

-RESEARCH ARTICLE-

MODERATING EFFECT OF PERCEIVED ORGANIZATIONAL SUPPORT IN THE RELATIONSHIP BETWEEN THRIVING AT WORK AND WORK PERFORMANCE

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—Abstract—

Numerous organizational elements exert both direct and indirect influence on an individual's work performance. Abrupt shifts in the organizational milieu, particularly those associated with psychological factors, significantly influence employee performance. The constructive correlation between perceived organizational support

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and workplace flourishing is instrumental. Moreover, thriving at work exhibits a positive association with life satisfaction, thereby directly influencing an individual's overall work performance within the organizational context. The current investigation seeks to explore the association between workplace thriving and work performance within higher education institutes (HEIs). Additionally, the study aims to scrutinize the moderating influence of perceived organizational support on the link between thriving at work and work performance within the context of HEIs. In this investigation, a modified questionnaire inclusive of statements pertaining to all three variables under consideration has been employed. The data set comprises responses from 216 employees and their direct supervisors within the higher education institute (HEI) context. The analytical procedures encompassed correlation analysis and regression analysis, executed through SPSS version 23.0 and Amos. The findings indicate that supervisors perceive heightened job performance among employees who exhibit enthusiasm for learning and diligence in their responsibilities within educational institutions. Furthermore, it has been deduced that the moderating effect of perceived organizational support influences the association between thriving at work and work performance. Perceived organizational support in HEIs has been identified as a moderator in the relationship between thriving at work and work performance. A meticulous and comprehensive comprehension of the concepts of thriving, perceived organizational support, and work performance within higher education institutes enables an in-depth analysis of their profound impact on cultivating trust, fostering loyalty, promoting positive communication among employees, and subsequently yielding heightened levels of employee engagement, positive work culture, and talent retention within the organizational framework.

Keywords: Thriving at Work, Employee Performance, Perceived Organizational Support, Higher Educational Institutions, HEIs, Psychological Factors, Organizational Performance.

1. INTRODUCTION

The landscape of higher education has undergone a transformation, wherein the teaching profession is now perceived as a secondary career choice or a contingency plan for livelihood. Historically, teaching has been regarded as a noble profession, but the current paradigm shift can be attributed to a gradual progression in career development and relatively lower compensation packages compared to corporate positions. Individuals engaged in the teaching profession necessitate organizational support, specifically from educational institutes, to enhance their skill sets, given the direct correlation between skill acquisition and job performance. In the preceding two years (2021-2022), organizations have experienced a surge in deleterious circumstances. The manifestation of these distressing conditions is conspicuous even without a detailed examination, underscoring the reciprocal suffering of both employees and employers.

A study conducted by Glint in May 2021 has demonstrated that the genuine asset of any organization—its employees—exhibits heightened engagement and a more seamless assimilation into the organizational culture when afforded opportunities for learning and growth.

A notable post-pandemic challenge entrenched in organizational dynamics involves employees grappling with emotional difficulties. Employers are anticipated to furnish assistance and adaptability to their workforce in both physical and digital work environments, facilitating the resolution of these challenges (Babapour Chafi et al., 2022). The period of crisis has re-evaluated the determinants influencing work performance. The abrupt alterations in the organizational milieu, which significantly impact employees' work performance, are primarily attributable to psychological factors (Febriani et al., 2023). Furthermore, the researcher has noted a robust correlation between work engagement and thriving at work in contemporary contexts. However, the recommendation section underscores the necessity for probing into intervening variables across diverse sectors for more comprehensive exploration. Consequently, the researcher discerns a phenomenon wherein educators and other staff in higher education institutes exhibit a profound psychological affinity with the organization. They perceive the provided facilities as motivational stimuli, integrating them to augment work performance. Therefore, grounded in the observed data, this study has formulated the ensuing research objectives for investigation:

RQ1: To investigate the correlation between flourishing in the workplace and the work performance exhibited by organizational employees.

RQ2: To expound upon the moderating function of perceived organizational support in the association between workplace thriving and the organizational work performance.

In pursuit of the specified research objectives, this study has focused on the educational sector as its primary domain, with working professionals from higher education institutes constituting the targeted respondents. Employing a deductive quantitative approach, the researcher has utilized a survey tool as the adopted strategy for data collection.

This study serves as a valuable repository of empirical knowledge, elucidating the significance of thriving at work and its correlation with work performance, considering the moderating influence of perceived organizational support. It stands to provide substantial contributions to both theoretical frameworks and practical applications. The scrutinized variables are poised to serve as guiding principles for employees, enhancing comprehension of the interrelationships among these targeted variables in the existing literature. The derived reasoning and logical insights present in this study can be strategically implemented by policymakers and higher authorities within organizational contexts.

The ensuing segments of this study encompass an exposition of the introduction of the specified variables, the development of relationships or associations, the proposed empirical model for investigation, the formulated hypotheses, the employed research methodology, the procedural steps for analysis and hypothesis testing, the empirical substantiation of key findings, and the ultimate conclusion along with identified limitations.

2. REVIEW OF LITERATURE

2.1. Thriving at Work

The term "thrive" denotes an individual's capability to transition from their current state to a desired state, encompassing notions of prosperity, growth, flourishing, and robust development in the workplace, as articulated in Webster's Revised Unabridged Dictionary. Historically, scholars have construed thriving predominantly as a psychological or intra-individual phenomenon (Spreitzer et al., 2005). According to the literature, Carver (1998) initially characterized flourishing as a proficient response to challenges. It was posited that psychological thriving could manifest as enhancements in aptitude, knowledge, self-assurance, or a heightened sense of security in interpersonal engagements. Scholars have further delineated thriving as the cultivation of attributes indicative of a robust and healthful progression, as exemplified by the "Five Cs" within the framework of Positive Youth Development (PYD): competence, confidence, character, connection, and caring (Lerner et al., 2002).

In psychological terms, flourishing is defined as a mental state wherein individuals ascend and undergo growth, development, and advancement, transcending mere existence and survival within the status quo (Thomas & Hall, 2008). According to Spreitzer et al. (2005), flourishing is delineated as "a psychological state wherein employees concurrently encounter vitality and learning within the workplace," with a particular emphasis on the individual level. The concept of "thriving at work" encompasses both affective and cognitive dimensions of psychological experiences, and it is essential to recognize the complementary nature of these aspects (Porath et al., 2012; Ren et al., 2015; Spreitzer et al., 2005). Arguably, the singularly pivotal endeavour that permeates the entirety of our lives is "work." In the pursuit of securing favourable employment prospects, considerable time is invested in educational institutions and training entities. Upon entering into an employment arrangement, a substantial portion of our waking hours is dedicated to the direct or indirect contemplation, deliberation, and discourse related to occupational responsibilities (Vallerand et al., 2003).

When employees experience a heightened sense of vitality, they exert increased effort in their professional endeavours, leading to enhanced overall performance (Abid, 2014). Research suggests that positive emotions, specifically happiness, have a propensity to

augment shared, psychological, and physical resources crucial for the performance and vitality of employees (Fredrickson, 2001). This state of thriving contributes to diminished absenteeism, innovative work behaviour, organizational citizenship behaviour, elevated job performance, heightened organizational commitment, professional growth, and comprehensive job satisfaction. Moreover, individuals experiencing thriving are less susceptible to burnout, job strain, turnover intentions, and the manifestation of actual turnovers. Employees exhibiting a propensity for thriving are likely to manifest a heightened dedication to the organization, as their continuous engagement in learning and personal development fosters a deeper commitment to the company (Porath et al., 2012).

2.1.2. Work Performance

Employee work performance is delineated as an individual's productivity assessed in comparison to their colleagues across a spectrum of job-related behaviours and outcomes (Aeknarajindawat & Jermittiparsert, 2020; Babin & Boles, 1998). If an organization aims to attain both financial and non-financial outcomes, work performance stands as a paramount determinant in realizing these objectives (Anitha, 2014). An organization consistently prioritizes the acquisition of highly competitive personnel as a strategic means to accomplish corporate objectives and secure a competitive edge (Thevanes & Mangaleswaran, 2018).

Employers are concentrating on attaining a sustainable competitive advantage through the implementation of various interventions associated with work engagement, thereby culminating in enhancements to organizational effectiveness (Knight et al., 2017). Work performance is a cognitive state distinguished by vigour, dedication, and absorption, reflecting a positive disposition toward activities associated with one's job responsibilities (Diener & Seligman, 2004).

2.1.3. Perceived Organizational Support

Perceived Organizational Support (POS) is a crucial strategy for fostering positive employer-employee relationships and motivating diligent effort. It signifies the organization's recognition of employee contributions and commitment to employee welfare (Sun, 2019). According to Aselage and Eisenberger (2003), when individuals perceive positive treatment, it induces psychological pressure and a sense of obligation, potentially resulting in retaliatory mindset or behaviour. In the workplace, employees tend to offer more positive feedback when they sense organizational concern, gratitude, and validation. Thus, this paper aims to critically examine the concept of "perceived organizational support" as a moderator, elucidating the employee-organization relationship through the lens of employee perception, and highlighting substantial benefits for both employers and employees. Empirical studies indicate that employees harbouring a robust exchange ideology

tend to channel their endeavours toward attaining organizational objectives. This is exemplified by a reduction in absenteeism, an elevation in affective attachment to the organization, and an augmentation of work effort, reciprocated by perceived organizational support (Eisenberger et al., 1986).

Furthermore, in accordance with investigations conducted by Kurtessis et al. (2017), McCarthy et al. (2013), Gao and Yan (2018), and others, perceived organizational support exhibits a positive correlation with various facets of employee well-being, including happiness, job satisfaction, entrepreneurial initiative, employee performance, and organizational performance, as indicated by studies (Eisenberger & Stinglhamber, 2011).

2.2. Relationship Development

Associations exist between workplace thriving and its precursors, encompassing unit contextual features, work-generated resources, agentic work behaviours, and personality traits (Liu et al., 2021). Perceived organizational support demonstrates a positive association with thriving at work, and the latter exhibits a positive correlation with life satisfaction (Zhai et al., 2020). Moreover, thriving at work serves as a complete mediator in the association between life satisfaction and supervisor support. In contrast, the relationship between life satisfaction and co-worker support is partially mediated by thriving at work (Zhai et al., 2020). Additionally, thriving at work functions as a mediator through which the favourable impacts of workplace support are transmitted to life satisfaction (Zhai et al., 2020).

The research conducted by Zhai et al. (2020) clearly indicates that an augmentation in perceived organizational support can yield advantages for both individuals and organizations by enhancing individual thriving at work and life satisfaction.

Per research findings, thriving at work engenders a myriad of favourable outcomes for both individuals and organizations. To flourish, Spreitzer et al. (2005) posit that both vitality and learning are imperative. One cannot be deemed to thrive solely through learning if accompanied by feelings of fatigue and depletion. Thriving individuals experience a heightened sense of vitality and vibrancy, coupled with an enthusiasm for life (Miller, 1998).

Conversely, an individual is not considered to thrive if they experience heightened energy but encounter stagnation in their learning. These two categories encapsulate the affective (vitality) and cognitive (learning) dimensions of psychological experiences. Moreover, the concept of "thriving" is delineated as "advancing in both vitality and learning," incorporating both the hedonic (vitality) and eudaimonic (learning) facets of psychological functioning and growth (Waterman, 1993).

Diverse organizations necessitate employees to possess a distinctive skill set, comprising conceptual, interpersonal, technical, and behavioural or knowledge-based competencies. In the contemporary highly globalized and competitive market environment, the cultivation and retention of a motivated and skilled workforce present a pivotal challenge. There is a limited repertoire of widely accepted methods for evaluating an individual's potential and skills. The outcomes of competency mapping are crucial, aiding individuals and organizations in understanding the necessary knowledge, skills, and abilities for effective task completion. This understanding enhances job performance, considering the simultaneous influence of organizational support. Additional strategies to address competence gaps involve communication and training initiatives aimed at improving job performance (Kaur et al., 2023).

According to Abid et al. (2015), flourishing at work fosters employee creativity. Individuals thriving in both its dimensions—vitality and learning—demonstrate an enhanced capacity to perceive and comprehend challenges, responding to complex situations with innovative and original solutions (Carmeli & Spreitzer, 2009). In accordance with prior studies (Abid, 2014; Hobfoll, 2002; Porath et al., 2012; Spreitzer et al., 2005), thriving employees engage in proactive behaviours, thereby augmenting their in-role performance. Furthermore, Johns (2002) it was hypothesized that diminished job satisfaction is associated with an increase in absenteeism. According to Abid (2014), where employees do not experience thriving, there is a detriment to their learning at work, resulting in heightened job monotony and diminished energy levels, consequently influencing absenteeism. Conversely, proficient employees exhibit strong loyalty to their employing organization (Porath et al., 2012). In accordance with exchange theory, organizations and employees ought to be governed by the principle of reciprocity (Wayne et al., 1997). The managerial endeavours to provide learning opportunities for the workforce positively influence employees' commitment to their employer (Abid et al., 2016). The managerial endeavours to provide learning opportunities for the workforce positively influence employees' commitment to their employer (Spreitzer et al., 2005). Furthermore, scholars have demonstrated a noteworthy association between thriving and favourable health outcomes (Abid et al., 2016; Shahid et al., 2021).

For an organization to enhance effectiveness, it is imperative to narrow the disparity between its "potential human capital" and its "actual job performance." Consequently, there is a heightened interest in the utilization of competency mapping, especially in the realms of performance management, training, and development. Given that human resources are the principal contributors to value creation for customers, the significance of competency mapping and management is particularly pronounced in the service sector. Thus, the emphasis on competency mapping and evaluation remains paramount when deliberating on the pivotal

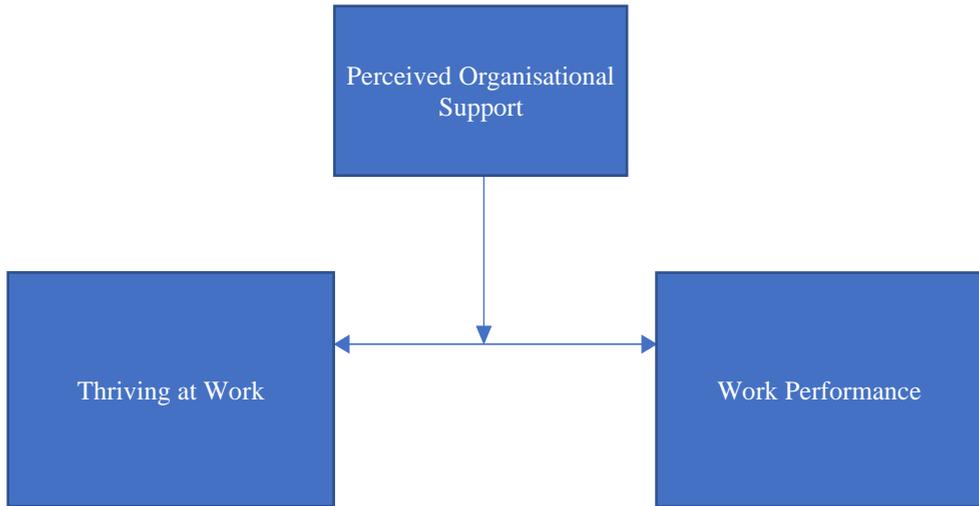
components of organizational performance. Competency mapping is a strategic human resources approach facilitating the alignment of human resources with managerial objectives and broader organizational performance goals. It serves as an effective tool for monitoring the growth and development of a company's human resources (Kaur & Singh, 2022).

Perceived organizational support manifests when employees perceive that their well-being is a concern for the employer, and assistance is provided in challenging situations without external coercion (Salau, 2022). POS is the employee's perception of the extent to which their organization values their contributions and promotes their well-being (Eisenberger et al., 1986). Grounded in the social exchange perspective (Blau, 1986) and the reciprocity norm (Gouldner, 1960), Organizational Support Theory (OST) posits that employees perceive an intrinsic obligation to reciprocate benevolent treatment from their employer by cultivating positive attitudes towards the organization and actively contributing to its objectives (Eisenberger et al., 1986). In accordance with Organizational Support Theory (OST), POS fulfils employees' socio-emotional needs, including the desire for esteem. This fulfilment leads to positive attitudes and behaviours towards the organization, as well as enhanced subjective well-being (Armeli et al., 1998; Kurtessis et al., 2017).

Hence, empirical investigations have substantiated a positive association between POS and an array of favourable attitudes and behaviours in the workplace, encompassing employees' affective commitment (Eisenberger et al., 2001), organizational identification (Sluss et al., 2008), work engagement (Caesens et al., 2016), and work performance (Chen et al., 2009; Shoss et al., 2013). Furthermore, it has been observed that POS exhibits a positive correlation with various indicators of employees' well-being, including overall health and job satisfaction (Bradley & Cartwright, 2002; Caesens & Stinglhamber, 2014; Eisenberger et al., 1997). Nevertheless, numerous investigations have indicated that POS is associated with decreased absenteeism, reduced burnout, and a diminished inclination among employees to leave the organization (Caesens et al., 2017; Eder & Eisenberger, 2008; Kang et al., 2010; Kurtessis et al., 2017). While prior research extensively demonstrates that POS contributes to a positive work environment for employees, its influence on workplace conflict has largely escaped scholarly attention.

2.3. Conceptual Framework

The conceptual framework illustrates thriving at work as an independent variable and work performance as a dependent variable, with perceived organizational support serving as a moderating variable in the relationship between these dependent and independent variables.



2.4. Hypothesis for the Study

H0a: *There is no significant relationship between thriving at work and work performance in an organization.”*

H1a: *There is significant relationship between thriving at work and work performance in an organization.”*

H0b: *There is no moderating role of perceived organizational support in the relationship between thriving at work and work performance in an organization.”*

H1b: *There is moderating role of perceived organizational support in the relationship between thriving at work and work performance in an organization.”*

3. RESEARCH METHODOLOGY

The current investigation is fundamentally exploratory and employs a quantitative research approach with data collection conducted through surveys. The primary focus of the study is on higher education institutes in Pakistan, with their employees constituting the selected population pool. Structured questionnaires were utilized for data collection, garnering responses from working professionals within HEIs in Punjab. A total of 230 questionnaires were distributed through both in-person and electronic means using Google Forms. The study encompasses an examination of immediate supervisors' perceptions of their employees, analysing the interconnection between thriving at work and work performance, with an emphasis on discerning the role of perceived organizational support in this association. Additionally, the research delves into employees' self-perceptions concerning their psychological disposition (i.e., thriving at work) and work performance. The study's constructs are derived from the research studies specified in the accompanying table, and the researcher has meticulously adopted the measurements for all variables from credible sources, providing comprehensive details for the utilized items

Table 1. The Measurement Items for The Targeted Constructs.

Name of Researchers	Year of Research	Title	Construct	Total no of items used for Variables	Items Used for Study
Christine Porath; Gretchen Spreitzer; Cristina Gibson and Flannery G. Garnett	2011	Thriving at work: Toward its measurement, construct validation, and theoretical refinement	Thriving at work	24	24
Eisenberger, Robert, Huntington, Robin, Hutchison, Steven, Sowa, Debora	1986	Perceived organizational support	Perceived organizational support	36	8
Linda Koopmans, Claire M. Bernaards, Vincent H. Hildebrandt, Stef van Buuren, Allard J. van der Beek, Henrica C.W. de Vet	2014	Improving the Individual Work Performance Questionnaire using Rasch Analysis	Work Performance	27	18

A total of 216 responses were collected over an approximately two-month period, spanning from November 17, 2022, to January 25, 2023. To establish a dyadic relationship between responses provided by supervisors and employees, researchers retained 194 responses. However, some of these responses were incomplete, containing missing data, rendering them unsuitable for the final data analysis. After excluding the incomplete responses, the total number of acceptable responses diminished to 186. These 186 complete responses, encompassing all components, were employed in the data analysis for this study. The response rate for questionnaire completion is approximately 80%. Quantitative analytical tools, specifically regression analysis and correlation analysis, were employed in this study. Moreover, ethical considerations were meticulously observed in the engagement with respondents, ensuring the verification of trust, confidentiality, anonymity, and authenticity.

4. DATA ANALYSIS AND INTERPRETATION

Objective 1: *To study the relationship of thriving at work and work performance in an organization.*

Hypothesis 1: *There is no significant relationship between thriving at work and work performance in an organization.*

From The Point of View of Employees

Initially, the perspectives of employees concerning both independent and dependent variables were considered to ascertain the direction and strength of the relationship between the two variables. A scatter plot was employed, generating a visual representation of the observed relationship.

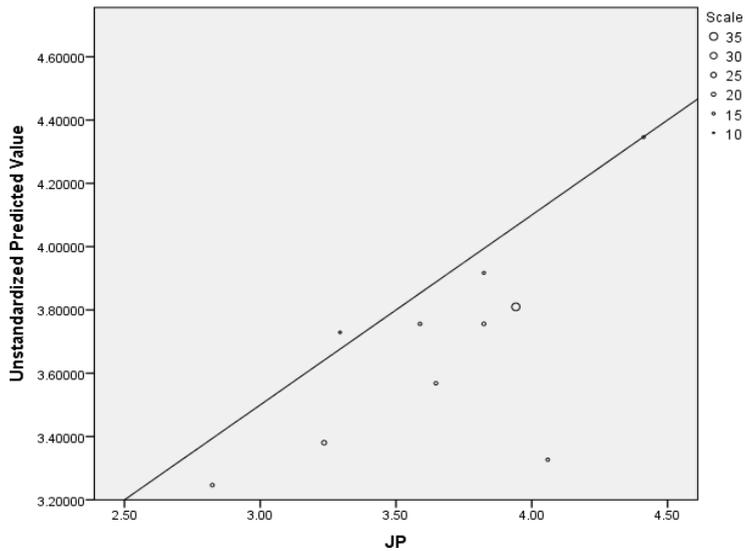


Figure 1. Scattered Plot Diagram.

If the data points form a straight line extending from near the origin to high y-values, it indicates a positive correlation between variables. In this context, employees' intention toward thriving at work demonstrates a positive and robust correlation with their work performance. The linear association between variables is evident in the data visualization, where the relationship is represented by a straight line, as illustrated in the [Figure 1](#).

Correlation Coefficients

The correlation coefficient furnishes a numerical summary elucidating the direction and strength of the linear relationship between two variables.

Given the positive sign of the Pearson correlation in the depicted figure, specifically 0.675 at a statistically significant level of < 0.05 ($p\text{-value} = 0.00$), it signifies that as one variable experiences an increase, the other variable similarly increases. This observation underscores a positive correlation between thriving at work and work performance. In essence, an elevation in thriving at work is associated with a concurrent increase in the work performance of employees in educational institutes. Consistent with the findings of [Liu et al. \(2021\)](#), individualism serves as a moderating factor in the relationship between specific antecedents and thriving at work. The scholarly landscape of thriving at work literature is predominantly centred in developed nations, encompassing the United States, China, Australia, Belgium, and France ([Abid & Contreras, 2022](#)).

Given the correlation value of 0.675 at a significance level of 0.01, it suggests a substantial strength in the relationship, falling within the range of 0.50 to 1. Consequently, the association between thriving at work and work performance among employees in educational institutes is deemed strong.

Table 2. Correlations.

		TAW	JP
TAW	Pearson Correlation	1	.675**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	38.824	24.016
	Covariance	.209	.129
	N	187	187
JP	Pearson Correlation	.675**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	24.016	32.639
	Covariance	.129	.175
	N	187	187

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

Co-efficient of Determination

The R-squared statistic serves as a quantitative measure elucidating the extent to which variance in one variable can be ascribed to another variable. The model summary table discloses an R-squared value of 0.455, falling within the continuum of 0.00 to 1.00. This denotes that the phenomenon of thriving in the workplace exhibits a moderate association with work performance.

Table 3. Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.675 ^a	.455	.452	.31004

a. Predictors (Constant), TAW

Individuals employed within institutions of higher education who possess a fervent commitment to continual learning and professional advancement tend to exhibit enhanced performance in their occupational endeavours. In accordance with the tenets of exchange theory, the principle of reciprocity is anticipated to be applicable to both employers and employees (Wayne et al., 1997).

From The Point of View of Supervisor

Secondly, with regard to the immediate supervisor's perspective on the dependent variable, namely Work Performance, and the independent variable, namely Thriving at Work, the viewpoints of employees under their supervision have been systematically examined. This investigation seeks to ascertain both the direction and magnitude of the relationship between these two variables. Utilizing scatter plots, a visual representation has been generated to elucidate the observed associations.

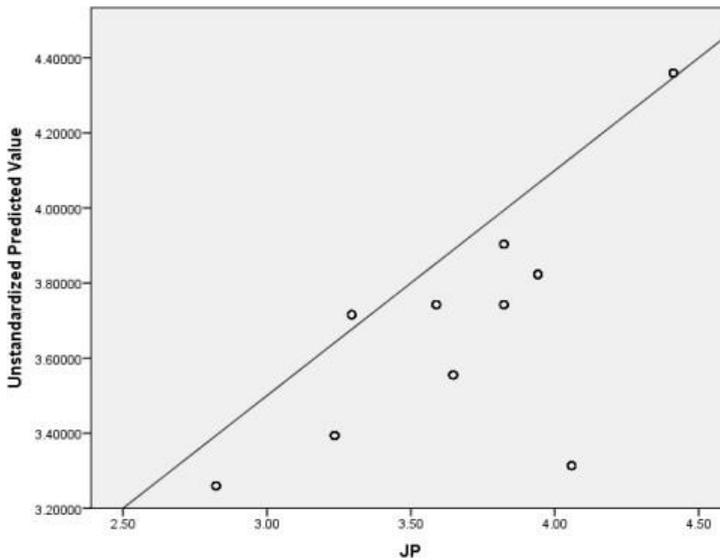


Figure 2. Scattered Plot Diagram.

The data points manifest a linear pattern extending from the proximity of the origin towards elevated y-values, indicative of a positive correlation between the variables. This implies that there exists a robust and affirmative correlation between an employee's inclination towards thriving in the workplace and the employee's job or work performance, as perceived by their respective supervisor. The linearity in the distribution of data points in the aforementioned figure underscores the representation of a straight-line relationship between the variables.

Correlation Coefficients

The correlation coefficients furnish a quantitative synopsis delineating the direction and magnitude of the linear association between two variables. In the depicted figure, the positive sign of the Pearson correlation coefficient, specifically 0.691, with a significance value less than 0.05 (i.e., 0.00), signifies that an increase in one variable corresponds to a concomitant increase in the other variable.

This observation straightforwardly signifies a positive correlation between employees' thriving at work and their work performance, as assessed by respective supervisors. Essentially, an increase in employees' thriving at work aligns with supervisors reporting an augmentation in the work performance of these individuals within educational institutes.

Given the correlation coefficient of 0.691 at a significance level of 0.01, it denotes a substantial strength in the relationship, falling within the range of 0.50 to 1, indicative of a robust association. Therefore, the strength of the relationship between thriving at work and work performance among employees within educational institutes is notably strong.

Table 4. Correlations.

		JP	TAW
Pearson Correlation	JP	1.000	.691
	TAW	.691	1.000
Sig. (1-tailed)	JP	.	.000
	TAW	.000	.
N	JP	187	187
	TAW	187	187

Co-efficient of Determination

The numerical metric denoted by R-squared elucidates the proportion of variance in a given variable that can be attributed to or explicated by another variable. The model summary table illustrates an R-squared value of 0.478, falling within the continuum of 0.00 to 1.00. This implies a moderate association between thriving at work and job or work performance.

Individuals employed in higher education institutions who exhibit a passion for continuous learning and professional development are predisposed to achieve higher levels of performance in their respective roles.

Table 5. Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.691 ^a	.478	.475	.30344	.478	169.474	1	185	.000

a. Predictors: (Constant), TAW

b. Dependent Variable: JP

Dyadic relationship between Supervisor and Employee

The aforementioned findings unequivocally demonstrate a concordance in perspectives between employees and supervisors regarding the interdependence of the independent variable, namely thriving at work, and the dependent variable, namely job or work performance. This suggests a consensus wherein supervisors hold the belief that employees who manifest eagerness for learning and diligent work exhibit commendable performance in educational institutions.

Objective 2: *To analyse the moderating role of perceived organizational support on the relationship between thriving at work and work performance in an organization.*

Hypothesis 2: *There is no moderating role of perceived organizational support in the relationship between thriving at work and work performance in an organization.*

To ascertain the potential moderating influence of perceived organizational support on the association between thriving at work and work performance within an organizational context, output sheets have been generated for comprehensive analysis.

Table 6. Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.699 ^a	.489	.483	.31027	.489	87.921	2	184	.000
2	.731 ^b	.535	.527	.29682	.046	18.065	1	183	.000

a. Predictors: (Constant), TAW, POS

b. Predictors: (Constant), TAW, POS, Interaction Term

Table 7. ANOVA.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.187	2	8.094	90.518	.000 ^b
	Residual	16.452	184	.089		
	Total	32.639	186			
2	Regression	17.634	3	5.878	71.687	.000 ^c
	Residual	15.005	183	.082		
	Total	32.639	186			

a. Dependent Variable: JP

b. Predictors: (Constant), TAW, POS

c. Predictors: (Constant), TAW, POS, Interaction Term

Within Model Summary [Table 6](#), the metric "R Square Change" delineates the augmentation in explained variance attributable to the inclusion of the interaction term. The observed change in R² amounts to 0.46, demonstrating a proportional increase. Presented as a percentage, this alteration in R² corresponds to a 4.6% rise in the variance explicated through the incorporation of the interaction term. This enhancement is statistically noteworthy ($p < .0005$), as clearly indicated by the Sig. F Change column. It is imperative to note that, in the context of SPSS, a reported statistical significance value of 0.000 does not denote zero but rather signifies a significance level of $p < .0005$.

In accordance with ANOVA [Table 7](#), the model's R² attains statistical significance, evident through a substantial F value of 71.687, computed with 3 and 183 degrees of freedom, and a corresponding p-value of 0.000. Consequently, it is deducible that perceived organizational support serves as a moderator in influencing the relationship between thriving at work and work performance.

Structural Equation Modelling Using AMOS 22.0

The statistical exploration of the influence of a moderator variable (Mo) on the relationship between an independent variable (X) and a dependent variable (Y) is termed moderation analysis.

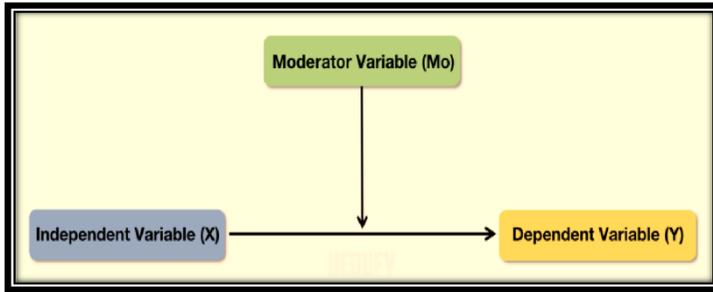


Figure 3. Moderation Pathway.

Moderator variables, encompassing both quantitative (e.g., age, weight, test scores) and qualitative (e.g., gender, education, social standing) attributes, commonly referred to as interactions, are conceivable in moderation analysis. Prior to conducting moderation analysis in AMOS, it is imperative to mean centre all quantitative variables within the study, involving the computation of their averages. This practice not only facilitates ease of interpretation but also diminishes the risk of multicollinearity in instances where multiple variables are involved (Geurs, 2023).

In the current investigation, we ascertain the mean centring of quantitative variables employed in our study. The ensuing standardized values, designated as variables in our analysis, include Zscore(POS), Zscore(JP), Zscore, and so forth (AlTaweel & Al-Hawary). Subsequently, it is imperative to derive values for the Interaction variable by computing the product of the independent variable (Thriving at Work) and the moderator variable POS, denoted as the interaction term.

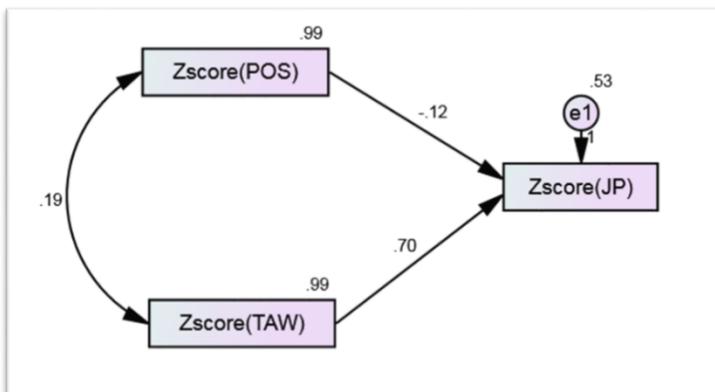


Figure 4. AMOS Output Model – Direct Effect.

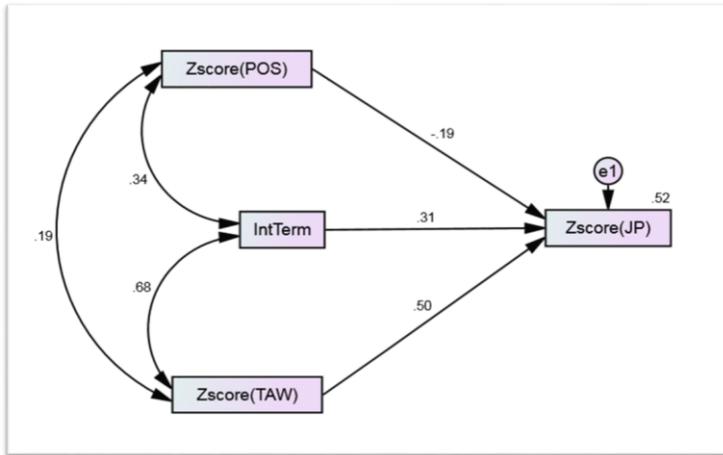


Figure 5. AMOS Output Model – Indirect Effect.

The aforementioned model can be utilized to ascertain the significance of path coefficients between these variables and their respective factors. “For an item developed newly, the factor loading for every item should exceed 0.5. For an established items, the factor loading for every item should be 0.6 or higher” (Awang et al., 2016). For all factors, as illustrated in the findings presented in Figure 5, the path coefficients do not exceed the threshold of 0.5.

Table 8. Regression Weights: (Group Number 1- Default Model).

	Estimate	S.E.	C.R.	P	Label
ZJP <--- ZPOS	-.190	.054	-3.492	***	
ZJP <--- IntTerm	.223	.053	4.222	***	
ZJP <--- ZTAW	.504	.069	7.267	***	

During the computation of this outcome, several considerations are taken into account. Primarily, the impact of POS on Job Performance (JP) is examined, revealing statistical significance. Subsequently, the scrutiny extends to the moderator variable's impact on JP, a significance that is also deemed necessary and confirmed. Finally, an interaction term is formulated within the purview of the moderator's influence. The interaction in question involves the parameters of the predictor (AlTaweel & Al-Hawary) and the moderator (POS). It is imperative that the p-values associated with these calculations are statistically significant (p-value < 0.05) for a valid assessment of the moderating influence of age on the relationship between TAW and POS. As depicted in Table 8, the variables POS and JP exhibit significant p-values (p-value < 0.05), TAW also attains a significant p-value (0.000 < 0.05), and the interaction variable likewise yields a noteworthy p-value (p < 0.05). Consequently, the null hypothesis is rejected, and the alternative hypothesis is accepted. This substantiates the conclusion that perceived organizational support moderates the relationship between thriving at work and work performance.

Discussion of the Key Findings

The investigator has employed two software tools for the purpose of hypothesis testing, and the outcomes computed by both applications have consistently demonstrated statistically significant relationships for all formulated associations. These findings suggest that the initially posited relationships by the researcher are substantiated. In order to substantiate these compiled results further, the researcher has conducted a thorough review of pertinent literature to identify empirical support for the observed associations. The investigator delved into the initial noteworthy association between thriving at work and work performance. In an effort to validate this outcome, the researcher examined a study that investigated the interplay among thriving at work, work engagement, and affective commitment. The highlighted findings from this study underscored that thriving at work, particularly within a healthy learning environment in organizations, exerts a significant influence on employees' work performance (Zhai et al., 2020). Consequently, drawing from the referenced study, the researcher has substantiated that individuals within HEIs, such as teachers and their immediate supervisors, exhibit robust connections and perceptions. Specifically, there is an acknowledgment that the organizational learning environment fosters thriving at work. Furthermore, this conducive and effective learning system within HEIs is identified as contributing to an elevation in the work performance of employees.

Subsequently, this research undertook an examination to elucidate the affirmative and substantial moderating influence of perceived organizational support. In substantiating this, the researcher conducted a review of pertinent literature and identified a recent study that delved into the moderating role of perceived organizational support concerning the effects of ethical leadership on innovative work behaviour. The findings from this study underscored that perceived organizational support exerts a robust positive moderating influence, thereby augmenting both work behaviour and employee performance (Musenze & Mayende, 2023). Derived from the referenced study, this investigation substantiates that employees within HEIs and teachers exhibit a favourable perspective towards organizational support. Moreover, it is observed that they integrate the perceived organizational support as a crucial factor in appraising work performance.

Conclusion of the Research

The primary objective of this study was to explicate the association between thriving at work and work performance, incorporating the moderating influence of perceived organizational support. To achieve this objective, the study employed a framework rooted in quantitative explanatory research principles and focused on higher education institutes as the designated sector. Within this sector, professionals working in HEIs were identified as respondents for data collection. Following the analysis of results from

187 valid respondents, the researcher observed highly significant effects in relation to the synthesized associations. The findings indicate a cohesive relationship between thriving at work and work performance. Both employees and their supervisors perceive that heightened feelings of thriving, coupled with a strong psychological connection to work, correlate with elevated work performance. Moreover, there is a shared consensus among respondents that employee dedication to learning and a robust connection to their job contribute to enhanced work performance. Additionally, respondents affirm that organizations providing substantial support to employees witness an augmentation in learning dedication, thereby fostering higher levels of work performance.

Significance of the Research

The primary objective of any research endeavour is to ultimately make meaningful contributions to the extant body of literature and the specific sector under investigation. In parallel, this study has delineated notable implications within the theoretical domain.

Initially, this study was conducted within the realm of higher education institutes, yielding a contribution to the literature by elucidating that employees and supervisors within this sector harbor supportive perceptions regarding thriving at work and work performance. Furthermore, the research examined the moderating influence of perceived organizational support on the correlation between thriving at work and work performance. The outcomes revealed favorable perspectives from both employees and supervisors within higher education institutes regarding the variables under scrutiny. This underscores that employees in higher education institutes actively perceive organizational support as an external asset that enhances psychological learning at work, ultimately augmenting their work performance scores. Moreover, the researcher has enriched the existing literature by incorporating a novel exploration encompassing all three focal variables—thriving at work, work performance, and perceived organizational support—within a unified framework. Additionally, valuable insights have been appended to the literature by specifically concentrating on and illuminating the perspectives of both employees and supervisors within the context of higher education institutes.

In addition to the previously mentioned theoretical contributions, this study has unveiled practical implications that can serve as valuable insights for managers and policymakers in the targeted sector. The research has clarified the association between thriving at work and work performance, emphasizing to managers and higher education institute executives that employees and supervisors within their organizations exhibit a heightened emphasis on work-related learning activities. They actively engage in learning endeavours, driven by a desire for increased learning opportunities within their organizational contexts, and integrate acquired knowledge to enhance their work performance. Consequently, organizations are encouraged to provide employees with diverse learning platforms, thereby fortifying their capabilities and ultimately improving their work performance.

Moreover, this study has underscored the noteworthy moderating role of perceived organizational support, delineating that employees, encompassing teachers, and their supervisors conscientiously factor in organizational support to fortify their engagement with their respective roles. Consequently, HEIs and organizations in other sectors are advised to proactively furnish robust support to their employees, thereby elevating employee morale and fostering a sense of recognition. Such efforts are identified as pivotal contributors to the augmentation of employee work performance.

Limitations of the Research

In addition to the aforementioned study's significance, it is imperative to acknowledge certain limitations identified during the research, offering insights for future researchers as precautionary measures. Firstly, the study employed a restricted sample size for data analysis, and despite utilizing both online and self-administered data collection methods, the response rate was minimal. This limitation could be attributed to institutional pressure or respondents' lack of interest, both of which are acknowledged as study limitations. Furthermore, the empirical model of this study focused solely on thriving at work, excluding other pertinent variables that play a crucial role in defining work performance, yet were omitted from the investigation. Additionally, the study exclusively examined one intervening variable, lacking the inclusion of catalytic variables in its exploration.

Future Scope

The investigation has established a noteworthy correlation between thriving at work (AITaweel & Al-Hawary) and work performance (WP) by scrutinizing the relationships among variables. Concurrently, the study has conscientiously delineated certain limitations encountered during the research process, providing valuable pointers for subsequent scholars. Subsequent research endeavours are encouraged to explore associations between work performance and additional dimensions. Additionally, forthcoming studies could encompass a broader spectrum of mediators or moderators, including variables such as employee dedication and psychological empowerment, in conjunction with the perceived organizational support employed as a potential moderator in this study. While this research was confined to Higher Education Institutions (HEIs), there is potential for its extension to other industries and non-teaching roles within higher educational institutes. Moreover, this study employed a quantitative research methodology, elucidating the viewpoints of both employees and supervisors. Subsequent studies may consider diversifying their investigations by focusing on alternative employee-centric sectors such as manufacturing, services, hospitality, and tourism. Moreover, future research endeavours can extend the empirical model employed in this study to different contexts and explore alternative research methodologies. For instance, scholars in subsequent studies might opt for a case study approach, accentuating a specific organizational context related to the targeted

conceptual domains. An alternative research strategy involving a qualitative approach with interview-based data collection could be employed to gain nuanced, in-depth insights into the intricate mechanisms of the relationships among the variables under investigation. Lastly, future researchers may consider applying the same empirical model employed in this study to different demographic and geographic settings, thereby expanding the scope of generalizability within the empirical framework of this research.

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