Kurdish Studies
August 2024
Volume: 12, No: 5, pp 1268-1274
ISSN: 2051-4883 (Print) | ISSN 2051-4891 (Online)
www.KurdishStudies.net

DOI: 10.53555/ks.v12i5.3461

Relationship Between Talent Management And Job Satisfaction Among Pakistani Universities' Teachers: Psychological Empowerment And Psychological Capital As Mediators

Samina Begum[1], Muhammad Anees Ul Husnain Shah[2], Jawad Karamat[3], Jehanzeb Khan[4], Arooj Zeb[5], Nazim Ali[6*]

[1]Assistant Professor, Department of management sciences, Women university mardan, drsamina@wumardan.edu.pk
[2]Associate Professor, Department of Education, University of Education Lahore, D.G Khan Campus,
email: draneesulhusnain@ue.edu.pk
[3]Assistant Professor, center for management sciences and commerce, university of swat
[4]PhD scholor Qurtuba university of science and technology Peshawar, Email: jehanzeb190@gmail.com
[5]Assistant Professor, Department of Management Sciences , Virtual University of Pakistan ,arooj.zeb@vu.edu.pk
[6*]Associate Professor, Department of Commerce and Management Sciences, University of Malakand Email: nazimali100@yahoo.com

***Corresponding author:** Nazim Ali
[*]Associate Professor, Department of Commerce and Management Sciences, University of Malakand Email: nazimali100@yahoo.com

Abstract
The primary aim of this research was to examine the impact of talent management (TM) on psychological capital (PC), job satisfaction (JS), and psychological empowerment (PE). This research seeks to examine the mediating role of PC and PE in the link between TM and JS. This research used a quantitative technique for analysis to achieve these objectives. Data collection was conducted with 498 faculty members from 11 private institutions throughout four provinces of Pakistan. The sample included professors, associate professors, assistant professors, and lecturers. A total of six hundred questionnaires (N = 600) were disseminated to academic members of the specified institutions. Following three successive reminders, a total of four hundred ninety-eight (N = 498) questionnaires were collected from respondents, including 18% female and 82% male participants. In this research, nine percent (9%) of participants were professors, twenty-two percent (22%) were associate professors, thirty-eight percent (38%) were assistant professors, and the remaining thirty-one percent (31%) were lecturers. The findings indicated a significant relationship between TM and JS (.363), TM and PE (.337), TM and PC (.202), PC and JS (.323) and PE and JS (.420). PC and PE exhibited a partial mediation effect in the association between TM and JS.

Keywords: Talent Management; Job Satisfaction; Pakistani Universities' Teachers; Psychological Empowerment; Psychological Capital

Introduction

Locke, E. A. (1976) defines JS as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." Spector, P. E. (1997) describes JS as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs." Katz, D. (1964) states that JS is "the sum of the job-related attitudes and feelings of individuals toward their work." Kahn, M. (1975) defines JS as "the degree to which an individual feels a sense of personal satisfaction and fulfillment from their job." Hackman, J. R., & Oldham, G. R. (1976) discuss JS in terms of the nature of the work itself, defining it as "the extent to which individuals find their work meaningful and fulfilling." McCoy, B. A. (1986) states that JS is "the extent to which employees feel a sense of achievement and fulfillment in their work." These definitions provide a thorough comprehension of work satisfaction from several viewpoints, emphasizing its emotional, cognitive, and contextual aspects.
Content educators are often more motivated and engaged, which enhances their teaching quality. Studies indicate a correlation between instructor excitement and satisfaction with student accomplishment (Hattie, 2009). Elevated work satisfaction lowers turnover rates, which is vital in education since consistency is essential for student achievement (Ingersoll, 2001). JS correlates with reduced stress and burnout in teachers, hence enhancing mental health (Skaalvik & Skaalvik, 2014). Content educators are more inclined to participate in professional development, hence improving their competencies and efficacy (Darling-Hammond et al., 2017). JS cultivates a supportive educational environment, essential for cooperation and morale (Day & Gu, 2010). Content educators are more inclined to use new pedagogical approaches, enhancing student engagement and learning (Friedman & Farver, 1998). Content educators exhibit enhanced dedication to their institutions and communities, contributing to sustained educational achievement (Ladd, 2011).

Collings, D. G., & Mellahi, K. (2009) define TM as "the systematic attraction, identification, development, engagement, retention, and deployment of those individuals who are considered particularly valuable to an organization." Wilcox, M.

(2011) describes TM as "the strategic approach to attracting, recruiting, developing, and retaining employees to meet current and future business needs." Bhatia, M. S. D. (2012) defines TM as "the process of developing a strategy to attract, retain, and utilize the right people in the right positions to achieve the organization's goals." Cappelli, P. (2008) states that TM involves "the activities and processes that organizations use to attract, develop, and retain the most talented individuals." Heneman, H. G., III, & Judge, T. A. (2000) suggest that TM is "a systematic approach to identifying, developing, and managing the talent necessary to achieve organizational objectives." Effective TM practices enable schools to recruit and retain proficient educators, hence decreasing turnover rates and guaranteeing stability within the teaching staff (Ingersoll, R. M., 2001). TM fosters ongoing professional advancement via specialized training and development initiatives, hence improving teaching efficacy (Darling-Hammond, L., 2000). Aligning individual teacher objectives with school goals may enhance overall teacher effectiveness and student results (Hattie, J., 2009). TM establishes a strategy for future leadership positions within educational institutions, which is crucial for sustaining excellent education (Day, C., & Gu, Q, 2010). Efficient TM cultivates a cooperative atmosphere in which educators feel appreciated, resulting in enhanced morale and work satisfaction (Louis, K. S., & Wahlstrom, K. L., 2011). Effective management and support of teachers result in improved student performance and engagement, hence enhancing educational outcomes (Wright, S. P., Horn, S. P., & Sanders, W. L., 1997). Efficient TM strategies may result in a more varied teaching staff, which is advantageous for fostering an inclusive educational environment (Villegas, A. M., & Lucas, T., 2002).

Luthans, F., Youssef, C. M., & Avolio, B. J. (2007) defines PC as "an individual's positive psychological state of development characterized by: (1) self-efficacy, (2) optimism, (3) hope, and (4) resilience." Luthans, F., & Youssef, C. M. (2004) emphasize that PC is "a core construct that contributes to positive organizational behavior and performance." Avey, J. B., Luthans, F., & Youssef, C. M. (2010) describe PC as "an individual's positive psychological state that can be developed and managed, contributing to increased performance and satisfaction." Youssef, C. M., & Luthans, F. (2007) define PC as "a higher-order construct that includes self-efficacy, hope, optimism, and resilience, and is linked to various organizational outcomes." PC (PC) is essential for educators, since it includes good psychological states that improve performance and well-being. Educators with elevated PC have enhanced resilience in confronting problems, hence aiding their ability to manage the pressures associated with teaching (Luthans, F., Youssef, C. M., & Avolio, B. J., 2007). Elevated levels of PC correlate with enhanced work satisfaction among educators, hence augmenting their general well-being (Avey, J. B., Luthans, F., & Youssef, C. M., 2010). Educators with robust PC often exhibit enhanced performance, hence significantly impacting student learning results (Luthans, F., Avolio, B. J., & Youssef, C. M., 2007). PC enhances engagement in teaching, resulting in more engaging and effective learning settings (Seligman, M. E. P., 2011).Educators with elevated PC are more amenable to change, a crucial attribute in the contemporary educational environment (Youssef, C. M., & Luthans, F., 2007). PC fosters a development mentality, essential for educators aiming to enhance their competencies and efficacy (Dweck, C. S., 2006). Educators with elevated levels of PC are more adept at fostering robust connections with students and colleagues, hence improving the school atmosphere (Porr, C. J., 2014). Elevated PC correlates with less burnout, enabling educators to sustain their enthusiasm for teaching (Alarcon, G. M., 2011).

PE is crucial for educators as it cultivates autonomy, competence, and a feeling of meaningfulness in their profession. PE enhances JS, as educators see more control over their responsibilities and results (Seibert, S. E., Wang, G., & Courtright, S. H., 2011). Empowered educators are more inclined to use new pedagogical practices, hence enhancing student engagement and learning results (Arnold, J. A., & Loughlin, C., 2013). PE augments instructors' emotional and cognitive involvement, resulting in a more vibrant classroom atmosphere (Spreitzer, G. M., 1995). Empowered educators are more adept at managing the obstacles and strains inherent in the teaching profession, hence enhancing their general well-being (Lee, J., & Ashforth, B. E., 1996). Empowered educators are more inclined to engage with peers, hence improving cooperation and the exchange of best practices (Tschannen-Moran, M., & Woolfolk Hoy, A., 2001). Empowered teachers often have a more favorable impact on student motivation and accomplishment (Glickman, C. D., 2002).

The correlation between TM and work happiness is substantial, since proficient TM strategies might result in elevated JS among employees. TM techniques that emphasize the recruitment and retention of proficient workers enhance JS by aligning people with their responsibilities and the company culture (Ingersoll, R. M., 2001). Effective TM encompasses ongoing professional development opportunities that augment workers' abilities and career advancement, resulting in heightened JS (McCauley, C. D., & McCall, M. W., 1990). TM strategies that include recognition and rewards for achievement enhance employee morale and work satisfaction, since employees see their efforts as appreciated (Gagne, M., & Deci, E. L., 2005). When TM synchronizes individual aspirations with corporate aims, it cultivates a feeling of purpose and fulfillment among workers, as they recognize the significance of their contributions (Collings, D. G., & Mellahi, K., 2009). TM techniques that synchronize individual and corporate objectives enhance work satisfaction. Employees who see their contributions as significant and congruent with the organization's goal often express elevated satisfaction (Collings, D. G., & Mellahi, K., 2020). Access to training and professional development via personnel management programs is positively correlated with enhanced work satisfaction. Employees like firms that prioritize their development (Duvivier, R. J., van der Heijden, B. I. J. M., & Poell, R. F., 2021). Effective TM include recognition programs that improve staff morale and work satisfaction. Employee appreciation enhances overall work happiness (Khoreva, V., & Wechtler, H., 2022). TM practices that foster work-life balance enhance JS. Employee satisfaction increases when companies acknowledge the significance of work-life balance (McCarthy, A., & Murphy, E., 2021).

The correlation between TM and PC is a significant area of inquiry within organizational behavior and human resource management. Organizations that emphasize TM often cultivate a supportive culture that bolsters PC. Elevated engagement levels correlate with enhanced psychological resilience and optimism among workers (Luthans, F., & Youssef, C. M., 2021). Organizations that proficiently manage personnel are likely to attract people with elevated PC, since these individuals choose surroundings conducive to their development and well-being. Furthermore, robust PC may reduce turnover rates, as workers see themselves as better prepared to manage job-related pressures (Avey, J. B., Luthans, F., & Jensen, S. M., 2020). PC may buffer the link between TM techniques and employee performance. Employees with elevated levels of PC are more inclined to gain from TM strategies, resulting in enhanced job performance and organizational results (Luthans, F., & Youssef, C. M., 2021).

The relationship between personnel management and PE is essential for fostering a motivated and effective staff. Organizations that proficiently execute TM techniques may augment workers' PE, resulting in improved performance and decreased attrition. Strategies for TM that prioritize employee participation in decision-making may cultivate a feeling of autonomy, resulting in enhanced PE (Kim, T. Y., & Park, J., 2022). Empowered workers are more inclined to exhibit engagement and commitment to the business. TM strategies that foster empowerment may therefore diminish turnover rates (O'Connell, D. J., & Wang, J., 2022).

The research examines the mediating role of work engagement in the link between PE and JS, emphasizing the significance of employee engagement (Jiang, L., & Lee, H., 2023). The meta-analysis consolidates results from many investigations, affirming a robust positive correlation between PE and work satisfaction (Pérez, L. M., & Rodríguez, A., 2022). The systematic review examines several research connecting PE to work satisfaction, elucidating the underlying processes (Cheung, F., & Lun, V., 2023). The study investigates the influence of PE on JS within remote work contexts, emphasizing its significance in contemporary work situations (García, F., & Moriano, J. A., 2023). Recent study substantiates the correlation between PE and JS, demonstrating that empowering people enhances JS.

Keeping in view the above discussion we develop the following hypotheses:
H1: TM is significantly linked to JS among teachers of private sector universities in Pakistan (TPUP).
H2: TM is significantly linked to PC among TPUP.
H3: TM is significantly linked to PE among TPUP.
H4: PC is significantly linked to JS among TPUP.
H5: PE is significantly linked to JS among TPUP.
H6: The link between TM and JS among TPUP is mediated by PE and PC.

Methods

Sample and Data Collection

Data collection was conducted with 498 faculty members from 11 private institutions throughout four provinces of Pakistan: Khyber Pakhtunkhwa, Sindh, Punjab, and Balochistan. The sample included professors, associate professors, assistant professors, and lecturers. A total of six hundred questionnaires (N = 600) were disseminated to academic members of the specified institutions. Following three successive reminders, a total of four hundred ninety-eight (N = 498) questionnaires were collected from respondents, including 18% female and 82% male participants. In this research, nine percent (9%) of participants were professors, twenty-two percent (22%) were associate professors, thirty-eight percent (38%) were assistant professors, and the remaining thirty-one percent (31%) were lecturers.

Measurement

Measurement of TM

The TM scale developed by the Human Capital Institute in 2008 was used to evaluate TM. The scale has four dimensions: six items for talent retention (TR), five items for talent development (TD), six items for talent motivation (TM), and six items for talent attraction (TA). Data collecting using a five-point Likert scale ranging from "strongly disagree" to "strongly agree." Examples of TM include "My University can attract top talent" and "Internal employee referral programs are widely used to bring in new employees" (TA), "My university has competitive compensation system in comparison to other organizations in the same industry which is a motivating factor to our employees" and "In our university, compensation is decided on the basis of competence of the employee" (TM), "My university conducts extensive training and development programs for Employees" and "My university actively creates developmental opportunities for subordinates (TD) and "Our organization can retain our best performers" and "Turnover is tracked across divisions, locations, talent levels and managers" (TR). The reliability of the dimensions of TM was assessed using SPSS, as shown in Table 1 below.

Table 1: Reliability of TM Dimensions

Dimensions of TM	Number of Items	Cronbach's Alfa
TR	6	.78
TD	5	.83
TM	6	.80
TA	6	.82

Measurement PC

The assessment of PC was performed using the PC scale, adopted from the research of Luthans, Avey, Avolio, Norman, and Combs (2006). This scale encompasses the qualities of "Hope, Resiliency, Optimism, and Efficacy." Every component of a PC comprises six items. Examples of PC include "Right now I see myself as being pretty successful at work" and "If I should find myself in a jam at work, I could think of many ways to get out of it" (H), "When I have a setback at work, I have trouble recovering from it, moving on" and "I usually take stressful things at work in stride" (Resiliency), "I feel confident in representing my work area in meetings with management" and "I feel confident helping to set targets/goals in my work area" (Efficacy), and "I always look on the bright side of things regarding my job" and "If something can go wrong for me work-wise, it will" (Optimism). PC was scored on a five-point system. The Likert Scale runs from 1—strongly disagree—to 5—indicating strongly agree. The reliability of the dimensions of PC was assessed using SPSS, as shown in Table 2 below.

Table 2: Reliability of PC

Scale	H	O	E	R
Items	6	6	6	6
Cronbach's Alfa	.90	.88	.85	.81

PE Scale

The assessment of PE was performed using the PE questionnaire, often known as PEQ, which was adapted from Spreitzer's research (1995). The questionnaire has four unique components: Competence, with three questions; Meaning, with three items; Impact, with three items; and Self-determination, consisting of three questions. The evaluation of PE was conducted using a collection of 12 items. A seven-point Likert scale was used to enhance the assessment procedure, with answer possibilities spanning from "Very Strongly Disagree" to "Very Strongly Agree." The reliability of the dimensions of PE was assessed using SPSS, as shown in Table 3 below.

Table 3: Reliability of PE Dimensions

Dimensions of TM	**Number of Items**	**Cronbach's Alfa**
Competence	6	.81
Meaning	5	.80
Impact	6	.83
Self-determination	6	.76

JS

The Minnesota Satisfaction Questionnaire, developed by Lawler, was used to evaluate several components of job satisfaction and overall job satisfaction. This study specifically examined three essential variables of job satisfaction, chosen for their significant significance to the research. The factors under consideration include satisfaction with remuneration, satisfaction with job stability, and satisfaction with promotional opportunities. Each dimension was assessed using five items. Examples of JS include "On my present job, this is how I feel about the amount of pay for the work I do", and "on my present job, this is how I feel about the chance to make as much money as my friends" (pay), "on my present job, this is how I feel about my job security" and "On my present job, this is how I feel about the way my job provides for a secure future" (security), "On my present job, this is how I feel about the chances of getting ahead on this job" and "On my present job, this is how I feel about the way promotions are given out on this job" (promotion). A five-point Likert scale, with 1 indicating strong disagreement and 5 indicating strong agreement, was used to gather answers in the questionnaire. The reliability of the dimensions of JS was assessed using SPSS, as shown in Table 4 below.

Table 4: Reliability of JS Dimensions

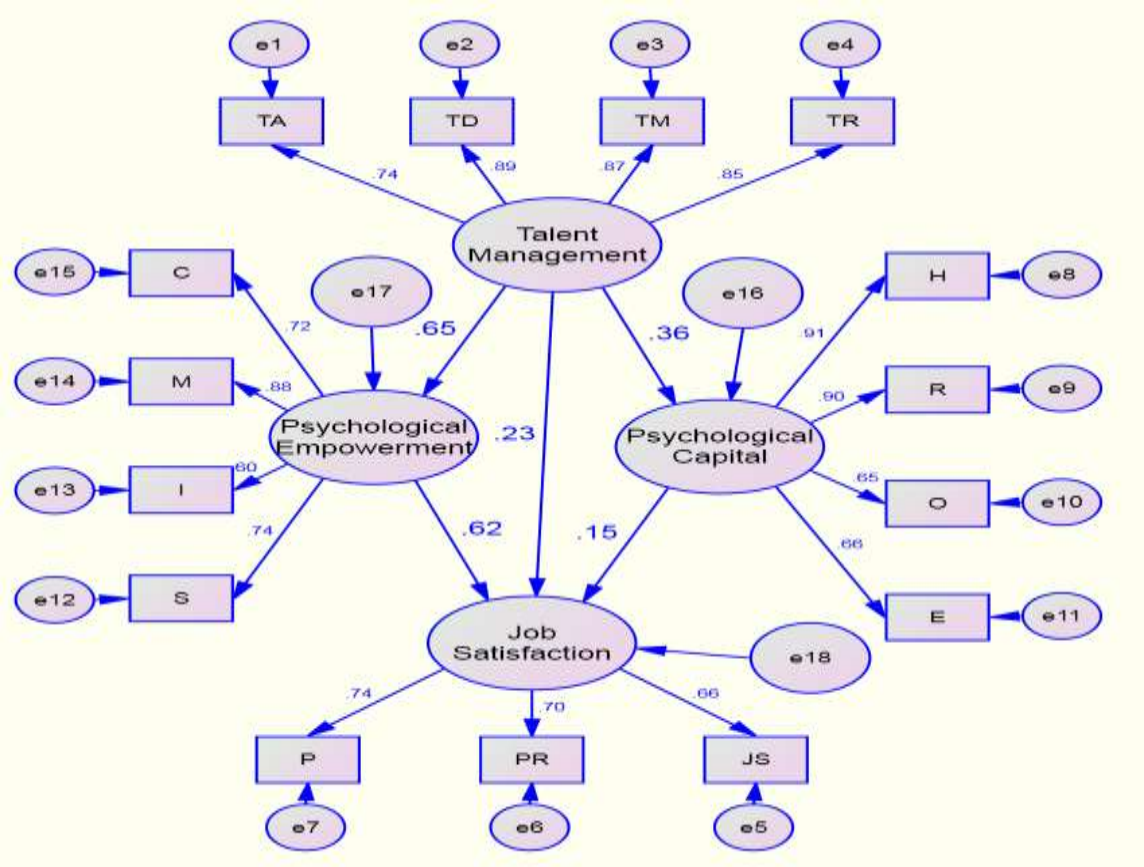
Dimensions of TM	**Number of Items**	**Cronbach's Alfa**
Pay	6	.81
Promotion	5	.80
Job security	6	.83

Table 5: correlation among TM, PC, PE and JS

	TM	PC	PE	JS
TM	1	.202	.337	.363
PC	.202	1	.288	.323
PE	.337	.288	1	.420
JS	.363	.323	.420	1

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

Table 5 demonstrates the relationship among TM, PC, PE, and JS. The results demonstrated a substantial correlation between TM and JS (.363, p = 0.000), TM and PE (.337, p = 0.000), TM and PC (.202, p = 0.000), PC and JS (.323, p = 0.000), and PE and JS (.420, p = 0.000). Consequently, we acknowledge:
H1: TM is significantly linked to JS among teachers of private sector universities in Pakistan (TPUP).
H2: TM is significantly linked to PC among TPUP.
H3: TM is significantly linked to PE among TPUP.
H4: PC is significantly linked to JS among TPUP.
H5: PE is significantly linked to JS among TPUP.



The current work used structural equation modeling (SEM) to assess the four-factor model including TM, PE, PC, and JS. The CMIN/CHI SQUARE is 323.749, with an RMSEA of .066, CFI of .957, GFI of .933, a 90% confidence interval ranging from .058 to .073, RMR of .065, degrees of freedom at 51, a P value of .000, and a CMIN/DF of 2.941, suggesting a superior fit for the data. This research revealed a substantial impact of TM on JS, shown by a regression coefficient of .45. TM demonstrated a significant impact on PC, with a regression coefficient of .36. Similarly, TM significantly influenced PE, with a regression value of .63. Furthermore, PC and PE had a substantial effect on JS, shown by regression coefficients of .15 and .62, respectively. The factor loading values for all dimensions of TM, PE, PC, and JS fall within an acceptable range. The impact of TM on JS diminished from .45 to .23 with the incorporation of PE and PC as mediators. A partial mediation was confirmed. In consideration of these results, we acknowledge:

H1: TM is significantly linked to JS among teachers of private sector universities in Pakistan (TPUP).
H2: TM is significantly linked to PC among TPUP.
H3: TM is significantly linked to PE among TPUP.
H4: PC is significantly linked to JS among TPUP.
H5: PE is significantly linked to JS among TPUP.
H6: The link between TM and JS among TPUP is mediated by PE and PC.

Table 6: values of CFI, RMSEA, GFI, RMP, CMIN/CHI SQUARE, and CMIN/DF

CMIN	DF	AGFI	GFI	CFI	RMSEA	LO 90	P	CMIN/DF	HI 90
323.749	85	.906	.933	.957	.066	.058	.000	3.809	.073

Table 6 displays the statistics for CMIN/CHI SQUARE, RMSEA, CFI, GFI, RMR, LO 90, HI 90, DF, P, and CMIN/DF. The CMIN/CHI SQUARE is 323.749, with an RMSEA value of .066, CFI of .957, GFI of .933, LO 90 at .058, HI 90 at .073, RMR of .065, DF of 51, P value of .000, and CMIN/DF of 2.941, all of which are within an acceptable range. Thus, the four-factor model including TM, PE, PC and JS was affirmed.

Conclusion

The primary aim of this research was to examine the impact of TM (TM) on PC (PC), JS (JS), and PE (PE). This research seeks to examine the mediating role of PC and PE in the link between TM and JS. This research used a quantitative technique for analysis to achieve these objectives. Data collection was conducted with 498 faculty members from 11 private institutions throughout four provinces of Pakistan: Khyber Pakhtunkhwa, Sindh, Punjab, and Balochistan. The sample included professors, associate professors, assistant professors, and lecturers. A total of six hundred questionnaires (N = 600) were disseminated to academic members of the specified institutions. Following three successive reminders, a total of four hundred ninety-eight (N = 498) questionnaires were collected from respondents, including 18% female and 82% male participants. In this research, nine percent (9%) of participants were professors, twenty-two percent (22%) were associate professors, thirty-eight percent (38%) were assistant professors, and the remaining thirty-one percent (31%) were lecturers. The findings indicated a significant relationship between TM and JS (.363, p = 0.000), TM and PE (.337, p = 0.000), TM and PC (.202, p = 0.000), PC and JS (.323, p = 0.000) and PE and JS (.420, p = 0.000). PC and PE were found to have a partial mediating role in the relationship between TM and JS.

References

1. Alarcon, G. M. (2011). A Meta-Analytic Review of Burnout with Job Demands, Resources, and Attitudes. Journal of Vocational Behavior, 79(2), 547-562.
2. Arnold, J. A., & Loughlin, C. (2013). The Role of PE in the Relationship Between Leadership and Employee Outcomes. Journal of Leadership Studies, 7(2), 6-22.
3. Avey, J. B., Luthans, F., & Youssef, C. M. (2010). The Development and Validation of the PC Questionnaire. Personnel Psychology, 63(3), 799-834.
4. Bhatia, M. S. D. (2012). TM: A Strategic Approach to Employee Retention. International Journal of Human Resource Management, 3(1), 1-12.
5. Cappelli, P. (2008). Talent on Demand: Managing Talent in an Age of Uncertainty. Harvard Business Press.
6. Cheung, F., & Lun, V. (2023). Understanding the Impact of PE on JS: A Systematic Review. European Journal of Work and Organizational Psychology.
7. Collings, D. G., & Mellahi, K. (2009). Strategic TM: A Review and Research Agenda. Personnel Review, 38(1), 8-27.
8. Collings, D. G., & Mellahi, K. (2020). TM: A critical review and research agenda. International Journal of Management Reviews, 22(2), 157-184.
9. Darling-Hammond, L. (2000). Teacher Quality and Student Achievement: A Review of State Policy Evidence. Education Policy Analysis Archives, 8(1).
10. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Learning Policy Institute.
11. Day, C., & Gu, Q. (2010). Factors of Teachers' Workplace Learning. Teaching and Teacher Education, 26(3), 653-659.
12. Duvivier, R. J., van der Heijden, B. I. J. M., & Poell, R. F. (2021). TM and JS: The role of career development opportunities. Journal of Managerial Psychology, 36(5), 421-435.
13. Dweck, C. S. (2006). Mindset: The New Psychology of Success. Random House.
14. Friedman, R. A., & Farver, J. M. (1998). The Role of JS in the Development of Teachers' Creativity. Creativity Research Journal, 11(4), 353-366.
15. Gagne, M., & Deci, E. L. (2005). Self-Determination Theory and Work Motivation. Journal of Organizational Behavior, 26(4), 331-362.
16. Glickman, C. D. (2002). Leadership for Learning: How to Help Teachers Succeed. Allyn & Bacon.
17. Hackman, J. R., & Oldham, G. R. (1976). Motivation Through the Design of Work: Test of a Theory. Organizational Behavior and Human Performance, 16(2), 250-279.
18. Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge.
19. Heneman, H. G., III, & Judge, T. A. (2000). A Study of the Relationship Between TM and Organizational Performance. Human Resource Management, 39(2), 181-202.
20. Ingersoll, R. M. (2001). Teacher Turnover and Teacher Shortages: An Organizational Analysis. American Educational Research Journal, 38(3), 499-534.
21. Jiang, L., & Lee, H. (2023). The Relationship between PE and JS: The Mediating Role of Work Engagement. International Journal of Human Resource Management.
22. Khoreva, V., & Wechtler, H. (2022). The role of TM in employee motivation and JS. Journal of Business Research, 142, 203-213.
23. Kahn, M. (1975). JS and Job Performance: A Review of the Literature. Journal of Management, 1(1), 43-54.
24. Katz, D. (1964). The Motivational Basis of Organizational Behavior. In J. G. March (Ed.), Handbook of Organizations (pp. 342-369). Rand McNally.
25. Kim, T. Y., & Park, J. (2022). TM and Employee Empowerment: A Study on the Mediating Role of PE. *Personnel Review*, 51(5), 1280-1298.
26. Ladd, H. F. (2011). Teachers' Perceptions of Their Working Conditions: How Predictive Are They of JS? Educational Evaluation and Policy Analysis, 33(4), 351-372.
27. Lee, J., & Ashforth, B. E. (1996). A Further Examination of the Relationships Between Job Security, JS, and PE. Journal of Organizational Behavior, 17(4), 345-364.

28. Locke, E. A. (1976). The Nature and Causes of JS. In M. D. Dunnette (Ed.), Handbook of Industrial and Organizational Psychology (pp. 129-169). Rand McNally.
29. Louis, K. S., & Wahlstrom, K. L. (2011). Principals' Leadership and Teacher Motivation: The Role of Leadership in Improving Teachers' Work Environment. Educational Administration Quarterly, 47(4), 669-695.
30. Luthans, F., & Youssef, C. M. (2004). Human, Social, and Now Positive PC Management: Investing in People for Competitive Advantage. Organizational Dynamics, 33(2), 143-160.
31. McCarthy, A., & Murphy, E. (2021). Exploring the relationship between TM and work-life balance: A systematic review. Human Resource Management Review, 31(3), 100755.
32. McCauley, C. D., & McCall, M. W. (1990). Developmental Relationships and the Development of Managers: A 10-Year Longitudinal Study. Journal of Management, 16(2), 207-227.
33. Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). PC: Developing the Human Competitive Edge. Oxford University Press.
34. McCoy, B. A. (1986). JS: An Overview. The American Journal of Occupational Therapy, 40(2), 80-85.
35. O'Connell, D. J., & Wang, J. (2022). Empowerment through TM: Implications for Employee Performance. *Journal of Business and Psychology*, 37(4), 905-917.
36. Pérez, L. M., & Rodríguez, A. (2022). PE and JS: A Meta-Analysis. Journal of Business Research, 143, 340-348.
37. Porr, C. J. (2014). The Role of Positive Psychology in Enhancing Teacher-Student Relationships. International Journal of Teacher Leadership, 5(2), 23-38.
38. Seligman, M. E. P. (2011). Flourish: A Visionary New Understanding of Happiness and Well-Being. Free Press.
39. Seibert, S. E., Wang, G., & Courtright, S. H. (2011). Antecedents and Consequences of PE in the Workplace: A Meta-Analytic Review. Journal of Applied Psychology, 96(5), 981-1003.
40. Skaalvik, E. M., & Skaalvik, S. (2014). Teacher Self-Efficacy and Teacher Burnout: A Study of Relations. Social Psychology of Education, 17(3), 285-301.
41. Spector, P. E. (1997). JS: Application, Assessment, Cause, and Consequences. Sage Publications.
42. Spreitzer, G. M. (1995). PE in the Workplace: Dimensions, Measurement, and Validation. Academy of Management Journal, 38(5), 1442-1465.
43. Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher Efficacy: Capturing an Elusive Construct. Teaching and Teacher Education, 17(7), 783-805.
44. Villegas, A. M., & Lucas, T. (2002). Educators for Diversity: The Role of Teacher Education. Journal of Teacher Education, 53(1), 20-32.
45. Youssef, C. M., & Luthans, F. (2007). Positive Organizational Behavior in the Workplace: The Impact of Hope, Optimism, and Resilience. Journal of Management, 33(5), 774-800.
46. Wilcox, M. (2011). The Importance of TM in Organizations. The Business Review, Cambridge, 17(1), 120-125.
47. Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and Classroom Context Effects on Student Achievement: Implications for Teacher Evaluation. Journal of Personnel Evaluation in Education, 11(1), 57-67.