Colleagues Discourteous Behavior and Teachers Job Performance: Role of Emotions and Hardiness

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Abstract: The basic aim of this study was to examine the effect of the discourteous behavior of colleagues on job performance of the teaching staff. The mediation of emotional exhaustion and moderating mechanism of psychological hardiness in this effect was also probed. The extra-role component of the performance was focussed, which is related to the contributions made voluntarily beyond the specified job responsibilities. The questionnaires were developed and mailed to the respondents for collection of primary data. The study used a dyadic approach, and responses were collected separately from the staff and the respective supervisors. Moreover, responses were gathered in different phases by following time-lagged approach. These both approaches helped to tackle the problems of common method biases. The collected responses were analyzed by using different statistical techniques. The study first examined the basic data characteristics and established the reliability and validity of the measures. The study then examined the specified direct effect by using structural equation modeling and indirect effects by using Hayes (2013) model. The results of the analysis witnessed a significant effect of the discourteous behavior of colleagues on job performance of the respondents. The results further supported to the mediation of emotional exhaustion and moderation of psychological hardiness in the specified effect. Based on these findings, the researchers suggested some policy implications and interventions to reduce the issues at workplace and to boost the morale of the employees for better and vibrant outcomes.

Keywords: Colleagues incivility, Emotions, Hardiness, Extra-role performance, Teachers

1. Introduction

Workplace incivility is defined as "low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect. Uncivil behaviors are characteristically rude and discourteous, displaying a lack of regard for others" (Andersson & Pearson, 1999, p.457). This can be instigated from multiple sources at the workplace, including supervisors, colleagues, customers, and so on. Students can even be instigators of incivility in educational institutions. Discourteous and insulting behavior can be highly damaging to the mental and physical health of incivility victims (Lim, Cortina, & Magley, 2008). The contagious nature of incivility is dangerous, and its effect spreads sharply through spillover and crossover mechanisms. This issue can disrupt the behavior of many individuals and effect the functioning at many places in parallel. Therefore, incivility has significant costs for individuals, institutions, and societies (Fritz, Park, & Shepherd, 2019; Porath, Foulk, & Erez, 2015). Such issues at the workplace can create serious negative repercussions for employees' performance and supportive attitudes of employees (De Clercq, Inam Ul Haq, Azeem, & Ahmad, 2019; Liu, Zhou, & Che, 2019). The more damaging aspect of workplace incivility is the higher the negative consequences for committed employees.

Behavioral problems prevail in almost every organizational type, even in educational institutions. Indeed, this is more bitter and problematic in educational sector. A positive and civilized conduct in educational institutes could make the teachers and students satisfied and better-off (Apaydin & Seckin, 2013). It can promote a friendly teaching-learning environment, and everyone feels pleasure to contribute voluntarily to the activities related to individual and organizational development. Sense of mutual respect could be helpful in promoting the organizational citizenship behavior of all concerned (Cavus, 2012). In contrast, the uncivil acts can damage the organizational culture badly. It may create stress, frustration, and displeasure among the members. The individuals, in such an environment, find it difficult to perform their activities effectively. It can thus severely damage the productivity and efficiency of individuals and organizations. In educational institutions, the incivility concerns can create displeasure and strain among the teachers. The discourteous actions of teachers, students, or any other stakeholder can damage the learning abilities and classroom environment, while negatively affecting the interpersonal relationships (Ibrahim & Qalawa, 2016; Yassour-Borochowitz & Desivillia, 2016).

The behavior and dealing of colleagues can play an important role in organizations. The moral support of colleagues could enable effective absorption of any sort of anticipated or unanticipated shock. Such an attitude could be helpful in overcoming the issues of depression, stress, and anxiety, thereby increasing individuals' productivity and performance. On the other hand, discourteous attitudes can produce negative emotions, reduce work efforts, and enhance counterproductive work behavior (Sakurai & Jex, 2012). Another harmful aspect of such uncivil concerns is its transmission to the family domain, thereby creating work-family conflict (Chen, 2018). These incidents not only affect performance directly but can also indirectly affect performance via emotional exhaustion (Hur, Kim, & Park,2015; Rhee, Hur, & Kim, 2016). Impolite dealings could create emotional tiredness among victims (Totterdell, Hershcovis, Niven, Reich, & Stride, 2012) which then lowers performance and increases turnover intention (Cho, Bonn, Han, & Lee, 2016). In this situation, one positive aspect could be the resilient personality traits of individuals facing such issues. Such individuals can absorb unpleasant shocks more effectively and confine to negative outcomes. Personality hardiness can reduce the impact of stress, stimulate courage to work hard, transform probable tragedies into growth, and enhance organizational commitment (Maddi, 2006; Sezgin, 2009).

This study was aimed at (1) investigating the effect of colleagues' discourteous behavior on the performance of teaching staff at job, (2) examining the mediating role of emotional exhaustion, and (3) probing the moderating mechanism of psychological hardiness. This study is expected to contribute in at least three ways. First, it uncovers a chronic issue in the region that needs to be addressed properly for the betterment of individuals, organizations, and the State. Second, this study incorporates the role of emotions and hardiness in parallel by addressing their contributions to propagate or neutralize shocks. Third, the study addresses the extra-role component of performance, which is more relevant to voluntary contributions and organizational citizenship behavior. The development of such behavior and culture could be helpful at individual and organizational levels. The findings are expected to be helpful in developing an understanding of the repercussions associated with discourteous behaviors and mistreatments at the workplace, and to devise appropriate mechanisms to reduce its occurrence and confine its impact.

2. Literature Review
2.1 Theoretical Foundation

The theoretical foundation of this study is principally based on the affective events theory of Weiss and Cropanzano (1996), conservation of resources model of Hobfoll (1989) and psychological hardiness model of Kobasa (1979). Weiss and Cropanzano (1996) promulgated the affective events theory to explain the causes of affective experiences at the workplace and their associated impact on individuals' performance and job satisfaction. Different positive and negative events may occur at the workplace, with different implications. Negative events generally have more implications for emotional and psychological reaction patterns (Taylor, 1991). However, this reaction pattern may differ greatly among individuals, based on their personality characteristics. Based on these basic concepts, the following conceptual model was designed.
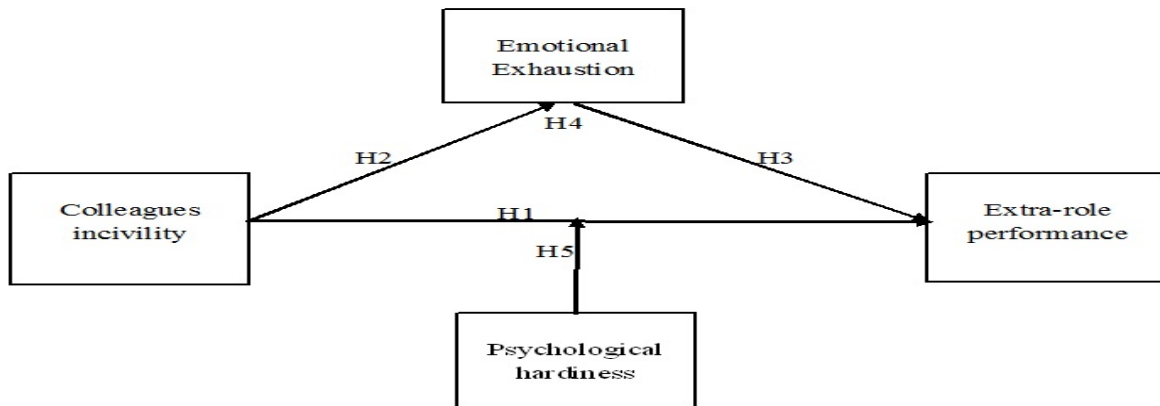
2.2. Colleagues Incivility and Job Outcomes

Workplace incivility is a chronic issue that severely affects the productivity and performance of different individuals and organizations. Evidence indicates that behavioral issues at the workplace have severe repercussions for its initiators, witnesses, and victims (Schilpzand, De Pater, & Erez, 2016). Such issues can disrupt the entire organizational culture and system. Interpersonal mistreatment at the workplace also creates and intensifies psychological distress among individuals facing such issues (Abubakar, 2018; Adams & Webster, 2013; Cortina, Magley, Williams, & Langhout, 2001). Moreover, it has a negative effect on the health of employees, and it enhances their turnover intentions (Lim et al., 2008). Uncivil behaviors at the workplace not only affect job satisfaction but also create depression and stress, thereby disrupting life satisfaction (Miner, Settles, Pratt-Hyatt, & Brady, 2012). Therefore, incivility is so chronic that it can negatively affect many people and places. Many researchers have reported damaging personal and performance consequences of colleagues' discourteous actions at the workplace (Rhee et al., 2016; Schilpzand, Leavitt, & Lim, 2016). Earlier studies also reported that the impoliteness of colleagues at the workplace instigates emotional tiredness among victims, which then reduces the performance of individuals and the efficiency of organizations (Cho et al., 2016; Hur et al., 2015). This study was also intended to extend such claims, for which the study hypothesized:

H_1: The extra-role performance of teachers at the job is negatively affected by the incivility of colleagues.

H_2: Emotional exhaustion of teachers is positively influenced by incivility of their colleagues.

2.3. Role of Emotional Exhaustion

Emotional exhaustion signifies the state of mind in which individuals feel emotionally drained, on account of accumulated stress from work, family life, or both. Exhausted employees find it difficult to discharge responsibilities through concentration and commitment. This mindset is extremely dangerous for both individuals and organizations. Considering the sternness of this issue, many researchers worldwide have empirically explored this phenomenon and reported serious negative consequences. Most studies have observed a negative association between emotional exhaustion and job performance, satisfaction, and commitment of exhausted employees (Moon & Hur, 2011; Wright & Cropanzano, 1998). This situation also significantly influences employees' turnover intentions and productive activities. Exhausted attitudes not only influence performance directly but can also intensify the effect of workplace incivility on individuals and organizational outcomes (Huang & Lin, 2019; Sakurai & Jex, 2012). The findings of existing studies indicate that the discourteous attitude of colleagues at the workplace can create emotional exhaustion, which then negatively affects job performance and satisfaction, reduces work efforts, enhances turnover plans, and produces counterproductive work behaviors. To study the direct and mediating mechanisms of exhaustion, the study hypothesized the following:

H_3: Teachers' extra-role performance at job is negatively affected by their emotional exhaustion.

H_4: Emotional exhaustion fully mediates the negative effect of colleagues' incivility on teachers' extra-role performance.

2.4. Psychological Hardiness as Moderator

Hardiness reflects a set of personality characteristics, providing a defensive shield against stressful and unpleasant life events. Such individuals can effectively counter pressures and problems inside and outside the workplace. Kobasa (1979) first introduced this concept, after which numerous contributions were made from different aspects.

Researchers have highlighted the significance of hardiness in stress management, organizational commitment, and the effective performance of employees (Bartone, Roland, Picano, & Williams, 2008; Sezgin, 2009). Hardiness can provide courage and motivation for working hard, enabling the conversion of possible disasters into growth opportunities (Maddi, 2006). Hardiness could also be negatively associated with stress and positively associated with job-related outcomes. Many past studies have observed a buffering role of hardiness in reducing the impact of workplace incivility and stress on the health and job-related outcomes of hardy individuals (Blgbee, 1992; Hystad, Eid, Laberg, Johnsen, & Bartone, 2009; Shi et al., 2018; Westman, 1990). In line with previous research, the current study also intended to examine the moderating mechanism of hardiness in the impact of colleagues' incivility on the performance at job, for which the study hypothesized:

H₅: The negative effect of colleagues' incivility on teachers' extra-role performance is moderated by their psychological hardiness such that the effect is weaker for hardy teachers.

3. Methodology

3.1. Population and Sample

This study targeted teachers at public sector universities in the AJ&K. Incivility in educational institutions is a chronic issue, with severe repercussions for all stakeholders and the overall learning environment (Itzkovich & Dolev, 2017; Zabrodska & Kveton, 2013). The reason for concentrating the public sector only is the exposure of teachers to nearly similar rules and regulations (Soomro, Breitenecker, & Shah, 2018). For the empirical analysis, this study selected a sample of regular teachers and their HoDs from recognized universities in the State. Teachers with some sort of administrative responsibility were excluded to avoid biased responses and to ensure fair representation. Similarly, certain criteria regarding minimum experience and maximum number of respondents from a single department were also specified. The final sample comprised 403 teachers (235 males, 168 females). Following Mckay, Arnold, Fratzl, and Thomas (2008) and Dettmers (2017), the codes were specified for universities and teachers to avoid identification and biasness, while ensuring the confidentiality and sample matching required for the dyadic approach. Participation in the research process was voluntary, and the respondents were free to withdraw from the data collection process at any stage. The respondents were considered confident that the data would be used only for academic purposes and that no details would be shared with the corresponding dyads.

3.2. Measures

Following Abdollahi et al. (2018), each questionnaire set was reviewed by two faculty members from each public sector university of AJ&K to judge the content and face validity of the scale as well as its feasibility in each local cultural setting. The study applied 5-point Likert scale for seeking responses. To determine the reliability of the measures, a matched dyadic sample of 75 teachers and their respective heads were selected for pilot testing. Based on the collected responses, the reliability of the measures was examined using Cronbach's alpha. The alpha value of each scale was above 0.70, confirming the reliability of the instrument. To determine colleagues' incivility, this study applied 17-items workplace incivility scale of Martin and Hine (2005). The scale was comprised of items such as "Used an inappropriate tone when speaking to you, "Made snide remarks about you" (Cronbach's α = .78). To determine the emotional exhaustion of teachers, this study applied 8-items OLBI instrument following Demerouti, Bakker, Vardakou, and Kantas (2003) and Demerouti, Mostert, and Bakker (2010). The beauty of this instrument is that it has the same number of direct and reverse-coded items. The sample items include, "During my work, I often feel emotionally drained", "When I work, I usually feel energized" (Cronbach's α = .91). The moderating role of psychological hardiness was examined using a 15-items scale, which was based on the measures of Bartone, Ursano, Wright, and Ingraham (1989) and taken from the study of Hystad, Eid, Johnsen, Laberg, and Bartone (2010). This scale comprises three major personality characteristics: commitment, control, and challenge. The sample items of this scale include, "I really look forward to my work activities", "It is up to me to decide how the rest of my life will be", and "I like having a daily schedule that does not change very much" (Cronbach's α = .87). Lastly, responses regarding teachers' extra-role performance in departments and organizations were sought using 14-items scale of Williams and Anderson (1991). The sample items of this scale were, "He/she takes undeserved work breaks", "He/she conserves and protects organizational property" (Cronbach's α = .91).

3.3. Data Collection and Analysis

The data were collected in three phases. Following Alola, Olugbade, Avci, and Ozturen (2019) and Liang (2015),

the respondents were approached through mailed questionnaires, which were sent to them in sealed envelopes. Moreover, dyadic and time-lagged data collection approaches were used, where respondent teachers and their supervisors were approached at separate time intervals. Many past studies, including those by De Clercq, Inam Ul Haq, Azeem, and Raja (2018), Fatima, Majeed, and Jahanzeb (2020) and Karatepe (2013), were consulted in this context. The time-lagged data collection method helped in managing the common method biases. Responses regarding discourteous treatment by colleagues were collected during the first round. After completing this round and maintaining an appropriate time interval, the second round was initiated to collect responses on emotional exhaustion and psychological hardiness. In the final round, feedback regarding teachers' performance was sought from their HoDs. Systematic follow-up helped to attain an appropriate response rate.

The collected data was then analyzed for meaningful inferences, with the help of statistical tools and software. Initially, the basic features and suitability of the data were examined using descriptive statistics and a correlation analysis. The validity and reliability of the responses were established based on the concept of Campbell and Fiske (1959). Next, hypothesized direct effects were examined by using structural equation modeling in AMOS. This remained popular among researchers in the field of social sciences and has been applied in many previous studies (Anasori, Bayighomog, & Tanova, 2020; Dettmers, 2017; Huang & Lin, 2019; Lim et al., 2008). Feasible measurement models were identified with the help of confirmatory factor analysis. CMIN/DF, RMSEA, IFI, TLI, AGFI, and CFI were applied for checking the model fitness. PROCESS macro of Hayes (2013) was applied for testing mediation and moderation. The mediation split technique was applied to further confirm the robustness of the results.

4. Results

The basic features of the collected data were determined using SPSS 24. Table 1 reports the results of the descriptive statistics, correlation, reliability, and validity analyses.

Table 1. Descriptive Statistics, Reliability, Validity, and Correlation Analysis

Variable	Mean	S.D.	CR	AVE	MSV	CI	EE	PH	ERP
CI	2.30	0.74	0.919	0.533	0.145	**0.730**			
EE	2.76	0.84	0.933	0.636	0.192	0.381^{***}	**0.798**		
PH	3.69	0.82	0.937	0.602	0.086	$-0.106^{\dagger}$	-0.032	**0.776**	
ERP	3.57	0.81	0.946	0.636	0.192	-0.205^{***}	-0.438^{***}	0.293^{***}	**0.798**

*(† p<0.100; * p<0.050; ** p<0.010; ***p< 0.001; Diagonal elements (in bold) are square root of AVE)*

Regarding descriptive statistics, a higher mean value depicts the inclinations of respondents towards the agreement side. The output values of colleagues' incivility and emotional exhaustion indicated a nearly balanced position. However, the values of psychological hardiness and extra-role performance tilts more to the agreement level. Each scale contains a certain number of reverse-coded items. The incivility of colleagues was found to be correlated positively with emotional exhaustion while negatively with the hardiness and extra-role performance. A significant negative correlation of emotional exhaustion with extra-role performance and insignificant negative correlation with psychological hardiness was observed. The study also observed that hardiness was positively correlated with extra-role performance. Table 1 further portrays a greater than 0.70 and 0.50 values of composite reliability (CR) and average variance extracted (AVE), respectively. Moreover, AVE values were higher in comparison to the respective MSV values in each case. These values are above the levels specified by Hair, Black, Babin, & Anderson (2014) and Henseler, Ringle, & Sarstedt (2015). Thus, the validity and reliability of the measures were established. After examining the basic data characteristics, the fit indices were determined and are presented in Table 2.

Table 2. Model Fitness Indices

Measurement Model	χ^2	Df	χ^2/df	RMSEA	IFI	TLI	AGFI	CFI
Default Measurement Model	1869.92	659	2.84	.07	.90	.89	.82	.90
Revised Measurement Model	1366.92	647	2.11	.05	.96	.95	.91	.96

(Cutoff score: CMIN/DF ≤ 3.00; RMSEA≤ 0.06, IFI ≥ 0.90, TLI ≥ 0.90, AGFI ≥ 0.90, CFI ≥ 0.90)

The default measurement model showed poor values for some indices. To secure more desirable fit indices, a modification analysis was conducted, which produced better results. Following appropriate model selection, the study examined the hypothesized direct effects; the results are reported in Table 3.

Table 3. Test of Direct Effect

Direct Path	Coefficient	P-value
Colleagues incivility → Extra-role Performance	-0.210	***
Colleagues incivility → Emotional Exhaustion	0.380	***
Emotional Exhaustion → Extra-role Performance	-0.435	***
*(Note: *p <.05, **p <.01, ***p <.001)*		

These results supported the first three hypothesized effects. The effect of colleagues' incivility remained negative and significant for extra-role performance while positive and significant for emotional exhaustion. Similarly, the effect of exhaustion on performance was negative and significant. The mediation of emotional exhaustion was then examined by using the model proposed by Hayes (2013), and the results are reported in Table 4.

Table 4. Test of Mediation Effect

Structural Path	Indirect Effect	LL(CI)	UL(CI)
Colleagues incivility → Emotional Exhaustion → Extra-role Performance	-0.162***	-0.223	-0.105
*(Note: *p <.05, **p <.01, ***p <.001; CI = confidence interval)*			

The results in Table 4 confirms the mediation of emotional exhaustion in the effect of colleagues' incivility on teachers' extra-role performance at job. Hayes (2013) model was further applied to observe the moderation of hardiness in the hypothesized effect. The moderation results are presented in Table 5.

Table 5. ERP predicted from CI and PH

DV: Extra-role Performance	β	P	95% CI	
CI***	-0.205	< .001	-0.305	-0.105
PH***	0.305	< .001	0.215	0.396
CI x PH**	0.147	< .01	0.037	0.256
Test(s) of highest order unconditional interaction: (X*W)				
R^2 -chng = .0161**			F Statistics = 7.913	
*(Note: *p <.05, **p <.01, ***p <.001; CI = confidence interval)*				

The results indicated a significant negative effect of colleagues' incivility on teachers' extra-role performance at the job but with psychological hardiness, the effect weakens and turned positive. Hardiness, thus, remained helpful in effectively absorbing the unpleasant shocks, thereby minimizing the impact on job outcomes. For further confirmation and robustness of the moderation results, the mediation split technique was applied; the results are reported in Table 6.

Table 6. Median split interval predictor (CI) and dichotomous moderator (PH)

DV: Extra-role Performance	Low PH		High PH	
	N	B	N	β
CI	185	-0.502	218	-0.194
PH	185	0.234	218	0.413
CI x PH	185	-0.072	218	0.279
R^2 -chng = .0067			R^2 -chng = .024***	
F Statistics = 1.23			F Statistics = 10.86	
*(Note: ***p <.001)*				

Psychological hardiness (PH) was tested as a moderator between colleagues' incivility (CI) and teachers' extra-role performance (ERP). The PH was dichotomized using the median split method. The results shown in Table 7 demonstrate an insignificant moderating effect of low psychological hardiness, but higher hardiness was observed to significantly moderate the relationship between colleagues' incivility and the extra-role performance of teachers at job. These findings suggest that there was no major change in the negative effect of CI on ERP in the presence of low PH. On the other hand, higher PH enhanced ERP by lessening the negative effect of CI.

5. Discussion
5.1. Findings and Conclusion
As hypothesized, a significant negative effect of colleagues' incivility on respondents' performance was observed in the study. Rhee et al. (2016) and Schilpzand, Leavitt et al. (2016) earlier reported similar negative consequences of colleagues' discourteous conduct at job on the performance of the targets. In addition, incivility negatively affected the performance of teachers at the job via emotional exhaustion. This shows that incivility is dangerous and carries substantial costs for individuals and organizations. The study findings further clarified that incivility not only directly affects the behavior of targets but also indirectly affects it via emotional exhaustion. Therefore, efforts should be made to manage this issue in the organizations. The findings pertaining to the mediation of emotional exhaustion are in line with the findings of some existing studies of Cho et al. (2016), Huang and Lin (2019), Hur et al. (2015) and Viotti, Essenmacher, Hamblin, and Arnetz (2018). However, the study observed and reported a positive sign regarding the shielding mechanism of psychological hardiness in absorbing the effects of unpleasant events. The similar moderating role of hardiness was earlier observed by Hystad et al. (2009), Shi et al. (2018) and Westman (1990). The study concluded that incivility is a chronic issue, but certain remedial measures could make it possible to overcome this issue and its associated negative outcomes.

5.2. Implications
Based on these findings, this study offers several policy implications. The study covered three dimensions in parallel: the direct effect of colleagues' incivility on the performance of respondents, the mediating role of emotional exhaustion, and the moderating role of psychological hardiness. In this way, the study endorsed, extended, and contributed to the affective events theory of Weiss and Cropanzano (1996), conservation of resources model of Hobfoll (1989), and hardiness model of Kobasa (1979). This study also fills the gap in the existing literature by addressing the issue in a region with unique cultural norms and values. Examining the phenomenon in this part of the world is relatively distinctive and could have valuable contextual implications. This study further offers policy implications and recommendations for the administration of universities. Keeping in mind the harmful effects of incivility, it is suggested to set a proper accountability mechanism for instigators of uncivil acts and behaviors. Universities should adopt a zero-tolerance policy in this context, as Blanco-Donoso et al. (2019) suggest. Such policies should be well-formulated, approved by regulatory bodies, and disseminated at all levels. This would be helpful in developing an understanding of workplace norms and creating an environment of mutual respect and cooperation among institutions. Regular training programs and awareness seminars could also be helpful in confining incivility incidents and their associated outcomes (Liu et al., 2019; Milam, Spitzmueller, & Penney, 2009). Universities should arrange such activities at a broader level with the intention of creating a civility culture at the organizational, societal, and national levels.

Based on mediation analysis, the study also suggested providing training on emotional intelligence to employees. Similar suggestions have been made by Bibi, Karim, and Siraj ud Din (2013) and Raman, Sambasivan, and Kumar (2016). Emotional speakers may be invited for trainings and workshops. Emotional stability can reduce the probability of exhaustion and emotional disorders in situations of unpleasant events and interactions. In this way, the negative repercussions for individuals and organizations can be curtailed. The study further endorses the suggestions of Andersson and Pearson (1999) and De Clercq et al. (2018) to consider the personality constructs of individuals in the hiring process. As observed in the study, psychological hardiness effectively buffered the effects of colleagues' discourteous behavior. Courteous, polite, and supportive employees could not only manage the unpleasant shocks by themselves but also help others absorb such shocks, and thus can develop an overall conducive working environment in the organization. Further, the findings have pedagogical implications, and an important aspect of the study is that the respondents were from higher education institutions. Implications include the importance of developing a voluntary code of conduct for promoting friendly, cooperative, and exemplary environments at the workplace, free from any sort of uncivil action, and based on a sense of mutual respect and

harmony. Teachers may also share with their students the harmful consequences of incivility for individuals, organizational development, and societal development. Moreover, the curriculum may be refined to develop the interpersonal, emotional, psychological, and social skills and abilities of students so that they can effectively cope with stressful events and become effective, responsible, and valuable national asset.

5.3. Limitations and Future Research Opportunities
This study is not free of limitations and should be considered when interpreting the results. The first limitation relates to the generalizability of the findings. The study sample was selected from a specific region of the country and may affect the generalizability of the findings. Researchers could address this aspect by taking a broader sample from all regions of the country. Cross-country and cross-cultural studies can be even fruitful in uncovering the phenomenon more systematically. The second limitation is relevant to the incorporation of only one segment of incivility at the workplace, i.e. colleagues. At the workplace, there can be multiple instigators of incivility concerns, which can even be more problematic than colleagues. Efforts may be placed in future studies to identify the other major instigators of uncivil actions and the associated outcomes. The third limitation of the study is relevant to the application of supervisor-rated measures only for examining teachers' performance. This can be extended in the future by incorporating student-rated, peer-rated, or society-rated measures. The fourth limitation is related to the mediating and moderating mechanisms, as the study examined only one mediator and one moderator. Multiple factors may either mediate or buffer these effects. Future studies may be conducted to uncover the mediation and moderation of certain other factors in hypothesized effects, such as the mediation of psychological detachment, stress, and job dissatisfaction. Similarly, the moderation of psychological, social, and moral support could be explored in future studies.

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