especially with regards to teachers' roles at work?

FGP1: The teacher must be well dressed and have good manners. When talking they should be aware of whether what they are saying is good or bad, and take into account

whom they are addressing. All their etiquette counts in this, such as how they eat or present themselves.

FGP2: Their body language is important too. If they are teaching primary, secondary, or any level of students, they should have positive body language and maintain it. Secondly, in terms of the teacher's personality, the teacher's cleanliness is a factor. In terms of manners, if the teacher scratches their head constantly in front of the students then the students will find this unpleasant. These things are part of the teacher's personality. The teacher should make it a child-centred environment and not just make learning about their own personality.

FGP3: Any student can teach themselves. However, the main thing is their personality. So the factors to take into account are how they present themselves, and how they articulate themselves. If they are to talk to someone, how do they approach the person before talking? All this etiquette is influenced by a teacher.

FGP 4: The easiest way, in my view, is that whatever you want your students to be, or you want them to achieve, just do that or have that within yourself.

FGP2: A teacher is a prime model for students. The teacher's personality is a model example for the student. The students see the attire of the teacher, what has our teacher worn today? The students pick up on this.

FGP5: When a student carries out a daily task at home, they do not necessarily explain it at school. However, if they learn something new at school with their teacher, they will go on to explain their practical example to their parents. For example, they can speak to their mum and say: "Mum before and after I eat, I must wash my hands; before I go to bed, I must brush my teeth first." Whatever young students pick up in school they try to implement these small things at home.

FGP3: Teacher's personality is very important ***(All FGP are in agreement).*** As teachers, if we look back into our childhood, and remember the teachers we liked, it was because of their personalities. When we discuss a teacher's personality, we are not subjecting it to their appearance or their features like their skin colour. We focus on their manners and etiquette.

FGP4: If we observe a young student interacting in a debate with their mother, it's not surprising to find them in agreement with their teacher as opposed to their mother, even if the mother is the right. Young students are very impressionable. They tend to follow and copy their teachers. Regardless of their results, they tend to follow and agree with their teacher. So the personality of a teacher plays a very important role in the life of the student.

FGP2: In some cases, parents will try to pacify their child, but the child will not listen to them at all. However, if the teacher replicates the parent's point to the same child, then you will find the child will be in agreement with the teacher.

FGP1: The student tries to replicate the teacher's mannerism and etiquette as fully as possible. In home life, regardless of them being a student at home, he is going to play the role as a teacher.

FGP5: It is important for a teacher to be confident about themselves. If they are hopeful, then they should be self-assured of their capabilities. So obviously they will be successful. Regardless of the result, the teacher should never have self-doubt. Results will follow with experience in their field. As a teacher gains more experience, good results should follow on. At no point, the teacher should be in self-doubt about their teaching.

FGP2: How the teacher is able to make their student work with love and understanding. How they collaborate with the student. To what level they are attached

to their student. How much input they have with their student. The teacher's role is not unidimensional; the teacher should take the student's output and feedback. When the teacher is teaching the student, he assesses the student; what are the student's results, what are the weaknesses of the student, where are they deficient? Once these factors are identified the teacher can make strategies to work with them to remove these factors.

FGP3: The teacher's behaviour reflects how they interact with the students.

FGP2: To attain experience you must work at it. It can't be achieved automatically. The teacher gradually gains the experience.

FGP3: In addition to this, a teacher's qualifications, behaviour, and students' mental level also come into it.

FGP4: Yes.

FGP3: Speaking power comes into this too.

FGP1: There are many factors to this.

FGP2: The first thing will be about their personal behaviour.

FGP3: Their behaviour will be a compelling factor.

FGP2: How much the teacher understands the child's learning level. The result comes afterwards; it comes after a long time. Firstly, the teacher has to achieve the attachment of the children, after that we can see the result of their work.

FGP3: In Pakistan's perspective, the output of the results achieved by the students is what marks their statement of a "teacher's better performance". Now, if we are to look in detail at the factors of "performance" then a lot of things arise. For example, how confident are the teachers? How they behave in the class? How applicable their positivity is the students' lives? However, the teacher's actual performance is deeply attached to their students' capacity.

R: Are there *particular* issues of those presented here that are *more relevant* to teachers in Pakistan?

FGP5: A child's mental state.

FGP3: Yes, true

FGP 5: The child's metal health and everything else is taken into it as well. If your child likes cleanliness, how the child faces small problems and reacts to these, how he is in games, how he participates in extracurricular activities. All these things go into his performance.

FGP2: Mental level is among the important factors.

FGP1: Yes, absolutely. This is how a good result can be achieved.

FGP4: I think she is asking about the teachers, and not the students.

FGP1: In my opinion, the better teachers are those who understand each child's psychology. They don't feed their ideology to the students because each child's mental level is different to their peers. Some are at a high level, some are at a medium level, and some are at a lower level. They should take all of the students together in one stride. Yes, it is correct that the actual lecture is given to all students at one time. However, the level of understanding is not the same for all children and there are differences. Some students will pick up the lecture and understand the subject matter quickly, others have a lower level of understanding. To this particular set of students, it is the teacher's responsibility to prepare and deliver the lecture so they understand it clearly and that it is delivered to everyone's mental level.

FGP1: Yes. Teachers need to make their points clearly so that the student understands them.

FGP4: Teachers should be hopeful and positive to transfer positivity about society. Depressed teachers cannot foster positivity in their students and consequently, they

will make them depressed. On the other hand, optimistic teachers nurture hope for tomorrow.

R: What are your views about work engagement in relation to job performance?

FGP3: Who can deny the importance of work engagement at work?

FGP5: The more you are involved in your job as a teacher, the less exhausted you are. If you are not involved in your job, you will keep on looking for other opportunities in your surroundings

FGP4: Being nearer to one's retirement, a few people just give up on everything. They try to kill their time being here and there and doing nothing. On the other hand, there are people who become more dedicated and show a greater level of enthusiasm during their last days. I believe this varies from person to person.

FGP1: Dedication with your work would keep you working even if you have the intention to leave.

FGP2: Devoted, dedicated, and well-planned teachers may prove better than those who are not devoted, dedicated, and well-planned, and I feel that optimistic and resilient people are more devoted and more prepared than others.

FGP3: In today's world it is very hard to survive. I feel that properly and fully involved teachers are normally more motivated, more energetic, and more dedicated and their students earn good grades as well.

FGP2: A teacher has to be emotionally involved in their subject matter, this is how the teacher will be able to easily work with their students. Planning their work beforehand, on how they are going to make the students achieve their tasks? What are the learning objectives? What methodologies am I going to use? What feedback am I receiving from the students and how am I going to tackle the deficiencies in the work? Obviously, dedication has to be most important for the teacher.

FGP3: If you look in terms of a teacher's performance then the institute also plays an important role. They should be overseeing how involved a teacher is in their work of the field.

FGP5: The teacher has to be economically satisfied in their position. If this isn't in place, then the teacher's involvement in their work will be damaged. Unwillingly the teacher will damage their involvement in terms of performance. If you want the teacher to be involved, then their involvement comes from dedication. They are many factors to the dedication of a teacher and one the most important factor is economics. If they want a teacher to achieve their set targets, then they require strong dedication from the teacher. If the teacher is tired from work, has a busy home life, and doesn't have time or energy, then their involvement in teaching will definitely suffer.

FGP3: Amenities provided in school facilitate your work involvement.

FGP2: Reward and appreciation, both are significant contributors for job successes.

FGP1: Teaching is the profession of prophets. Even if your organisation is not ready to reward you, I think you will be rewarded by God. This is the profession where you are not only rewarded in this world but the world here after.

FGP2: That is so true.

FGP4: Tomorrow, if any of my students become a doctor, engineer or economist, I will feel that I was also involved in his education and development and that would be the time when I will feel rewarded.

R: Thank you very much for your time and valuable opinion everyone.

Appendix 7: Transcript 2 Focus Group from Females from Colleges

Focus group participants:

Researcher = R

Focus group participant = FGP

FGP1

FGP2

FGP3

FGP4

FGP5

FGP6

FGP7

R: Welcome everyone. Let's start the focus group discussion. Considering the context of Pakistan, do you think that teachers' age, gender, education, and experience are important for their job performance?

FGP5: Well, if you are female you can take more time off for illness you could say? Just kidding.

FGP1: Experience is a key factor to good teaching. Government sector teachers usually come from an average of 10 years' experience. The new breed of teachers has qualifications and knowledge, but not the experience. In my experience they cannot guide the students as well as their peers who have a lot of teaching experience behind them.

FGP4: Experience is key to good teaching.

FGP2: Age does not matter, but qualification matters in good performance.

FGP6: No I don't think age matters. Sometimes a well-developed, young teacher can be the best teacher, and sometimes an old and experienced teacher tries to get rid of their professional responsibilities.

FGP2: Yes, I agree. Age is not an important factor.

FGP6: I don't think that even academic qualifications help you to be the best teacher. Sometimes less educated teachers are better than highly qualified ones.

FGP3: Yes, I agree. Teaching is not something related to formal education only, but for a student, their teacher is their leader. If a teacher has a positive and optimistic view of life, surely students will focus on the bright side in their life. So it's more about teacher's attitude towards the students rather than his age, gender, education, or experience.

FGP4: At one time, people thought a teacher's gender was important. This concept has become outdated. Character building is a teacher's main target, so if there is any contradiction in a teacher's words and actions, they can never be in the students' good books.

FGP5: There is that thing called interest and involvement. If teachers have involvement in their job, they take personal interest in the growth and development of their students; not only with the rapid graspers but also in average and below average students as well. On the other hand, there are teachers who teach out of no choice. They don't have anything to do or they are not involved enough in their profession. Hence they lack the energy to perform well.

FGP2: With teachers who show an optimistic and hopeful path to the future and take personal interest in each and every student, students love approaching them and

sharing their personal needs with them because they feel a relationship of trust is built with the teachers.

FGP7: There are two forms of education, one is formal and the other one is informal. Formal education is the one directly related to our results or the students' scores. Informal education includes several other things like personality development, understanding students' emotions, emotional problems, educational problems, and financial problems, etc.

FGP6: In terms of performance, there is something called the ideal situation, and on the other hand we have the harsh reality which not only contradicts with the ideal, but sometimes opposes it as well. In my subjective opinion, while standing in class, we don't deal with their personal and social issues, but we remain focused on teaching them. However, outside the classroom, they approach us to work out their emotional problems, their family issues, and their financial instability and everything one can think of. There are also students that grasp things a bit slowly so they approach us afterwards as well.

FGP1: This is particularly true for the female students as their emotional needs are stronger than the boys. They do approach us with all sorts of issues and problems and then it becomes very important for us as teachers to satisfy them. Satisfaction of the students is down to a teacher's performance.

FGP3: A teacher's ability to clarify concepts related to subject knowledge, their communication, and interpersonal skills, all these count in teachers' performance.

FGP6: The activities can be facilitated for the students by the teachers for good performance. You can bring in variety, such as group studies, or work with them using games to achieve the targets.

FGP2: Positive feedback is a priority towards the students. For example, if the student is only working towards 10 per cent of the actually required task, a teacher should still encourage the student immensely. Positive hope and achievable optimism about the future are the initial steps to move the student towards high achievement. It is a necessity for the teachers to be hopeful and positive for their students and towards their students. I can recall a girl who wanted to be an MBBS doctor but could not secure admission to medical college. When she came to me in my psychology class, I identified that there was something wrong with her, so I started building a rapport with her. Gradually she started discussing her problem with me and consequently, she started normalising herself. I assured her that my advice and my support would be there for her 24/7. Now, this girl is a very well respected clinical psychologist. She comes to meet me and pays her gratitude in every meeting. I feel so proud of myself that I did something positive for someone.

FGP3: Lots of references and examples can be given to the student from the teacher. You can involve the student too by referring "you are doing the same as me, she is doing the same as you" so you can use lots of different references. If you use these references, all levels of students will understand the teacher's actual point they are trying to make.

FGP7: The teacher is the grand motivator.

FGP2: When the teacher has the factor of being an actual motivator, with this the students' performance gets better. It is up to the teacher as to how they will make their classroom environment student-friendly. The teacher's job is expanded. They are the true psychologists.

R: Which positive psychological capitals are related to job performance, especially with regards to teachers' roles at work?

FGP7: Psychological capital definitely affects a teacher's performance. The teacher's optimism can trace the depression of a student and improve a student's efficacy.

FGP5: Any individual, who is friendly, approachable, optimistic, and resilient, will be loved by everyone.

FGP2: If you are a confident and hopeful person, and if you are resilient, you will be positive and firm in most situations in your life. This is something within yourself as an individual, no matter what your profession is.

FGP3: All these factors that are mentioned by my colleague are excellent tools to depict performance. However, an effective teacher is the one that assesses a student's mental and psychological calibre and acts accordingly.

R: Do you generally agree with the importance of psychological capitals in performance?

FGP: Yes, we do (all in agreement)

R: Are there any other issues that are relevant?

FGP4: Yes, these psychological capitals are even more important than physical resources available on the ground.

FGP2: I agree with you. No one can steal your personal resources from you, as these are quite handy in all the situations in your life.

R: What are your views about work engagement in relation to job performance?

FGP1: Born teachers are those who are teachers by choice and this can be assessed by your dedication towards the profession.

FGP5: I think the relationship between work engagement and the context at your workplace is of a reciprocal nature. If you are getting something from the organisation in terms of finance or any learning opportunity, then you owe the institute and you choose to be dedicated there. It's not one-way traffic.

FGP6: Any job needs dedication and involvement to fulfil its responsibilities and requirements. In teaching, this is something that will help you as a teacher to bring a below average student to the level of an average or even above average student.

FGP7: My apology for the inconvenience, but I don't think that engagement in your work is important for your job success. Sometimes your head assigns you a task without taking any prior consent. This leaves you with no choice but to accomplish it. Under the pressure of authority, you do it.

FGP2: No work can be accomplished without one's dedication towards it and we teach our students' dedication by being dedicated, enthusiasm by being enthusiastic, dynamism by being dynamic. It's not about other irrelevant tasks as a teacher but a matter of your students' development.

FGP1: A good teacher bears environmental pressures and stresses, but tries their best to protect the student. It is out of the question that any task can be accomplished without dedication and energy.

FGP5: You know we expect our students to apply their knowledge in their daily lives. It is knowledge for the sake of practice, and not only for the sake of knowledge. This is only attainable if the teacher is truly engaged. Love is something that stretches the abilities of even a low achiever in the class. If the teacher does not love his students or his behaviour towards them is inappropriate, or they assume that he is not very optimistic, what else he is going to teach his students? Nothing.

R: Are there *particular* issues of those presented here that are *more relevant* to teachers in Pakistan?

FGP2: If you have been working long-term with the institution and there is no positive acknowledgment of your work, then for how long will you be dedicated and involved to your job?

FGP3: Yes, it has been seen in some cases, that when a teacher is close towards retirement, then they are simply passing the time and are not working with dedication. Some teachers put much effort in during their last few days; it varies from person to person.

FGP1: I think that we are well paid for this five- or six-hour job here. If we look at our surroundings, we find underprivileged people around us because of the issue of joblessness.

FGP6: This job is actually like oxygen for us as it gives us some time off from domestic responsibilities.

FGP1: And if someone feels they are underpaid, they need a reminder that reward is from God's side and this feeling made a person more contented and dedicated than anything else.

FGP3: Well said. I feel energetic and engaged in my work. Though we grow in age year by year, in our hearts we feel more enthusiastic and esteemed.

FGP2: If you feel that you are accountable towards your God, it will motivate you more compared to any other promotion or reward from your management.