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Workplace Well-being and Organizational Citizenship Behavior: The Mediating Effect of Employee Engagement

Muhammad Naveed

1 Muhammad Naveed naveedtoru97@cusit.edu.pk	**Contribution** City University, Peshawar
2 Dr. Adeeba Khan khanadee@upr.edu.pk	
Correspondence author Muhammad Naveed City University, Peshawar City University, Peshawar naveedtoru97@cusit.edu.pk	

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ABSTRACT

The current research study focuses on the link between workplace well-being and OCB, where the mediating role of employee engagement is investigated in the faculty members working in public sector universities of Khyber Pakhtunkhwa, Pakistan. The concept of workplace well-being is considered an essential determinant of employee attitudes and voluntary actions that are related to organizational success. For this purpose, the quantitative, cross-sectional research design has been used in which a structured questionnaire was distributed among 378 faculty members, who have been chosen randomly from public sector universities of KP, Pakistan. Data were analyzed by SPSS an d Smart PLS 4 software. Results have shown that workplace well-being has a positive effect on OCB and employee engagement. In addition, OCB has been predicted by the variable of
employee engagement and partially mediates the relation between workplace well-being and OCB.

Keywords: Workplace well-being, Organizational Citizenship Behavior, Employee Engagement, Public Sector Universities, Pakistan.

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INTRODUCTION

Workplace well-being is now an important issue among many organizations that aim to improve the performance of their employees and sustainability. This is because nowadays organizations have realized that their people, who represent a vital resource for them, are essential in the physical, psychological, and emotional well-being of the organization itself. University faculties are supposed not only to undertake their teaching, research and administrative activities but also to engage in voluntary activities that contribute to the efficiency of the institution. These voluntary actions known as Organizational Citizenship Behavior (OCB) make a great contribution to enhancing team work, organizational climate, quality of service and performance of the organization (Organ, 1988). Thus, investigation of factors that motivate OCB among university faculties has been an important field of organizational behavior studies. Workplace well-being implies general experience of positive physical, psychological and social functioning of employees at work (Danna & Griffin, 1999). It includes employees' satisfaction with their work, emotional well-being, work-life balance, social relations, safety and professional development (Warr, 2007). Employees with high workplace well-being are usually more motivated, dedicated, productive, and resilient to work-related problems (Diener et al., 2018). As per the Job Demands–Resources (JD-R) framework, organizations providing adequate job resources such as supervisory support, autonomy, recognition, and growth opportunities will promote well-being, which then contributes positively towards work attitudes and behaviors (Bakker & Demerouti,
2007). Consequently, workplace well-being is now seen as a valuable organizational resource rather than just an employee well-being program. In universities, employee well-being becomes particularly vital since university academics are required to perform multiple functions like teaching, research, student supervision, curriculum development, community outreach, and administrative work. Growing workload, publication pressure, performance appraisal mechanisms, budget limitations, and changes in educational policy are some factors which have increased occupational stress in university academics all over the world (Kinman & Johnson, 2019). This problem is also present in public universities in Pakistan, where employees usually have to operate with few institutional resources, large classroom sizes, administration work, and research requirements. Such circumstances could have a negative impact on the well-being of employees as well as their behavior. OCB refers to the discretionary behaviors that are undertaken voluntarily by the employees, yet are not included in the organizational reward system, but together, increase the efficiency and effectiveness of organizations (Organ, 1988). The OCB is comprised of such behaviors as help, extra roles, knowledge sharing, civic virtue, sportsmanship, and compliance with organizational norms (Podsakoff et al., 2000). In higher educational institutions, professors with OCB behaviors are willing to mentor their junior colleagues, take part in university committee work, help the students in addition to the class work, contribute to institutional development programs, and engage in collaborative research. All these behaviors increase the cohesiveness of the institution, improve the academic standards and develop a positive

organizational culture. In this regard, the Social Exchange Theory (Blau, 1964) may be applied as an explanation of such phenomena because according to this theory, employees reciprocate positive treatment of the organization with beneficial behaviors for the institution.

Whereas the concept of workplace well-being is supposed to facilitate organizational citizenship behavior, it is suggested that there could be some psychological processes through which this linkage operates. One such process can be termed employee engagement. The concept of employee engagement has received growing interest among organizational behavior scholars during the last two decades. It is defined as a psychologically-based positive and meaningful work-related state characterized by the presence of three components: vigor, dedication, and absorption (Schaufeli et al., 2002). Engaged employees invest a great deal of cognitive, affective, and physical energy in work, show enthusiasm regarding organizational objectives, and willingly go above and beyond what is contractually required from them (Kahn, 1990). According to JD-R model, workplace resources improve employee engagement, which, in turn, results in high job performance and discretionary behaviors like OCB (Bakker & Demerouti, 2008). Thus, employee engagement can be regarded as an intermediary mechanism that explains the impact of workplace well-being on citizenship behavior.

Previous empirical studies have shown the existence of a positive correlation between workplace well-being and employee engagement, as well as between employee engagement and organizational citizenship behavior (Christian et al., 2011; Saks, 2006). Nevertheless, there is little empirical evidence on how these three variables interact in developing countries' higher education sectors, specifically Pakistan. Public sector universities in the Khyber Pakhtunkhwa province experience several institutional issues like resource constraints, increased accountability, technological change, and rising pressure for quality teaching and research. Given the specific institutional conditions of the Khyber Pakhtunkhwa universities, it is important to explore the influence of workplace well-being on developing committed faculty members that are willing to help organizations meet their goals through organizational citizenship behavior. Hence, the current study aims at examining the influence of workplace well-being on organizational citizenship behavior by looking into the mediating effect of employee engagement on 378 faculty members in public sector universities of Khyber Pakhtunkhwa, Pakistan. By adopting the theoretical framework of the Job Demands–Resources Model and Social Exchange Theory, this study contributes to the existing literature on positive organizational behavior and will help university management in improving employee well-being, enhancing employee engagement and organizational citizenship behavior of the employees. The findings of the study are expected to help policy makers in developing evidence-based human resource management practices in the public universities of Pakistan.

Literature Review

Theoretical Framework

The current research draws on Job Demands–Resources (JD-R) Theory (Bakker & Demerouti, 2007) and Social Exchange Theory (SET) (Blau, 1964). According to the JD-R theory, both job well-being and motivation of employees depend on the balance of demands and resources in their jobs. Job resources, such as supportive leadership, autonomy, performance feedback, recognition, and possibilities for professional development, not only alleviate job-related strain but also motivate and engage workers (Bakker & Demerouti, 2007). The employees whose job-related well-being is better tend to psychologically engage in the activities, which results in higher performance and discretionary behaviors.

Social Exchange Theory, which is supplementary to the JD-R model, suggests that employees compensate for the benefits and favorable treatment that they receive from their organizations with attitude and behavior that is positive for the organization (Blau, 1964). In case the organizations invest into improving the job-related well-being of the employees by creating supportive work environment and offering development opportunities, the employees perceive them as organizational support and repay them with behavior that positively influences organizations. Such reciprocity may be manifested in the form of OCB, commitment, loyalty, and voluntary cooperation.

Well-being at Work

Well-being at work is an all-inclusive term for the physical, psychological, emotional, and social well-being of employees in their working environment (Danna & Griffin, 1999). Modern researchers view well-being at work as a multi-faceted construct comprising positive emotions, balance between work and life, meaningful work, interpersonal relations, psychological safety, and developmental opportunities (Zheng et al., 2015). Unlike older views on occupational health centered on preventing stress and illnesses, current concepts place emphasis on thriving, resilience, satisfaction, and optimal performance at work (Warr, 2007). According to the Job Demands-resources theory, well-being at work is achieved when organizations ensure that there are enough job resources to help employees cope with job demands (Bakker & Demerouti, 2007). These resources may be such as good supervision, fair reward system, autonomy, career development, flexible work arrangements, and constructive feedback. People who report higher well-being at work tend to have more motivation, creativity, efficiency, and alignment with organizational goals (Bakker & de Vries, 2021).

In the context of universities, the issue of well-being becomes especially relevant due to the increased burden on university employees who have to teach more classes, conduct research work, supervise students, be engaged in accreditation procedures, and fulfill other tasks. At the same time, public sector universities in Pakistan are characterized by limited resources, bureaucracy, and growing responsibility, which makes well-being very relevant to the quality of education provided and the sustainability of organizations (Kinman & Johnson, 2019).

Organizational Citizenship Behavior Organizational Citizenship Behavior (OCB) involves the discretionary behavior of employees that goes beyond the required job functions and helps increase organizational effectiveness (Organ, 1988). The behaviors are voluntary and not rewarded through formal performance appraisal systems but have the effect of improving the organizational operations. The five dimensions of OCB include altruism, courtesy, conscientiousness, sportsmanship, and civic virtue according to Organ (1988).

Podsakoff et al. (2000) indicated that OCB increases the effectiveness of organizations through improved teamwork, enhanced communication, reduction in interpersonal conflicts,

increased innovation, and organizational adaptability. Employees showing OCB readily help their colleagues, accept extra duties, share knowledge about the organization, and take part in the activities aimed at improving the institution.

For higher education institutions, the manifestation of OCB includes mentoring of junior academics, supervising students outside the contractual agreements, organizing academic meetings, taking part in curriculum development, participating in the departmental committees, and contributing to the initiatives of the institution. These behaviors improve academic excellence and organizational reputation and create a working environment based on collaboration (Somech & Drach-Zahavy, 2004). Through Social Exchange Theory, these behaviors indicate the employees' reciprocating actions to good organizational treatment and environment (Blau, 1964). Employee Engagement According to Schaufeli et al. (2002), employee engagement is a positive and energizing work-related psychological state that entails vigor, dedication, and absorption. Kahn (1990) described employee engagement in his early research as the level at which employees engage themselves physically, mentally, and emotionally in their work roles. In such cases, employees demonstrate enthusiasm, tenacity, devotion, and emotional involvement in organizational goals. The JD-R theory has pointed out employee engagement as the central motivational factor through which organizational resources affect positive work outcomes (Bakker & Demerouti, 2008). Employees that work in positive environments enjoy increased energy and commitment resulting in enhanced job performance and behavioral expressions in the organization. Recent research has found a positive effect of employee engagement on organizational innovation, organizational commitment, service quality, job performance, and organizational citizenship behaviors (Christian et al., 2011; Albrecht et al., 2021). For university faculty, engagement is manifested through enthusiasm for teaching, research participation, good mentorship of students, collaboration among faculty, and dedication to the institution's development. Engaged faculty members are most likely to perform beyond their contracted duties enhancing the performance of the university.

Well-Being at Work and Organizational Citizenship Behavior

The existing literature shows the strong and consistent relationship between well-being at work and organizational citizenship behavior. Staff members who perceive that their workplace is healthy, supportive and equitable are likely to develop positive attitudes towards the organization and perform discretionary actions aimed at benefiting their co-workers and the organization (Grant et al., 2007). Positive emotions related to well-being at work motivate people to be more cooperative, helpful and perform actions beyond their formal duties. According to Social Exchange Theory, people will reciprocate organizational investment in their well-being with organizational citizenship behaviors contributing to organizational performance (Blau, 1964). There is empirical evidence that organizations encouraging well-being of their employees are characterized by higher helping behaviors, teamwork, commitment and participation in organizational life (Nielsen et al., 2017). University professors working in supportive environment are more willing to mentor other staff members, help students, participate in governance processes and contribute voluntarily to institutional development.

Hypothesis 1: Well-being at work has a positive and significant effect on organizational citizenship behavior of university professors in the public sector.

Well-being in the Workplace and Employee Engagement

Employee engagement is highly affected by well-being in the workplace. Organizational support provided through healthy working conditions, leadership support, fairness, recognition, and career development possibilities creates conditions that make workers enthusiastic about their work and psychologically attached to it (Saks, 2006). As per JD-R model, organizational resources first improve well-being in the employee, leading to higher engagement (Bakker & Demerouti, 2007).

Many studies have found the existence of significant positive relationships between workplace well-being and engagement (Albrecht et al., 2021; Bakker & Albrecht, 2018). Higher perception of workplace well-being leads to increased energy and motivation and engagement with organizational objectives. In the higher education sector, academics who are operating in supportive academic environments are more engaged in teaching, research, supervision, and community services.

Hypothesis 2: Well-being in the workplace has a positive and significant effect on employee engagement among faculty members of public sector universities.

Employee Engagement and Organizational Citizenship Behavior

Research has established a link between organizational citizenship behavior and employee engagement. Engaged employees are committed to their jobs, intrinsically motivated and willing to engage in behaviors above and beyond their formal job descriptions (Schaufeli et al., 2002). Such employees help out colleagues, take part in organizational change efforts, share information and make a positive contribution to workplace interactions.

In their study, Christian et al. (2011) determined that employee engagement is an important predictor of both contextual performance and organizational citizenship behavior in diverse organizations. Additionally, Rich et al. (2010) noted that engaged employees exhibit a greater level of discretionary effort than less engaged employees. On the part of academic institutions, engaged professors are involved in committees, guide students, collaborate in research and contribute to university activities beyond their assigned tasks.

Hypothesis 3: Employee engagement positively and significantly affects organizational citizenship behavior among professors of public sector universities.

Role of Mediation in Employee Engagement

Whereas workplace well-being itself is the key determinant of organizational citizenship behavior, a recent study in organizational behavior indicates that employee engagement mediates the said relationship. According to the JD-R model, workplace resources affect the motivational states of individuals such as employee engagement, which in turn contribute to positive organizational consequences like citizenship behavior (Bakker & Demerouti, 2008). In the same way, the Social Exchange Theory indicates that employees who feel the presence of organizational care for their well-being will psychologically engage in their jobs, ultimately engaging in voluntary acts that are beneficial to organizations (Blau, 1964). Saks (2006) claimed that employee engagement is crucial in mediating the effect of organizational support on the behavioral response of employees.

Empirical studies have proven the role of mediation of employee engagement in workplace environments and organizational consequences such as commitment, innovation, performance, and OCB (Albrecht et al., 2021; Rich et al., 2010).

The faculty members of public sector universities of Khyber Pakhtunkhwa that enjoy better workplace well-being are likely to exhibit higher levels of engagement in their work of teaching, research, and academic service. The result of which would motivate them to engage themselves in the organizational activities other than their formal duties. As a consequence, this would improve organizational effectiveness.

Hypothesis 4: Employee engagement positively mediates the relationship between workplace well-being and organizational citizenship behavior.

Research Methodology

In the current investigation, the researchers decided to apply the quantitative research methodology with a cross-sectional survey design to examine the impact of workplace well-being on OCB moderated by employee engagement of the faculty members of the public sector universities in Khyber Pakhtunkhwa, Pakistan. It is reasonable to choose the quantitative approach in view of the possibility of quantification of relationships among the variables and testing hypotheses through statistical analysis (Creswell & Creswell, 2018). With regard to the chosen design, it should be said that it helped to collect data from the respondents at one time point. In the current research, the researchers selected faculty members of the public sector universities of Khyber Pakhtunkhwa, Pakistan as the target population. This choice is explained by the fact that such universities occupy a significant place in the system of higher education in Pakistan and face increasing challenges related to teaching, research, community services, and governance. Therefore, faculty members are the key academic power to overcome these challenges. In general, 378 faculty members were selected as the sample for the present research using simple random sampling procedure. All faculty members thus have been equally likely to become a part of this study. Such sample size is rather satisfactory considering the suggestions made by Krejcie and Morgan (1970) and Hair et al. (2022), as more than 300 respondents can be treated as the adequate sample size for SEM and mediation analysis. Data collection has been conducted using self-administrated questionnaires in both printed and electronic form having received respective approvals from universities. Participation in this study was voluntary and anonymity, confidentiality and the fact that respondents' data would be used for academic purposes only were guaranteed to the participants. In the present study all ethical guidelines regarding informed consent, privacy and confidentiality were observed strictly. The measuring instruments employed in the study were standardized and validated to ensure reliability and validity of constructs. The construct of workplace well-being has been measured using the 18-item Employee Workplace Well-being Scale created by Zheng et al. (2015). Prior studies indicated that psychometric properties of this questionnaire are rather high as Cronbach's alpha coefficient exceeded 0.90 (Zheng et al., 2015). The level of employee engagement was determined by the use of the Utrecht Work Engagement Scale (UWES-9), which is recommended by Schaufeli, Bakker, and Salanova (2006). It involves a number of questions related to three main characteristics of work engagement, including vigor, dedication, and absorption. Respondents were requested to indicate how often do they see themselves in the description of a certain question at work. The UWES-9 test is considered one of the most widespread tools that is proven to be reliable and valid in a number of countries (Schaufeli et al., 2006). Organizational Citizenship Behavior (OCB) was measured with the help of the 24-item Organizational Citizenship Behavior Scale developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990). It includes five widely known dimensions of OCB, which include altruism, conscientiousness, courtesy, sportsmanship, and civic virtue.

For all the questions included in this survey, a five-point Likert scale was used as a measuring tool, with 1 indicating “Strongly Disagree” and 5 indicating “Strongly Agree”. The use of a five-point scale enables better understanding for the respondents, assists in receiving valid answers, and is widely used in behavioral and management research (Hair et al., 2022). Analysis was performed using IBM SPSS Statistics Version 27 and SmartPLS 4. To begin with, SPSS was used for data screening, calculations of descriptive statistics, testing for missing data, conducting a normality test, and calculating Cronbach's alpha coefficients. Correlation analysis was conducted to find out whether there is a connection between work-related well-being, employee engagement, and organizational citizenship behavior. Afterwards, the measurement model and structural model were analyzed using SmartPLS 4. The measurement model was analyzed using the following indices: indicators reliability, composite reliability (CR), average variance extracted (AVE), and discriminant validity based on Fornell-Larcker criteria and heterotrait-monotrait (HTMT) ratio (Hair et al., 2022). The structural model was analyzed by calculating path coefficients (β), coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), and bootstrapping with 5,000 resamples to find out the significance of the direct and indirect relationships. Mediating effect of employee engagement was tested using the bootstrapping method described by Preacher and Hayes (2008), according to which a connection was mediating if there was a statistically significant indirect effect, with no inclusion of zero within the confidence interval.

Results

Results of the present study are presented in this section on the basis of the data collected from 378 faculty members working at the public sector universities of Khyber Pakhtunkhwa, Pakistan. Demographic information of respondents, reliability analysis, correlation analysis, regression analysis, and mediation analysis were conducted. Preliminary analysis was conducted through IBM SPSS Statistics 27 while the structural model was tested through SmartPLS 4 considering the mediating role of employee engagement.

Demographic Information of Respondents

Table 1Demographic Profile of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	232	61.4
	Female	146	38.6
Age	Below 30 years	58	15.3
	31–40	154	40.7

	years		
	41–50 years	108	28.6
	Above 50 years	58	15.3
Qualification	MS/MPhil	128	33.9
	PhD	250	66.1
Academic Rank	Lecturer	82	21.7
	Assistant Professor	173	45.8
	Associate Professor	79	20.9
	Professor	44	11.6

As seen from the demographic data, most of the participants (61.4%) were males and also possessed the PhD degree (66.1%). As far as the academic position is concerned, the Assistant Professor holds the highest percentage among all the participants (45.8%). When it comes to the age, most of the participants belong to the age group of 31 to 40 years.

Reliability Analysis

Table 2Reliability Statistics

Variable	No. of Items	Cronbach's Alpha
Workplace Well-being	18	0.921
Employee Engagement	9	0.907
Organizational Citizenship Behavior	24	0.936

The values of Cronbach's Alpha for all constructs were above the threshold value of 0.70 (Hair et al., 2022), meaning that the internal consistency is relatively high. It can be concluded from the findings that the scales used to measure workplace well-being, employee engagement, and organizational citizenship behavior are valid and reliable.

Correlation Analysis

Table 3Correlation Matrix

Variables	1	2	3
1. Workplace Well-being	1		
2. Employee Engagement	.684**	1	
3. Organizational Citizenship Behavior	.651**	.724**	1

Note: $p < .01$

It is clear from the analysis of correlation that there is a strong positive correlation between all the variables under study. There is a very strong positive correlation between the variable of workplace well-being and employee engagement ($r = .684$) and organizational citizenship behavior ($r = .651$). There is a strong positive correlation between employee engagement and organizational citizenship behavior ($r = .724$).

Regression Analysis

Table 4Hypotheses Testing

Hypothesis	Path	β	t-value	p-value	Decision
H1	Workplace Well-being → OCB	0.442	9.83	0.000	Supported
H2	Workplace Well-being → Employee Engagement	0.681	15.71	0.000	Supported
H3	Employee Engagement → OCB	0.465	10.42	0.000	Supported

The findings from the regression analysis indicate that there exists a significant correlation between workplace well-being and organizational citizenship behavior as well as between workplace well-being and employee engagement. A significant correlation also exists between employee engagement and organizational citizenship behavior. All regression coefficients are statistically significant ($p < .001$)

Mediation Analysis

Table 5Mediating Effect of Employee Engagement

Indirect Relationship	Indirect Effect (β)	Boot t-value	p-value	Result
Workplace Well-being → Employee Engagement → OCB	0.317	7.96	0.000	Partial Mediation

It should be pointed out that bootstrapping analysis indicates the presence of significant mediation of the relationship between the influence of workplace well-being on organizational citizenship behavior through the role of employee engagement. In particular, the indirect effect ($\beta = 0.317$, $p < .001$) and the direct effect are significant, which means partial mediation. Hence, Hypothesis 4 is proved.To summarize, it is important to note that the empirical data confirm the importance of workplace well-being as a motivational factor for the development of organizational citizenship behavior among faculty members of public sector universities. Faculty members who have high levels of workplace well-being are involved in their work, which means that they undertake some discretionary activities contributing to

organizational efficiency. The presence of the significant mediation of the relationship in question indicates that employee engagement is the psychological mechanism of translating workplace well-being into discretionary activities.
Discussion The principal aim of this study was to examine the link between work-place well-being and OCB and to examine how the engagement process mediates the association between the two within the framework of public sector universities of KP in Pakistan. This research is based on findings that confirm all four hypotheses.

The second hypothesis was that there exists a positive correlation between well-being at work and OCB. This finding suggests that there is a positive and significant correlation between well-being at work and OCB, whereby faculty members working in good workplace environments are ready to help their fellow workers, mentor the students, and participate in activities of the departments and help in the development of the university voluntarily. This can be supported by the social exchange theory (Blau, 1964) whereby employees reciprocate positively towards the positive treatment they receive from the organization through engaging in positive behaviors that benefit the organization. This result supports other studies done in the past about the effect of well-being at work on the employees' cooperation, commitment, and citizen behaviors (Danna & Griffin, 1999; Grant et al., 2007; Nielsen et al., 2017). When it comes to public universities, creation of good work environment is likely to motivate the faculty members to do more than expected from them. The second research hypothesis was verified with regard to the impact of workplace well-being on faculty member engagement. As a result of the study, the positive relationship between workplace well-being and employee engagement was identified, meaning that faculty members who are knowledgeable about the positive state of affairs in their working environment get engaged in their academic pursuits and feel energetic and motivated. This finding coincides with the theoretical predictions provided by the Job Demands-Resources (JD-R) Model stating that organizational resources help increase the motivational states and performance of employees (Bakker & Demerouti, 2007). This conclusion has been confirmed by the studies conducted by Saks (2006), Bakker & Albrecht (2018), and Albrecht et al. (2021) who found that an environment of organizational support is beneficial for employee engagement as their psychological and professional needs are satisfied.

Hypothesis III was that there is a positive relationship between employee engagement and OCB. As the findings show, those faculty members who are engaged in their work have high levels of OCB compared to the other employees. Those faculty members who are enthusiastic about teaching, researching and providing their academic services are ready to be involved in committee work, collaborate with colleagues, help the organization and mentor students beyond their responsibilities. These findings coincide with the empirical data gathered from previous studies, where the role of engagement in improving contextual performance and discretionary behaviors was emphasized (Christian et al., 2011; Rich et al., 2010; Schaufeli et al., 2002).

Last but not least, this research has found the mediating role of employee engagement in the relationship between workplace well-being and organizational citizenship behavior. Based on the findings of the mediation analysis, apart from the direct effect of workplace well-being on OCB, there is also an indirect effect that occurs through the increase in employee engagement. These results prove the propositions suggested by the JD-R model in which organizational resources influence employees' engagement before producing positive effects for organizations (Bakker & Demerouti, 2008). They are in line with the conclusions made by Saks (2006), Rich et al. (2010), and Albrecht et al. (2021) who noted that employee engagement is one of the most important psychological mechanisms through which employees behave positively in response to the supportive environment. The partial mediation implies that there is a direct and indirect effect of workplace well-being on OCB. In conclusion, the study has contributed to existing literature on positive organizational behavior in terms of its findings that demonstrate how organizational well-being can be used as a powerful organizational resource to create engaged employees who contribute voluntarily to organizational success. With regard to public universities in Pakistan, it is clear from the above findings that it is very important to create such an environment for the well-being of faculty members which includes leadership, human resources management, reasonable workload, reward systems, and professional development.

Conclusion

In this research, we have looked into the relationship between the level of well-being at work and organizational citizenship behavior (OCB), where employee engagement was used as a mediator through a sample size of 378 faculty members at public sector universities of Khyber Pakhtunkhwa (KP), Pakistan. This research has given substantial proof empirically which shows that well-being at work is a good predictor for both engagement of employees and organizational citizenship behavior. Those faculty members who feel that their work environment is favorable for them, physically and psychologically, engage themselves emotionally and mentally in their work. This engagement further helps them to do some discretionary acts which go beyond their job and help them make their university effective. It is evident from this research that well-being at the workplace has a direct impact on organizational citizenship behavior in the form of good attitudes and reciprocal actions of workers. Well-being faculty members help others, guide students, take part in departmental and university events and work for institutional development without expecting any more reward from their side. This result supports Social Exchange Theory because employees reciprocate good treatment of organizations through voluntary behaviors that help organizations (Blau, 1964). The findings of this research also support the theory of job demands-resources (JD-R) Theory according to which organizational resources motivate workers and improve their psychological functioning and engagement at the workplace. One of the other vital contributions made by this study is the evidence regarding the role of mediation played by employee engagement. The results suggest that apart from having a direct impact on the organizational citizenship behavior of employees, workplace well-being also has an indirect impact on this behavior because it increases the vigor, dedication, and absorption of employees towards their job. Partial mediation in this study suggests that whereas workplace well-being has a direct impact on citizenship behavior, employee engagement is a psychological mediator through which most of this impact occurs. Universities, therefore, need to focus on employee engagement as a consequence of well-being. In practical terms, the paper

provides significant implications for university administration and policy makers. In public sector universities, the focus should be on programs that would improve the well-being of faculties through fostering positive leadership, fair division of workload, promotion and performance appraisal process, recognition of academic success, professional development, and work-life balance. Programs that would improve the well-being of faculties are expected to have positive effects on organizations in the long run since they would increase the level of employee engagement, improve collaboration between faculty members, improve their performance, and increase organizational citizenship behavior. Moreover, the study has implications for the body of knowledge about organizational behavior by extending the use of Job Demands–Resources Theory and Social Exchange Theory in the field of higher education in Pakistan. Considering that there is very little empirical evidence available in relation to workplace well-being and organizational citizenship behavior in the public universities of developing nations, the results of this study offer valuable information that can pave the way for future studies. Future researchers are advised to test the proposed model in private universities, other public sector organizations, and different cultures to enhance the generalizability of the results. Other possible mediators of workplace well-being include psychological empowerment, organizational commitment, job satisfaction, and perceived organizational support, while the possible moderators include leadership style, organizational culture, and emotional intelligence. In addition, longitudinal and mixed methods can help better understand the relationships among these concepts. In sum, it can be concluded that workplace well-being and engagement are crucial approaches in fostering organizational citizenship behavior and organizational performance in higher education institutions.

Recommendations

From the results obtained from this research, there are some practical recommendations that can be provided to university administrators, policymakers, and human resource managers in order to boost the workplace well-being, engagement, and OCB among the faculty in public sector universities.

In the **first** place, the university administration is encouraged to focus on the implementation of workplace well-being programs in relation to the physical, psychological, and social well-being of the faculty members. Some of these programs may include stress management training, counseling, employee assistance programs, health promotion activities, and flexible work schedules.

Second, the management at the universities should develop a supportive organizational culture that has elements of trust, justice, respect, and communication. The department heads and academics should be given leadership development training in order to instill supportive leadership attributes, promote collaboration, and appreciate the contribution made by the employees. When faculty members see organizational support for real, they will be more willing to become engaged and exhibit organizational citizenship behavior.

Third, the public universities should increase employee engagement through development of professional skills of their employees through faculty development programs, research grants, participation in conferences, mentoring programs, and continued learning programs. There is also need for transparent promotion criteria, a fair performance evaluation system, and rewarding academic success in order to motivate the employees.

Fourth, the policymakers, such as HEC of Pakistan, should include the well-being of employees when considering quality assurance and accreditation of institutions. The universities should be motivated to do a self-assessment of their faculty well-being and engagement through conducting employee surveys and developing human resource policies from the findings.

Finally, the university administration needs to foster a spirit of collaboration through teamwork, research across disciplines, knowledge exchange, and participative decision-making. This will help develop better interpersonal relations between faculty members and bring about certain voluntary actions which help in the success of the organization. Strategic investments in workplace wellness and employee engagement will help improve faculty productivity, organizational commitment, innovation, and sustainability in higher education in Pakistan.

Limitations

However, despite various theoretical and empirical contributions, there are certain limitations in this study that need to be addressed.

The first limitation is that cross-sectional research design was used. This poses some problems in establishing causality between workplace well-being, engagement and organizational citizenship behaviors since data was collected at one particular point in time, and the changes in attitudes and behaviors of employees were not taken into account. It would be better for future research to conduct studies using longitudinal research design.

The second limitation is that only self-report questionnaires were used in this study. This raises questions about common method variance and social desirability bias as respondents could overestimate positive workplace behaviors and underestimate negative ones. Future research should include multiple sources of information.

Thirdly, this study only included 378 faculty members of the public sector universities in Khyber Pakhtunkhwa, Pakistan. As a result, it cannot be generalized to other types of institutions including private universities, colleges, and other organizations in both public and private sectors, whether in Pakistan or abroad. Future researchers need to conduct their studies in different types of institutions and regions to have high external validity.

Lastly, the current study only explored employee engagement as the mediating variable. While it is true that employee engagement was found to be significantly related to the relationship between workplace well-being and organizational citizenship behavior, there could be other psychological variables which could affect the relationship between these two. Future researchers should consider other variables like psychological empowerment, organizational commitment, job satisfaction, psychological capital, and perceived organizational support. Similarly, moderation factors including leadership style, organizational culture, emotional intelligence, and organizational justice could be considered in future studies.

Finally, the study applied quantitative methodology; thus, it was unable to investigate in depth the personal experiences of the participants. Further studies may apply mixed-method or qualitative research methods in order to acquire a better understanding of the influence of workplace well-being on faculty engagement and citizenship behavior.

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