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*Impact of Core Self- Evaluation on Turnover Intention of Employees in Higher Education, Mediating Role of Work Engagement*



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## **Abstract**

Academic staff job satisfaction and intention to leave the institution are still problems in higher education. The current study examined the relationship between core self-evaluations (CSEs) as well as turnover intention by putting forth the mediating role of work engagement, which can help explain the elements that can lower intention to leave and raise job satisfaction in academic staff. The investigator employed a quantitative methodology. The sample comprised 338 academic staff members who were employed by Pakistani higher education institutions located in Islamabad. The study made an effort to use self-determination theory to examine the mediating role of work engagement in the relationship between core self-evaluations as well as turnover intention. By using structural equation modeling, the results demonstrated that CSEs had a detrimental effect on turnover intention and work engagement mediates this relationship.

*Key words:* Academic staff, Job satisfaction, Intention to leave, Higher education, Core self-evaluations (CSEs), Turnover intention, Work engagement.

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## **Chapter 1. Introduction**

### **1.1. Background of the Study**

Universities are important centers for higher education, where professors prepare students for their practical lives and corporate world. The Higher Education Commission of Pakistan (HEC) continues to take proactive steps to improve the performance of universities all throughout the country. The ongoing professional development of teachers is essential to these initiatives because it enables them to flourish in their current roles. A number of programs have been launched by HEC to support teacher development in the higher education sector. These programs include, revision of teaching compensation schemes, extensive training, national and international scholarships, and wage package upgrades (Rasheed, 2016). The effect of interesting and fulfilling work on teacher motivation stands out among all of these initiatives. Teachers who consider their work interesting display higher levels of enthusiasm, motivation, engagement and attention to their job duties, especially when it fits with their qualification and research interests (Sahito and Vaisanen 2019). According to research (Hossain and Hossain, 2012), having interesting work to do is a key aspect in engaging employees which boosts motivation and productivity. People have a greater likelihood of being highly motivated when given assignments that are engaging and match their interests, credentials, and experiences, which leads to greater performance outcomes as well as a drive for ongoing self-improvement.

Present studies demonstrate that Higher Education is an atypically complex system (Ho and Law, 2020). Its difficulty starts from the essential requirements for leaving and teaching activates because it involves several factors like research, cooperation etc) which aims to get result in a manner which has high quality outcomes and improving the level of education system globally (Biasutti, et al., 2018). Due to rankings of higher education institutions (HEIs) and the world inter-HEIs competitions built on more difficulties to the higher education system However to meet high-quality standards of learning outcomes, innovation in research and quality education system there must be need for academic staff because without academic staff these prior standards are unachievable. Also the work shows advancement in scientific work and contributing to institutional visibility by academic staff through their teaching and innovation. Since success of HEI depends upon academic staff so, we must have to understand what motivates them in order to finds relation (Daumiller, et al., 2020).

Meta-analytical studies like (Bipp, et al., 2019) that have been conducted exhibit that personality traits can account for a certain amount of variance in measures of wellbeing, this includes employee burnout and their work engagement. Recently personal differences have received a lot of attention as they turn out to be linked to beneficial work outcomes like employment motivation. Therefore, it is important to investigate how personality characteristics effect to employee wellbeing. In this regard, it is opined by (Judge, 1997) that it is crucial for Higher Education Institutions (HEIs) to comprehend which personality characteristics affect academic staff's engagement towards their work. The current study concentrates on examining the impact of Core Self-Evaluations (CSEs), a broad personality construct encompassing an individual's critical self-evaluation of own their sense of self-worth, competence, and effectiveness.

Contemporary researches have started to test Core Self-Evaluations CSEs as an individual's asset and the impact it brings on career fulfillment, employee productivity, and work output and results in the light of the emotional outlook for finding fulfillment with the job and with life that CSEs has been suggested as (Tims and Akkermans, 2017).

Recent studies have highlighted that CSEs (Core Self-Evaluations) refers to an individual's overall assessment of their own capabilities and worth and effectiveness in dealing with life's challenges. It is a concept that is made up of different broad and evaluative traits, such as believing in one's ability to succeed (generalized self-efficacy), evaluating oneself positively (self-esteem), believing in whether one has control over their life or not (locus of control), and experiencing negative emotions (neuroticism). CSEs are an important aspect of an individual's personality that influences their behavior, attitudes and satisfaction in different areas of their life, such as work performance and overall well-being (Chang, et al., 2012).

Present studies demonstrates an in-depth understanding of the complex relationships among core self-evaluations (CSEs), diverse workplace characteristics, and turnover intentions. These studies demonstrate the importance of job satisfaction and perceived employability as well as the moderating effect of CSE on turnover intentions in a range of organizational contexts. The study emphasizes how vital it is to acknowledge that a person's core self-evaluations are an important component that influences not only their well-being and level of job satisfaction but additionally whether or not they decide to continue with a company. A recurring observation in these investigations is a negative relationship between turnover intentions and core self-evaluations (CSEs). Research on the effects of work role pressures, job happiness, and perceived employability all consistently indicates that people who possess greater core self-evaluations are more reluctant to consider quitting their current job. This correlation highlights the resilience and optimistic outlook linked to higher core self-evaluations, offering useful information to companies looking to improve their staff retention tactics. All things considered, this body of work makes a substantial contribution to our knowledge of the variables affecting turnover intentions by highlighting the critical role that core self-evaluations play in determining the nature of employment (Chhabra, 2020), (Vîrga et al., 2017), (Chhabra, 2018).

According to (Spear, n.d), Key Performance Indicators (KPIs) are essential metrics that are used to assess university teachers' efficacy and influence in different areas of their responsibilities. A number of standard KPIs provide a thorough evaluation of an educator's performance.

In particular, course evaluations provide input on communication clarity, the efficacy of instructional strategies, and general course satisfaction. Assessing the performance of pupils in terms of academic accomplishments, such as grades, test scores, and project outcomes, provides additional insight into how effective a teacher is. The amount and caliber of scholarly publications plays a major role in determining a teacher's reputation.

KPIs such as the use of technology to improve the learning process and participation in developing a curriculum that complies with academic requirements and industry trends are used to gauge innovation in teaching. Serving the institution entails taking an active part in administrative positions, faculty governance, and university committees. Accolades, honors, or awards from professional associations, students, or peers are significant KPI. Participation in

public lectures, outreach to the public initiatives, or collaborations with other organizations demonstrate a teacher's dedication.

KPIs include being available for student consultations, answering emails promptly, and offering extra assistance outside of scheduled class times. Essential elements include encouraging inclusivity as well as diversity in the educational setting and modifying instructional strategies to meet the needs of students with varying learning styles.

## **1.2. Research Gap**

(Akosile and Ekemen, 2022) have proposed to examine the relationship between core self-evaluation and turnover, with a focus on the mediating role of work engagement, in different geographical locations like Asia, Africa etc.

The purpose of the proposed study is to examine the complex relationship between turnover and core self-evaluation in a variety of geographic contexts, including Asia and Africa. It is suggested that core self-evaluation—a psychological concept that includes a person's basic assessment of their own value and competence—is a key factor in determining turnover rates in businesses. By examining this relation, researchers hope to shed light on possible regional variations and unearth the complex dynamics that might exist in diverse cultural and work environments.

Investigating the mediating function of work engagement in the connection between core self-evaluation along with turnover is one of the study's main goals. It is proposed that work engagement, which is characterized as an individual's strength, dedication, and absorption in their work, functions as a mediating variable which may either increase or decrease the effect of core self-evaluation upon turnover. To improve employee retention as well well-being, organizations must develop targeted interventions and strategies based on an understanding of how work engagement functions in various geographic contexts.

The study's inclusion of a variety of geographic locations is especially important because it recognizes the possible cultural quirks that could have an impact on the relationships that were found. The research adds to the theoretical knowledge of core self-evaluation, job engagement, and turnover by analyzing these factors across geographical regions, such as Asia and Africa. It also offers useful insights for organizations functioning in a globalized environment. This

multifaceted approach acknowledges how crucial it is to take regional and cultural differences into account when determining how workplace dynamics as well as employee outcomes are shaped.

### **1.3. Problem Statement**

The purpose of this study is to solve the potential problem in the retention strategies of work force base on the research gap recommended by Akosile, A. L., & Ekemen, who have influenced on 3 variables; Core Self- Evaluation, Turnover Intention and Work Engagement. Despite employees having intrinsic motivation, organizations are experiencing a significant increase in job turnover rate. Further investigation is required to identify the root cause. Increased turnover rate may have an adverse effect on an organization's productivity, employee motivation and performance (Akosile and Ekemen, 2022).

Three crucial variables—Core Self-Evaluation, Turnover motive as well as Work Engagement—have a critical research gap that has been identified in previous research. Understanding the conditions influencing behavior among employees in organizations requires an understanding of these variables. Even in cases where workers are intrinsically motivated, job turnover rates are noticeably higher. This disparity points to a possible weakness in the workforce retention plans that companies currently use. Therefore, in order to effectively address the underlying causes of this dissonance, the study highlights the necessity of conducting an in-depth investigation of all the factors leading to this dissonance.

The research gap that has been identified highlights the importance of exploring the complex interactions among Core Self-Evaluation, Turnover motive as well as Work Engagement. Although workers might be intrinsically motivated, the observed raise in turnover rates spikes the possibility that there are other factors at play when it comes to their choice to leave companies. The study suggests more research to identify these variables and identify any weaknesses in the present retention tactics. For organizations looking to improve retention efforts by better understanding staff dynamics, this proactive strategy is essential.

The study highlights the significant consequences that could arise from an increasing rate of employee turnover. A risen turnover rate can negatively impact the efficiency of a company, motivation for workers, and performance as a whole in addition to its immediate effects on

staffing levels. Given the interdependence of these factors, it follows that tackling the underlying causes of employee turnover that is crucial for keeping on board competent and driven staff as well as for maintaining an environment at work that fosters high output and happy employees. Therefore, an extensive investigation is required to fill the research gap noted by Akosile, A. L., and Ekemen in order to develop strategies that effectively address challenges related to turnover and promote a more steady and efficient workforce.

#### **1.4. Research Questions**

This proposal will answer the following questions:

1. What is the impact of core self-evaluation on higher education employees' turnover intention?
2. What is the mediating effect of work engagement between core self-evaluation and higher education employees' turnover intention?
3. What are the main determinants of Core Self-Evaluation?

#### **1.5. Research Objectives**

1. To examine the relationship between core self-evaluation and job turnover intention of higher education employees'.
2. To investigate the role of work engagement in mediating the relationship between self-evaluation and job turnover.
3. To explore main determinants of Core Self-Evaluation.

#### **1.6. Significance of Study**

This study may help to find a link between CSEs, work engagement, work satisfaction, and intention to leave the job. The application of CSE traits is suggested by the relationship between work engagement and improved job satisfaction. Additionally, CSEs may offer a beneficial method of boosting work engagement in order to improve job fulfillment and lower turnover intention. In light of the findings of this study, managers may enhance staff emotions by offering a welcoming and flexible work environment and choosing individuals who are more optimistic and sure of their opinions (such as those who exhibit self-esteem, passion, and stability) in order to increase their sense of job fulfillment and decrease their intention to quit.

The study may also help in hiring of candidates. Those who perform exceptionally well on the CSEs scale is also main for human resource management because these candidates may view their job as more fulfilling, hold certain aspects of their jobs in greater regard, and become more loyal to their employer as result of their satisfaction (Kittinger et al., 2009). By examining the relationship between CSEs, work satisfaction, and turnover intentions while incorporating work engagement as a mediating variable on a sample of academic staff, the current study greatly adds to existing knowledge on these topics.

After that, this study may help in enhancing teachers and student-relationship. Teachers with high CSE may be more approachable, supportive and emphatic. Also, it can be very beneficial for education sector as the teacher- student relationship is pivotal factor for the success for educational institutions. Similarly, this study may help teachers to be more effective in their leadership roles and more resilient that is, towards facing various educational challenges and help teachers to take more initiatives in their roles that is, they may be more willing to employee innovative teaching methods and engage in professional development.

Moreover, this study may help in reducing burnout and increasing productivity among teachers that is; teachers with higher level of work engagement are less susceptible to burnout and are more productive in performing their tasks which ultimately leads to superior performance.

### **1.7 Organization of the Study**

The thesis's organization is delineated in multiple chapters. The research problem, gaps in the literature, research objectives, questions, and the study's significance are all covered in detail in the introduction of Chapter 1, which also serves as the framework for the entire study. In addition, it offers a synopsis of the study's background, setting the stage for the ensuing chapters. The Literature Review, which thoroughly examines important ideas like work engagement, turnover intention, core self-evaluation, and organizational culture, is covered in detail in Chapter 2. The research model is introduced, the proposed hypotheses are supported, and possible connections among these variables are also examined in this chapter. It also discusses operationalizing measures and presents the self-determination theory, which serves as the study's foundational framework.

The thesis describes the study concept and investigation methodology used to investigate empirically the theoretical framework developed in Chapter 2 in Chapter 3, which is titled Data and Methodology. The objectives, research framework, unit of analysis, population of interest, sampling plan, and study size are all described in this chapter. In addition, it highlights ethical issues and clarifies the procedures for statistical analysis and data collection. Finally, the collected data is compiled and analysed in Chapter 4, Results. Descriptive statistics of the participant profiles as well as primary variables are presented first, then the results of regression and correlation analyses, and finally the conclusions of the mediation analysis. The chapter ends with a summary of the findings, highlighting the research's contribution to the body of current knowledge, and outlining potential directions for future research.



## **Chapter 2. Literature Review**

This chapter focuses on Core Self Evaluations (CSEs), an important concept in comprehending how people view their own efficacy, capability, and value. Judge first proposed the concept of CSE in 1997. It includes characteristics such as self-efficacy, neuroticism, locus of control, and self-esteem. Numerous research works explore the complex connections between CSEs, work engagement, as well as turnover intention, providing insight into the variables affecting these dynamics. The review includes results from a variety of settings, including organizational, medical, and educational ones. The effect of CSEs upon variables such as work engagement, satisfaction with work, and turnover intention is notably explored in the literature. The research findings provide significant implications for companies looking to implement human resources initiatives and techniques that promote a more engaged and healthy workforce. The ensuing sections offer a thorough summary of the body of research while delving into the subtleties of CSEs and their relationships to outcomes related to the workplace.

### **2.1. Core Self Evaluations (CSEs)**

(Judge, 1997) defined Core Self Evaluations as a person's crucial evaluation of their own self-worth, aptitude, and effectiveness. (Ma et al., 2022) expanded on concept of CSE. According to their research CSEs include four widely discussed concepts, including "locus of control", that encompasses "internal and external locus of control" (it implies to an individual's belief regarding what leads to things to happen in life); "self-esteem" (the value one gives to themselves); "neuroticism"(tendency to exhibit poor emotional adaptability and unfavorable perception techniques) and "self-efficacy" (which measures a person's capacity to deal with situations in a variety of ways). This study examines the relationship between employees' beliefs of themselves (CSE) and their level of job engagement as well as the variables that affect this relationship. The job demands-resources model and the conservation of resources theory were utilized by the researchers to analyze this relationship. They investigated whether this link was influenced by informal learning and job design. They gathered information from 231 workers through questionnaire survey and discovered that people tend to show more interest at work when their CSE is high. They also discovered that informal learning contributes to the justification for this. Employee engagement increases when they participate in informal learning

because it makes them feel better involved in their work. Future investigation must take into account behaviors related to careers, career adaptability, etc.

(Bippert et al., 2019) conducted a research which has shown that Core self-evaluations are a reliable predictor of certain outcomes in work environments. The study examined the relationship between an employee's self-perception (CSE) and their drive and satisfaction at work. To examine this relationship, the researchers utilized a model known as the Job-Demands-Resources model. Two teams of workers, one from Germany and the other from the Netherlands, provided the information through online questionnaire survey. In the Germany group, the researchers discovered that workers appeared to be more involved and enthusiastic at work when they had high CSE. This was correct, directly and indirectly that via job-crafting, actions intended to enhance the atmosphere in which employees work. According to research conducted in the Netherlands, employees who had elevated CSE tended to feel less emotional exhaustion, both directly and indirectly, since they were better able to separate themselves from work-related stress. When psychological detachment is present, it is unknown whether an employee's views about themselves (CSE) can result in pleasant workplace experiences. Additionally, it is unknown how other variables, such as work-family conflict or career competencies, may impact this relationship. Therefore, further research is required to comprehend the function of personal resources in both processes as well as the interrelationship of all the pertinent variables.

(Chang et al., 2012) defined that Core self-evaluation (CSE) refers to the fundamental judgments people make about their own value and aptitude. Self-esteem and generalized self-efficacy are two examples of broad, evaluative attributes that make up the higher order construct known as CSE. Through qualitative and quantitative literature evaluations, the authors examine 15 years of CSE theory and research, paying particular attention to the effects, mediators, and moderators of CSE. The relationship between CSE and a variety of outcomes, such as job and life happiness, in-role and extra-role job performance, and views of the work environment (such as job features and fairness), is supported by meta-analytic data. In their critical assessment of CSE theory, measurement, and construct validity, the authors indicate areas for future CSE research that hold both promise and cause for concern. Future researches must integrate CSE within an approach/avoidance framework, excluding competing hypotheses for the emergence of the higher order construct, testing the likelihood of individual change in CSE, assessing the utility of

CSE for staffing and performance management, and going beyond CSE to also take into account core external evaluations are important areas that need further study.

## **2.2. Core Self-Evaluation and Work Engagement**

(Pelaez et al., 2022) conducted a study and looked at 531 Spanish teachers as a sample to see by what means burnout and work engagement aspects correspond with life satisfaction. Furthermore, socio-demographic factors, work engagement and burnout components. We also keen to explore the additional impact of core- self-evaluation on life satisfaction along with age, one burnout factor (i.e. personal accomplishment and one work engagement component (i.e. dedication). Findings of hierarchical regression analysis indicated that core self-evaluation also explained a significant and unique amount of variance in life satisfaction. In addition to, research revealed that the relationship between basic self-evaluation and life happiness was mediated by individual success and commitment. The latest findings practical implications for the educational content are highlighted.

## **2.3. Core Self-Evaluations and Turnover Intention**

(Naiemah et al., 2021) defines turnover intention in their study. According to them, the decision a person makes to leave their organization is known as their turnover intention. Additionally, an employee's intention to quit their employer and to search for another job within a specific time period is referred to as turnover intention. In a manufacturing firm in Northern Malaysia, the study seeks to understand the relationship between job happiness, organizational commitment, job stress, and employees' intention to leave their jobs. In order to analyze the data for the study, which involved 165 firm employees using survey method, the researchers employed SPSS software. The findings revealed that while job stress was favorably connected to turnover intention, job satisfaction and organizational commitment were adversely related.

According to (Vîrga et al., 2017) the relationship between CSEs and turnover intention has not been extensively studied in recent study. This study looked at the effects of perceived employability on the physical and mental health of 274 blue-collar workers in Romania as well as their intentions to leave their jobs. Even after controlling for fundamental self-evaluations and job resources, the study indicated that perceived employability was a major determinant in these outcomes. This shows that decisions made by organizations about employee turnover can have a

significant impact on both individual health and perceived employability. The findings have applications for businesses wanting to create efficient human resources plans to keep a strong workforce. According to this study, CSEs are adversely correlated with turnover intention; individuals with low CSEs have a strong desire to leave their institutions and their jobs. For future research, a long-term investigation could support our findings and provide more proof of the nature of the connections between “perceived employability, health, and turnover intentions”.

#### **2.4. Core Self-evaluation, Work Engagement and Turnover Intention**

(Joo et al., 2015) found the impact of individual (core self-evaluations as well as proactive personality) and environmental (perceived support from the organization, developmental feedback, and work complexity) characteristics on turnover intention were examined in a study that focused on knowledge workers inside a Korean conglomerate. The results showed a little negative but significant relationship between contextual variables and intention to leave. Furthermore, it was discovered that core self-evaluations was negatively correlated with the intention to leave the company, indicating that employee personality traits and organizational procedures are important factors in retention initiatives. The impact of nurses' voluntary turnover on the quality of care provided in hospital settings was investigated in (De Simone et al., 2018)'s study. The results showed that while nurses' intentions to leave their jobs were adversely connected with these characteristics, satisfaction with job, engagement at work, self-efficacy, and agentic skills showed positive relationships. Additionally, there was a negative correlation found between nurses' intentions to leave their jobs and patient satisfaction and a good correlation with job satisfaction, engagement at work, as well as self-efficacy. The findings imply that nurse turnover intention may be decreased and patient satisfaction may be raised by interventions that focus on self-efficacy, self-regulation abilities, work engagement, along with job satisfaction.

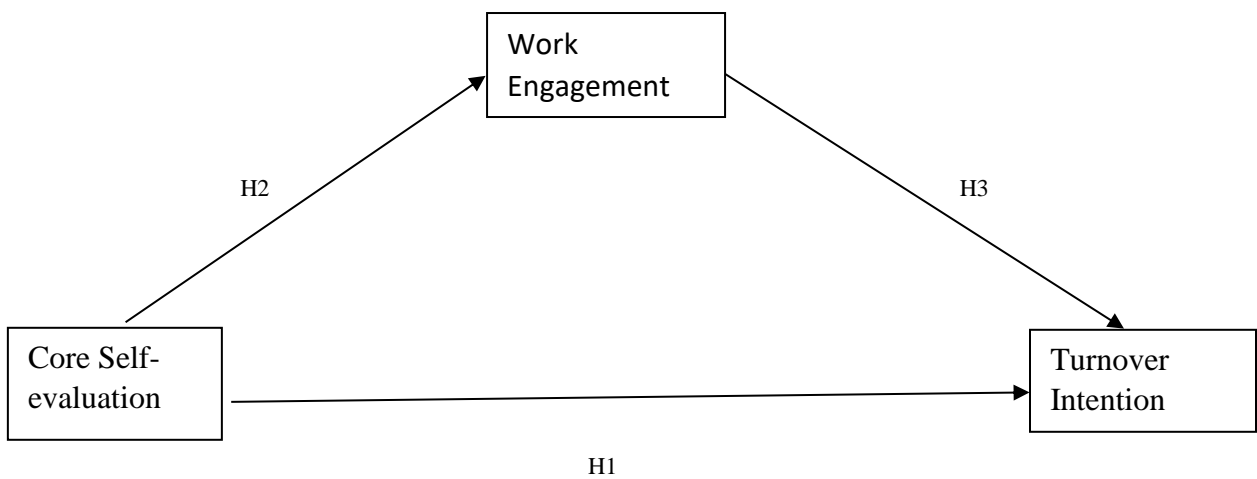
(Baloch et al., 2019) The Pakistan Telecommunication Company Limited carried out research that looked at the connection between engagement, organizational culture, and employee core self-evaluations. The suggested model was validated using confirmatory analysis of factors along with structural equation modeling, which showed that involvement levels were predicted by core self-evaluations. Additionally, the association between fundamental self-evaluations as well as employee engagement was positively mediated by an inventive and encouraging organizational

culture. (Gholami et al., 2019) Self-evaluation and job engagement were found to be significantly positively correlated in a study examining the impact of organizational psychological climate and core self-evaluation on teachers' work engagement. Work engagement was significantly predicted by psychological climate elements including neuroticism and self-esteem. The study highlights how crucial it is to take organizational atmosphere and individual assessments into account when trying to encourage teachers' work engagement. (Shuck et al., 2014) carried out in the healthcare sector examined the relationship between employee engagement, turnover intention, along with human resource development (HRD) practices. The findings showed a negative relationship between turnover intention and engagement in HRD practices as well as behavioral, emotional, and cognitive aspects of engagement. The results corroborate the hypothesis that reducing intention to leave an organization by promoting staff engagement at work through HRD practices.

Together, these studies show how diverse turnover intention is and how employee engagement, organizational policies, and personal characteristics all affect the probability that workers will leave their jobs. Research indicates that interventions focusing on self-efficacy, engagement, job satisfaction, and organizational support can be very effective in lowering the intentions of employees to leave a variety of professional settings.

## 2.5. Theoretical Framework

Based on the study, the following theoretical framework is developed to fill the gap.



## 2.6. Hypothesis

**H<sub>1</sub>:** Core- self evaluations is inversely correlated with turnover intention.

**H<sub>2</sub>:** Core- self evaluations positively impacts work engagement.

**H<sub>3</sub>:** Work engagement is inversely correlated with turnover intention.

**H<sub>4</sub>:** Work engagement mediates the relation between core self- evaluations and turnover intentions.

## 2.7. Operationalization of Measures

	<b>Conceptual Definition</b>	<b>Operational Definition</b>
<b>Core Self-Evaluation</b>	“Timothy Judge has developed the concept of ‘core self-evaluation’ in which he describes how individuals evaluate themselves, their attitude towards the environment and situations they find themselves in, as well as how they perceive their self-esteem and competences.” (Farčić, 2020).	CSEs is assessed by adapting 12 items scale called “Core Self-Evaluation Scale (CSES)” which is a five point likert scale that is (Judge et al., 2003).
<b>Turnover Intention</b>	“Turnover intention is defined as an employee's intention to voluntarily change jobs or companies. Turnover intention refers to switching occupations or businesses. Preparedness for change refers to employees' desire to leave their existing employer. Both phenomena have to do with employability, or a person's capacity to adjust to shifting requirements on the internal (their current employer included) and exterior	“The TIS-6 (6 item scale) is used as a reliable and valid scale to assess turnover intentions.” (Bothma & Roodt, 2013). This scale is a five point likert scale.

	labor markets.” Schyns, et al. (2007).	
<b>Work Engagement</b>	“Work engagement has been described as a positive, rewarding work-connected state of mind characterized by vigor, dedication, and absorption.” (Peláez-Fernández et al. 2022).	17-item The Utrecht Work Engagement Scale (UWES; Extremera et al., 2012) was created by (Schafeli et al. 2002) and it is used in the English translation. Three subscales of work involvement make up this scale: vigour, devotion, and absorption. Participants must respond on a Likert-type scale that ranges from (0) for "never" to (6) for "every day" in order to complete the survey (Extremera et al. 2012).

## 2.8. Theoretical Support to Conceptual Framework

The distinction between "freedom motivation and controlled motivation" is emphasized by the Self-Determination Theory (SDT). When people behave or complete activities as a result of external pressures or conditions, such as rewards or penalties, this is referred to as controlled motivation. It involves having a sense of duty or pressure to do the assignment. Contrarily, freedom motivation is acting in accordance with a person's free will and choices. Intrinsic motivation, or the desire to do things because they are fascinating, enjoyable, or personally rewarding, is what distinguishes it. For instance, someone is motivated through intrinsic motivation as well as acting voluntarily when they carry out a task merely because they think of it to be interesting or intriguing.

According to SDT, actions motivated by intrinsic and freedom motivation are likely to provide more favorable results, such as more engagement, contentment, and wellbeing. People are more likely to act freely and with an intrinsic motivation when they experience a sense of autonomy as well as they are able to make decisions that are consistent with their particular values and interests.

However, it has been discovered that the application of extrinsic compensation (such as external rewards / incentives) affects controlled motivation. Initial SDT research demonstrated that when people get external rewards for participating in a task, their motivation can change from intrinsic motivation to more controlled motivation. When extrinsic rewards are introduced, people may lose their feeling of autonomy and intrinsic drive because they may begin to see a task as something that they are doing just for the sake of rewards rather than for its intrinsic worth.

In a nutshell SDT distinguishes between unconstrained motivation and controlled motivation. Freedom entails exercising free will; one example of freedom motivation is intrinsic motivation, which is when someone performs an action out of pure voluntariness (for instance, I work because it's fun). On the contrary, exercising control involves working under pressure. Extrinsic compensation was found to affect controlled motivation in prior experiments (Gagné & Deci, 2005).



## **Chapter 3 Data and Methodology**

This chapter provides a full account of the methodology used in the study, including the procedures taken to examine the relationship between the Higher Education Commission employee's basic self-evaluations and their desire to leave, with intrinsic motivation serving as a mediating factor. Four institutions within Islamabad— Quaid-e-Azam University, NUST, COMSATS and Bahria—were selected as a sample out of all universities in the area. In order to guarantee that sufficient numbers are chosen from the entire population concerning 2,912 staff members, a representative sample number of 338 are established using Morgan's Table. The study uses a self-administered questionnaire that is distributed by convenience sampling and employs a quantitative methodology. The questionnaire uses a validated 12-item measure to assess Core Self-Evaluations (CSEs), a 6-item scale to examine turnover intentions, and a 17 question Utrecht Work Engagement measure to assess intrinsic motivation. Five demographic characteristics are also taken into account in the analysis: work status, gender, age, length of employment and education. Regression as well as correlation analysis are used in SPSS to assess the data analysis hypotheses upon the impact of work engagement as a mediating factor between core self-evaluation and turnover intention. Additionally, to determine if work engagement serves as a mediator the association among core self-evaluation as well as turnover intention, a process test employing Hayes software is carried out.

### **3.1. Choice of variables**

This research consists of three variables. Core self-evaluation is the independent variable and turn over intention of HEC employees is the dependent variable. This relation is mediated by work engagement.

#### **3.1.1. Core Self-evaluation (CSE)**

CSEs is assessed by adapting 12 items scale called “Core Self-Evaluation Scale (CSES)” which is a valid measure. This is a five point Likert scale with 1 being strongly agree and 5 strongly disagree (Judge et al., 2003).

### **3.1.2. Turnover Intentions**

To evaluate turnover intentions, the TIS-6 (6-item scale) is employed as a valid and dependable tool. This is a seven point Likert scale with 1 being strongly disagree and 7 is strongly agree (Bothma & Roodt, 2013).

### **3.1.3. Work Engagement**

17-item The Utrecht Work Engagement Scale (UWES; Extremera et al., 2012) in the English translation has been used. This scale comprises of three subscales and is made up of: vigor, devotion, and absorption. Participants are required to respond on a Likert type scale that ranges from (0) for "never" to (6) for "every day" in order to complete the survey (Extremera et al. 2012).

### **3.1.4. Demographic Variables**

Five demographic variables Age, Gender, Qualification, Length of Employment, and Work Status has also been considered in the analysis.

## **3.2. Population**

A complete group regarding which some information must be collected is referred to as a population (Banerjee & Chaudhury, 2010). Population of study consists of HEC employees working in private universities of Pakistan. Due to time and resource constraints it was not possible to collect data from all over Pakistan. In order to timely finish the research, the data was collected from universities teachers of Islamabad. As there are 32 universities (Edu.Pk, n.d) in Islamabad, therefore I have selected four universities which are placed on top 10 ranking of HEC except Bahria University which is placed on 14 ranks according to (Quddus et al., 2019). Four selected universities are: Quaid-e-Azam University, NUST, COMSATS and Bahria. The strength of teachers is: Quaid-e-Azam University (1,200), NUST (461), COMSATS (1117) and Bahria (134), therefore my population is 2912.

## **3.3. Sample Selection**

Top four ranked universities of Islamabad is chosen for this study Quaid-e-Azam University, NUST, COMSATS and Bahria and the population 2912. Sample size has been chosen using the

Morgan's Table (Krejcie & Morgan, 1970). In this case, the sample size is 338. Main rationale behind using the Morgan table is to select the true representative sample out of total population.

### **3.4. Sampling technique**

There are two types of sampling techniques: probability sampling and non-probability sampling. In this research, snowball sampling technique is used. This technique falls under the nonprobability sampling technique. The goal of this strategy was to guarantee diversity and include a variety of viewpoints.

#### **3.4.1. Source of Data**

In the present study, primary data is collected from HEC employees of top four Islamabad universities; Quaid-e-Azam University, NUST, COMSATS and Bahria. Self-administered questionnaire is distributed among teachers to collect data. Unit of analysis is "who" or "what" the person who is conducting the study is interested in analyzing. A few examples include a person, a team or a group, an organization, a country, a societal phenomenon, etc. (Satter, 2022). Individuals (humans) are the source of data in the current study.

### **3.4 Data Collection Procedure**

Data collection refers to the chosen appropriate way or method in which a researcher gathers the information from the sources and the target population. The data is then analyzed and meaning is given to that data. Survey / questionnaire forms were used to collect the data and they were gotten filled by the teachers of the selected four universities.

The data gathering procedure for the present study used a comprehensive approach in order to obtain perspectives from the management community at Quaid-e-Azam University, NUST, COMSATS, and Bahira University. In order to obtain perspectives from the management community at Quaid-e-Azam University, NUST, COMSATS, and Bahira University, the data gathering procedure for the present study used a comprehensive approach. Prioritizing ethical issues, the necessary approvals from the relevant institutional officials at every university were obtained before the process of data collection began. Meetings were held in person with the university administration. They were held in order to obtain the university email list, get their approval, and obtain relevant knowledge.

The information was gathered online by creating a structured questionnaire that was intended to gather quantitative data from teachers and which was then distributed via university email lists. Participants were guided clearly and clear instructions were given regarding how to fill the questionnaire. Anonymity and confidentiality of the participant was assured.

### **3.5 Determination of Variables**

#### ***3.5.1 Determination of Core Self-Evaluation Scale (CSES)***

The determination of the Core Self-Evaluation Scale (CSES) is measured on the basis of twelve item scale derived from (Judge et al., 2003) in the present study. It consists of constructs such as 1) “I am confident I get the success I deserve in life. 2) When I try, I generally succeed.” This questionnaire also consist of negative items such as; “Sometimes I feel depressed.” These constructs are measured on a five point likert scale where 1 being strongly disagree and 5 being strongly agree.

#### ***3.5.2 Determination of Turnover Intention***

The determination of the turnover intention scale (TIS-6) is measured on the basis of six item scale derived from (Bothma & Roodt, 2013) in the present study. It consists of constructs such as “1) I often think about quitting my present job. 2) During the next 12 months, I intend to search for an alternative role (another job, full-time student, etc.) to my present job.”

#### ***3.5.3 Determination of Work Engagement***

The determination of the Work Engagement (WE) is measured on the basis of 17 item scale derived from (Schafeli et al. 2002) in the present study. This scale consists of three subscales measuring work involvement: vigor, devotion, and absorption. To complete the survey, participants must provide their response on a Likert-type scale that goes from (0) for "never" to (6) for "every day". It consists of constructs such as 1) “At my work, I feel that I am bursting with energy. 2) At my job, I feel strong and vigorous.” etc.

### **3.7. Analytical Techniques**

For data analysis, SPSS (Statistical Package for Social Science Software) version 2022 is used. A regression and correlation analysis has been conducted to asses all the hypothesis regarding the impact of core self-evaluation on turnover intention with a mediating role of intrinsic motivation.

Process test has been run to evaluate whether intrinsic motivation mediated the relation between core self-evaluation and turnover intention or not: Hayes model version 2012 has been used for this purpose.

## Chapter 4 Results and Discussion

This chapter discusses the results of the study. The statistical analyses used are frequencies and percentages for demographic variables. Correlation and regression analysis were used. Hayes model was also used for mediation analysis. This chapter discusses the acceptance or rejection or hypothesis. It also discusses theoretical and practical implications of the study and its limitations and future implications.

### 4.1 Demographic variables

#### *4.1.1 Statistics*

		gender of respondent	age of respondent	What is your designation
N	Valid	338	338	338
	Missing	0	0	0
	Minimum	1.00	1.00	1.00
	Maximum	2.00	4.00	6.00

#### *4.1.2 Gender of Respondent*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	284	84.1	84.1	84.1
	female	56	15.9	15.9	100.0
	Total	338	100.0	100.0	

#### 4.1.3 Age of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26-35	64	18.8	18.8	18.8
	36-45	162	47.8	47.8	66.7
	46-55	78	23.2	23.2	89.9
	more than 55	34	10.1	10.1	100.0
	Total	338	100.0	100.0	

#### 4.1.4 What is your designation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dean	15	4.3	4.3	4.3
	HOD	34	10.1	10.1	14.5
	Professor	43	13.0	13.0	27.5
	Associate Professor	39	11.6	11.6	39.1
	Assistant Professor	64	18.8	18.8	58.0
	Lecturer	141	42.0	42.0	100.0
	Total	338	100.0	100.0	

Based on gender, age, and professional title, the demographic variables shed light on the characteristics of the population under study. There are no missing values in the 338 participant responses that make up the dataset. According to the gender distribution, a sizable majority of respondents (84.1%) identify as men, and the other 15.9% identify as women.

The age range of 36 to 45 accounts for 47.8% of the total respondents, which is the largest age distribution. Those in the 46–55 age range make up the second-largest group (23.2%). Respondents "above the age of 55" total 10.1%, and those between the ages of 26 and 35 make up 18.8%. The total percentage indicates a progressive rise in all age groups, with 66.7% of respondents being in the 36–55 age bracket.

In terms of occupational classification, the dataset includes a wide variety of positions in academic settings. With 42.0% of the survey respondents, lecturers make up the largest group, after which come assistant professors (18.8%). Heads of Departments (HOD), Associate Professors, and Professors take up 13.0%, 11.6%, and 10.1% of the total, respectively. With 4.3% of the total, deans are the smallest group. The distribution of the respondents across various designations is shown by the cumulative percentage, where 58.0% of respondents hold positions as assistant professors or above.

## 4.2 Result of Correlation Analysis

### 4.2.1 Correlations

		CSE	TI	WE
CSE	Pearson Correlation	1	-.220**	.255*
	Sig. (2-tailed)		.005	.035
	N	338	338	338
TI	Pearson Correlation	-.220**	1	-.332**
	Sig. (2-tailed)	.005		.005
	N	338	338	338



WE	Pearson Correlation	.255*	-.332**	1
	Sig. (2-tailed)	.035	.005	
	N	338	338	338

\*. Correlation is significant at the 0.05 level (2-tailed).

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

Correlation of core self evaluation and turnover intention is strongly negative and statistically significant ( $r = -0.220$ ,  $p = 0.05$ ) which means the more the core self evaluation the less the turnout intention. Hence  $H_1$  is accepted that core self evaluation is inversely correlated with turnover intention.

There is a moderate positive correlation between work engagement and core self evaluation ( $r = 0.225$ ,  $p = 0.035$ ), i.e the greater the core self evaluation the more the work engagement. However, the results show work engagement does not have a greater impact on core self evaluation.  $H_2$  is accepted that core self evaluation positively impacts work engagement.

Correlation of work engagement and turnover intention is strongly negative and statistically significant ( $r = -0.332$ ,  $p = 0.05$ ) which means the less work engagement the more the turnout intention. Hence  $H_3$  is accepted that work engagement is inversely correlated with turnover intention.

### 4.3 Correlation Analysis

The degree to which measurements are error-free and yield reliable findings is known as scale reliability. The Chronbach's alpha approach, which compares the degree of shared variation among the instrument's items to the total variance, is used to assess the scale reliability. This indicates that a dependable instrument has a high degree of item covariance in relation to variance.

#### 4.3.1 Reliability Statistics

Cronbach's Alpha	N of Items
.719	12

#### 4.3.2 Reliability Statistics

Cronbach's Alpha	N of Items
.721	6

#### 4.3.3 Reliability Statistics

Cronbach's Alpha	N of Items
.816	17

These tables show the alpha coefficients of the scales used in the study. The CSE has a value of 0.719 (alpha > 0.70) which reflects that the instruments measures the variable reliably. The TI reliability value is 0.721 (alpha > 0.70) which shows that these items are consistence hence, reliable. Finally, the Cronbach's alpha value of WE is 0.816 (alpha > 0.70), which is reliable.

### 4.4 Results of Regression Analysis

#### 4.4.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.720 <sup>a</sup>	.519	.524	.51106

a. Predictors: (Constant), CSE

The value of R square is 0. 519 which mean that our independent variable that is core self evaluation causes 51.9% change in the dependent variable that is turnover intention.

#### 4.4.2 ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	149.645	1	149.645	584.422	.000 <sup>b</sup>
	Residual	123.428	337	.350		
	Total	273.072	338			

a. Dependent Variable: TI

b. Predictors: (Constant), CSE

The ANOVA results show that p value is 0.00 which is less than 0.05, hence we say that there is a significant relation between independent variable that is core self evaluation and dependent variable that is turnover intention.

#### 4.4.3 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.578	.135		4.518	.000
	CSE	-.165	.039	-.720	-.650	.000

a. Dependent Variable: TI

The coefficients table show that the beta value is  $-.720$ , which means that the change in the independent variable that is CSE by one unit will bring about the change in the dependent variable that is TI by  $-.720$  units. Furthermore, the beta value is negative which indicates the negative relationship between core self evaluation and turnover intention. This means that when core self evaluation increases, turnover intention decreases.

## 4.5 Results of Mediation Analysis

### 4.5.1 Mediation

Run MATRIX procedure:

\*\*\*\*\* PROCESS Procedure for SPSS Version 4.2 \*\*\*\*\*

Written by Andrew F. Hayes, Ph.D. [www.afhayes.com](http://www.afhayes.com)  
 Documentation available in Hayes (2022). [www.guilford.com/p/hayes3](http://www.guilford.com/p/hayes3)

\*\*\*\*\*

Model : 4  
 Y : TI  
 X : CSE  
 M : WE

Sample  
 Size: 338

\*\*\*\*\*

OUTCOME VARIABLE:  
 WE

Model Summary							
	R	R-sq	MSE	F	df1	df2	p
	.7046	.4966	.2966	423.6429	1.0000	537.0000	.0348

Model							
	coeff	se	t	p	LLCI	ULCI	
constant	55.7818	8.8900	6.2746	.0000	38.0371	73.5264	
CSE	.4823	.2238	2.1547	.0348	.0355	.9291	

Independent variable that is CSE caused 4.966% variation in the mediating variable that is work engagement. The P value is 0.035 which is less than 0.05 therefore, the relationship between independent and mediating variable is moderately significant.

\*\*\*\*\*

OUTCOME VARIABLE:

Model Summary							
	R	R-sq	MSE	F	df1	df2	p
	.7605	.6130	.2914	419.9293	2.0000	530.0000	.0000

Model							
	coeff	se	t	p	LLCI	ULCI	

constant	.9518	.1917	7.7044	.0000	.6960	1.6333
CSE	-.1086	.0387	-11.2244	.0000	-.2856	.0685
WE	-.3163	.0468	-12.4843	.0155	-.2097	.0228

The combined effect of mediator variable that is WE and independent variable that is CSE is 13%.

The coefficient value of CSE suggest that a change in CSE by one unit would bring a change in the TI (DV) by -.1086. The coefficient value of WE suggest that a change in CSE by one unit would bring a change in the TI (DV) by -.3163.

The P value of CSE is 0.00 which is less than 0.05, this shows that the relationship is significant between independent variable that is CSE and dependent variable that is turnover intention.

The P value of WE is 0.0155 which is less than 0.05, this shows that the relationship is moderately significant between mediating variable that is work engagement and dependent variable that is turnover intention.

\*\*\*\*\* TOTAL EFFECT MODEL \*\*\*\*\*

\*\*\*\*\*

OUTCOME VARIABLE:

TI

Model Summary

R	R-sq	MSE	F	df1	df2	p
.5205	.4486	.2497	483.4224	1.0000	607.0000	.0187

Model

	coeff	se	t	p	LLCI	ULCI
constant	6.5781	.5351	14.5184	.0000	1.5220	3.6342
CSE	-.1647	.0690	-1.8500	.0187	-.3423	.0130

The coefficient value of CSE suggest that a change in IV that is CSE by one unit would bring a change in the DV that is turnover intention by -.1647. This relation is moderately significant since P value is 0.0187 which is less than 0.05.

\*\*\*\*\* TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y \*\*\*\*\*

\*\*\*\*\*

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI
.1647	.0690	1.8500	.0187	.3423	.0130

Tells how much effect does IV have on DV and how much effect IV through MV creates on DV that is .1647. This relation is moderately significant since P value is 0.0187 which is less than 0.05.

```
Direct effect of X on Y
      Effect      se      t      p      LLCI      ULCI
      -0.1086    .0387   -11.2244  .0000   -0.2856    0.0685
```

Tells how much effect does IV have on DV that is -.1086. This relation is significant since P value is 0.05 which is less than 0.05.

```
Indirect effect(s) of X on Y:
      Effect      BootSE      BootLLCI      BootULCI
WE      .1561      .0394      .1505      .3245
```

The table shows whether mediation; Work engagement has significant impact on dependent variable; turnover intention or not. This shows that if there is any change in mediator variable (WE) then the relationship between independent variable and dependent variable would be affected by 0.1561. Both values of BootLLCI BootULCI are positive and there is no zero in between the two values, hence the mediator (WE) significantly mediate between independent variable (CSE) and dependent variable (TI). So, Core Self Evaluation impacts Turnover Intention through Work engagement.

```
***** ANALYSIS NOTES AND ERRORS *****
Level of confidence for all confidence intervals in output:
95.0000
Number of bootstrap samples for percentile bootstrap confidence intervals:
5000
----- END MATRIX -----
```

## 4.6 Discussion of Results

338 participants provided complete responses, revealing key characteristics of the study population in the demographic variables. The gender distribution highlights a gender imbalance in the dataset, with a notable male majority of 84.1%. In terms of age, the largest group is between the ages of 36 and 45 (47.8%), followed by 46 and 55 (23.2%). Remarkably, 66.7% of those surveyed are in the age range of 36 to 55. When it comes to professional titles, the largest group is made up of lecturers (42.0%) and assistant professors (18.8%). The total percentage shows that 58.0% of people are assistant professors or higher, which reflects a variety of academic roles.

As we move on to the correlation analysis, we find that there is a strong negative correlation ( $r = -0.220$ ,  $p = 0.05$ ) between core self-evaluation (CSE) and turnover intention. This suggests that the acceptance of Hypothesis 1 is supported by the fact that higher turnover intention is a result of lower organizational support. Furthermore, Hypothesis 2 is supported by a moderately positive correlation ( $r = 0.225$ ,  $p = 0.035$ ) between CSE and work engagement, indicating a positive relationship between higher core self-evaluation and work engagement. Hypothesis 3 is supported by a significant negative correlation ( $r = -0.332$ ,  $p = 0.05$ ) showing a positive relationship between work engagement and turnover intention.

These results are further supported by the regression analysis, which shows that CSE alters turnover intention by 51.9%. The ANOVA results indicate that there is a significant correlation ( $p = 0.00$ ) between turnover intention and CSE. The coefficients table confirms that there is a negative relationship ( $\beta = -0.720$ ) between core self-evaluation and turnover intention.

Work engagement is introduced as a mediator in the mediation analysis. The combined effect of CSE and work engagement explains 13% of turnover intention. CSE significantly predicts work engagement ( $p = 0.035$ ). There is a significant ( $p = 0.0187$ ) direct effect of CSE on turnover intention, indicating that CSE influences turnover intention on its own. Work engagement plays a significant mediating role in turnover intention, as evidenced by the 0.1561% indirect effect of CSE on work engagement.

To sum up, the demographic profile suggests a varied academic population, and the correlation and regression analyses validate the proposed associations among core self-evaluation, work

engagement, and intention to leave the field. The results highlight the significance of work engagement, individual self-evaluation, and organizational support in determining turnover intentions in academic settings.

#### **4.7 Theoretical Implication**

The study's theoretical implications are significant because it is the first attempt to empirically explain the complex relationship among work engagement, turnover intentions, and Core Self-Evaluations (CSEs) within an extensive mediation model. In contrast to earlier research that examined these variables separately, this study adopts a novel strategy by putting forth a comprehensive viewpoint that takes into account the interdependence of these constructs. Previous studies produced inconsistent results that shed light on the connections between distinct variables. This study, in contrast, presents a unified framework and simultaneously examines the interactions among CSEs, turnover intentions, and work engagement.

Using the self-determination theory to be the main theoretical framework, this study creatively suggests and evaluates a mediation model based on empirical data. A more complicated comprehension of how work engagement acts as a mediator in the connection among CSEs as well as turnover intentions is made possible by the application of a mediation model. This methodological approach closes the gap left by earlier studies that examined these components separately by providing a more thorough and integrated perspective.

The study is enhanced by a strong framework that proposes work engagement as a mediator, thanks to the incorporation of the self-determination theory, which offers a theoretical basis for the proposed model. This study improves our theoretical knowing of the connections between CSEs, turnover intentions, and work engagement and offers a fresh viewpoint that unifies these concepts under a coherent theoretical umbrella through combining these theoretical components and testing them within a single framework. This theoretical contribution promotes a more comprehensive understanding of the processes at work in the organizational context by improving the academic discussion and laying the foundation for further studies to build on this integrated framework.

This study adds a great deal to the body of literature by examining the connection among CSEs, work engagement, as well as turnover intentions. First, previous study showed that CSEs have a



significant effect on job satisfaction (Judge et al., 2000). The present research proves the same but it also studies a new mediating variable; work engagement. Researches have studied the effect of CSE on turnover intention with motivation as mediating variable.

This study's second noteworthy contribution is its original investigation of the connection between turnover intention and Core Self-Evaluations (CSEs), using work engagement to be a mediator. While the relationship among CSEs as well as turnover intention has been the subject of previous research, relatively few studies have examined this relationship in the context of alternative mediators (Kittinger et al., 2020). A number of these studies have looked into performance, goal-setting, and perceived job characteristics as possible mediators (Barač et al., 2018). The incorporation of work engagement to be a mediator within this relationship, however, is what makes this research novel. This divergence from traditional mediators provides a new angle on the ways in which CSEs affect turnover intention and provides a thorough analysis of the mechanisms that underlie them.

This study's emphasis on academic staff motivation at the Higher Education Commission (HEC) within Islamabad represents its third significant contribution. There is a dearth of research on academic staff motivation, especially in the context of the HEC, despite the crucial role they play within the higher education sector (Quddus & Waris, 2019). In order to close this gap, this study is the first to look into how Core Self-Evaluations, specifically those conducted among the academic staff at HEC in Islamabad, affect work engagement as well as turnover intention. In doing so, it provides insightful information about the variables affecting academic professionals' motivation and career goals in this particular institutional context.

To sum up, this research contributes to the body of knowledge on CSEs, turnover intention, and mediator work engagement while also being the first to look at these relationships in the particular setting of academic staff at the HEC in Islamabad. Incorporating work engagement as a mediator enhances our comprehension of the fundamental mechanisms and presents a fresh viewpoint that advances theoretical and practical discussions in the domains of organizational psychology, HR and management.

#### **4.8 Practical Implications of study**

To begin with, employees with high core self-evaluation are more likely to take on difficult tasks, perform better at work and higher level of job satisfaction that is, they can handle stress better than employees with low core self-evaluation who find it difficult to stay motivated and more likely to doubt themselves which ultimately affect their job satisfaction and readiness to take additional duties. Also, satisfied employees are more likely to stay with the organization which results in reducing turnover rates. Similarly, engaged employees are less likely to be absent from work which benefits organization in a cost saving manner that related to recruitment, training and on boarding. After that, it will benefit employees to assume leadership roles that is, they are more confident in making decisions, having trust in their own abilities which help them in encouraging others to have confidence.

Moreover, it will help employees to make more harmonious relationship with others that is establishing strong bonds, communicate assertively and to cope with social anxiety in an effective manner. Also, employees who score high on core self-evaluation typically have better mental health because they manage stress more skillfully, experience less anxiety, depression and worthlessness feelings. Engaged employees have less sense of fulfillment which contribute to overall well-being. Also, engaged employees contribute to development of positive organizational culture that promotes more supportive and enjoyable work environment. Similarly, employees with high core self-evaluation tend to take risks in their professional lives, seek career development, pursue difficult career goals and fully utilize their potential to achieve their ambitious goals. Also, engaged employees are more seemingly to be focused and productive in their tasks and are willing to put additional effort and time into their work which results in delivering high-quality work.

In case of teachers, it will help them in a following ways. To begin with teacher-student relationship, teacher with high core self-evaluation tend to form supportive relationship with students that is, engaged teachers are more likely to have students who are motivated and perform better academically and the enthusiasm and passion for teaching fostering a more positive classroom atmosphere which contribute to better learning experience for the students.

After that, if teachers are motivated and satisfied about their job then they inclined to use innovative teaching methods, technologies and pedagogical approaches and are adaptable to any

change which has positive impact on student learning and career. Engaged teachers are more likely invest in their own professional development that is , they seek out continuous learning, attend workshops and stay updated on best practices in education. Moreover, teachers with high core self-evaluation and job engagement will better collaborate with their colleagues which contribute to effective teamwork within a university. Also, teachers with high work engagement is directly connected to higher level of organizational commitment that is, they are more likely to feel a strong sense of loyalty and commitment to their organizations.

#### **4.9 Limitations**

Like all researches, the current study has several restrictions. First off, the study's sample was constrained on a single geographic region, teachers of top four HEC recognized universities of Islamabad, Pakistan. As a result, it is unclear whether the sampling used in this study is representative of all teachers. Additionally, data were gathered during just a short amount of time with a small sample size of HEC recognized university teachers. Testing these hypotheses on larger samples of HEC university teachers is advised. Data must also be obtained from other cities of Pakistan.

The present study was restricted to only HEC teachers; however, future studies can conduct research on diverse regions such as Europe, other parts of Asia, Africa etc. This would help in the generalizability of the research.

Another limitation of the study is that it only focuses on one mediating variable that is work engagement. Further studies can explore other variables that mediate this relationship.

Since this research's prime focus is only the academic staff of HEC, future studies can obtain data from different job sectors and industries. Research can be conducted on banks, hospitality staff, airlines, doctors and nurses etc.

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## Appendix

### Demographics

#### Gender

Male                      Female                      Other

#### Age

26-35                      36-45                      46-55                      More than 55

#### Designation

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**Please fill the questionnaire by keeping in mind past one year of your service while employed at your organization.**

#### **The Core Self Evaluations Scale (CSES)**

Please rate the questions using the following scale;

***(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree Strongly (5) Agree***

1. - I am confident I get the success I deserve in life.
2. - Sometimes I feel depressed.
3. - When I try, I generally succeed.
4. - Sometimes when I fail I feel worthless.
5. - I complete tasks successfully.
6. - Sometimes, I do not feel in control of my work.
7. - Overall, I am satisfied with myself.
8. - I am filled with doubts about my competence.
9. - I determine what will happen in my life.

10. - I do not feel in control of my success in my career.

11. - I am capable of coping with most of my problems.

12. -There are times when things look pretty bleak and hopeless to me.out permission.

### **Turn over Intention**

Please rate the statements on the following scale

*(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree Strongly (5) Agree*

1- I often think about quitting my present job.

2- I intend to quit my present job.

3- I often think about an alternative line of work (an activity other than my present line of work).

4- During the next 12 months, I intend to search for an alternative role (another job, fulltime student, etc.) to my present job.

5- I have searched for a new job.

6- I am constantly searching for a better job.

### **Work Engagement Scale UWES**

Please rate the questions using the following scale;

*(0) never, (1) Rarely, (2) Occasionally, (3) Sometimes, (4) Often, (5) Very Often, (6) Always*

At my work, I feel that I am bursting with energy.

At my job, I feel strong and vigorous.

When I get up in the morning, I feel like going to work.

I can continue working for very long periods at a time.

At my job, I am very resilient, mentality

At my work, I always preserve, even when things do not go well

I find the work that I do full of meaning and purpose.

I am enthusiastic about my job.

My job inspires me.

I am proud on the work that I do.

To me, my job is challenging.

Time flies when I am working.

When I am working, I forget everything else around me.

I feel happy when I am working intensely.

I am immersed in my work

I get carried away when I am working.

It is difficult to detach myself from my job.



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<b>1</b>	<b>Abisola Leah Akosile, Mehmet Ali Ekemen.</b> "The Impact of Core Self-Evaluations on Job Satisfaction and Turnover Intention among Higher Education Academic Staff: Mediating Roles of Intrinsic and Extrinsic Motivation", <b>Behavioral Sciences, 2022</b> Publication	<b>2%</b>
<b>2</b>	<b>María Angeles Peláez-Fernández, Sergio Mérida-López, Lourdes Rey, Natalio Extremera.</b> "Burnout, work engagement and life satisfaction among Spanish teachers: The unique contribution of core self-evaluations", <b>Personality and Individual Differences, 2022</b> Publication	<b>2%</b>
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