

The Effect of High Involving Human Resource Practices on Employee Wellbeing and Performance: A Moderating Role of Psychosocial Safety Climate

Salman Rashid* Adeel Ahmed** Idrees Waris*** Riaz Ahmed****
Waseem Barkat*****

Abstract

The study aims to investigate high involving human resource practices i.e.; (training and development, career development, performance appraisal, compensation) on wellbeing and performance. The psychosocial safety climate was tested as a moderating variable on wellbeing and performance. The research was conducted in the primary education public sector in Pakistan using a total sample size of 244. The study used the quantitative research design while employing SPSS for the descriptive analysis and Smart PLS for the structural equation modeling. The findings revealed that high involving human resource practices are vital in achieving higher levels of wellbeing, particularly in public sector schools. The study revealed that the psychosocial safety climate positively moderates the relationship between wellbeing and performance. Further, this research could also influence the model's application in other industries. The study limitations and implications are also discussed.

Keywords: High involving HR practices; wellbeing; performance; psychosocial safety climate.

JEL Classification: O15, I31

*MS Scholar, Department of Management Sciences, University of Turbat, Turbat Pakistan. Email: salmanbaloch1911@gmail.com

**Associate Professor, Department of Management Sciences, University of Turbat, Turbat, Pakistan. Email: adeelbaloch@uot.edu.pk

***Assistant Professor, Department of Management Sciences, University of Turbat, Turbat, Pakistan. Email: idress1988@gmail.com

****Assistant Professor, Department of Management Sciences, University of Turbat, Turbat Pakistan. Email: riaz.ahmed@uot.edu.pk

*****Assistant Professor, Department of Management Sciences, University of Turbat, Turbat Pakistan. Email: wasim.barkat@uot.edu.pk

1. Introduction

Employee performance is favorably associated with high involving human resource practices (training and development, career development, performance appraisal, compensation) (Ahmad et al., 2019). Evidences showed that the critical role of human resource practices could play a crucial impact in improving employees' outcomes. It is crucial to recognize that high-involvement human resource practices in educational context have an impact on gaining higher employee wellbeing and performance.

The education sector plays a fundamental role in the uplifting and wellbeing of society towards a sustainable future (Cook et al., 2019). The teaching profession among education sectors is considered to be one of the highest stress levels while at work, leaving a negative impact on the wellbeing and performance of teachers (Wang & Rahimi, 2015). The wellbeing of human resources has always been one of the priorities in the educational sector (Kowalski & Loretto, 2017). In this regard, the agenda of 2030 for Sustainable Development Goals (SDGs), which were agreed upon in 2015 by the United Nations (UN) Member States, delivers a shared blueprint of peace and prosperity for people and the planet for today and the future. Among 17 other SDGs, "Good Health and Wellbeing" are third in number and follow the theme that "ensure healthy lives and promote well-being for all at all ages" (Lenkaitis, 2022). Further, according to Helliwell et al. (2020), wellbeing is a crucial component of the UN's SDG goals. The teachers' knowledge and capabilities are essential for restructuring educational organizations toward sustainability (Ridge & Kippels, 2019).

Extant literature highlights the teachers' development, wellbeing and sustainable future (McCallum & Price, 2016). Viac and Fraser (2020) have emphasized that a teacher's wellbeing is related to his/her responses to the cognitive, emotional, health and social conditions pertaining to their work and profession. Despite the large number of studies that contribute to the literature on wellbeing, studies are limited to address the factors affecting teachers' wellbeing in the context of developing nations (Ahmed, 2022). Pakistan, a third-world country with a poor GDP, has yet to establish a will toward the development of education in general and school education in particular. According to Pasha (2020) Pakistan has the second lowest HDI value among South Asian countries, after Afghanistan. The HDI value for the year 2018-2019 was recorded at 0.570. A comparative study among Pakistani and Turkish school teachers found that Pakistani school teachers of both public and private sectors were less satisfied with their wellbeing than Turkish teachers. The study further advocates that Pakistani teachers were provided with fewer facilities at work in schools, as their score on facilities at work was the least among the five factors of Quality of School Work Life (Akram et al., 2017).

This study provided insight into the significance of human resource practices in educational settings that eventually enhance the teachers' wellbeing and sustainable

performance. In specific to address the gap in the extant literature, this study investigated the impact of high involving human resource practices on wellbeing and performances. In addition, the study assessed the moderating impact of psychosocial safety climate on the relationship between well-being and performance which was rarely tested before in literature.

1.1 Knowledge gap and objectives

This study contributes to knowledge in several ways by exploring the relationship between High involving HRM practices, wellbeing, psychosocial safety climate and performance. This study proposes crucial insights to educational professionals and decision makers for establishing interventions and practices to develop the wellbeing and performance of the school teachers. The earlier studies have outlined the need for more research into contextual factors that influence the implementation of positive education (Akram et al., 2017). Past studies have revealed that educational institutions have focused on schools' economic and environmental dimensions and ignored the social ones. The social dimension primarily focuses on teachers' wellbeing and development (Pagán -Castaño et al., 2021). Researchers also highlighted that the performance within educational institutions was mainly measured in terms of students' academic achievements rather than organizational outcomes, such as teachers' wellbeing (Bottiani et al., 2019). According to Pagán-Castaño et al. (2021), changes within the organizational working context and social environment (i.e. digitalization, flexibility, increased inequality) pose a severe threat to people's general wellbeing and employee in particular. This research established there is a need for more research into employees' wellbeing in school education within Pakistan in general and Balochistan in particular.

The dynamic of the education sector requires and demands that their employees should improve and update their capacity in a changing environment. In order to protect and ensure safety of educational professionals, policymakers may use High involving HRM practices in schools as a tool to promote wellbeing and their engagement. In this connection, sustainable education scholars argue that there is a need to balance the teachers' performance and quality of work-life through the human resource practices, (Sousa et al., 2022). In addition, the study aims to measure the extent to which it is necessary to encourage sustainable learning in schools that promotes employees' wellbeing. The sustainable learning further highlights the role of high involving human resource practices as key elements in maintaining the quality of education in societies (Viac & Fraser, 2020; Pagán - Castaño et al., 2021).

This research is first in its nature, emphasizing on teachers' wellbeing and performance through the consideration of high involving human resource practices in public schools. However, the psychosocial safety climate being a crucial issue for today's organization, and rarely tested in literature which can play a pivotal role in enhancing the employees' wellbeing towards improved performance, (Hu et al., 2022). Moreover, psychosocial safety

climate acts as a leading indicator and works as a moderating variable which may strengthen the relationship between teacher's wellbeing and performance. Thus, the study confirms the significant effects of high involving human resource practices on employee wellbeing and performance.

Further, from the knowledge gap analysis this study has derived three main research objectives which are, to study the impact of high involving human resource practices on employee wellbeing, to study the impact of employees' wellbeing on the performance, and to test the moderating impact of psychosocial safety climate on the relationship between employee wellbeing and performance.

2. Literature Review and Hypotheses Development

Human resource practices as “the process involves the development of number of interrelated processes that together makes an impact on the performance within the organization through its employees. It can be achieved by enhancing the employees' skills, education, and incentives and engaging the common interests. Further, this argument is supported theoretically by Social Exchange Theory (SET) and Job Demands Resource (JDR). The social exchange is widely linked with the human resource practices and performance Gould-Williams and Davies (2005). It can be used to enhance the school teachers' performance through the use of soft human resource approach (Pagán - Castaño et al., 2021). It is evident that the organizations promote their commitment by investing in employees to gain higher level of employees' satisfaction and performance. In addition, the study objectives are also supported by JDR theory, as the teachers' wellbeing generated by the balance among human resource practices, it contributes positively to school teachers' performance. The JDR model focuses on the teacher wellbeing and their performance is the result of a balance between demand and labor force (Dollard & Bakker, 2010).

The current study has adopted training and development, career development, performances appraisal and compensation as high involving human resource practices and tested their impact on teachers' wellbeing and performance in the education institutions.

2.1 Training and Development and Wellbeing

Training and development provide employees with greater knowledge, skills, abilities and attitudes that further enhance the organizational performance. Cook et al. (2017) argues that when the teachers receive training a number of positive outcomes is expected as a result. Moreover, teachers' active involvement in training and development process can enhance their knowledge, effectiveness, job engagement, avoid burnout situations and most importantly enhance students' achievements. Mishra et al. (2020) has concluded that the training and development is significantly and positively related with wellbeing. Moreover,

the process of teachers' involvement in the training and development not only improve teachers' efficacy but also avoid burnout situations and further strengthens students' achievement (Hervie & Winful, 2018). It can be assumed that training and development will improve the wellbeing of the teachers. Hence, it is hypothesized that:

H1: Training and development has a positive impact on employee wellbeing.

2.2 Career Development and Wellbeing

McInerney and Simon (2012) defined career development as “the approach taken by an organization to certify that the individuals who meet the criteria and knowledge required for successful career. Career development is a tool of human resource practices can help the schools to attract as well as retain the motivated and competent teachers (Loeb et al., 2012). The career development among other human resource practices is unique as it emphasizes the organizational top management to make the human resource well prepared for the higher duties and rotating within the organizational growth setup. Researchers highlighted that career development in education sectors needs much attention in an effective and systematic manner (Haug & Mork, 2021). Past studies findings support that career development of an employee has significant impact on wellbeing of an employee. Hence, it is hypothesized that:

H2: Career development of the employee has positive influence on employee wellbeing.

2.3 Performance Appraisal and Wellbeing

Performance appraisal is considered as a vital tool for the development of employees to accomplish organizational goals (Sawaneh & Kamara, 2019). Researchers argue that performance appraisal is a small part in the process of a larger process in the overall performance management (Muguongo et al., 2015). Attaining higher organizational productivity in terms of performance, the performance appraisal should be widely interconnected with organizational goals in order to achieve effective work results (Bortolotti et al., 2015). Thus, the performance appraisal among other human resource practices is one that is more related to employees' intrinsic motivations towards employees' wellbeing (McInerney & Simon, 2012). Thus, the mechanism of performance appraisal needs to be associated with organizational objectives in order to achieve higher efficiency. Hence, it is hypothesized that:

H3: Performance appraisal of the employee has positive influence on employee wellbeing.

2.4 Compensation and Wellbeing

Compensation is referred as “all of the rewards either tangible or intangible employees get from their organizations as part of the relationship between employee and employer (Muguongo et al., 2015). The act of compensation not only benefits the employees but also achieves different purposes like helping in hiring or induction process and retaining

them for a longer period of time. Some other forms of reward and fringe benefits are considered as parts of compensation program that are significant for both the employer and employees, (McInerney & Simon, 2012). According to Fuzi and Salleh (2017), compensation as a component of high involving human resource practices have positive impact on teachers' wellbeing in the education sector. Researchers revealed that compensation is an important factor of high involving HR practices that could significantly improve the wellbeing of an employee, (Huettermann & Bruch, 2019). Hence, it is hypothesized that:

H4: Compensation of the employee has positive influence on employee wellbeing.

2.5 Employee Wellbeing and Performance

The wellbeing of an employee has huge impact on the performance. Numerous studies have found the positive impact of employees' wellbeing on organizational performances (Pagán -Castaño et al., 2021; Dabrowski, 2021). Researchers posited that employees who reported higher levels of wellbeing at work also reported higher levels of job performance (Bakker et al., 2004). Other researchers argued that employees who experienced positive emotions at work were more likely to have higher levels of job performance, as well as better problem-solving skills and creativity (Heslin et al., 2006). In line with this, Runhaar et al. (2013) found positive relationship between performance and employee wellbeing. Pagán-Castaño et al. (2021) highlighted the significance of psychological wellbeing of teachers' work practices. Another study by Huettermann and Bruch (2019) found that physical wellbeing has negative impact on teachers' performances. It can be assumed that wellbeing will positively influence teachers' performances. Hence, it is hypothesized that:

H5: Employees' wellbeing has positive impact on the performance.

2.6 Moderating impact of Psychosocial Safety Climate

Organizational studies have focused that the improvement of psychosocial safety climate in the organization leads to better performances of the employee, (Dollard & Bakker, 2010; Mansour et al., 2021; Loh et al., 2018). For instance, the study conducted by Yulita et al. (2014) found that psychosocial safety climate enhances employees' performance in the organization. In the context of educational institutions, researchers found that establishing a strong climate that helps in preventing the teachers' problems related to workplace conditions (Zadow & Dollard, 2015). In addition to this, others found that clear policies regarding the working environment improves the psychosocial climate in promoting and protecting the teachers' psychological health (Idris et al., 2011). Based on the past studies, it can be assumed that psychosocial safety climate will enhance the relationship between the wellbeing and teachers' performance. Hence, it is hypothesized that:

H6: Psychosocial safety climate will moderate the relationship between employee wellbeing and performance.

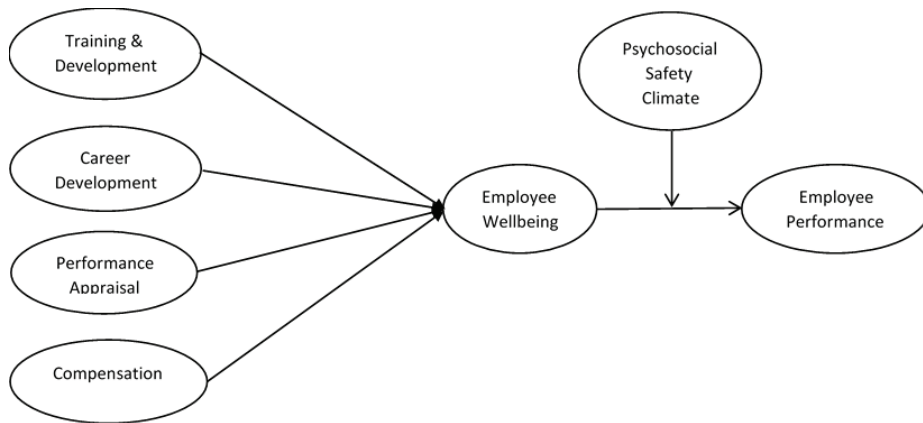


Figure 1: Conceptual framework

3. Methodology

3.1 Data Collection and sampling

This study adopted quantitative research design and gathered the primary data from public sector high school teachers via self-administered questionnaire. The present study had the population of all public sector high school teachers (male and female) of Balochistan province in Pakistan. According to Sekaran and Bougie (2016) the population consists of the group of people, things of interest and events that need to be investigated by the concerned researcher. Moreover, the selection of the correct sample, researchers can draw the conclusions that could be generalized in terms of the population of interest because the process of identifying the target population is critical so that errors to be avoided while selecting the samples. The non-probability convenience sampling method was deployed for sampling purpose. This method was used for the easiness and cost effective to access the data collection.

As this method tends to be particularly useful for addressing basic or foundational research inquiries and hypotheses during the initial phases of study development or in some cases in exploratory investigations, it is important to note that convenience samples also come with certain limitations. These samples lack generalizability and are less applicable to broader research domains where the aim is to establish scientific patterns. In such cases, obtaining results that can be readily extended to the larger population may not be guaranteed (Saunders et al., 2007). Further, the data were collected from twenty-eight schools among which eleven schools from girls and seventeen from boys. The collected samples were of mix

caliber to avoid further biasness. The sample size for data collection was 288. According to Hair et al. (2012) the number of observations for sample size should be at least five times as the number of variables to be analyzed in the study. Based on the above arguments, this study had multiplied the total number of items (48) with (5), as a result 240 was the minimum number of sample size. However, for more accurate results 288 questionnaires were distributed among respondents.

3.2 Survey Instruments

The questionnaires were adopted which were previously used by researchers and their reliability and validity were significant. The instrument was tested for reliability and value of Cronbach's Alpha was 0.79 which is considered as significant according to Hair et al. (2012). The study adopted the established scales used by the previous researchers. The scale for measuring high involving human resource practices were adapted from Tremblay et al. (1998). The scale for the employees were adapted from Guest (2002) study. The scale for the teacher performance was adapted from the study of Heneman and Milanowski (2004). The scale for the measurement of psychosocial safety climate was adapted from Idris et al. (2011). The questionnaire was comprised of four constructs namely, high involving human resource practices, teacher wellbeing, psychosocial safety climate and teacher performance. Each category further had 12, 20, 4 and 12 items respectively measuring on a Likert-Scale from 1 to 5. For example, 1= (Strongly Disagree) to 5= (Strongly Agree) and 1= (Never) to 5= (Always). Among the four categories, there was a concise letter of invitation with relevant information about the survey as well as a separate section for questions relating to demographic variables, such as age, gender, teaching experience, job title, qualification and administrative position held within school.

3.3 Results and Analysis

The Statistical Package for Social Sciences (SPSS) version 27.0 was used to perform the descriptive part of the demographic variables, whereas, the Smart Partial Least Square (PLS) version 3.3.9 was used to carry out the measurement model and structural model. A total of 288 survey sheets were distributed among school teachers, only 246 were received back from respondents. Among 246 surveys, two (2) were not usable, therefore 244 questionnaires were considered for the study. The response rate for this study was 85.41%.

3.4 Common Method Bias

Since the study is self-reported, therefore, Harman's Single Factor test was run in SPSS to check the presence of common method bias. All items from each construct was implemented for the factor analysis to confirm if more than 50% variance comes from a general factor before being rotated, (Beavers et al., 2013). However, the results of this study

reported a variance of 44.681% for all constructs' items. Thus, the results of this test confirm that there is no common method bias that may affect the results.

Table 1
Measurement Model

| Variables | Items | Factor Loading | A V E | CR |
|-----------------------------|--------------|-----------------------|--------------|-----------|
| Training and Development | T&D1 | 0.715 | 0.547 | 0.82 |
| | T&D2 | 0.823 | | |
| | T&D3 | 0.673 | | |
| Career Development | CD1 | 0.771 | 0.628 | 0.89 |
| | CD2 | 0.794 | | |
| | CD3 | 0.812 | | |
| Performance Appraisal | PA2 | 0.711 | 0.603 | 0.75 |
| | PA3 | 0.702 | | |
| Compensation | C1 | 0.684 | 0.561 | 0.73 |
| | C3 | 0.661 | | |
| Employee Wellbeing | EW1 | 0.811 | 0.601 | 0.76 |
| | EW2 | 0.718 | | |
| EW3 | 0.688 | 0.641 | 0.601 | 0.76 |
| EW8 | 0.783 | 0.834 | | |
| | 0.874 | 0.779 | | |
| | 0.895 | 0.689 | | |
| | 0.869 | 0.711 | | |
| | 0.861 | 0.755 | | |
| EW11 | 0.672 | 0.755 | | |
| EW17 | 0.691 | 0.816 | | |
| | 0.833 | 0.809 | | |
| | 0.823 | 0.880 | | |
| | 0.880 | 0.781 | | |
| Psychosocial Safety Climate | PSC1 | 0.833 | 0.523 | 0.80 |
| | PSC2 | 0.809 | | |
| | PSC3 | 0.823 | | |
| | PSC4 | 0.880 | | |
| Performance | P1 | 0.781 | 0.523 | 0.80 |
| | P2 | 0.674 | | |
| | P3 | 0.689 | | |
| | P4 | 0.813 | | |

To be continue

| | |
|-----|-------|
| P6 | 0.553 |
| P7 | 0.897 |
| P8 | 0.669 |
| P9 | 0.818 |
| P10 | 0.608 |
| P11 | 0.721 |
| P12 | 0.661 |

The A.V.E shows (Average Variance Extracted) and the C.R shows (Composite Reliability). Whereas, Factor Loading > 0.5, AVE > 0.5 and C.R > 0.7

3.5 Reliability and Convergent Validity

The study examined the reliability values via two methods: Cronbach alpha's values and composite reliability values (See Table I). All constructs' value was 0.70 which is considered a good internal consistency (Garson, 2008). The findings show that Cronbach's alpha values of individual items range between 0.73 and 0.90. The second method was based on the composite reliability values. Composite Reliability (CR) for all constructs obtained is also greater than 0.7. The highest value for composite reliability recorded was (0.89) for career and development construct and the lowest value was (0.73) for compensation. The convergent validity was also assessed. First, as the values for factor loadings are greater than 0.5, therefore, the factor loadings are significant in this study. Second, the Average Variance Extracted (AVE) is greater than 0.5. Therefore, the present study fulfills all the minimum requirements of convergent validity.

3.6 Discriminant Validity

The discriminant validity was run through the Smart PLS (version 3.3.9) to examine the correlation among the measures of various constructs in the model. Hence, a low correlation between two measures shows that the specific construct does not represent the other construct in the model (Sarstedt & Cheah, 2019). Fornell and Larcker (1981) suggests that the square root of Average Variance Extracted (AVE) for all constructs should be higher than square of the correlation between constructs. The AVE values for all constructs were above (0.50). The highest and lowest values recorded were (0.836) and (0.723) for psychosocial safety climate and performance respectively. Furthermore, all constructs' correlations were lower than the AVE of each constructs. However, based on the above arguments, the measurement model proved that convergent validity and the discriminant validity which demonstrates that the measurements of all constructs in present study were valid. Thus, based on the results of measurement model, the data also met the requirements for analysis. The Table-II shows the calculation of discriminant validity results.

Table 2
Discriminant Validity Results

| Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----------------------------|--------------|--------------|----------|--------------|--------------|--------------|--------------|
| Training & Development | 0.740 | | | | | | |
| Career Development | 0.391 | 0.793 | | | | | |
| Performance Appraisal | | 0.244 | 0.436 | 0.776 | | | |
| Compensation | | 0.472 | 0.511 | 0.272 | 0.748 | | |
| Employee Wellbeing | 0.368 | 0.632 | 0.254 | 0.369 | 0.775 | | |
| Psychosocial Safety Climate | 0.461 | 0.377 | 0.407 | 0.670 | 0.210 | 0.836 | |
| Performance | 0.689 | 0.421 | 0.447 | 0.491 | 0.645 | 0.249 | 0.723 |

Diagonal values represent the square root of AVE; whereas, the values below the diagonal represent the correlation between the constructs.

3.7 The Structural Model Assessment

The structural model in PLS was used to reflect the paths that were hypothesized in the research framework of the study. The study used to the PLS Bootstrap with a subsample of one thousand (1000) and having the significance level at 0.05.

Table 3
Structural Model Results

| Hypotheses | Path | β | St DevT-Statistics | P-Value | Results | |
|-------------------|----------------|---------------------------|---------------------------|----------------|----------------|-----------|
| H1 | T&D -> EW | 0.117 | 0.114 | 1.978 | 0.000 | Supported |
| H2 | CD -> EW | 0.209 | 0.147 | 2.610 | 0.001 | Supported |
| H3 | PA -> EW | 0.233 | 0.091 | 1.983 | 0.042 | Supported |
| H4 | C -> EW | 0.198 | 0.055 | 3.844 | 0.031 | Supported |
| H5 | EW -> EP | 0.210 | 0.144 | 2.972 | 0.000 | Supported |
| H6 | PSC*(EW -> EP) | 0.109 | 0.087 | 2.801 | 0.004 | Supported |

The significance levels at (t value: > 1.96 and p value: < 0.05)

The current study tested a total of six hypotheses in order to find the relationship as well as the significance of variables (Refer to Table III). The first hypothesis H1 evaluates the Training and Development (T&D) has a significant impact on Employee Wellbeing (EW). Thus, the results for H1 show that there is a significant impact of T&D on EW and there exists a positive relationship too. Whereas, the values calculated were ($\beta=0.117$, $t=1.978$, $p = 0.000$). Therefore, the hypothesis (H1) is said to be supported. The second hypothesis H2 was hypothesized between Career Development (CD) and Employee Wellbeing (EW) to determine whether a significant impact exists. The H2 was also supported as it qualified the minimum values required, such that ($\beta=0.209$, $t=2.610$, $p= 0.001$). Therefore, the H2 was also supported. H3 was hypothesized between Performance Appraisal (PA) and Employee

Wellbeing (EW). The results also support this hypothesis; thus, a positive relationship exists. The results for H3 were ($\beta = -0.233$, $t = 1.983$, $p = 0.042$). Similarly, the fourth hypothesis H4 is also supported. H4 was tested between Compensation (C) and Employee Well-being (EW). The results show that ($\beta = 0.0198$, $t = 3.844$, $p = 0.031$) a significant relationship exists. In addition, the fifth hypothesis H5 was tested between Employee Well-being (EW) and Employee Performance (EP). This hypothesis is accepted. The results for H5 are ($\beta = 0.210$, $t = 2.972$, $p = 0.000$). Moreover, the study hypothesized the sixth hypothesis H6 as a moderator (Psychosocial Safety Climate) between Employee Wellbeing (EW) and Employee Performance (EP). The results revealed that this relationship was supported. The hypothesis is therefore supported because the t value qualified the minimum requirements, ($\beta = 0.109$, $t = 2.801$, $p = 0.004$). It is concluded that the moderating effect of psychosocial safety climate is between employee well-being and employee performance. It also strengthens the relationship between well-being and performance.

4. Discussion and Conclusion

The study findings strongly validate the given model. The results highlight the importance of human resource practices in the school context as a mechanism to attain a higher level of teachers' well-being and performance. The study findings reveal that the obtained results are more consistent and relevant to Social Exchange Theory (SET) and the Job Demands Resource (JD-R) Model which explains the positive relationship between human resource management practices and employee performance in organizations. This argument was also supported by some other studies in the literature (Pagán-Castaño et al., 2021; Gallego-Nicholls et al., 2022). The literature also supports these arguments that the high involvement in human resource practices towards teachers' performance show higher level of commitment (Alam, 2022; Masud & Daud, 2019). The results further endorse that the four high involving human resource practices lead to an improved teacher performance within the public sector schools and also result the overall students' achievements. Therefore, it is again crucial for policy makers to keep in view that without the proper human resource unit in educational systems the teachers' performance may decline drastically, as a result it further worsens the students' achievements. The recent studies suggest that teachers' performance is directly associated with students' performance or achievements (Esther & Paul, 2021; Goetz et al., 2015). Another study by Bryson et al. (2019) confirms that the elements of teacher's wellbeing and satisfaction have a positive relationship and to the effectiveness of performance and teaching in educational institutions. This trend makes human resource practices a factor in boosting the teacher's performance and competitive advantage. It is important to note that a human resources management unit in a school system not only makes the teachers performance improved but also feels them motivated, appreciated and valued.

It is evident that the high involving human resource practices have been less studied in school context in Pakistan but has gained wide consideration in Western countries for a

decade. Rehman (2018) study shows that education planning and human resources practices are tantamount in achieving high performance in Pakistani schools. Further, the findings of the study are also supported by Ahmed et al. (2019). The results show that all the proposed hypotheses were accepted and their relationships were supported which again validates the research model. It is concluded that the government must promptly act towards schooling systems by establishing the human resource units which not only boosts the teachers' wellbeing and performance but also the overall employees' management on a well-established manner. The human resource practices have been proven in the western countries by adopting its practices and functions in schools because without running a human resource management unit or department the teachers' well-being (associated with motivation, satisfaction, and commitment) and performance (students' achievements and school performance) drastically declines. Therefore, the study findings emphasized that establishment of HR unit and practicing the high involving practices of human resource management in schools on a regular basis to advance the overall school system. This also enhances the social sustainability in the desired areas.

4.1 Theoretical Implications

There are several theoretical contributions of the current study. The positive and significant impact of high involving HR practices contributes to the social exchange theory. According to social exchange theory, people engage in social interactions with others based on the perceived costs and benefits of those interactions. The manner an organization treats its employees can greatly affect their perceptions of rewards in high HR practices. The satisfied employees exert more efforts due to sense of loyalty and commitment to the organization, enhancing productivity, commitment and satisfaction with their work. Secondly, it contributes to social exchange theory by indicating HR practices that improve employee personal wellbeing and creating trust and mutual respect among the employees. In this manner, employees reciprocate the by exerting more efforts on organizational performance and development. These efforts lead to productive work environment, where employees work together effectively. The significant effect of wellbeing on teachers' performance add to social exchange theory by emphasizing that teachers' wellbeing improves performance and development of organization. In addition, this study adds to job demand resource theory by establishing the link between employee's well-being and performance. The findings confirmed significant positive influence of employees' wellbeing and performance increases due to psychosocial safety climate. It indicates that a helpful and secure work environment provides satisfaction to employees and make them feel to be valued that eventually increases work performances.

4.2 Practical Implications

There are several implications of the present research with respect to employees'

performance in the organization. High-involvement HR practices provides autonomy to employees and contributes to the decision-making. These results findings depict that HR practices positively influences employee well-being. HR practices include training and development programs have a positive influence on employees' wellbeing. The training programs help employees to learn additional skills that help in career advancement and job security. Additionally, these programs provide employees to be more connected with the organization. Organizations provide resources and support to employees to grow and promote a sense of attachment with the organization. Therefore, it is recommended to schools to establish a learning culture and professional growth. They can implement strategies that soft skills and provision of training programs for learning technical skills. Schools should provide incentives to teacher for their participation, recognizing that confidence and increase competencies lead to increased employee's wellbeing and organizational development. It is recommended to policies makers to allocate resources for the professional development and training of the teachers. The resources can be in the form grants or subsidies that engage teachers in continuous skill development and learning in a more dynamic environment. The findings of the study indicate career development positively influences employees' well-being. Career development help employees to nourish and achieve the targets in their work. These targets help employees towards career advancement, and serve to motivate and engage them to be efficient and productive. Based, on these findings, it is recommended policy makers to prioritize employees career development that help them to achieve professional growth and improve their wellbeing.

Furthermore, the findings help schools to design and implement a comprehensive career development plans for employees' growth that include mentorship programs, goal-setting mechanisms, and direction for education sector development. They can also help in promoting initiatives for teachers' career goals that include leadership training, on the job training, and higher education scholarship.

Moreover, the results of this study show the constructive impact of performance appraisals on employees' wellbeing. The performance appraisals help workforce to get the feedback about their performance. This will motivate and enhance workforce self-esteem and their wellbeing. Similarly, the performance appraisals provide the clear direction to the teachers regarding objectives they need to achieved. This way they can be more productive at work. Therefore, there should be clear policies regarding teachers perks and privileges such as a handsome amount of salary which covers the basic cost of living and performance-based compensations. Such efforts enhance the satisfaction level of employees. Similarly, the well compensated employees feel sense of financial stability and security. The teachers will be more secure and satisfied when they are well compensated. Such perks will be the reason of satisfaction that bring more work-life balance. Such benefits motivate them to take additional responsibility at work. These benefits reduce employees stress and enhance their focus towards their assigned duties. The schools can support their teachers in numerous to

ways such as to initiate health and wellness programs, on site fitness facilities.

Schools can also implement policies and practices that promote work-life balance, such as flexible working arrangements or time off for personal needs. The result of moderating impact of psychosocial safety climate on the relationship between teachers' wellbeing and performance is strength when teachers feel psychosocial safety in the schools. A positive psychosocial safety climate is crucial for the well-being and performance of teachers. Employers can create a positive psychosocial safety climate by promoting healthy work practices, supporting employee well-being, and addressing and managing psychosocial risks in the workplace. Furthermore, schools should consider implementing peer support programs and providing training in conflict resolution to facilitate a psychologically safe environment. Finally, the policymakers play a significant role in this regard by developing guidelines for schools to create a psychologically safe environment. They should invest in anti-bullying and harassment training and policies that support a positive psychosocial safety climate, thus creating a nurturing and supportive work environment for teachers.

4.3 *Future Research Recommendations*

The study suggests several potential future directions. First, the future researchers can extend the existing research model by incorporating additional high-involving HR practices, such as recognition and rewards, safety and health, talent management and succession planning, along with exploring psychological variables that may influence teachers' performance at both the school and higher education levels. Second, it is advisable for researchers to conduct qualitative studies aimed at assessing transparent and open communication environments within schools, where feedback and ideas are not only welcomed but actively encouraged. Such investigations can shed light on opportunities for teacher training and professional development, while also providing a clearer path for career advancement. Third, while this study focuses on public sector high school teachers in Balochistan province, Pakistan, the same model can be applied in other provinces like Punjab, Sindh, and Khyber Pakhtunkhwa to compare HR practices and their impact on employee wellbeing. Finally, scholars should consider conducting a comprehensive systematic literature review to highlight the benefits of HR practices in educational institutions. This review should involve the identification of key performance indicators (KPIs) and the development of HR policies and practices that directly support the achievement of these KPIs.

References

Ahmad, A., Pervaiz, K., Fatima, S., & Ahmad, M. (2019). Impacts of Human Resource Practices on Employee's Perceived Performance: A Study of Private Schools Faculty of Pakistan. *International Journal of Human Resource Studies*, 9(2), 387-397. <https://doi.org/10.5296/ijhrs.v9i2.14890>

- Ahmed, Z. (2022). Evaluating a multi-component group intervention for improving psychological well-being of trainee civil servants in Pakistan: a randomised controlled study (Doctoral dissertation, University of Liverpool).
- Akram, M., Ilgan, A., Ozu, O., & Shah, A. A. (2017). Quality of School Work Life of Public-School Teachers: Cases from Turkey and Pakistan. *Journal of Education and Educational Development*, 4(2), 244-269. <https://files.eric.ed.gov/fulltext/EJ1161481.pdf>.
- Alam, A. (2022). Impact of university's human resources practices on professors' occupational performance: empirical evidence from India's higher education sector. In *Inclusive Businesses in Developing Economies: Converging People, Profit, and Corporate Citizenship* (pp. 107-131). Cham: Springer International Publishing. doi.org/10.1007/978-3-031-12217-0_6
- Bakker, A. B., Demerouti, E., & Verbeke, W. (2004). Using the job demands-resources model to predict burnout and performance. *Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management*, 43(1), 83-104. <https://doi.org/10.1002/hrm.20004>
- Beavers, A. S., Lounsbury, J. W., Richards, J. K., Huck, S. W., Skolits, G. J., & Esquivel, S. L. (2013). Practical considerations for using exploratory factor analysis in educational research. *Practical Assessment, Research, and Evaluation*, 18(1), 6. <https://doi.org/10.7275/qv2q-rk76>
- Bortolotti, T., Boscari, S., & Danese, P. (2015). Successful lean implementation: Organizational culture and soft lean practices. *International Journal of Production Economics*, 160, 182-201. <https://doi.org/10.1016/j.ijpe.2014.10.013>
- Bottiani, J. H., Duran, C. A., Pas, E. T., & Bradshaw, C. P. (2019). Teacher stress and burnout in urban middle schools: Associations with job demands, resources, and effective classroom practices. *Journal of School Psychology*, 77, 36-51. <https://doi.org/10.1016/j.jsp.2019.10.002>
- Bryson, A., Stokes, L., & Wilkinson, D. (2019). Who is better off? Wellbeing and commitment among staff in schools and elsewhere. *Education Economics*, 27(5), 488-506. <https://doi.org/10.1080/09645292.2019.1623178>

- Cook, C. R., Grady, E. A., Long, A. C., Renshaw, T., Coddling, R. S., Fiat, A., & Larson, M. (2017). Evaluating the impact of increasing general education teachers' ratio of positive-to-negative interactions on students' classroom behavior. *Journal of Positive Behavior Interventions*, 19(2), 67-77. <https://doi.org/10.1177/1098300716679137>
- Dabrowski, A. (2021). Teacher wellbeing during a pandemic: Surviving or thriving. *Social Education Research*, 2(1) 35-40. <https://doi.org/10.37256/ser.212021588>
- Dollard, M. F., & Bakker, A. B. (2010). Psychosocial safety climate as a precursor to conducive work environments, psychological health problems, and employee engagement. *Journal of Occupational and Organizational Psychology*, 83, 579–599. <https://doi.org/10.1348/096317909X470690>
- Esther, C., & Paul, E. (2021). Teacher Preparedness and Learners Performance in Mathematics at Kenya Certificate of Primary Education in Baringo Central Sub-County, Kenya. *African Journal of Education, Science and Technology*, 6(4), 325-332. <file:///C:/Users/dell/Downloads/738-Research%20Paper-1205-1-10-20211028.pdf>
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of marketing research*, 18(1), 39-50. <https://doi.org/10.1177/002224378101800104>
- Fuzi, I. F., & Salleh, N. (2017). The relationship between Human Resource Practices (HRM) and Teachers' Satisfaction in Malaysian School. *International Journal of Business and Management*, 1(2), 220-225. <https://doi:10.26666/rmp.ijbm.2017.2.33>
- Garson, D. G. (2008). Factor analysis: statnotes. Retrieved March, 22, 2008.
- Gallego-Nicholls, J. F., Pagán, E., Sánchez-García, J., & Guijarro-García, M. (2022). The influence of leadership styles and human resource management on educators' well-being in the light of three Sustainable Development Goals. *Academia Revista Latinoamericana de Administración*, 35(2), 257-277. <https://doi.org/10.1108/ARLA-07-2021-0133>
- Goetz, K., Berger, S., Gavartina, A., Zaroti, S., & Szecsenyi, J. (2015). How psychosocial factors affect well-being of practice assistants at work in general medical care? – a questionnaire survey. *BMC family practice*, 16, 1-7. <https://doi.org/10.1186/s12875-015-0366-y>
- Gould-Williams, J., & Davies, F. (2005). Using social exchange theory to predict the effects of HRM practice on employee outcomes: An analysis of public sector workers. *Publicmanagementreview*, 7(1), 1-24. <https://doi.org/10.1080/1471903042000339392>

- Guest, D. (2002). Human resource management, corporate performance and employee wellbeing: Building the worker into HRM. *The Journal of industrial relations*, 44(3), 335-358. <https://doi.org/10.1111/1472-9296.00053>
- Hair, J. F., Sarstedt, M., Pieper, T. M., & Ringle, C. M. (2012). The use of partial least squares structural equation modeling in strategic management research: a review of past practices and recommendations for future applications. *Long range planning*, 45(5-6), 320-340. <https://doi.org/10.1016/j.lrp.2012.09.008>
- Haug, B. S., & Mork, S. M. (2021). Taking 21st century skills from vision to classroom: What teachers highlight as supportive professional development in the light of new demands from educational reforms. *Teaching and Teacher Education*, 100, 103286. <https://doi.org/10.1016/j.tate.2021.103286>
- Helliwell, J. F., Layard, R., Sachs, J., & De Neve, J. E. (2020). World happiness report 2020.
- Heneman III, H. G., & Milanowski, A. T. (2004). Alignment of human resource practices and teacher performance competency. *Peabody Journal of Education*, 79(4), 108-125. https://doi.org/10.1207/s15327930pje7904_6
- Hervie, D. M., & Winful, E. C. (2018). Enhancing teachers' performance through training and development in Ghana education service (a case study of ebenezer senior high school). *Journal of Human Resource Management*, 6(1), 1-8. <https://doi.org/10.11648/j.jhrm.20180601.11>
- Heslin, Peter & Vandewalle, Don & Latham, Gary. (2006). Keen to help? Managers' implicit person theories and their subsequent employee coaching. *Personnel Psychology*. 59. 871-902. [10.1111/j.1744-6570.2006.00057.x](https://doi.org/10.1111/j.1744-6570.2006.00057.x).
- Hu, Q., Dollard, M. F., & Taris, T. W. (2022). Organizational context matters: Psychosocial safety climate as a precursor to team and individual motivational functioning. *Safety science*, 145, 105524. <https://doi.org/10.1016/j.ssci.2021.105524>
- Huettermann, H., & Bruch, H. (2019). Mutual gains? Health-related HRM, collective well-being and organizational performance. *Journal of Management Studies*, 56(6), 1045-1072. <https://doi.org/10.1111/joms.12446>
- Idris, M. A., Dollard, M. F., & Winefield, A. H. (2011). Integrating psychosocial safety climate in the JD-R model: A study amongst Malaysian workers. *SA Journal of Industrial Psychology*, 37(2), 29-39. doi:10.4102/sajip. v37i2.851

- Kowalski, T. H., & Loretto, W. (2017). Well-being and HRM in the changing workplace. *The International Journal of Human Resource Management*, 28(16), 2229-2255. <https://doi.org/10.1080/09585192.2017.1345205>
- Lenkaitis, C. A. (2022). Integrating the United Nations' Sustainable Development Goals: Developing content for virtual exchanges. *Language Learning & Technology*, 26(1), 1-20. <https://doi.org/10125/73470>
- Loeb, S., Kalogrides, D., & Bêteille, T. (2012). Effective schools: Teacher hiring, assignment, development, and retention. *Education Finance and Policy*, 7(3), 269-304. https://doi.org/10.1162/EDFP_a_00068
- Loh, M. Y., Idris, M. A., Dollard, M. F., & Isahak, M. (2018). Psychosocial safety climate as a moderator of the moderators: Contextualizing JDR models and emotional demands effects. *Journal of Occupational and Organizational Psychology*, 91(3), 620-644. <https://doi.org/10.1111/joop.12211>
- Masud, H., & Daud, W. N. W. (2019). Human resource management practices and organizational commitment: Research methods, issues, and future directions. *Review of Integrative Business and Economics Research*, 8(1), 217-226. <https://buscompress.com/journal-home.html>.
- Mansour, S., Nogues, S., & Tremblay, D. G. (2021). Psychosocial safety climate as a mediator between high-performance work practices and service recovery performance: an international study in the airline industry. *The International Journal of Human Resource Management*, 33(21),1-35. <https://doi.org/10.1080/09585192.2021.1949373>
- McCallum, F., & Price, D. (2016). From little things, big things grow: Nurturing wellbeing development in education. Routledge.
- McInerney, M., & Simon, K. (2012). The effect of state workers' compensation program changes on the use of federal social security disability insurance. *Industrial Relations: A Journal of Economy and Society*, 51(1), 57-88. <https://doi.org/10.1111/j.1468-232X.2011.00665.x>
- Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open*, 1, 100012. <https://doi.org/10.1016/j.ijedro.2020.100012>

- Muguongo, M. M., Muguna, A. T., & Muriithi, D. K. (2015). Effects of compensation on job satisfaction among secondary school teachers in Maara Sub-County of Tharaka Nithi County, Kenya. *Journal of Human Resource Management*, 3(6), 47-59. doi: 10.11648/j.jhrm.20150306.11
- Pagán-Castaño, E., Sánchez-García, J., Garrigos-Simon, F. J., & Guijarro-García, M. (2021). The influence of management on teacher well-being and the development of sustainable schools. *Sustainability*, 13(5), 2909. <https://doi.org/10.3390/su13052909>
- Pasha, A (2020) Pakistan National Human Development Report 2020 team. United Nations Development Programme, Pakistan. <https://www.undp.org/sites/g/files/zskgke326/files/migration/pk/NHDR-Inequality-2020---Overview-Low-Res.pdf>.
- Rehman, A. (2018). Educational planning and human resource management: A study of public and private schools in Pakistan. *Journal of Education and Vocational Research*, 9(2), 15-19. [https://doi.org/10.22610/jevrv.9i2\(V\).2793](https://doi.org/10.22610/jevrv.9i2(V).2793)
- Ridge, N., & Kippels, S. (2019). UNESCO, education, and the private sector: A relationship on whose terms? Researching the global education industry: Commodification, the market and business involvement, 87-113.
- Runhaar, P., Sanders, K., & Konermann, J. (2013). Teachers' work engagement: Considering interaction with pupils and human resources practices as job resources. *Journal of Applied Social Psychology*, 43(10), 2017-2030. <https://doi.org/10.1111/jasp.12155>
- Sarstedt, M., & Cheah, J. H. (2019). Partial least squares structural equation modeling using SmartPLS: a software review. <https://doi.org/10.1057/s41270-019-00058-3>
- Sawaneh, I. A., & Kamara, F. K. (2019). An effective employee retention policy as a way to boost organizational performance. *Journal of Human Resource Management*, 7(2), 41-48. doi: 10.11648/j.jhrm.20190702.12
- Saunders, M., Lewis, P. and Thornhill, A. (2007) Research Methods for Business Students. 4th Edition, Financial Times Prentice Hall, Edinburgh Gate, Harlow.
- Sekaran, U., & Bougie, R. (2016). Research methods for business: A skill building approach. John Wiley & Sons.
- Sousa, M. J., Marôco, A. L., Gonçalves, S. P., & Machado, A. D. B. (2022). Digital learning is an educational format towards sustainable education. *Sustainability*, 14(3), 1140.

<https://doi.org/10.3390/su14031140>

- Tremblay, K., Kraus, N., & McGee, T. (1998). The time course of auditory perceptual learning: neurophysiological changes during speech-sound training. *Neuroreport*, 9(16), 3557-3560.
- Viac, C., & Fraser, P. (2020). Teachers' well-being: A framework for data collection and analysis. <https://doi.org/10.1787/19939019>
- Wang, H., Hall, N. C., & Rahimi, S. (2015). Self-efficacy and causal attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions. *Teaching and teacher education*, 47, 120-130. <https://doi.org/10.1016/j.tate.2014.12.005>
- Yulita, Idris, M. A., & Dollard, M. F. (2014). A multi-level study of psychosocial safety climate, challenge and hindrance demands, employee exhaustion, engagement and physical health (pp. 127-143). Springer Netherlands.
- Zadow, A., & Dollard, M. F. (2015). Psychosocial safety climate. *The Wiley Blackwell handbook of the psychology of occupational safety and workplace health*, 414-436. <https://doi.org/10.1002/9781118979013.ch18>



This work is licensed under a Creative Commons Attribution 4.0 International License