PSYCHOLOGICAL CAPITAL: LINKS TO SUPPORT, JOB ENGAGEMENT

AND ORGANIZATIONAL COMMITMENT

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DECLARATION OF ORIGINALITY

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ABSTRACT

Psychological Capital: Links to Support, Job Engagement

and Organizational Commitment

Positive psychology discipline is concerned with the positive emotions, positive
behaviors and supportive institutions with an aim of understanding both human
suffering, happiness and their enablers. Under the positive psychology discipline,
psychological capital construct emerged to help us understand developmental
capacity of individuals in terms of having self-efficacy to spend necessary endeavors
to achieve goals, feeling optimistic about success, having hope and perseverance
towards goals and being resilient when encountered by obstacles. This study's main
purpose was understanding the impact of psychological capital on affective
commitment and job engagement. For this objective, responses from 206 employees
from different industries and various occupations were collected with a two-phased
questionnaire. The results showed that psychological capital had an important
influence on affective commitment and job engagement along with a strong
relationship with workplace support. Furthermore, there was the full mediation effect
of psychological capital between perceived organizational support, supervisor
support, coworker support and job engagement. The results of this study are
providing future researchers with support that PsyCap is an important construct
which needs to be investigated when studying employee outcomes and workplace
support. Since the research of psychological capital has been developing recently,
more research and attention are needed for its understanding and prediction on
employee outcomes.

ÖZET

Psikolojik Sermaye: İş Yeri Desteği, İş Bağlılığı ve
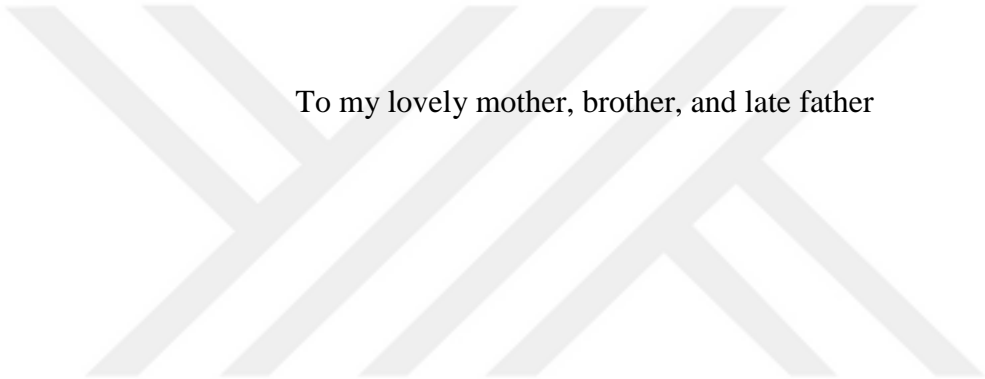
Organizasyonel Bağlılık İlişkisi

Pozitif psikoloji disiplini, çalışan mutluluğu ve bu mutluluğun sağlayıcılarını anlamak üzere, pozitif duygular, pozitif davranışlar ve destekleyici iş yerleri ile ilgilidir. Bir pozitif psikoloji ve örgütsel davranış kavramı olan psikolojik sermaye, bir bireyin umut, psikolojik dayanıklılık, iyimserlik ve öz yeterlilik bakımından gelişme durumunu tanımlar. Tüm nitelikler bir bütünsel yaklaşımla ele alınarak, gelişebilir ve ölçümlenebilir olan psikolojik sermaye kavramını oluşturmaktadırlar. Bu araştırmanın ana hedefi, psikolojik sermayenin organizasyonel bağlılık ve iş bağlılığı üzerine etkisini anlamaktır. Bu hedefe ulaşmak amacıyla, farklı sektörlerden ve çeşitli mesleklerden 206 çalışan ile 2 aşamalı bir anket çalışması gerçekleştirilerek katılımcılardan veri toplanmıştır. Sonuçlar, psikolojik sermayenin organizasyonel bağlılık ve iş bağlılığı üzerinde önemli bir etkisi olduğunu göstermektedir. Bununla birlikte, psikolojik sermayenin iş yeri destek türleriyle de önemli bir ilişkisi olduğu tespit edilmiştir. Çalışmanın bir diğer bulgusu da psikolojik sermayenin, algılanan iş yeri desteği, yönetici desteği ve çalışma arkadaşları desteği olarak tanımlanan iş yeri destek türleri ile iş bağlılığı ilişkisinde aracı değişken olarak bulunmasıdır. Sonuçlar, gelecek çalışmalar için psikolojik sermayenin, iş yeri destek türleri ve iş bağlılığı arasındaki ilişkide incelenmesi gereken önemli bir kavram olduğunu göstermektedir. Son zamanlarda gelişmeye devam eden bir pozitif psikoloji kavramı olan psikolojik sermayenin, çalışan davranışları üzerindeki etkisinin anlaşılması için gelecek çalışmalara ihtiyaç duyulmaktadır.

ACKNOWLEDGEMENTS

To my lovely mother, brother, and late father

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CHAPTER 1

INTRODUCTION

"Companies have no choice but to try to engage not only the body but the mind and

soul of every employee" (Ulrich, 1996, p. 125).

As Dave Ulrich (1996) stated in his book Human Resources Champions, employee

endeavors are so important for success that organizations should find means to make

their employees totally engaged for business success and competitiveness (as cited in

Bakker & Schaufeli, 2008). Today's organizations need not only focus on recruiting

the most talented individuals but also need to inspire and provide them with

necessary resources because they need employees who are connected to their works,

proactive and produce high quality outputs (Bakker, Albrecht, & Leiter, 2011).

Engaged employees are characterized by their psychological presence, attention and

concentration to their work roles and performances (Rich, Lepine, & Crawford,

2010, p. 619). In today's environment, employees are expected to work with

increasing demands with fewer resources and employee engagement has been

challenged according to Gallup data (Sweetman & Luthans, 2010). Gallup is a global

analytics and advice firm that helps leaders and organizations solve their problems.

Even though the importance of engaged employees has been given attention and

widely recognized, only 13 percent of employees worldwide are found to be engaged

in their jobs and this means that they are not committed to their work, not motivated

and not encouraged to be engaged at all according to Gallup (Mann & Harter, 2016).

Along with the social functions like producing goods or rendering services,

organizations offer the means for people to earn a livelihood and these fundamental

functions make the organizations important psychological devices as well (Levinson,

1965). Insightful leaders and managers have started to realize the significance of intangible human capital along with the concrete assets and information (Luthans, Luthans, & Luthans, 2004). As Barney (1991) suggested, optimal use of human capital is a critical competitive advantage for companies since it is a resource which is hard to replicate (Luthans F. , Avey, Avolio, & Peterson, 2010). Similarly, human resources are important asset of companies as they are expected to offer high return and competitive advantage for the companies (Luthans & Youssef, 2004). Applied psychology and strategic human resource management research explicitly suggests that both the individual and the organization's overall performance are expected to increase if investments are made in human capital (Crook, Todd, Combs, Woehr, & David J. Ketchen, 2011).

Recently, psychological capital has been given considerable attention as one of the strategic resources due to its positive influence on human performance (Newman, Ucbasaran, Zhu, & Hirst, 2014). Psychological capital is considered as a positive organizational behavior construct which includes "hope, self-efficacy, optimism and resilience" (Luthans, Youssef, & Avolio, 2007). It has been found that these included psychological resources are improvable and have favorable influence on employee behaviors. The studies about the outcomes of psychological capital is critically important within business context since decision makers need to see evidence-based results arising from the psychological capital before investing in it (Luthans & Youssef-Morgan, 2017). It is suggested that even short-term training sessions have the capacity to improve individual's psychological capital and it looks like having a favorable influence on job performance in return (Luthans F. , Avey, Avolio, & Peterson, 2010).

Although psychological capital is proposed as a core construct which needs to be invested and developed to achieve sustainable growth and performance, PsyCap cannot function alone. (Luthans, Norman, Avolio, & Avey, 2008) Besides, a supportive organizational climate is also important for companies striving for competitive advantage (Luthans et al, 2008). Employee's favorable perceptions about the organizational environment which make them feel secure and find meaning at work are found to have a positive relationship with productivity via job involvement's mediation (Brown & Leigh, 1996). Also, it is found that psychological capital may be strengthening the positive impact of supportive organizational environment on job performance (Luthans, Norman, Avolio, & Avey, 2008). Similarly, this study was questioning the mediator role of psychological capital between support and engagement along with the influence on affective commitment. The impact of psychological capital in the workplace was investigated by focusing on its link to support, job engagement and organizational commitment with the aim of understanding the importance of psychological capital in business context.

CHAPTER 2

PSYCHOLOGICAL CAPITAL

Positive organizational scholarship has been studying positive results, mechanisms and characteristics of the organizations along with their representatives by concentrating on the dynamics like perfection, growing, flourishing, plentifulness, resilience and goodness (Cameron, Dutton, & Quinn, 2003, p. 4). Positive organizational scholarship and positive psychological capital have been developed within the framework of positive psychology discipline initiated by Martin Seligman (Cameron et al, 2003, p. 4). As Seligman and Csikszentmihalyi (2000) stated that in an age of increasing materialism and selfishness, individuals need an orientation towards more on positive feelings about their past, present and future. Positive psychology discipline is concerned with this kind of positive emotions, positive behaviors and supportive institutions with an aim of understanding both human suffering, happiness and their enablers (Seligman, Steen, Park, & Peterson, 2005). Additionally, positive psychology concerns with understanding individuals' strengths rather than weaknesses and focuses on how they can be developed (Luthans, Norman, Avolio, & Avey, 2008). Researchers have found that, human strengths like hope, courage, optimism, perseverance, faith, honesty can fight against mental illnesses (Seligman & Csikszentmihalyi, 2000). Although considerable similarities prevail between positive organizational scholarship and positive organizational behavior, the latter is more specific under the umbrella concept of POS (Luthans & Youssef-Morgan, 2017). Positive organizational behavior has been defined as "the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed

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for performance improvement in today's workplace" (Luthans, 2002, p. 698). This definition includes the most important features of a positive organizational behavior construct which is measurable, state-like so that it can be developed by the facilitation of the companies or the individual herself/himself and as a result it should have a performance impact (Youssef & Luthans, 2007). For a psychological construct to be included in positive organizational behavior studies, it must be evidence-based, positively oriented, validly and reliably measurable and open to development and management along with that it must have measurable work attitude, behavior and performance outcomes (Luthans & Youssef-Morgan, 2017). In terms of this "state-like" explanation of PsyCap, it can be stated that the sub-constructs and PsyCap itself are unstable and improvable unlike the "trait-like" constructs like Big Five personality traits (Luthans, Avolio, Avey, & Norman, 2007). Psychological capital is the improvable positive psychological condition of a person which is described by having self-efficacy to spend necessary endeavors to achieve goals, feeling optimistic about success, having hope and perseverance towards goals and being resilient when encountered by obstacles (Luthans, Youssef, & Avolio, 2007, p. 3). After a detailed understanding of the inclusion criteria, the most suitable constructs in terms of definitional criterion of positive organizational behavior are found to be hope, resiliency, optimism, and self-efficacy as they are all measurable, developable, positive and unique (Luthans & Youssef, 2004). They are later summarized with the acronym "HERO" (Luthans & Youssef-Morgan, 2017, p. 4). These state-like constructs are not always changeable each moment like moods and happy feelings, but they are more stable at least in the short-term (Youssef & Luthans, 2007).

Combining these constructs, an individual with a positive psychological condition is identified by feeling confident to spend fundamental efforts for being successful (self-efficacy); feeling positive about succeeding (optimism); put persistent efforts to reach objectives by finding new solutions when needed (hope); if encountered with difficulties, going ahead with working towards the goal to be successful (resilience) (Luthans, Youssef, & Avolio, 2007, p. 3). Psychological capital is particularly used within organizational context and it is characterized by being specific to the area which a person has control (Avey, 2014). For instance, an employee may experience higher PsyCap to reach business objectives and have resilience when encountered with obstacles within the organizational context, whereas same individual may experience low hope and have difficulty in being resilient in the face of personal problems in family context (Avey, 2014).

According to Hobfol's (2002) psychological resource theory, psychological capital is a broader representation of emotions which is composed of psychological constructs as hope, optimism, self-efficacy and optimism (Avey, 2014). These sub-constructs were explained individually in detailed below.

2.1 Hope

Hope is described as a cognitive set including two main parts as goal-oriented determination and having the ability to discover new methods for attaining the objectives (Snyder, et al., 1991, p. 570). A hopeful individual expects the best and works to achieve it (Seligman, Steen, Park, & Peterson, 2005). For hope to be developed; there should be a specific, realistic, measurable, challenging and attainable goal in addition to delegation and empowerment (Luthans & Youssef, 2004).

2.2 Optimism

Optimism is a dispositional trait which helps to mediate between events happening and the inferences made about them (Seligman & Csikszentmihalyi, 2000). Also, people who have high optimism levels incline to have more positive moods, to be more diligent and successful (Seligman & Csikszentmihalyi, 2000). Although optimism enables an individual to make positive attributions about future or present events, this does not mean to have an unrealistic criticism, so it should provide a realistic assessment about the abilities of an individual given the available resources (Luthans, Norman, Avolio, & Avey, 2008). Three approaches suggested by Schneider which help optimism be developed are as follows: "leniency for the past" which means accepting and forgiving past failures; "appreciation for the present" which is having pleasure for the positive sides of the current situation; "opportunity-seeking for the future" meaning that uncertainties are opportunities for improvement (Luthans & Youssef, 2004). Several studies done by Seligman (1998) and Luthans & Youssef (2007) showed that optimism is positively related with performance (Luthans, Norman, Avolio, & Avey, 2008).

2.3 Self-efficacy

Efficacy construct is based on Bandura's (1997) comprehensive research theory building efforts (Luthans, Norman, Avolio, & Avey, 2008). According to Bandura, self-efficacy is described as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Bandura, 1994, p. 1). Efficacy is open to development in both leaders and employees for specific tasks within a specific situation (Luthans, 2002).

Self-confident people are encouraged to volunteer for challenging tasks, show motivation for success, spend endeavor to attain their goals, and do not give up when encountered obstacles (Luthans & Youssef, 2004). Self-efficacy can be developed both by one's own experiences of success, which Bandura stated as mastery experiences, and vicarious modeling which means observing other successful people's experiences or even thinking about imaginary examples (Luthans & Youssef, 2004). According to the meta-analysis of Stajkovic and Luthans (1998), remarkable relationship between self-efficacy and work-related performance has been detected. Moreover, studies support the relationship between self-efficacy and job satisfaction and organizational commitment. (Luthans & Youssef, 2004)

2.4 Resiliency

Resiliency is a very popular terms in today's workplace and it is explained as individuals' ability to overcome difficulties, risky events and substantial amount of change (Stewart, Reid, & Mangham, 1997, p. 22). This individual capacity may fluctuate in the course of time and can be strengthened by the personal or organizational elements. Similarly, Masten (2001) defined resilience as producing favorable results in the face of critical adversity (p. 228). For resilience to be enhanced there should be a treat or hazardous event happened so individuals who have never been encountered a threat cannot be described as resilient (Masten, 2001). Additionally, resilience can be described as bouncing back ability from problems, unsuccessful results, ambiguities and stressful change processes like expanded job responsibilities (Luthans & Youssef, 2004, p. 18). Resilience can be developed by daily, continuance steps (Luthans & Youssef, 2004). As suggested by Masten, resiliency can be developed by three approaches of organizations as "risk-focused"

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which is concentrating on decreasing the risks and stressors; "asset-focused" which is enhancing resources expected to produce positive results despite of risk; and "process-focused" which is utilization of one's inventory and capitalizing on material and resources to cope with adverse situations (Luthans & Youssef, 2004, p. 22).

2.5 Psychological resource theory

Psychological capital is an inclusionary construct which is composing of four individual variables (Avey, Reichard, Luthans, & Mhatre, 2011, p. 128). Positive organizational studies have been examining the contribution of these sub-constructs which are hope, optimism, resilience and self-efficacy in managing organizational demands and increasing performance (Bakker & Schaufeli, 2008, p. 148). Although psychological capital field is still developing, there are significant number of publications done about each of the individual first-order constructs of psychological capital and they show the desirability of each component in organizational context as well as in one's whole life (Avey, Reichard, Luthans, & Mhatre, 2011, p. 129).

It is also essential to comprehend the concept of psychological capital as a resource and Hobfol's (2002) psychological resource theory can be used for that aim (Avey, Reichard, Luthans, & Mhatre, 2011). Drawing from its definition, resources may either individually represent valuable assets like self-respect, close relationships, well-being, and calm or they are used as the tools to acquire other valuable materials (Hobfoll, 2002, p. 307). It is understood that a construct can be used as an indicator of some broader concept or it can also be analyzed alone to understand its impact individually (Avey, Reichard, Luthans, & Mhatre, 2011). Even though, theorists have developed key resource theories, which are used to describe a specific key resource expected to yield positive outcomes, there is not an explicit answer whether

the key resources are independent from each other (Hobfoll, 2002). Thus, several central personality resource sets have been developed to get better understanding since constructs which are constituting these resource sets are overlapping individually (Hobfoll, 2002).

Despite the fact that self-efficacy, hope, resilience and optimism are separate concepts, they have many common aspects, so they are established for a theoretical explanation of psychological capital as a multidimensional construct (Avey, Reichard, Luthans, & Mhatre, 2011). PsyCap as an inclusive core concept can be understood by the total effect of these separate terms. (Luthans, Avolio, Avey, & Norman, 2007). Instead of being treated independently, these four psychological resources should be used as a part of an interactive, synergistic resource set (Luthans & Youssef-Morgan, 2017, p. 4).

2.6 Job demands-resources model (JD-R)

Even though every organizations have their own characteristics, there are two main features as "job demands" and "job resources" (Bakker & Demerouti, 2007). The first categories of job demands-resources model are "job demands" and it defines social, organizational or physical working conditions which consume an employee's energy while doing the job. Whereas the second category job resources are operationalized to attain job objectives, decreasing the effects of requiring demands and encouraging individual improvement (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001, p. 501). In other words, job resources are the offerings of the organization as compensation and benefits, promotions, employment security or the ease of communication between organization's members (Bakker & Demerouti,

2007). Also, job resources represent an encouraging factor in increasing job engagement, performance and lowering cynicism. (Bakker & Demerouti, 2007). Even in situations with high job demands, job engagement is expected to increase in a situation where job resources are plentiful (Bakker & Demerouti, 2007). According to job demand-resources model, job resources offer not only an intrinsic motivation since they encourage the development of individuals but also offer an extrinsic motivation as they are effective in reaching job objectives (Bakker & Demerouti, 2007). Among the resources which are instrumental in attaining job objectives, social support is an essential one (Bakker & Demerouti, 2007). Instrumental support from co-workers may decrease the effects of heavy work load on work-related stress according to Van der Doef and Maes (1999) study (Bakker & Demerouti, 2007). As to Hobfol (2002) proposed "resource caravans" concept based on conservation of resources (COR) theory, resources are developed throughout the life and their existence affect each other (p.312). Employees who are working within a resourceful work environment feel self-confident and valuable so that they build even more resources for overcoming job demands (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009). Along with social support, personal resources are the other principle type of resource which includes the personal characteristics of an individual usually related to her/his resilience. (Hobfoll, Johnson, Ennis, & Jackson, 2003, p. 632). Thus, personal resources can be seen as helpful instruments to reach objectives and protector from risks along with negative physiological and psychological effects, and effective for personal development (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009, p. 236).

2.7 Broaden and build theory

Broaden and Build Theory has been suggested by Frederickson (2004) and it suggests that instantaneous idea and behavior "repertoire" of people can be expanded so that innovative thoughts, ideas and relationships are triggered by this process (p.1367). As a result of this development, personal resources of the persons get enlarged. Moreover, theory claims that positive emotions enlarge their attentiveness and reasoning, inhibit negative emotions to emerge and improve resilience (Fredrickson, 2004, p. 1375). This also provides essential understanding of how PsyCap, which is called psychological resources by Frederickson (2001), is functioning (Luthans, Norman, Avolio, & Avey, 2008). In variety of contexts, individuals experience favorable and unfavorable emotions and moods, so they show different positive and negative behaviors over time (Fredrickson & Losada, 2005). From the perspective this theory, positive feelings enlarge the range of ideas and behaviors. These widened horizons of a person develop maintained resources like strong relationships, coping skills, and organizational information which lead to greater advantages in the course of time (Fredrickson & Losada, 2005, p. 679). It is essential to continuously remind individuals to develop a positive mindset and to search for meaning when encountered with adverse situations (Luthans, Vogelgesang, & Lester, 2006). As to four positive psychological resources, which are self-efficacy, hope, optimism, and resilience, they enable them to flourish and succeed in a variety of situations (Sweetman & Luthans, 2010).

2.8 Antecedents of psychological capital

Although most states and states-like resources have been given considerable amount of recognition, research is limited in terms of antecedents of psychological capital

which are found as job characteristics, personality traits like self-esteem and proactive personality, supportive organizational climate and leadership styles in the context of few studies as Avey (2014) suggested (Luthans & Youssef-Morgan, 2017). Eden and Shani (1982) suggests that leaders' practices and intercommunication may develop self-efficacy of the members based on Pygmalion effect (as cited in Avey, 2014). Even if this study's concern is only the sub-construct self-efficacy, it is providing a beginning stage to investigate the mechanism of supervision in effecting PsyCap of individuals (Avey, 2014). Based on Hackman and Oldham job characteristic model (1980), job characteristics are thought to be a potential predictor of PsyCap since employees who are experiencing a well-conceived, compelling working practices and coping with setbacks (Avey, 2014). Avey's study (2014) also studied that individual differences, job characteristics and supervision can be the predictors of PsyCap in work context. Growing studies which have identified both the leading and inhibiting factors effecting psychological capital show support about the expandability of the construct along with the possibilities to change it (Newman, Ucbasaran, Zhu, & Hirst, 2014, p. 124). Luthans and colleagues (2008) proposed that when employees believe that they experience support within work context, the necessary requirements PsyCap to flourish are met. For instance, on the condition that an employee experience support, she/ he is encouraged to try new methods to succeed stemming from hopeful feelings (Luthans, Norman, Avolio, & Avey, 2008). Similarly, this kind of an experienced support from colleagues, managers or other divisions in the company is expected to give a motivation to employees to recover immediately after facing with obstacles (Luthans, Norman, Avolio, & Avey, 2008). Also, when employees perceive a supportive climate, their psychological capital flourishes since they attribute their mistakes to external,

unstable, specific issues but still feeling optimistic about their efficacy and achievements (Luthans, Norman, Avolio, & Avey, 2008). Luthans and his colleagues (2008) have claimed that psychological capital is mediating the relationship between supportive organizational climate and employee performance. Similar to supportive organizational climate, a climate of collaboration created by a transformational leader also plays a supportive role by encouraging employees to overcome problems and concentrate on reaching goals (Gooty, Gavin, Johnson, Frazier, & Snow, 2009). Based on the motivational impact, it is also suggested that PsyCap is mediating the relationship between transformational leadership and job behaviors (Gooty, Gavin, Johnson, Frazier, & Snow, 2009). Other than transformational leadership, it is suggested that authentic leaders have the potential to develop increased level of PsyCap which encourages them to be more creative (Rego, Sousa, Marques, & Cunha, 2002). Rego and colleagues (2002) found that authentic leaders improve creativity of the followers by helping them develop their PsyCap. Additionally, according to a study done in Chinese context, it has been found that psychological capital has a mediating role between functional social support and anxiety symptoms (Liu, Shu, Wang, Sui, & Ma, 2013). Additionally, in a recent study, psychological capital fully mediated the relationship between empowering leadership and psychological well-being and it partially mediated the relationship between empowering leadership and job engagement. (Park, Kim, Yoon, & Joo, 2017)

2.9 Outcomes of psychological capital

First of all, according to meta-analysis done by Avey and his colleagues in 2011, two categories of outcomes as favorable and unfavorable employee behaviors have been generated to test the relationship between those attitudes and psychological capital. It

is already known that PsyCap has a positive relationship with favorable employee behaviors whereas it has a negative relationship with unfavorable employee behaviors (Avey, Reichard, Luthans, & Mhatre, 2011). To begin with the desirable attitudes, employees experiencing higher level of PsyCap, are inclined to have a positive expectations about future job events (optimism), have the belief that they are the creators of their achievements (self-efficacy and hope) and have an endurance against obstacles(resilience) so they report that they are satisfied with their jobs, committed to their organizations and they have low levels of stress and anxiety (Avey, Reichard, Luthans, & Mhatre, 2011). On the other hand, they have cynicism towards change, stress and high turnover intention as undesirable outcomes. Supportively, Avey and colleagues have found PsyCap as a predictor of performance, job satisfaction, organizational commitment, well-being and organizational citizenship behaviors. It is also found that psychological capital has a negative impact on job stress, intention to leave and job searching behaviors (Avey, Luthans, & Jensen, 2009). Moreover, Newman and colleagues (2014) examined the existence literature by analyzing the outcomes of PsyCap at individual-level, team-level and organizational-level. Organizational commitment, job satisfaction, employee performance, employee behaviors were found as the outcomes of PsyCap at individual level whereas team performance, team satisfaction, team engagement and creativity are team-level outcomes (Newman, Ucbasaran, Zhu, & Hirst, 2014).

CHAPTER 3

ORGANIZATIONAL SUPPORT

According to organizational support theory, employees consistently observe the actions of the organization towards them and judge whether the organization appreciates their endeavors and acts out of concern for them based on these observations (Eisenberger, Huntington, Hutchison, & Sowa, 1986). Considerable attention has been given to organizational support theory mostly because it is enlightening the employee-company relationship in terms of the viewpoint of employee along with its significant relationship with affective organizational commitment, job satisfaction, and other employee outcomes (Kurtessis et al., 2017). In other words, organizational support theory helps us explain the emotional commitment of employees to the organization (Rhoades, Eisenberger, & Armeli, 2001). Eisenberger and colleagues (1986) suggested that employees use their observations and judgements about the organization's actions to assess the possibility of upcoming rewards in return for their job-related efforts. Perceived organizational support is expected to be affected by various kind of organizational practices and applications. (Eisenberger, Huntington, Hutchison, & Sowa, 1986) Therefore, this perception affects the employee's evaluations about the underlying reason of those organizational practices. Thus, their judgement about the commitment of the organization to them have a critical influence on commitment of the employees. (Eisenberger, Huntington, Hutchison, & Sowa, 1986).

3.1 Personification of the organization

Close relationship with the organization an employee works for seems to be become a major source for dealing with the setbacks stemming from economic, social, and psychological changes (Levinson, 1965). Since company is a part of identity of a person, relationship with the organization becomes important for gaining social power (Levinson, 1965). Moreover, the person searches for greater individual recognition, consideration and responsibility within that relationship by looking for supervisor's support to gain them (Levinson, 1965). Personification of the organization is essential to positive organizational support since it helps employees to simplify and summarize various interactions they experience with the organization as well as its agents (Kım, Eisenberger, & Baik, 2016). Individuals ascribe human characteristics to their companies they are working for (Levinson, 1965). In the workplace, the quality of their relationship with others and emotions towards agents of the organization effect their overall evaluations of the organization. (Levinson, 1965). When an individual exposes a treatment by a member of the organization, she/ he ascribe this treatment to the organization as if this treatment comes from the company. One of the reasons behind this argument is that organizations are liable for their treatments to their members legally, morally and financially (Levinson, 1965). As the fundamental principle of positive organizational support theory, personification helps us understand the way how employees develop their perceptions about the organization by aggregating the feelings derived from their positive and negative daily relationship with organization, managers and their colleagues (Kım, Eisenberger, & Baik, 2016).

3.2 Social support from supervisors and coworkers

Anecdotal reports suggested that employees differentiate organization's support as well as immediate supervisor's support and both are important in respect to employee's perceptions of being supported (Kottke & Sharafinski, 1988). Supervisor support is defined as the amount of concern received from a person in a higher-level position whereas peer support is the consideration received from employees in a similar position in the organization (Currivan, 1999). In line with that, social support is the amount of concern employees receive from other people in their organizational environment (Currivan, 1999). As represented by House (1981), there are four dimensions of social support as instrumental, appraisal, informational and emotional parts (Gant et al., 1993). An individual's self-respect can be improved by positive social connections with supportive people who are telling them that they are valuable and important even if they fail or make mistakes. (Cohen & Wills, 1985). Cohen and Wills (1985) proposed a buffering model that is securing individuals in the face of unfavorable events under pressure. Support by supervisors which is defined as the support by the employee's immediate supervisor is based on authorization whereas support from co-workers which is support by peer workers in similar positions is based on endorsement mechanism (Yoon & Lim, 1999).

Employees also make judgements about their managers who are liable to manage and assess their work results on behalf of the organization and as a result they decide whether their managers give importance to them (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002). There is also an enhancing effect of perceived supervisor status on the relationship between perceived supervisor support and perceived organizational support since it is perceived that supervisor actions and believes have a strong influence in important organizational

decisions (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002). Both coworker support and manager support found to have a remarkable relationship with job satisfaction and organizational commitment (Currivan, 1999).

3.3 Outcomes of organizational support

According to Brown and Leigh (1996), when employees perceptions about the organizational environment is positive meaning a consistency with their beliefs and personal benefit, they are expected to make a connection between their own life objectives and organizational goals. it is likely for them to identify their personal goals with organization's goals. As a result, they spend more energy reaching those organizational goals. Also, when employees make this connection and feel secure, their work outcomes improve with the mediation effect of job involvement and effort (Brown & Leigh, 1996). Employees are expected to have higher job involvement and spend more energy when they perceive management is promotive, responsibilities are explicit and challenging and they feel comfortable and valuable (Brown & Leigh, 1996). Similarly, it is assumed that positive organizational support is resulting in identification with the organization as it is providing employees with socioemotional needs like approval and esteem (Kurtessis et al., 2017). Moreover, an individual who experienced perceived support has an expectation of greater compensation in return for enhanced endeavors for attaining organizational goals, which is also defined as effort-outcome expectancy (Eisenberger, Huntington, Hutchison, & Sowa, 1986). Employees believe that the more effort they put the more praise they get from the organization (Eisenberger, Huntington, Hutchison, & Sowa, 1986). In other words, positive organizational support generates a felt of obligation of employees to contribute to the organizations' welfare and objectives based on the reciprocity norm

(Rhoades, Eisenberger, & Armeli, 2001). Based on social exchange theory, the high attention and caring provided with positive organizational support are expected to help satisfy the socio-emotional needs of the employee in return for a higher affective commitment (Kım, Eisenberger, & Baik, 2016). As Eisenberger & Stinglhamber (2011) stated, according to organizational support theory, positive organizational support is leading to affective commitment with the effects of social exchange and self-enhancement processes (as cited in Kım, Eisenberger, & Baik, 2016). Additionally, employees' global perception of organization's support plays an intermediate linkage role between antecedent variables and their commitment to the organization (Hutchison, 1997). Antecedents of affective commitment like role conflict, centralization, participative decision making are assumed to be derived from organization's or supervisor's actions (Hutchison, 1997). An employee with high perceived support would believe that the organization is ready to reward the efforts spent for success of the whole organization (Eisenberger, Huntington, Hutchison, & Sowa, 1986). Another study claimed that perceived organizational support may lead to obligations in employees to reciprocate through remaining with the organization (Maertz Jr, Griffeth, Campbell, & Allen, 2007). These obligations to stay may be resulted in fewer turnover intentions (Maertz Jr, Griffeth, Campbell, & Allen, 2007). Social support is also commonly used construct by stress literature and it is generally negatively related to strains and stresses (Beehr, Jex, Stacy, & Murray, 2000). To sum up, POS leads to affective commitment by meeting socio-emotional needs of employees and increasing identification with the organization (Kurtessis et al., 2017). Additionally, experiencing POS makes employees feel obliged to make a significant contribution to the company. (Kurtessis et al, 2017).

CHAPTER 4

ORGANIZATIONAL COMMITMENT

Becker is known as being one of the earlier scholars of commitment. He established that "commitments come into being when a person, by making a side-bet, links extraneous interests with a consistent line of activity" (Becker, 1960, p. 32). Here, side-bet was used as the persons' participation in social organizations. By making inference from this definition, commitment is the result of the accumulated investments which can be nonportable pensions, tenure in the organization, organization-specific skills or status (Reichers, 1985). By including the emotional and intellectual bound to this definition, American Heritage dictionary defined the word commitment as a feeling of emotional and intellectual connection with this kind of behavioral pattern. (Eisenberger, Huntington, Hutchison, & Sowa, 1986). Consistent with this, after reviewing the earlier definitions within the literature, Reichers (1985) described commitment as a mechanism to identify with the organizational objectives which are also shared by other organizational members like supervisors, consumers and third parties. Based on the studies specifications of commitment, the antecedents are found to be psychological variables like "identification"; role related variables like "role conflict/ambiguity"; and early work experiences such as "the degree of job challenge" have been demonstrated (Reichers, 1985). Reichers stated that, when it comes to answering the question of what employees are committed to, there are multiple commitments which the goals and values of the organization are espoused by specific groups like top managers or customers.

This multiple commitment idea is also based on the fact that the "organization" construct reflects not only the entity but also the coworkers, superiors, subordinates or customers in the eyes of an employee comprising the "organization" (Reichers, 1985).

By comprehensively reviewing the organizational commitment literature, Meyer and Allen (1991) presented a three-component model of organizational commitment by describing commitment as a "psychological state". This state explains the relationship of a person with her/ his company and gives signals about the willingness to continue the organizational membership of that person. In their model, attitudinal approach, which is described as people's opinion about their relationship with the organization, and behavioral approach which is the process of becoming "locked into" the current organization, are incorporated (Meyer & Allen, A Three-Component Conceptualization Of Organizational Commitment, 1991). Employees with an affective commitment have a strong willingness to continue the employment relation with their companies since they desire to do so; employees who have a continuance commitment do not leave their companies because they are in need of an employment; whereas employees who have a normative commitment continue the job relationship because of a feeling of obligation to stay at the company. These three components can be experienced in a varying degree by the employee.

4.1 Affective commitment

Since employees value the positive work experiences and have the expectation for these experiences to maintain, they have the desire to stay at the organization (Meyer & Allen, 1991). Employees have the willingness to continue their job efforts in

return for the benefits they expect to be provided by the organization (Meyer & Allen, A Three-Component Conceptualization Of Organizational Commitment, 1991). Affective commitment, meaning emotional bond to the organization, is considered as an essential factor for dedication and loyalty (Rhoades, Eisenberger, & Armeli, 2001). Similar to this view, research showed that absenteeism, performance and turnover are strongly associated with affective commitment (Rhoades, Eisenberger, & Armeli, 2001). Organizational support theory suggests that socio-emotional needs like respectability, connection, and feeling supported are satisfied by positive organizational support, leading to greater affective commitment (Kım, Eisenberger, & Baik, 2016). Despite of the fact that positive organizational support which is related to organizations' favorable actions and employee's affective commitment has a strong relation, they are conceptually and empirically distinct (Kım, Eisenberger, & Baik, 2016). An employee with high perceived organizational support is expected to perceive a lot more inducements at work so this creates connectional bonds with the organization and increases affective commitment (Maertz Jr, Griffeth, Campbell, & Allen, 2007). In line with the social exchange perspective, there are two main perspectives of employee commitment (Eisenberger, Fasolo, & Davis-LaMastro, 1990). The first one is affective commitment which is affected by individual characteristics, working conditions, and job events. Whereas calculative involvement means envisioning economic factors as the most important aspect. These two attachment behaviors are resulted in lower absenteeism and turnover along with the higher performance and work effort (Eisenberger, Fasolo, & Davis-LaMastro, 1990). Similarly, since the early studies of this field, turnover and withdrawal behaviors are claimed to be negatively related to commitment. (Reichers, 1985) A more recent study has shown a negative relationship between commitment

and turnover (Vandenberghe, Bentein, & Panaccio, 2017). Beyond the decreased turnover and increased job performance, strong employee commitment to the company is perceived as an extra contribution over job definition and standard responsibilities as Mowday (1982) suggested (as cited in Eisenberger, Fasolo, & Davis-LaMastro, 1990). Supportively, a metaanalysis showed that there is a stronger relation between affective organizational commitment by comparison with in-role performance (Riketta, 2002).

4.2 Social exchange theory

Generally, employers appreciate employee dedication and loyalty whereas employees' value organization's positive actions towards them like appraisal, information, compensation and benefits (Rhoades & Eisenberger, 2002). These two different perspectives are coming together with the norm of reciprocity principle. Social exchange theory, that is one of the most essential theories to understand workplace behavior and this reciprocity mechanism, has been used for many studies (Cropanzano & Mitchell, 2005). Homans, Thibaut, Kelley and Blau are among the important scholars who have investigated social exchange theory and made critical contributions to it based on different approaches psychologically and economically (Emerson, 1976)." They were located largely in the informal social interaction of the small groups" (Emerson, 1976, p. 336). Homans (1958) identified and advanced the social exchange point of view. While Homan focused more on the psychology of instrumental behavior, Blau put more emphasis on technical economic analysis (Emerson, 1976). According to Emerson (1976) exchange theory are defined as "a frame of reference that take the movement of valued things (resources) through social process". Based on reciprocity norm, the exchanged benefits may constitute

of impersonal resources like money, services, information along with socio-emotional resources as approval respect, liking (Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001). According to social exchange view, employees choose to be committed to their organizations depending on their observations and evaluations about the treatment they receive from the organization. (Eisenberger, Huntington, Hutchison, & Sowa, 1986). Moreover, theorists have claimed that employees are inclined to be committed to the organization in exchange for an employer's support and this indicates that positive organizational support is a powerful predictor of commitment (Cropanzano & Mitchell, 2005).

Commitment is an essential part of the continuity of employment relation between employee and employer, implying that there is a motivation for acquiring long-term gains instead of short-term utilities (Gundlach, Achrol, & Mentzer, 1995). Employees build up exchange relationships not only with their organizations but also with their immediate superiors (Wayne, Shore, & Liden, 1997).

CHAPTER 5

JOB ENGAGEMENT

Job involvement has been described as "a cognitive belief state of psychological identification with one's job" by earlier scholars (Brown & Leigh, 1996). Goffman in 1960's, used the words attachment and detachment in place of engagement and disengagement by claiming that the level of emotional bound differs from people to people. Goffman explaining the probable disengagement of an employee with role distance which is "the separateness between the individual and his occupation" (Goffman, 2005). By using this as base, Kahn (1990), who is one of the earlier scholars describing job engagement concept, presented personal engagement and personal disengagement concepts by referring to the behaviors of people which make them be fully present in their working situation and connected to their works or not. As to Kahn (1990) it is very important to investigate the degree of physical, cognitive and emotional endeavors of employees while they are performing their work roles. Engaged employees do not separate their own selves from the work-role without neglecting one or another on the contrary to disengaged employees who are defensive against role demands (Kahn, 1990). When employees feel that the organization is fulfilling their needs, they spend more effort by investing more time and energy while performing their job duties (Brown & Leigh, 1996). According to Kahn, employees are influenced by their psychological experiences under momentary work circumstances while they make the decision to engage or disengage and these experiences are influenced by interpersonal, group and organizational factors (Kahn, 1990).

Schaufeli and his colleagues (2002) proposed a model defining job

engagement as a positive organizational behavior concept which is a "positive, full-

filling, work-related state of mind that is characterized by vigor, dedication and

absorption" (p. 74) and explained it as an affective-cognitive state (Schaufeli,

Salanova, Gonzalez-Rom´A, & Bakker, 2002). Firstly, vigor is described by excess

energy and mental strength during performing job requirements, the eagerness to

spend more endeavors and continue to these efforts when encountered with hardship.

Secondly, dedication is described by a feeling of encouragement and excitement.

Thirdly, absorption is described by a strong devotion to the job with a lost track of

time. On the other hand, Rich and his colleagues (2010) proposed another approach

to job engagement recently based upon Kahn's (1990) description of engagement

which is applying oneself with full physical, emotional and cognitive devotion to the

work. By looking at Kahn's definition, it is understood that there is a relationship

between engagement and performance along with the importance of cognitive,

affective and physical energies employees spend for their work roles (Rich, Lepine,

& Crawford, 2010). Thus, their model is focused on the three antecedents of job

engagement as value congruence, perceived organizational support, and core self-

evaluations and their relationship with job performance based on Kahn's theory

(Rich, Lepine, & Crawford, 2010).

5.1 Herzberg two factor motivation-hygiene theory

While job involvement is about the employee resources invested in job, job

satisfaction is defined as the necessity to sustain happiness at work unlike the

intrinsic motivation which is a dedication of employee to retain autonomy and

control (Rich, Lepine, & Crawford, 2010). In 1950's, Herzberg and his associates

developed a two-factor theory, also defined as motivation-hygiene theory, by explaining the factors behind the employee satisfaction and dissatisfaction. Although job satisfaction stem from motivational factors like achievement, recognition, the work itself, responsibility, advancement by satisfying the need for self-fulfillment and individual development; job dissatisfaction is rooted in deprivation of hygiene factors related to job context like company policy, administrative practices, supervision, interpersonal relations, physical working conditions, job security, benefits and salary (Herzberg, 2005). The inference from the Herzberg theory is that work motivation and satisfaction can only be increased by motivational factors since the intentions merely to improve hygiene factors can not result in increased employee motivation (Hackman & Oldham, 1976). The three psychological states defined by the job characteristic model, are used to explain self-generated work motivation. (Hackman & Oldham, 1976)

5.2 The job characteristic model

The Job Characteristic Model proposed by Hackman and Oldham (1976) by analyzing the connection between job features and individual responses to work in an attempt to identify the job characteristics needed to be improved and to investigate the employee motivation to have a favorable response to job enlargement. In this model, "experienced meaningfulness, experienced responsibility and knowledge of results" (p. 255) are defined as three main psychological states (Hackman & Oldham, 1976). Moreover, in the model it is suggested that the overall motivational capability of a job depends on the job dimensions (skill variety, task identity, task significance) that lead to experienced meaningfulness, autonomy and feedback. Job characteristic model is somehow similar to Kahn's concept, analyzed in detail below, from the

point of view that both concepts are suggesting critical psychological states which influence the internal motivation of the employee in the workplace (Rich, Lepine, & Crawford, 2010).

5.3 Kahn's three psychological conditions

As to Kahn, engagement of employees can be explained as the presence or absence decision of the employees depending on the working conditions and experienced work events while they are performing their jobs. (Sweetman & Luthans, 2010). Based on this job characteristic model, Kahn (1990) described three psychological conditions, affecting the behaviors related with engagement or disengagement, as meaningfulness, safety and availability. (Kahn, 1990). Firstly, hereinbefore at the social exchange theory part, employees have perceptions about the degree of acquirement in exchange for their positive work-related behaviors, so they consistently observe this relationship. Thus, they alter their engagement depending on this observation of benefits, resources, meaningfulness or guaranties (Kahn, 1990). Employees experienced meaningfulness when their role characteristics are challenging, clearly defined, creative and partly autonomous. Also, meaningful interpersonal interactions with co-workers or clients affect their meaningfulness as they trigger a sense of dignity, self-appreciation and worthwhileness (Kahn, 1990). Secondly, psychological safety has been found to be connected with personal engagement since employees experienced safety in situations where they are able to express themselves without fear unlike the situations which are unclear, inconsistent and threatening (Kahn, 1990). Emotional connection with others, team characteristics, supervisory features and company procedures are the factors effecting whether people feel safety or not (Kahn, 1990). As the final psychological

condition, psychological availability is a state where a person feels having necessary physical, psychological and emotional resources which resulted in greater engagement levels (Kahn, 1990). Physical energy, emotional energy, insecurity and outside life are the factors effecting this psychological availability state (Kahn, 1990).

The amount of time and energy, which employees devote to their organizations intentionally, depends on the favorable perceptions about the psychological climate including supportive management, freedom of self-expression, recognition and job challenge similar to Kahn's three categorization as meaningfulness, safety and availability (Brown & Leigh, 1996). Drawing from Kahn's theory, Rich and his colleagues identified value congruence, perceived organizational support and core-self evaluations as three antecedents of engagement which are found to have a unique effect on engagement (Rich, Lepine, & Crawford, 2010). Firstly, value congruence includes the idea of that employees feel worthwhile and useful when their work roles are supporting their preferred self-images. Secondly, perceived organizational support creates trustworthy, predictable and safe organizational context with the help of supportive management and interpersonal relationships. Whereas core-self evaluations are related with employee resources available to be invested in job as employees feel confident and capable when they have positive self-evaluations (Rich, Lepine, & Crawford, 2010). Also, as to Hackman and Oldham (1980), autonomy, skill variety, task identity and significance are found to be antecedent job characteristics which have an influence on job involvement (as cited in Brown & Leigh, 1996).

Improving psychological capital may be the key construct for developing job engagement as they have a strong relationship with each other and developable

capacities across times and work events. (Sweetman & Luthans, 2010) Along with psychological capital itself, all the psychological resources constituting of it have been given considerable recognition in terms of developing psychological capital and encouraging employee engagement which is described as a state-like phenomenon just like psychological capital. (Sweetman & Luthans, 2010) Another similarity between the two positive organizational behavior construct is that either of the two positive constructs are characterized as a higher order construct. While psychological capital is composing of hope, optimism, resilience and self-efficacy (Luthans, Avolio, Avey, & Norman, 2007), job engagement includes vigor, dedication and absorption according to Schaufeli and his colleagues (2002).

Moreover, Job Demands-Resources Model explained in detail above can be used to understand the impact of job resources on job engagement. Studies showed that job resources like social support from co-workers and supervisors, performance feedback, skill variety, autonomy, and development opportunities are positively related with job engagement (Bakker & Demerouti, 2008). Job resources have both intrinsic and extrinsic motivational impact on employees (Bakker & Demerouti, 2008). Firstly, they create an intrinsic motivation as they are useful for employees' improvement. Secondly, they carry extrinsic motivational feature since they are beneficial for attaining job objectives. Also, personal resources are expected to connect job resources with job engagement and therefore with job performance (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009). Xanthopoulou and colleagues (2009) investigated the relationship between specific job resources, being defined as autonomy, supervisory coaching, and team climate, and positive psychological and organizational outcomes. They found a mediation between day-level personal resources, which are self-efficacy, self-esteem and optimism, and job

resources and day-level job engagement (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009). Xanthopolou and colleagues (2007) claimed that personal resources can be a distinct predictor of job engagement by showing evidence that employees with high levels of optimism, self-efficacy, resilience and self-esteem are benefiting from their job resources so that are more encouraged to be engaged in their job (Bakker & Demerouti, 2008).

In this framework, Sweetman and Luthans (2010) proposed that the four sub-constructs of psychological capital build upon each other and creates high levels of energy and motivation by broadening an individual's mindset and increasing job engagement (Sweetman & Luthans, 2010). According to Rich (2010), perceived organizational support, which indicates that management is promotive and there is a secure connection between the members of the organization trusting interpersonal relationships, is one of the main drivers of job engagement (Park, Kim, Yoon, & Joo, 2017). Similarly, in a longitudinal study of Hakanen and colleagues (2008), social support and professional contacts with coworkers has found to have an influence on future job engagement (Bakker, Albrecht, & Leiter, 2011).

CHAPTER 6

RESEARCH MODELS AND HYPOTHESES

In this thesis, research models were used to test all the hypotheses developed based on the detailed investigation of the literature. First model was used to understand the relationship between perceived organizational support, supervisor support, coworker support, psychological capital and affective commitment based on the principles of social exchange theory. Its conceptual model can be seen from Figure 1. The second one was used to investigate the relationship between perceived organizational support, supervisor support, coworker support, psychological capital and job engagement based on the principles of job-demands resources model. Moreover, the role of the psychological capital between perceived organizational support and job engagement were detected. Its conceptual model can be seen from Figure 2.
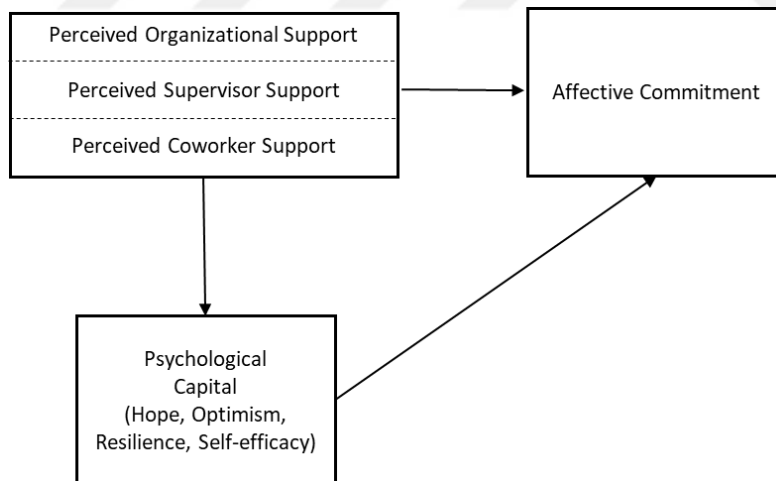
Figure 1. Conceptual model 1
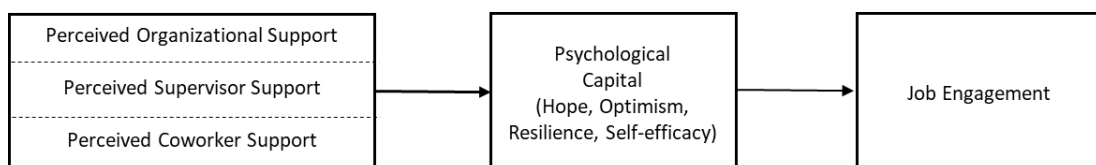
Figure 2. Conceptual model 2

6.1 The influence of psychological capital on employee outcomes

In this thesis, the influence of psychological capital on employee outcomes were theoretically analyzed based on psychological resource theory, broaden and build theory and job demands-resources model after presenting psychological capital as an inclusive construct.

Firstly, PsyCap was proposed as a higher-order construct which reflects the common characteristics of hope, self-efficacy, optimism and resilience. (Luthans, Avolio, Avey, & Norman, 2007) Combination of these sub-constructs produces more powerful effects. Based on psychological resource theory suggested by Hobfoll (2002), there are certain constructs which can be better explained by a representation of a core indicator (as cited in Avey, Luthans, & Jensen, 2009). Even though hope, optimism, resilience and self-efficacy are separate constructs, they are aggregated for a theoretical understanding of psychological capital as a multidimensional construct (Avey, Reichard, Luthans, & Mhatre, 2011). Many studies provided support for the validity of psychological capital as a core construct by indicating a better fit of the model when individual constructs are analyzed aggregately (Avey, Reichard, Luthans, & Mhatre, 2011). Instead of being treated independently, these four psychological resources can be used as a part of an interactive, synergistic resource set (Luthans & Youssef-Morgan, 2017). Similarly, Law, Wong and Mobley (1998) refer a construct as multidimensional if it is composed of various shared features and exists in multidimensional contexts. Unlike the set of interrelated unidimensional constructs, the dimensions of a multidimensional construct can be conceptualized based on overall abstraction which is theoretically meaningful to be used as a representation of the dimension (Law, Wong, & Mobley, 1998). They classified a multidimensional construct as "latent model" when it is a higher-level construct

which is composing of other predictors (Law, Wong, & Mobley, 1998, p. 743). This ''latent model'' characterizes psychological capital since it is described as a higher-level, core construct that is composed of the four variables as hope, resilience, optimism, and efficacy (Luthans, Norman, Avolio, & Avey, 2008).

Secondly, there are few models that can be used to understand the influence of positiveness on employee's noticeable attitudes (Luthans & Youssef, 2007). Broaden and Build Theory suggested by Frederickson (2004) can be benefited to comprehend the influence of psychological capital on employee outcomes. This theory suggests personal resources can be expanded so that innovative thoughts, ideas and relationships are encouraged to grow. Moreover, theory claims that positive emotions trigger employees' attentiveness and reasoning and restrain the emergence of negative emotions and develop resilience (Fredrickson, 2004). This also provides an understanding the underlying mechanisms behind the process of PsyCap (Luthans, Norman, Avolio, & Avey, 2008).

Thirdly, according to job demand-resources model, job resources offer an intrinsic motivation since they encourage employees' improvement as well as they offer an extrinsic motivation since they are effective in reaching job objectives (Bakker & Demerouti, 2007). Positive psychological resources are inhibiting the negative effects of job demands (Avey, Reichard, Luthans, & Mhatre, 2011). Previous works found PsyCap to be positively related to favorable employee outcomes whereas it is negatively related to unfavorable employee outcomes.

Consequently, in this study, based on the theoretical explanations about the positive influence of psychological capital on desirable work attitudes, psychological capital was expected to have a positive impact on job engagement and organizational commitment. PsyCap construct was used as an aggregate higher-order construct in

order to understand the impact of the personal resource set. The following

hypotheses are as follows:

H1a: Psychological Capital is positively related to affective commitment

H1b: Psychological Capital is positively related to job engagement

After analyzing the influence of psychological capital on employee outcomes,

the other hypotheses was tested according to the conceptual research models.

6.2 Conceptual model 1: Support, PsyCap and affective commitment

Perceived organizational support is expected to increase affective attachment of the

employees to the organization since there is an expectation of being rewarded in

exchange for greater effort toward reaching organizational goals (Eisenberger,

Huntington, Hutchison, & Sowa, 1986). Employees with high positive organizational

support is expected to spend more job-related efforts and this leads to greater job

performance (Kurtessis et al., 2017). As for affective organizational commitment,

employees adopt favorable attitudes and behaviors with the aim of creating balance

in their relationship with the organization (Kurtessis et al., 2017). As Eisenberger &

Stinglhamber (2011) stated, according to organizational support theory, positive

organizational support is leading to affective commitment with the effects of social

exchange and self-enhancement processes (as cited in Kım, Eisenberger, & Baik,

2016).

Social exchange theory is among the most effective approaches since it is

helpful to understand workplace behavior (Cropanzano & Mitchell, 2005). Based on

social exchange perspective, employees feel obligated to contribute to the

organization's success with an expectation of greater rewards in exchange for their

increased efforts (Kurtessis et al., 2017). Thus, they aim to satisfy the indebtedness by increasing their affective commitment and performance (Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001). It is assumed that positive organizational support, which is an experience-based characteristic concerning favorable or unfavorable practices of the organization, and felt obligation, which is the belief of employees regarding whether they contribute to organization's well-being and goal achievement, are causally related but conceptually distinct (Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001). The nature of superior-subordinate relationship evolves through the exchange of resources (Sias & Jablin, 1995). Also, social exchange view suggests that employees choose to be committed to their organizations depending on their observations and evaluations about the treatment they receive from the organization. (Eisenberger, Huntington, Hutchison, & Sowa, 1986). Moreover, theorists have claimed that employees are inclined to be committed to the organization in exchange for an employer's support and this indicates that positive organizational support may be a powerful predictor of commitment (Cropanzano & Mitchell, 2005). Based on the studies, it can be stated that employees with high levels of positive organizational support are expected to show increased job-related efforts and organizational commitment (Kurtessis et al., 2017). Consequently, perceived organizational behavior satisfies socio-emotional needs of an employee by creating strong identification, psychological well-being and increased motivation for contributing to organization's success (Kurtessis et al., 2017). This creates an assurance about the organization's willingness to compensate the efforts of employees who spend efforts to contribute to organizational objectives (Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001). According to personification of the organization perspective, individuals ascribe human

characteristics to their companies they are working for (Levinson, 1965). In the workplace, the quality of their relationship with others and emotions towards agents of the organization have an influence on their overall assessments of the organization (Levinson, 1965). When an individual experience a treatment by a member of the organization, she/ he see this treatment as the organization's action as if this treatment comes from the company itself. For that reason, along with organizational support, the effects of supervisor and coworker support is also important to be investigated. Although supervisor support is the amount of concern received from an employee in a superior position, peer support is defined as the amount of concern received from employees in a similar position in the organization (Currivan, 1999). It is found that both co-worker and supervisor support have a positive influence on organizational commitment (Currivan, 1999). Based on this theoretical framework, it is expected that perceived organizational support, supervisor support and coworker support have a positive effect on organizational commitment since it is creating a feeling of obligation in the eyes of employee based on social exchange theory. Thus, the following hypotheses were developed for understanding the influence of organizational support on organizational commitment:

H2a: Perceived organizational support is positively related to affective commitment

H2b: Perceived supervisor support is positively related to affective commitment

H2c: Perceived coworker support is positively related to affective commitment

6.3 Conceptual model 2: Support, PsyCap and job engagement

The relationship between psychological capital and support on job engagement was theoretically investigated by job demands-resources model and broaden and build theory. Firstly, job demands-resources model proposes two categories as job demands requiring physical or mental effort of the employee and job resources which is functional means necessary to attain job objectives, decrease the negative effects of job demands, encourage improvement (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). Interpersonal relationships including supervisor and co-worker support are seen as job resources which are contributing to motivational process of the employees (Bakker & Demerouti, 2007). Job resources offer an intrinsic motivation as with an encouragement of employees' improvement along with an extrinsic motivation with an instrumental role in achieving work goals (Bakker & Demerouti, 2007). Since job resources have an intrinsic motivational role, they are essential to overcome the negative effects of job demands (Bakker & Demerouti, 2008). Both job resource like support from organizational members, and personal resources like optimism, self-efficacy, resilience and self-respect have a positive influence on job engagement and engaged employees develop their own resources by creating increased level of job engagement over time (Bakker & Demerouti, 2007, 2008) Moreover, drawing from Kahn's three categorization as meaningfulness, safety and availability, Rich and his colleagues identified perceived organizational support as an antecedent of engagement (Rich, Lepine, & Crawford, 2010). Employees change their engagement levels based on their observations of benefits, resources, meaningfulness and meaningfulness they experienced in the workplace (Kahn, 1990).

Secondly, Broaden and Build Theory suggested by Fredrickson (2004) can be used to understand the influence. It suggests that positive feelings enlarge an individual's ideas and behaviors so that innovation, social connections and personal resources are developed by this process (Fredrickson, 2004). Although the psychological constructs included in the framework of this theory are distinct from the ones composing psychological capital, it is providing a theoretical explanation of the connections between PsyCap and its positive outcomes with a strong link between emotions and cognitions (Luthans, Norman, Avolio, & Avey, 2008). Supportive climate is expected to help PsyCap flourish since employees feel hopeful to reach their goals, optimistic in their attributions and resilient when encountered with setbacks (Luthans, Norman, Avolio, & Avey, 2008). In a supportive climate, employees do not end their endeavors even if they make mistakes since they are supported with an encouragement of trying new methods to succeed (Luthans, Norman, Avolio, & Avey, 2008).

Thirdly, studies found psychological capital as a mediator are offering important foundations for this study. To begin with Ren and Vanderberg (1995) study, they proposed a mediation model of critical psychological states presented by Hackman and Oldham (1975; 1976) as the primary motivational component of the job characteristics model with job outcomes. Their findings offer some evidence of mediating role of critical psychological states on job outcomes (Luthans, Norman, Avolio, & Avey, 2008). On the basis of this model, Luthans and colleagues (2008) proposed PsyCap as a mediator between supportive environment and job performance. In other words, they claimed that an existence of a mediating variable which belongs to the individual's personal resources is essential for another variable to influence job performance (Luthans, Norman, Avolio, & Avey, 2008). According

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to their study, only if someone have the ability or individual capacity to do the job, support leads to consistent level of success (Luthans, Norman, Avolio, & Avey, 2008). By taking this as a base, they supported that employees' psychological capital mediates the relationship between supportive climate and their performance (Luthans, Norman, Avolio, & Avey, 2008). Based upon this finding, this study further investigated this leveraging effect of psychological capital on job performance and competitive advantage with the perspective of the influence on job engagement.

In line with this theoretical understanding, in this thesis, it was claimed that organizational support as a job resource helps an employee develop psychological capital as a personal resource so that this relationship triggers intrinsic motivation and job engagement of the employee. Since employee's perceptions about the development of their personal resources are important for their engagement decisions, psychological capital was expected to play an important role as a mediator between organizational support and job engagement. With the help of organizational support as a job resource, employee's psychological capital as a personal resource was expected to increase so that it will contribute to their job engagement as they will feel an intrinsic motivation towards reaching their work goals. As shown in Table 1, the hypotheses were developed based on these conceptual models of this study. The following hypotheses are as follows:

> H3a: Perceived organizational support is positively related with psychological capital
>
> H3b: Perceived supervisor support is positively related with psychological capital

H3c: Perceived coworker support is positively related with psychological capital

H4a: The relationship between perceived organizational support and job engagement is mediated by psychological capital

H4b: The relationship between perceived supervisor support and job engagement is mediated by psychological capital

H4c: The relationship between perceived coworker support and job engagement is mediated by psychological capital

Table 1. Hypotheses of the Study

Number		Hypotheses
H1	H1a	Psychological Capital is positively related to affective commitment
	H1b	Psychological Capital is positively related to job engagement
H2	H2a	Perceived organizational support is positively related to affective commitment
	H2b	Perceived supervisor support is positively related to affective commitment
	H2c	Perceived coworker support is positively related to affective commitment
H3	H3a	Perceived organizational support is positively related with psychological capital
	H3b	Perceived supervisor support is positively related with psychological capital
	H3c	Perceived coworker support is positively related with psychological capital
H4	H4a	The relationship between perceived organizational support and job engagement is mediated by psychological capital
	H4b	The relationship between perceived supervisor support and job engagement is mediated by psychological capital
	H4c	The relationship between perceived coworker support and job engagement is mediated by psychological capital

CHAPTER 7

RESEARCH DESIGN

The current study mainly concerned with understanding the antecedents and outcomes of positive psychological resources of employees working in business organizations which provide them with resources and working environment. The study was designed to investigate whether these organizations offer a supportive environment like organizational, supervisor and coworker support were analyzed along with its effects on employee's psychological capital, engagement and commitment levels. In line with this aim, data collection methods and measurement instruments were prepared in order to reach employees and collect their perceptions about their current organizations and jobs as well as their psychological state. Before starting data collection process, Ethics Committee approval has been received as shown in Appendix A.

7.1 Data collection

The target respondents of this study were the employees working in different organizations and different industries. Thus, data collection method was designed to reach employees who have various occupations and are willing to contribute to the study with no monetary reward. Data was obtained through online surveys which was open to participation with an online link and requiring answers based on self-report perceptions of the attendant employees. Herein, method biases might be problematic because of a possibility of measurement error. (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003) Firstly, in order to prevent common method bias problem stemming from these self-report answers, data collection instrument was divided into

two separate questionnaires with time lag. The reason behind this was to prevent respondents from comprehending the correlations between independent constructs and dependent variables which were designed based on the research purpose. The time lag between the first and the second questionnaire was three weeks. Secondly, a marker variable was added to the questionnaire to control the possible method bias based on Lindell and his colleagues (2000) technique (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Along with these, the research purpose and ethical considerations was aimed to be clearly explained to the respondents for securing the anonymity and volunteer participation. At the first page of the two online survey, the purpose of the study, ethical sensitivity and personal data protection approach was explained in the consent form. It is obviously stated that any data collected from respondents were used for academic purposes and were destructed after it was analyzed anonymously. Respondents were asked to mark the statement of volunteer contribution if they wanted to attend the questionnaire or they could leave the online questionnaire platform if they did not want to participate in the survey. Additionally, at the first stage of the survey, it was asked whether the participants of the first phase accepted to be contacted for the second survey. If they volunteered to participate in the second phase of the study, they were asked to mark the statement of consent and write their e-mail addresses. The second survey was delivered to those e-mail addresses three weeks later the completion of the first survey. The data was used for analysis only if a respondent participated both surveys conducted with two phases. The e-mail addresses were only used for matching the first and the second answers of the same participants. They were not used for the analysis and deleted after the matching was done. Since both surveys were conducted via an online survey platform, participants could attend the study whenever they wanted at any time. This

is also eliminating the pressure of the conductor as participants took the survey at their convenience while giving answers of the questions.

7.2 Sampling

At the first phase of the study, online survey link was spread via online channels especially LinkedIn which is a professional networking platform where members are communicating for business and employment purposes. Along with online platforms, employees and managers of various organizations are contacted in order to reach people from their networks. Three weeks after participants' completion of the first survey, an e-mail with an attachment of the second survey link is delivered to the e-mail addresses they gave voluntarily.

Although, data from 306 participants is collected at the first phase of the study, 67% of them attended the second survey. As a result, the whole data was obtained from 206 employees participated both two phases of the study. Participant employees' industries was composed by 25% fast moving consumer goods, 13% banking, 11% technology, 7% health and pharmaceutical, 5% consultancy, 5% retail, 4% communication and 30% other industries. Additionally, 57% of the participant employees was females whereas 43% of them are males. More than 90% of them have a bachelor's degree and more. As to years of work life, 6% of them have 0-1 year total work experience whereas 24% of them have 1-3 years, 25% 3-5 years, 18% 5-10 years and 27% 10 years more total work experience. As to age of the sample; 6.3% of their ages were between18-24, 72.3% were between 25-34, 16% were between 35-44 whereas 5.3% were above 45.

7.3 Measurement

As mentioned earlier, measurement instruments were organized as two different surveys with a time lag of three weeks between the two. The first survey included perceived organizational support, supervisor support, coworker support, psychological capital, marker variable whereas the second survey was composed of job engagement and organizational commitment questions. Interview questions used in this study were presented in the Appendix B.

7.3.1 Psychological capital

Psychological Capital (PsyCap) measure was developed by Luthans, Avolio, Avey and Norman (2007) as 24 items scale. They proposed PsyCap as a measurable higher-order construct composed of the components as hope, optimism, self-efficacy, and resilience (Luthans, Avolio, Avey, & Norman, 2007). Their confirmatory factor analyses provided initial support for this measure, and model comparisons shows that this PsyCap can be represented as a higher-order factor including the four individual constructs (Luthans, Avolio, Avey, & Norman, 2007). For the Turkish translation of PsyCap measure, Çetin and Basım conducted a study according to 5 phase technique of Brislin and colleagues (1973) (Çetin & Basım, 2012). Their translated version of PsyCap measure was used for this study with 5-point Likert scale including "1: Strongly Disagree" and "5: Strongly Agree".

7.3.2 Perceived organizational support

Perceived organizational support measure also known as SPOS (Survey of Perceived Organizational Support) was developed by Eisenberger and colleagues (1986). It is composed of 36 positive and negative statements (Eisenberger, Huntington,

Hutchison, & Sowa, 1986). Later studies including exploratory and confirmatory factor analyses with employees from different professions and companies indicates high internal reliability of the scale both in original 36-item format and shorter versions of it (Rhoades & Eisenberger, 2002). Thus, 8-item shorter version of SPOS is used for this study. For the Turkish version, the translation of SPOS conducted by Giray and Şahin (2012) is used for this study including only 8-items for the analysis in order to be consistent with original 8-item SPOS scale. 5-point Likert scale including "1: Strongly Disagree" and "5: Strongly Agree" is used for the study.

7.3.3 Supervisor support and coworker support

For supervisor and coworker support measures, Giray and Şahin (2012) have done a study within Turkish context with 186 white collar employees examining the reliability, internal consistency psychometric properties of the scales. After they translated the statements they include from different original studies for supervisor support (Gant, Nagda, Brabson, Jayaratne, Chess & Singh, 1993; Gillen, Baltz, Gassel, Kirsch, 2002; Jiang & Klein, 2000; Liden & Maslyn, 1998; Babin & Boles, 1996; Yoon & Lim, 1999; Karasek, Triantis & Chaudhry, 1982) and coworker support (Gant, Nagda, Brabson, Jayaratne, Chess & Singh, 1993; Gillen, Baltz, Gassel, Kirsch & Vaccaro, 2002; Yoon & Lim,1999), two linguists have done back translation and then the final evaluation has been conducted (Giray & Şahin, 2012). Subsequent to this evaluations and analysis of the data collected, supervisor support scale is composed of 11 items whereas coworker support scale includes 9 items in the final. In this study, these meausures are used with 5-point Likert scale including "1: Strongly Disagree" and "5: Strongly Agree" is used for the study.

7.3.4 Job engagement

Although the most popular engagement measure is Utrecht Work Engagement Scale developed by Schaufeli & Bakker (2003), it is composed of the items that confound engagement with the antecedent conditions suggested by Kahn (Rich, Lepine, & Crawford, 2010). Therefore, Rich and colleagues (2010) developed a measure by proposing that it maps more precisely onto Kahn's conceptualization. Their scale includes physical, emotional and cognitive engagement items with a total of 18 items. Öngöre translated this original scale into Turkish (Öngöre, 2013). In this study, his translated version was used to measure job engagement with 5-point Likert scale including "1: Strongly Disagree" and "5: Strongly Agree" is used for the study.

7.3.5 Affective commitment

Employee commitment measure was developed by Allen and Meyer (1990) proposing a three-component model which operationalizes employee commitment including affective, continuance and normative constructs. This measure was translated into Turkish by Wasti (Wasti, 1999, 2003). Her translated version of this measure is used in this study with 7-point Likert scale including "1: Strongly Disagree" and "7: Strongly Agree" was used for the study.

7.3.6 Marker variable

According to Lindell and Whitney, marker variable analysis should be conducted if a study evaluates correlations which have been identified as being most vulnerable to common method bias such as self-report measures which are open to common method variance (Lindell & Whitney, 2001). Since the data was collected based on employee's self-report in this study, a marker variable was added to the questionnaire

for using the analysis later. The dimension "Recycling Efforts" of Environmental Behavior Scale's was used as a marker variable in this study. This scale which was originally developed by Goldman, Yavetz ve Pe'er (2006) and translated by Timur and Yılmaz (2013) was measured with 5-point Likert scale including "1: Strongly Disagree" and "5: Strongly Agree".

CHAPTER 8

DATA ANALYSIS

In this thesis, multiple regression analysis as a multivariate statistical technique, which simultaneously analyze multiple variables in a single relationship or set of relationships, was conducted along with bivariate analysis like simple regression and correlation analysis. (Hair, Black, Babin, & Anderson, 2010) Job engagement and affective commitment was used as dependent variables whereas psychological capital and support was used as independent variables in the data analysis. Before starting to conduct any bivariate or multivariate analysis, data was evaluated in terms of missing data, outliers and reverse coding. Also, the sums and means were calculated along with the created graphical techniques like scatter plots and histograms to evaluate the data. IBM SPSS Statistics Application was used to conduct the data analysis. Assumptions tests, analysis and tables were presented under the related topic at this chapter.

8.1 Reliability analysis

All variables which are used in multivariate techniques are assumed to have some degree of measurement error leading to weakened correlations and less precise means (Hair, Black, Babin, & Anderson, 2010). In order to assess the degree of measurement error prevailing in this study's measurement instruments, validity and reliability characteristics of the measures were addressed. Reliability depends on the consistency of a variable or set of variables to understand whether it measures what is intended to measure; whereas validity is the degree to which a measure or set of measures correctly represents the concept of study (Hair, Black, Babin, & Anderson,

2010). Internal consistency which is more commonly used measure of reliability can be diagnosed through reliability coefficient which assesses the consistency of the entire scale with Cronbach's alpha. Commonly agreed upon lower limit for Cronbach's alpha is 0.70 although it may decrease to 0.60 in exploratory research (Hair, Black, Babin, & Anderson, 2010, p. 123) After calculating the summated scales by taking the averages of the variables in the measurement instruments, each of the summated scale's Cronbach's alpha values were calculated and presented by Table 2.All of the scores are above 0.70 showing quite high internal consistency. After finding the internal consistency of each scale, most widely accepted forms of validity as nomological, convergent and discriminant were evaluated. (Hair, Black, Babin, & Anderson, 2010) Firstly, as the scales were chosen for this study have support from literature and showed corresponding relationships, nomological validity was assumed to exist based on theory and prior research. Secondly, an Exploratory Factor Analysis was done to assess convergent and discriminant validity. KMO and Bartlett's values were presented significant results as it can be seen from Table 3. All the items within perceived organizational support, supervisor support, co-worker support, affective commitment, job engagement and PsyCap except for the hope dimension were loaded on their correspondent factor. Thus, the items except for hope were loaded to their own factor instead of different factors which indicates that the scales were measuring the intended concepts and they are distinct constructs. Although the items of hope were not loaded the same factor as self-efficacy, optimism and resiliency, it is part of PsyCap dimension and Cronbach's alpha of the overall PsyCap was showing high internal consistency. Moreover, there was support from previous research and valid results of using PsyCap scale as a higher-order construct and valid measure.

Table 2. Internal Consistency

Measure	Cronbach's Alpha
Psychological Capital	.873
Perceived Organizational Support	.917
Supervisor Support	.950
Coworker Support	.906
Job Engagement	.949
Affective Commitment	.824

Table 3. KMO and Bartlett's Test from EFA Analysis

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.866
Bartlett's Test of Sphericity	Approx. Chi-Square	11354.733
	Df	2850
	Sig.	.000

8.2 Correlation analysis

Before running correlation analysis on SPSS, scatter diagram was used to understand the relationship between all the variables and linear equations were depicted on the scatter plots. After that, Pearson Correlation was used to statistically indicate correlation among variables. Based on correlation analysis, the higher the correlation coefficient, the stronger the relationship and the greater the predictive accuracy (Hair, Black, Babin, & Anderson, 2010, p. 159). As it was presented at the Table 4, all correlation between all the variables depicted were statistically significant at 0.01 significance level (2-tailed) or 0.05 significance level (2-tailed). Correlation coefficient (r) indicates the strength of the association between two metric variables and the sign (+ or -) indicates the direction of the relationship (Hair, Black, Babin, &

Anderson, 2010). Since all the r values are positive, there was a positive relationship between all the variables in the study and all correlation has been found as statistically significant. Among organizational support variables, the strongest correlation of PsyCap was between perceived supervisor support with r=0.470. Also, its correlation was 0.385 with perceived organizational support and 0.316 with coworker support. Moreover, PsyCap had a correlation of 0.366 with affective commitment along with a 0.415 correlation with job engagement.

Table 4. Descriptives and Correlation Table

	Constructs	Mean	S. D.	1	2	3	4	5	6
1	POS	3.26	0.81						
2	Supervisor Support	3.73	0.84	0.500**					
3	Coworker Support	3.89	0.64	0.271**	0.342**				
4	PsyCap	3.84	0.39	0.385**	0.470**	0.316**			
5	AC	4.05	1.30	0.532**	0.376**	0.244**	0.366**		
6	Job Engagement	3.92	0.59	0.166*	0.252**	0.146*	0.478**	0.415**	

**. Correlation is significant at the 0.01 level (2-tailed); *. Correlation is significant at the 0.05 level (2-tailed).

Notes: S.D.= standard deviation; N=206

8.3 Simple regression analysis

With the help of correlation analysis, the existence of a relationship between variables was analyzed in terms of significance and strength. After that, a regression analysis was needed to predict the dependent variable(s) by the independent variable(s). Dependent variables are defined as presumed effect of, or response to, a change in the independent variable whereas independent variable is defined as presumed cause of any change in the dependent variable (Hair, Black, Babin, & Anderson, 2010, p. 2). As presented at Table 5, relationships presented at the hypothesis 1a, 1b, 2a, 2b, 2c, 3a, 3b and 3c were tested based on simple regression analysis. Independent and dependent variables within each Hypothesized path were entered simple regression model and their relationships were analyzed. Firstly, for H1a and H1b, unstandardized beta (B) which is the slope of the line between the independent and the dependent variable shows that one unit increase in psychological capital leads to 1.21 unit increase in affective commitment and 0.72 increase in job engagement. Similarly, for H2a, H2b and H3c, one unit increase in perceived organizational support, supervisor support or coworker support leads to 0.85, 0.58, 0.49 increase in affective commitment respectively. As to H3a, H3b and H3c, one unit increase in perceived organizational support, supervisor support or coworker support leads to 0.19, 0.22, 0.19 increase in job engagement respectively. Secondly, the strength and the direction of each relationship can be seen by looking at the standardized beta (β). The last but not the least, probability level (p) shows whether independent variable significantly predicts the dependent variable. As seen from the table, all independent variables are significantly predicting the correspondent dependent variable on the hypothesized path. As a result, H1a, H1b, H2a, H2b, H2c, H3a, H3b and H3c are supported.

Table 5. Simple Regression Analysis Results Based on Hypothesized Paths

Hyphothesis	Hyphothesized Path	B	$SE\ B$	β	t	p
H1a	Psychological Capital --> Affective Commitment	1.21	0.21	0.37	5.62	0.00
H1b	Psychological Capital --> Job Engagement	0.72	0.09	0.48	7.77	0.00
H2a	Perceived Organizational Support --> Affective Commitment	0.85	0.09	0.53	8.98	0.00
H2b	Supervisor Support --> Affective Commitment	0.58	0.10	0.38	5.80	0.00
H2c	Coworker Support --> Affective Commitment	0.49	0.14	0.24	3.60	0.00
H3a	Perceived Organizational Support --> Psychological Capital	0.19	0.03	0.39	5.97	0.00
H3b	Supervisor Support --> Psychological Capital	0.22	0.03	0.47	7.61	0.00
H3c	Coworker Support --> Psychological Capital	0.19	0.04	0.32	4.76	0.00

8.4 Mediation analysis

As presented at the beginning, H4a, H4b and H4c are the mediation hypotheses of this study. In order to assess these hypotheses, Baron & Kenny (1986) model was selected as the baseline. According to them, "given variable may be said to function as a mediator to the extent that it accounts for the relation between the predictor and the criterion" (Baron & Kenny, 1986, p. 1176). This model has three-variable assumption system in which there are two causal paths through the outcome variable. First one was the direct impact of the independent variable, the second one was the impact of the mediator and the third one was the path from the independent variable to the mediator. To assess these paths, three regression were conducted for each hypothesis. Firstly, as previously assessed for evaluating the hypothesis 3a, 3b and 3c, simple regression analysis showed that variations in the levels of perceived organizational support, supervisor support and coworker support significantly account for variations in the psychological capital which was the presumed mediator. Secondly, variations in the psychological capital significantly accounted for variations in the job engagement as it was found by assessing H1b. Thirdly, the significant direct relationship was found between support types and job engagement by conducting another simple regression analysis. After these conditions were met, multiple regression analysis was conducted by adding psychological capital as an independent variable to the regression model with perceived organizational support, supervisor support and coworker support correspondently. As Table 6 presented, a previously significant relationship between all support types and job engagement became no longer significant indicating the strongest demonstration of mediation occurring. Thus, there is a strong evidence for psychological capital as a single, dominant mediator which means that H4a, H4b and H4c were supported according to

regression results. Moreover, further evidence has found for the mediation of PsyCap by conducting a Sobel Test which is an approximate significance test for the indirect effect of the independent variable on the dependent variable via the mediator provided by Sobel (1982) (Baron & Kenny, 1986). Since p-values were smaller than 0.000, the Sobel test results supported the results of regression analysis indicating a significant mediation effect of PsyCap. Finally, as shown in Table 7, all of the hypotheses were supported as a result of these analysis.

Table 6. Mediation Analysis Results Based on Hypothesized Paths

Hypothesis	Hypothesized Path	Direct Effects without mediation	Direct Effects with mediation	Indirect Effects through PsyCap	Sobel Test (p-value)
H4a	POS --> PsyCap --> Job Engagement	0.12*	-0.02 NS	0.73**	0.00000354
H4b	Supervisor Support --> PsyCap --> Job Engagement	0.18**	0.03 NS	0.69**	0.00000058
H4c	Coworker Support --> PsyCap --> Job Engagement	0.13*	-0.01 NS	0.72**	0.00006808

*** p<0.001 ** p<0.01 * p<0.05; NS= not significant

Table 7. Results of the Hypotheses Testing

Number	Hypothesis	Results of the Hypothesis Testing
H1a	Psychological Capital is positively related to affective commitment	Supported
H1b	Psychological Capital is positively related to job engagement	Supported
H2a	Perceived organizational support is positively related to affective commitment	Supported
H2b	Perceived supervisor support is positively related to affective commitment	Supported
H2c	Perceived coworker support is positively related to affective commitment	Supported
H3a	Perceived organizational support is positively related with psychological capital	Supported
H3b	Perceived supervisor support is positively related with psychological capital	Supported
H3c	Perceived coworker support is positively related with psychological capital	Supported
H4a	The relationship between perceived organizational support and job engagement is mediated by psychological capital	Supported
H4b	The relationship between perceived supervisor support and job engagement is mediated by psychological capital	Supported
H4c	The relationship between perceived coworker support and job engagement is mediated by psychological capital	Supported

8.5 Common method bias

One of the commonly used techniques which has been used by researchers to address common method variance problem is Harman's one-factor (or single-factor) test (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). To conduct this test, all variables in this study were loaded into an exploratory factor analysis and the unrotated factor solution was examined. No single factor was emerged from the factor analysis and the item with the biggest variance was 23.33 % which means no signal for common method bias. The other used technique was including a marker variable which was theoretically unrelated to the constructs of interest in the study. (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003) The structural parameters were examined both with and without this measure to determine its potential effects on the observed relationships. Marker variable was added to the regression equations conducted for the hypothesized paths and it did not change any results supporting the hypotheses although a relationship between PsyCap and Marker variable has been detected.

To sum up, direct effect of perceived organizational support, supervisor support and coworker support on affective commitment has found whereas they have an indirect effect on job engagement through the mediation of psychological capital. All hypotheses have been supported based on the analysis results.

CHAPTER 9

CONCLUSION

The purpose of this study was to understand the influence of psychological capital on employee outcomes within the organizational support relationship. Organizational support was comprehensively analyzed based on perceived organizational support, supervisor support and coworker support comprehensively. Although there were relatively higher numbers of studies investigating perceived organizational support and supervisor support, this study also added coworker support along with the other support variables.

The primary conclusions of this study can be summarized by three main results. Firstly, the results of this study provided evidence for the importance of psychological capital as a critical resource. The study offered support for the importance of PsyCap as significant relationship between organizational support, supervisor support and coworker support were found along with its significant effects on affective commitment and job engagement. As the theoretical foundations, Frederickson's broaden and build theory and job demands-resources theory are providing an understanding for the results of this study. As Frederickson (2004) indicates that positive feelings amplify the opinion and behavior capacity, so it builds individual's personal resources. It is also essential to the theoretical understanding of psychological capital and psychological resources (Luthans, Norman, Avolio, & Avey, 2008, p. 224). In line with that, previous works found PsyCap to be positively related to favorable employee behaviors whereas it is negatively related to unfavorable employee behaviors (Avey, Reichard, Luthans, & Mhatre, 2011). According to Bakker and Demerouti (2006), while job demands are creating stress,

worry and health problems for individuals, positive psychological resources play a

role of suppressor of stress (Avey, Reichard, Luthans, & Mhatre, 2011). Thus, the

first finding of this study suggesting that psychological capital has a positive effect

on job engagement and affective commitment is supporting these theoretical

explanations.

The second conclusion of this study was about the direct effect of perceived

organizational support, supervisor support and coworker support on affective

commitment. Perceived organizational support is expected to increase affective

attachment of the employees to the organization since the expectation of being

rewarded in exchange for greater effort toward attaining job objectives (Eisenberger,

Huntington, Hutchison, & Sowa, 1986). The reason behind the increased affective

organizational commitment is that employees adopt favorable attitudes and behaviors

with the aim of creating balance in their relationship with the organization (Kurtessis

et al., 2017). Thus, this relationship can be explained by social exchange perspective

as the results are supporting this idea. The findings suggested that all the support

types had a positive direct influence on organizational commitment. This indicates

that employees increase their commitment in exchange for perceived organizational

support, supervisor support and coworker support.

The last but not the least conclusion of this study was that, psychological

capital was dominating the relationship between all the important support types and

job engagement. This finding is supporting the study of Luthans and colleagues

(2008) which indicates PsyCap as a mediator between positive, supportive climate

and individual employee performance. They offered that in order for a variable that

is more outside of the individual to affect individual performance, an existence of a

mediating variable which is specific to the individual is needed and their study

showed that only if someone have the ability or individual capacity to do the job, support leads to consistent level of success (Luthans, Norman, Avolio, & Avey, 2008). The result of this study supported their findings in terms of the mediation of PsyCap. It can be concluded that psychological capital is creating a linkage between support and job-related outcomes like job engagement and job performance. Moreover, both perceived support, supervisor support and coworker support can be seen as intrinsic motivational factors for dealing with job demands. As indicated by Bakker and Demerouti (2007; 2008), both job resource like social support and supervisory coaching, and personal resources like optimism, self-efficacy, resilience and self-esteem have a positive influence on job engagement and engaged employees develop their own resources by creating increased level of job engagement over time.

Overall, findings of this study may support that psychological capital was playing an important role as a personal resource and dominating the relationship between job resources like perceived organizational support, supervisor support and coworker support and job-related outcomes like job engagement. Whereas, when it comes to organizational outcomes like affective outcome which depends on reciprocity mechanisms, direct relationship was seen based on social exchange perspective.

There are also practical implications, limitations and recommendations for future research in this thesis. Firstly, precautions have been taken to control common method bias, there is still a limitation for it as the data was collected from a single resource even if it was collected in two phases. Secondly, since all the answers of the questions were based on self-reports, the data was faced with social desirability bias. Lastly, even if the results were indicating strong relationships, further research is needed for a conclusion of causality. Since this study was conducted with 206

employees in Turkey, it is not indicating a generalizability. Instead, this study was taking attention to psychological capital which might be an important positive psychological construct dominating the workplace dynamics about job-related contexts. Further research is needed to be conducted within different cultural domains and different samples.

This study showed support for the importance of the investments made for developing PsyCap along with organizational support, supervisor support and coworker support in the workplace. The developable nature of psychological capital can be an important characteristic since companies may choose to invest in. Knowledge of the antecedents of PsyCap may offer programs to improve individual PsyCap with the help of workplace design such as support systems and management interventions (Newman, Ucbasaran, Zhu, & Hirst, 2014). It is proposed that HR training and development efforts should be used to develop the core positive psychological capital as the core construct which help employees overcome stress which decrease voluntary turnover rates in turn (Avey, Luthans, & Jensen, 2009).

APPENDIX A

ETHICS COMMITTEE APPROVAL

T.C.

BOĞAZİÇİ ÜNİVERSİTESİ

Sosyal ve Beşeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu

2019-12

4 Şubat 2019

Ezgi Etuzsoy Durgun

İşletme

Sayın Araştırmacı,

"İşyerinde algılanan destek türlerinin çalışanın psikolojik sermayesi ile ilişkisi ve bu ilişkinin örgütsel bağlılığa olan etkisi" başlıklı projeniz ile ilgili olarak yaptığınız SBB-EAK 2018/54 sayılı başvuru komisyonumuz tarafından 4 Şubat 2019 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Dr. Öğr. Üyesi İnci Ayhan

Prof. Dr. Feyza Çorapçı

Doç. Dr. Mehmet Yiğit Gürdal

Doç. Dr. Ebru Kaya

Dr. Öğr. Üyesi Şebnem Yalçın

APPENDIX B

INTERVIEW QUESTIONS

PERCEIVED ORGANIZATIONAL SUPPORT

Mevcut iş yeriniz ile ilgili aşağıda belirtilen ifadelere ne kadar katılıyorsunuz?
(Please indicate the level of agreement with each statement about your current company.)

1	2	3	4	5
Kesinlikle Katılmıyorum *(Strongly Disagree)*	Katılmıyorum *(Disagree)*	Ne Katılıyorum Ne Katılmıyorum *(Neither Agree Nor Disagree)*	Katılıyorum *(Agree)*	Kesinlikle Katılıyorum *(Strongly Agree)*

1- Çalıştığım kurum işle ilgili yakınmalarımı dikkate almaz.
   (The organization would ignore any complaint from me.)

2- Çalıştığım kurum benim iyiliğimi gerçekten düşünür.
   (The organization really cares about my well-being.)

3- Çalıştığım kurum işteki başarılarımla gurur duyar.
   (The organization takes pride in my accomplishments at work)

4- Çalıştığım kurumda işimde gösterdiğim ekstra çaba takdir görmez.
   (The organization fails to appreciate any extra effort from me.)

5- Çalıştığım kurum işimle ilgili yapabileceklerin en iyisini yapsam bile bunun farkında olmaz.
   (Even if I did the best job possible, the organization would fail to notice.)

6- Çalıştığım kurum benimle pek ilgilenmez.
   (The organization shows very little concern for me.)

7- Çalıştığım kurum onun yararına olan katkılarıma değer verir.
   (The organization values my contribution to its well-being.)

8- Çalıştığım kurum işimden genel olarak memnun olup olmadığımda ilgilenir.
   (The organization cares about my general satisfaction at work.)

SUPERVISOR SUPPORT

Doğrudan bağlı olduğunuz yöneticiniz ile ilgili aşağıda belirtilen ifadelere ne kadar katılıyorsunuz?
(Please indicate the level of agreement with each statement about your current supervisor.)

1	2	3	4	5
Kesinlikle Katılmıyorum *(Strongly Disagree)*	Katılmıyorum *(Disagree)*	Ne Katılıyorum Ne Katılmıyorum *(Neither Agree Nor Disagree)*	Katılıyorum *(Agree)*	Kesinlikle Katılıyorum *(Strongly Agree)*

1- Yöneticim bilmeden bir hata yaptığımda beni kurumdaki diğer kişilere karşı savunur.
(My supervisor supports me against the other colleagues when I make a mistake unintentionally.)

2- Yöneticim işler çıkmaza girdiğinde güvenebileceğim biridir.
(My supervisor is a reliable person when something problems arise.)

3- Yöneticim işimle ilgili sorunları dinlemeye her zaman için hazırdır.
(My supervisor is always ready to listen to my problems about work.)

4- Yöneticim işimde önemli bir şey başardığımda takdir edilmemi sağlar.
(My supervisor looks for the opportunities to appreciate my good works.)

5- Yöneticim görüşlerimi dikkate alır.
(My supervisor takes my opinions into consideration.)

6- Yöneticim işime yönelik amaç ve isteklerimi öğrenmek için bana zaman ayırır.
(My supervisor allocates time to learn my motivation and needs at work.)

7- Yöneticim bir işi iyi yaptığımda beni takdir eder.
(My supervisor appreciates me for my good works)

8- Yöneticim performansımı nasıl geliştireceğim konusunda bana yol gösterir.
(My supervisor guides me to improve my job performance.)

9- Yöneticim işimi yapmamda yardımcı olur.
(My supervisor helps me do my job.)

10- Yöneticim çalışanlarını başkalarına karşı canla başla savunur.
(My supervisor supports his/her subordinates against others.)

11- Yöneticim sağlık, mutluluk gibi genel durumumla ilgilenir.
(My supervisor cares about my well-being.)

COWORKER SUPPORT

Mevcut çalışma arkadaşlarınız ile ile ilgili aşağıda belirtilen ifadelere ne kadar katılıyorsunuz?
(Please indicate the level of agreement with each statement about your current coworkers.)

1	2	3	4	5
Kesinlikle Katılmıyorum	Katılmıyorum	Ne Katılıyorum Ne Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
(Strongly Disagree)	*(Disagree)*	*(Neither Agree Nor Disagree)*	*(Agree)*	*(Strongly Agree)*

1- Çalışma arkadaşlarım bir derdim olduğunda yakın ve anlayışlı davranırlar.
   (My coworkers are understanding when I have trouble.)

2- Çalışma arkadaşlarım işimle ilgili sorunları dinlemeye her zaman için hazırdırlar.
   (My coworkers are always ready to listen when I have problems at work.)

3- Çalışma arkadaşlarım işimi yapmamda yardımcı olurlar.
   (My coworkers help me do my job.)

4- Çalışma arkadaşlarım konuşmaya ihtiyaç duyduğumda beni dinlerler.
   (My coworkers are ready to listen to me when I need to talk.)

5- Çalışma arkadaşlarım bir işi iyi yaptığımda beni takdir ederler.
   (My coworkers appreciate me when I succeed in my job.)

6- Çalışma arkadaşlarım işler çıkmaza girdiğinde güvenebileceğim kişilerdir.
   (My coworkers are reliable people when problems arise.)

7- Çalışma arkadaşlarım hayatımı zorlaştırırlar.
   (My coworkers make my life harder.)

8- Çalışma arkadaşlarım yönetimle bir sorun yaşadığımda bana arka çıkarlar.
   (My coworkers support when I have problems with management.)

9- Çalışma arkadaşlarım hasta olduğum ve işte olmadığım zamanlarda işlerimi üstlenirler.
   (My coworkers take my responsibilities upon themselves when I get sick or I am out of office.)

PSYCHOLOGICAL CAPITAL

Kendinizle ilgili aşağıda belirtilen ifadelere ne kadar katılıyorsunuz?
(Please indicate the level of agreement with each statement about yourself.)

1	2	3	4	5
Kesinlikle Katılmıyorum *(Strongly Disagree)*	Katılmıyorum *(Disagree)*	Ne Katılıyorum Ne Katılmıyorum *(Neither Agree Nor Disagree)*	Katılıyorum *(Agree)*	Kesinlikle Katılıyorum *(Strongly Agree)*

1- Bu iş yerinde işler asla benim istediğim şekilde yürümez.
   (In this job, things never work out the way I want them to.)

2- Bu aralar kendim için belirlediğim iş amaçlarımı yerine getiriyorum.
   (At this time, I am meeting the work goals that I have set for myself)

3- Bir grup iş arkadaşıma bir bilgi sunarken kendime güvenirim.
   (I feel confident presenting information to a group of colleagues.)

4- Çalışma alanımda hedefler/amaçlar belirlemede kendime güvenirim.
   (I feel confident helping to set targets/goals in my work area.)

5- Daha önceleri zorluklar yaşadığım için işimdeki zor zamanların üstesinden gelebilirim.
   (I can get through difficult times at work because I have experienced difficulty before.)

6- Herhangi bir problemin çözümü için birçok yol vardır.
   (There are lots of ways around any problem.)

7- Genellikle işimdeki stresli şeyleri sakin bir şekilde hallederim.
   (I usually take stressful things at work in stride.)

8- İşimde bir terslikle karşılaştığımda onu atlatma konusunda sıkıntı yaşıyorum.
   (When I have a setback at work, I have trouble recovering from it, moving on.)

9- İşimde benim için belirsizlikler olduğunda her zaman en iyisini isterim.
   (When things are uncertain for me at work, I usually expect the best.)

10- Eğer zorunda kalırsam, işimde kendi başıma yeterim.
   (I can be "on my own", so to speak, If I have to.)

11- Eğer işimde bir şeyler benim için yanlış gidecekse, o şekilde gider.
   (If something can go wrong for me work-wise, it will.)

12- Eğer çalışırken kendimi bir tıkanıklık içinde bulursam bundan kurtulmak için birçok yol düşünebilirim.
(If I should find myself in a jam at work, I could think of many ways to get out of it.)

13- İşimde birçok şeyi halledebileceğimi hissediyorum.
(I feel I can handle many things at a time at this job.)

14- İşimle ilgili şeylerin daima iyi tarafını görürüm.
(I always look on the bright side of things regarding my job.)

15- Yönetimin katıldığı toplantılarda kendi çalışma alanımı açıklarken kendime güvenirim.
(I feel confident in representing my work area in meetings with management.)

16- Uzun dönemli bir probleme çözüm bulmaya çalışırken kendime güvenirim.
(I feel confident analyzing a long-term problem to find a solution.)

17- Şu anda işimde kendimi çok başarılı olarak görüyorum.
(Right now, I see myself being pretty successful at work.)

18- İşimle ilgili gelecekte başıma ne geleceği konusunda iyimserimdir.
(I'm optimistic about what will happen to me in the future, as it pertains to work.)

19- İşime "her şeyde bir hayır vardır" şeklinde yaklaşıyorum.
(I approach this job as if "every cloud has a silver lining".)

20- Şu anda iş amaçlarımı sıkı bir şekilde takip ediyorum.
(At the present time, I'm energetically pursuing my work goals.)

21- Organizasyonun stratejisi konusundaki tartışmalara katkıda bulunmada kendime güvenirim.
(I feel confident contributing in discussions about the company' strategy.)

22- İşimdeki zorlukları genellikle bir şekilde hallederim.
(I usually manage difficulties one way or another at work.)

23- Organizasyon dışındaki kişilerle (tedarikçiler, tüketiciler vb.) problemleri tartışmak için temas kurarken kendime güvenirim.
(I feel confident contacting people outside the company (suppliers, customers etc.) to discuss problems.)

24- Mevcut iş amaçlarıma ulaşmak için birçok yol düşünebilirim.
(I can think of many ways to reach my current work goals.)

ORGANIZATIONAL COMMITMENT

Lütfen bu cümlelere şu anda çalıştığınız kuruluşu düşünerek ne ölçüde katıldığınızı belirtiniz.
(Please indicate the level of agreement with each statement about your current company.)

1	2	3	4	5	6	7
Kesinlikle Katılmıyorum *(Strongly Disagree)*	Katılmıyorum *(Moderately Disagree)*	Bir Parça Katılmıyorum *(Slightly Disagree)*	Tarafsızım *(Undecided)*	Bir Parça Katılıyorum *(Slightly Agree)*	Katılıyorum *(Agree)*	Kesinlikle Katılıyorum *(Strongly Agree)*

1- Bu kuruluş benim sadakatimi hak ediyor.
   (This organization deserves my loyalty)

2- Bu kuruluştan ayrılmanın az sayıdaki olumsuz sonuçlarından biri alternatif kıtlığı olurdu.
   (One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.)

3- Şu anda kuruluşumdan ayrılmak istediğime karar versem, hayatımın çoğu alt üst olur.
   (Too much of my life would be disrupted if I decided I wanted to leave my organization now.)

4- Mevcut işverenimle kalmak için hiçbir manevi yükümlülük hissetmiyorum.
   (I do not feel any obligation to remain with my current employer)

5- Eğer bu kuruluşa kendimden bu kadar çok vermiş olmasaydım, başka yerde çalışmayı düşünebilirdim.
   (If I had not already put so much of myself into this organization, I might consider working elsewhere.)

6- Bu kuruluşun meselelerini gerçekten de kendi meselelerim gibi hissediyorum.
   (I really feel as if this organization's problems are my own.)

7- Meslek hayatımın kalan kısmını bu kuruluşta geçirmek beni çok mutlu eder.
   (I would be very happy to spend the rest of my career with this organization.)

8- Bu kuruluşun benim için çok kişisel (özel) bir anlamı var.
   (This organization has agreat deal of personal meaning for me.)

9- Bu kuruluşa kendimi "duygusal olarak bağlı" hissetmiyorum.
   (I do not feel "emotionally attached" to this organization.)

10- Kuruluşumdan şimdi ayrılsam kendimi suçlu hissederim.
   (I would feel guilty if I left my organization now.)

11- Benim için avantajlı da olsa, kuruluşumdan şu anda ayrılmanın doğru olmadığını hissediyorum.
(Even if it were to my advantage, I do not feel it would be right to leave my organization now.)

12- İstesem de, şu anda kuruluşumdan ayrılmak benim için çok zor olurdu.
(It would be very hard for me to leave my organization right now, even if I wanted to.)

13- Kendimi kuruluşumda "ailenin bir parçası" gibi hissetmiyorum.
(I do not feel like "part of the family" at my organization.)

14- Kuruluşuma çok şey borçluyum.
(I owe a great deal to my organization.)

15- Kuruluşuma karşı güçlü bir aitlik hissim yok.
(I do not feel a strong sense of "belonging" to my organization.)

16- Buradaki insanlara karşı yükümlülük hissettiğim için kuruluşumdan şu anda ayrılmazdım.
(I would not leave my organization right now because I have a sense of obligation to the people in it.)

17- Bu kuruluşu bırakmayı düşünemeyeceğim kadar az seçeneğim olduğunu düşünüyorum.
(I feel that I have too few options to consider leaving this organization.)

18- Şu anda kuruluşumda kalmam mecburiyetten.
(Right now, staying with my organization is a matter of necessity as much as desire.)

JOB ENGAGEMENT

Lütfen bu cümlelere şu anda çalıştığınız kuruluşu ve işinizi düşünerek ne ölçüde katıldığınızı belirtiniz.
(Please indicate the level of agreement with each statement about your current company.)

1	2	3	4	5
Kesinlikle Katılmıyorum *(Strongly Disagree)*	Katılmıyorum *(Disagree)*	Ne Katılıyorum Ne Katılmıyorum *(Neither Agree Nor Disagree)*	Katılıyorum *(Agree)*	Kesinlikle Katılıyorum *(Strongly Agree)*

1- İşimle ilgili enerji dolu hissediyorum.
   (I feel energetic at my job.)

2- İşimde yoğun bir şekilde çalışırım.
   (I work with intensity on my job.)

3- İşyerinde işime odaklanırım.
   (At work, I concentrate on my job.)

4- Bütün gücümü işime harcarım.
   (I exert my full effort to my job.)

5- İşime çok fazla enerji harcarım.
   (I devote a lot of energy to my job.)

6- İşimle gurur duyuyorum.
   (I am proud of my job.)

7- İşimle ilgili olumlu duygular hissediyorum.
   (I feel positive about my job.)

8- İşimi tamamlamak için yapabildiğim kadar çok çabalarım.
   (I strive as hard as I can to complete my job.)

9- İşyerinde dikkatimi işime veririm.
   (At work, I devote a lot of attention to my job.)

10- İşimle ilgiliyim.
   (I am interested in my job.)

11- İşyerinde aklım işle meşgul durumdadır.
   (At work, I am absorbed by my job)

12- İş yerinde işime büyük bir dikkatle odaklanırım.
   (At work, I focus a great deal of attention)

13- İşimle ilgili heyecanlıyım.
   (I am excited about my job.)

14- İşyerinde işime çok dikkat gösteririm.
   (At work, I pay a lot of attention to my job.)

15- İşime çok fazla çaba gösteririm.
   (I exert a lot of energy on my job)

16- İşyerinde aklımı işime veririm.
   (At work, my mind is focused on my job.)

17- İşimde iyi performans göstermek için yapabileceğimin en iyisini yapmaya çalışırım.
   (I try my hardest to perform well on my job.)

18- İşimle ilgili çok hevesliyim.
   (I am enthusiastic in my job.)

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