



IMPACT OF PROFESSIONAL QUALITY OF LIFE ON WORK PERFORMANCE AMONG TEACHERS OF HEIS: ROLE OF ORGANIZATIONAL SUPPORT.

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ABSTRACT

Objective: To determine the impact of Professional Quality of Life on Work Performance among Teachers of higher education institutions (HEIs). As it was aimed to study the Role of Organizational Support as a moderator among professional Quality of Life and Work Performance.

Methodology: In this study, survey method is used for the purpose of data collection and analyses are quantitative in nature. Nonprobability purposive sampling technique was used as research design. Sample size was around 100 including 54 females and 46 male teachers. Data was collected from different universities in Islamabad. Following the ethical guidelines, informed consent is taken from every participant, and they were assured that the information gained from them will be saved confidentially.

Results: Results show that a significant relationship exists between the ProQOL and work performance. It also shows that organizational support does not moderate the relation of ProQOL and work performance. Lastly, it also shows there are no major gender differences in compassion satisfaction and fatigue.

Conclusion: There is a notable relation between ProQOL and work performance among teachers. Furthermore, organizational support does not moderate between ProQOL and work performance. Additionally, no gender differences exist in level of compassion satisfaction and compassion fatigue in males and females.

Keywords: Compassion Fatigue, Work Performance, Organizational Support, and HEI Teachers.

INTRODUCTION

Introduction:

In the realm of Higher Education Institutions (HEIs), educators play a pivotal role in shaping the intellectual and professional growth of students. Their work goes beyond the classroom, influencing individual learners and contributing significantly to the broader educational landscape and the development of society as a whole. The core of their experiences revolves around the notion of professional quality of life (ProQOL), a comprehensive concept that encompasses both the positive and negative aspects of their professional being. Compassion satisfaction, burnout, and secondary traumatic stress are some of the dimensions to consider. The ProQOL experienced by teachers holds the power to profoundly impact their overall well-being and, consequently, their work performance. (Amin & Atta, 2013; Fernandes & Singh, 2022)

The Vital Role of Teachers:

Teachers are often considered the backbone of a nation's educational system. Teachers, as stated in a report released by UNESCO (2021), are acknowledged as the preeminent and impactful catalysts for promoting fairness, bolstering the standard of education, and making a profound impact on the growth of children worldwide. In Pakistan, as in many other countries, the contributions of educators in Higher Education Institutions (HEIs) are particularly noteworthy. (Renés-Arellano et al., 2021)

Understanding ProQOL and Its Complexities:

ProQOL encompasses a comprehensive understanding that is closely linked to the broader notion of work-related stress. It encompasses various aspects that highlight the professional experiences of individuals who dedicate themselves to the care of others. In their daily work, individuals such as teachers, doctors, social workers, and nurses skillfully navigate the intricate balance between experiencing positive emotions, like compassion satisfaction, and handling negative emotions, like compassion fatigue. (Pedro et al., 2020; AL-KUBAISI et al., 2022)

Compassion Satisfaction and Compassion Fatigue:

Compassion satisfaction, derived from the act of helping others, is a profound source of fulfillment. It represents the joy and satisfaction that individuals experience when they make a positive impact on the lives of those they serve. Teachers derive immense satisfaction from witnessing their students' growth, development, and success. This dimension of ProQOL acknowledges the positive and rewarding aspects of their profession, which serve as a driving force in their commitment to education. (Figley, 1995; Berger et al., 2015; Hinderer et al., 2014)

Compassion fatigue is a term that describes the overwhelming exhaustion felt on three levels: physical, psychological, and emotional. This fatigue typically affects individuals, particularly caregivers who frequently encounter traumatic events as part of their profession, and manifests as a variety of negative emotions. These emotions include exhaustion, sadness, detachment, frustration, and ineffectiveness. The concept of compassion fatigue has been well-documented and is a recognized challenge in many caregiving professions (Pfifferling & Gilley, 2000; Coetzee & Klopper, 2010; Hamid & Musa, 2016; Hemsworth et al., 2018; Kolthoff & Hickman, 2017).

Challenges in the Pakistani Context:

Pakistan, like many nations, places a strong emphasis on education, viewing it as a cornerstone of societal progress. Teachers in Pakistan, particularly those in HEIs, are revered for their role in knowledge dissemination and the nurturing of future leaders. However, the teaching profession in the country is not without its challenges. (Waqas et al., 2019)

HEIs in Pakistan often grapple with issues such as inadequate funding, limited research opportunities, and varying degrees of administrative support. Teachers face various challenges that can greatly affect their Professional Quality of Life (ProQOL). These challenges often result in burnout due to

overwhelming workloads, limited opportunities for professional growth, and the constant pressure to maintain high academic standards. (Haleem et al., 2022)

The Role of Organizational Support:

In this complex educational landscape, organizational support takes center stage. It encompasses factors such as administrative assistance, access to resources, and the creation of a supportive collegial environment. The level of support that educational institutions offer can greatly influence how much the challenges mentioned affect teachers' ProQOL and, as a result, their performance in their work. (AL-KUBAISI et al., 2022)

A lack of organizational support can exacerbate stressors and contribute to emotional exhaustion, leaving teachers feeling overwhelmed and unfulfilled. Conversely, a supportive environment can enhance job satisfaction, reduce the risk of burnout, and foster a sense of well-being among teachers. (Miller et al., 2017)

The Significance of this Study:

Education in Pakistan is not just important for personal growth, but also crucial for driving progress in society. Exploring the intricate connection between ProQOL, organizational support, and teachers' work performance in Higher Education Institutions is of utmost importance. This study aims to explore these dynamics, offering valuable insights into how organizational strategies and interventions can be leveraged to improve teachers' professional experiences. By extension, this research aims to elevate the quality of education within the country, contributing to the broader goals of knowledge dissemination and societal development.

Aim of Study

The current study aims to study the relationship between ProQOL and work performances of HEIs teachers: role of organizational support as moderator. Also, it's meant to investigate organizational support as a moderator between Professional quality of life (ProQOL) and Work performance among teachers. Furthermore, its purpose is to identify the gender differences in level of compassion satisfaction and fatigue among teachers.

Study Hypothesis

Keeping in view the aim of the study and the existing literature, the hypotheses of the present study are as follows:

- There exists a significant relationship between Professional quality of life (ProQOL) and Work Performance among teachers.
- Organizational support play as moderator between ProQOL and Work performance among teachers.
- There is significant gender difference in level of compassion satisfaction and fatigue among teachers.

METHODOLOGY

In this study, survey method is used for the purpose of data collection and analyses are quantitative in nature. One hundred participants above the 25 years of age were taken for the purpose of study. All the participants were university teachers with minimum 1 year of experience. The sampling method used for study was non-probability purposive sampling. Inclusion criteria for the study were university teachers, lecturer, HODs, coordinators, and Lab Teachers. Both male and female participants were considered. ProQOL was assessed using Professional Quality of life scale version V (ProQOL-V). Work performance was measured using Individual Work Performance scale. Lastly, organizational support was assessed using Survey of Perceived Organizational Support shorter version (8-items). Before using all scales, permissions were taken from respective authors through E-mails. The research participants were approached from different universities of Islamabad and Attock. Exclusion criteria

for the study were research assistants, labs assistants, university teachers without masters' qualifications or less than 1 year of experience. Person diagnosed with any mental illness was also excluded from study. Following the ethical guidelines, informed consent is taken from every participant, and they were assured that the information gained from them will be saved confidentially. Questionnaires were given to the teachers, and they were requested to respond honestly. At the completion of the questionnaire teachers were thanked for their participation.

RESULTS

The study's goal was to investigate the impact of ProQOL on Work Performance of Higher educational Institutes (HEIs) Teachers: Role of organizational Support. The analysis was performed through SPSS.

Psychometric properties of scales were computed. Alpha reliability coefficient of the scales was computed.

Table 1 Psychometric Properties of Questionnaires (n= 100)

Scales	N	α	M	SD	Range
CS	10	.846	40.65	5.63	23-50
BO	10	.710	22.37	5.11	11-37
STS	10	.784	24.35	6.08	13-42
TP	5	.890	13.99	4.14	4-20
CP	8	.902	21.60	6.80	4-33
CWB	5	.880	4.45	4.72	0-20
POS	8	.859	27.89	9.78	0-48

Note. N= No of Items, M= Mean, SD= Standard Deviation, α = Cronbach's α , CS= Compassion Satisfaction, BO= Burnout, STS= Secondary Traumatic Stress, TP= Task Performance, CP= Contextual Performance, CWB= Counter-Productive Work Behavior, POS= Perceived Organizational Support

Psychometric properties of every subscale of each scale used in current studies are shown above in table 1. The Cronbach alpha reliability of compassion satisfaction scale (subscale of ProQOL-V) is .84 which is quite good. Burnout and secondary traumatic stress have reliabilities .71 and .78 respectively, these two constructs were used to measure compassion fatigue (subscale of ProQOL-V). Task performance, contextual performance, and counter productive work behavior have reliabilities 0.89, 0.90, and 0.88 respectively. Lastly, perceived organizational support scale has 0.85 reliability score, which is also high. Overall reliabilities of every scale are good.

Table 2 Table Showing Relationship Between Variables (n= 100)

Variables	1	2	3	4	5	6	7
1. CS	-	-.600**	-.236*	.558**	.498**	-.303**	.345**
2. BO		-	.563**	-.532**	-.344**	.351**	-.440**
3. STS			-	-.194	-.062	.460**	-.190
4. TP				-	.668**	-.145	.244*
5. CP					-	.051	.297**
6. CWB						-	-.229*
7. OS							-

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

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

Note. n= No of Participants, STS= Secondary Traumatic Stress, BO= Burnout, CS= Compassion Satisfaction, CP= Contextual Performance, TP= Task Performance, CWB= Counter-Productive Work Behavior, OS= Organizational Support

Table 2 shows that compassion satisfaction has strong negative correlation with burnout and secondary traumatic stress (constructs of compassion fatigue). Moreover, compassion satisfaction has strong positive correlation with task performance and contextual performance (positive aspects of

work performance). Whereas it is strongly negatively associated with counter-productive work behavior (negative feature of work performance). Compassion satisfaction has a significant positive relation with organizational support. It is also evident from table that Burnout is negatively related to task performance and contextual performance. Whereas it is positively related to counter-productive work behavior. Burnout has a strong negative correlation with organizational support. Secondary traumatic stress has a significant positive relation with counter-productive work behavior. Furthermore, it can also be seen in the table that task performance is strongly (Positively) correlated with contextual performance and also with organizational support. Contextual performance and Counter-productive work behavior has positive and negative relation with organizational support respectively.

Table 3 Independent Sample T- Test for gender differences between level of compassion satisfaction, compassion fatigue and subsequent differences in work performance.

Variables	Male		Female		t	df	p	95% CI		Cohen's d
	M	SD	M	SD				LL	UL	
CS	41.28	5.36	40.11	5.86	1.04	98	.30	-1.07	3.42	0.21
BO	22.09	5.09	22.61	5.17	-.51	98	.61	-2.57	1.52	0.10
STS	24.34	6.30	24.44	5.94	-.17	98	.87	-2.64	2.23	0.02
TP	14.63	3.92	13.44	4.28	1.43	98	.16	-.46	2.83	0.29
CP	21.59	6.94	21.61	6.74	-.02	98	.99	-2.75	2.70	0.01
CWB	5.24	5.71	3.78	3.61	1.55	98	.12	-.41	3.33	0.31
OS	28.52	10.19	27.35	9.49	.59	98	.55	-2.74	5.08	0.12

Note: M= Mean, SD= Standard Deviation, t= difference, df= degree of freedom, p= significance value, CI= Confidence Interval, LL= Lower Limit, UL= Upper Limit, STS= Secondary Traumatic Stress, BO= Burnout, CS= Compassion Satisfaction, CP= Contextual Performance, TP= Task Performance, CWB= Counter-Productive Work Behavior, OS= Organizational Support

As the results indicate, there are no significant gender differences in levels of compassion satisfaction and compassion fatigue. Moreover, no differences in work performance between the male and female participants of study exist.

Table 4 Regression Analysis (N=100)

Variables	B	SE	β	p	95% CI	
					LL	UL
Constant	13.89	13.06		.29	-12.04	39.81
CS	.61	.22	.31	.01	.17	1.05
BO	-.52	.29	-.24	.08	-1.10	.06
STS	.54	.20	.30	.01	.14	.93
OS	.28	.12	.03	.81	-.20	.26
R ²	.21					
ΔR^2	.19					
F	8.51					

Note. p= significance value, SE= Standard Error, CI= Confidence Interval, LL= Lower Limit, UL= Upper Limit, STS= Secondary Traumatic Stress, BO= Burnout, CS= Compassion Satisfaction, OS= Organizational Support

Table 4 shows if the organizational support moderates the relationship between ProQOL (CS, BO, STS) and work performance. Simple linear regression was run in order to check the moderation. The results indicate that CS and STS significantly predicts the work performance (p= .01). Whereas BO is not a significant predictor of work performance (p= .08). Thus, summing up we can say that ProQOL aspects CS and STS are significantly predicting work performance, but BO is not predicting

work performance among teachers. Additionally, it is also evident from the table that organizational support does not moderate the relationship between ProQOL and work performance ($p= 0.81$).

DISCUSSION

The present study sought to investigate the intricate relationship among Professional Quality of Life (ProQOL), work performance, and the moderating role of organizational support among teachers in Higher Education Institutions (HEIs). A sample of 100 participants, each possessing a master's degree in a relevant discipline, with at least one year of teaching experience at the university level, and aged above 25 years, was utilized for this research. Data collection predominantly took place in Islamabad. The study employed well-established scales to assess ProQOL, work performance, and organizational support, with each scale demonstrating commendable reliability.

ProQOL Assessment and Its Relationship with Work Performance:

In line with the first hypothesis, our findings unveil a significant relationship between ProQOL and work performance among teachers in HEIs. These results echo prior research conducted in corporate sectors, healthcare settings, and among social workers (Aketch et al., 2012; Guay et al., 2022; Kim et al., 2015; Tarigan et al., 2020). However, our study uniquely elucidates this relationship within the context of higher education, underscoring the pivotal role that ProQOL plays in shaping teachers' work performance.

The Moderating Role of Organizational Support:

The second hypothesis posited that organizational support moderates the relationship between ProQOL and work performance. Nevertheless, our study's outcomes do not lend support to this hypothesis. While previous literature has suggested the non-moderating role of organizational support in relationships between certain variables (Hochwarter et al., 2006), it has also indicated a positive relationship between organizational support and work performance (Randall et al., 1999). Furthermore, prior research has highlighted the influence of organizational support on ProQOL (Pourghaz & Salehi, 2016; Rozaini et al., 2015). However, in the specific context of our study, organizational support did not emerge as a moderator in the relationship between ProQOL and work performance.

One possible explanation for this finding could be rooted in the nature of the teaching profession within HEIs. Teachers' work performance may be influenced by factors such as income, societal respect, or status. Additionally, the sense of compassion satisfaction experienced by educators may be intrinsically linked to witnessing their students achieve success in their respective fields. This unique dynamic could potentially outweigh the moderating influence of organizational support in this particular context.

Gender Differences in Compassion Satisfaction and Compassion Fatigue:

The third hypothesis explored the presence of gender differences in the levels of compassion satisfaction and compassion fatigue among HEI teachers. Our findings, however, indicate that there are no substantial gender differences in these dimensions. These results align with previous studies (Gleichgerrcht & Decety, 2013; Sprang et al., 2007; Wells et al., 2004) and suggest that both male and female teachers in our sample experience comparable levels of compassion satisfaction and fatigue. This gender neutrality underscores the universality of the ProQOL experiences in the teaching profession within HEIs, highlighting that both genders grapple with similar challenges and derive similar levels of satisfaction from their roles as educators.

Implications:

Teacher Well-being for Enhanced Performance: The study underscores the link between Professional Quality of Life (ProQOL) and work performance among HEI teachers. Prioritizing teachers' well-

being and addressing factors that contribute to compassion satisfaction and mitigate compassion fatigue can lead to improved work performance and overall educational quality.

Organizational Support and Teacher Engagement: While the study did not find organizational support to moderate the ProQOL-work performance relationship, it highlights the need for HEIs to focus on creating supportive environments. Strengthening organizational support, including resources and professional development opportunities, can positively impact teachers' job satisfaction and commitment.

Gender Parity in Teacher Well-being: The absence of substantial gender differences in compassion satisfaction and fatigue is noteworthy, suggesting that both male and female teachers experience similar levels of emotional well-being. This finding promotes gender equality discussions and equitable policies within HEIs.

Suggestions:

Tailored Support Initiatives: HEIs should design targeted support programs for teachers that address their specific challenges and emotional needs. Such initiatives could include mentorship, stress management workshops, and platforms for sharing students' success stories.

Comprehensive Organizational Support: While the study didn't find a moderating effect, institutions should continue to invest in comprehensive support systems. Acknowledging teachers' contributions, providing resources, and fostering work-life balance can contribute to their overall job satisfaction and dedication.

Recommendations:

Longitudinal Studies: Future research could take a longitudinal approach to understand how ProQOL, work performance, and organizational support evolve over time. This would provide insights into the long-term impact of interventions and external factors.

Diverse Institutional Analysis: Expanding the research to encompass various HEIs across diverse regions and cultural contexts can offer a more holistic understanding of the intricate relationships between ProQOL and work performance.

Organizational Intervention Testing: To explore the potential moderating effect of organizational support, researchers could test specific interventions within HEIs. Implementing changes in administrative policies, resource allocation, and professional development opportunities can shed light on their impact.

Intersectionality Exploration: Investigating how variables like age, academic rank, and socioeconomic background intersect with ProQOL and work performance can uncover nuanced insights into the challenges faced by different subsets of teachers.

CONCLUSION

Concluding the current study, there is a notable relation between ProQOL and work performance among teachers. Furthermore, organizational support does not moderate between ProQOL and work performance. Additionally, no gender differences exist in level of compassion satisfaction and compassion fatigue in males and females.

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