EFFECT OF INCIVILITY, EMOTIONAL EXHAUSTION, AND PSYCHOLOGICAL HARDINESS ON TEACHERS PERFORMANCE

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NERIAN SHARIF AJ&K
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DEPARTMENT OF EDUCATION
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MOHI UD DIN ISLAMIC UNIVERSITY
NERIAN SHARIF AJ&K
In the Name of Allāh, the Most Gracious, the Most Merciful
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<tr>
<td>AJ&amp;K</td>
<td>Azad Jammu and Kashmir</td>
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<td>AMOS</td>
<td>Analysis of a Moment Structures</td>
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<td>AVE</td>
<td>Average Variance Extracted</td>
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<td>CFA</td>
<td>Confirmatory Factor Analysis</td>
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<td>CFI</td>
<td>Comparative Fit Index</td>
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<tr>
<td>CI</td>
<td>Confidence Interval</td>
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<td>CR</td>
<td>Composite Reliability</td>
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<td>EE</td>
<td>Emotional Exhaustion</td>
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<td>ERP</td>
<td>Extra-role Performance</td>
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<td>FI</td>
<td>Family Incivility</td>
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<td>FWC</td>
<td>Family-Workplace Conflict</td>
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<td>HEC</td>
<td>Higher Education Commission</td>
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<td>HoDs</td>
<td>Head of the Departments</td>
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<td>IFI</td>
<td>Incremental Fit Index</td>
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<td>IRP</td>
<td>In-role Performance</td>
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<td>LL</td>
<td>Lower Limit</td>
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<td>MSV</td>
<td>Maximum Shared Variance</td>
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<td>OCB</td>
<td>Organizational Citizenship Behaviour</td>
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<td>OLBI</td>
<td>Oldenburg Burnout Inventory</td>
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<td>PH</td>
<td>Psychological Hardiness</td>
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<td>RMSEA</td>
<td>Root Mean Square Error of Approximation</td>
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<td>SE</td>
<td>Standard Error</td>
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<td>SEM</td>
<td>Structural Equation Modeling</td>
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<td>Supervisors Incivility</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>TLI</td>
<td>Tucker-Lewis Index</td>
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<td>UL</td>
<td>Upper Limit</td>
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<td>VIF</td>
<td>Variance Inflation Factor</td>
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Abstract

This study examined the effect of family incivility, family-workplace conflict and supervisors’ incivility on performance of the teachers. The performance was divided into two components, i.e. in-role and extra-role. The study also examined the mediating role of emotional exhaustion and moderating role of psychological hardiness in each hypothesized effect, in addition to their direct effect on both performance components. Population of the study was comprised of regular teachers and their supervisors from public sector universities of AJ&K. Some pre-determined conditions delimited the population to 501 teachers and 87 supervisors. The study adopted universal sampling technique and total population was taken as sample of the study. For data collection, scales were adopted from published sources. Time lagged primary data were collected from teachers and their respective supervisors in three phases. For this purpose, questionnaires were mailed to each category of the respondents, separately. With systematic follow up, most of the responses were received. Few respondents from each category, however, did not respond while few questionnaires were discarded on account of incomplete information. Final response rate remained 80.4% as 403 out of 501 questionnaires mailed to the teachers in the first phase of data collection were used for analysis purposes. Analysis of data was done with the help of SPSS and AMOS. Basic data properties were examined in SPSS while SEM was applied in AMOS to examine the hypothesized direct effects. CFA was used to establish the models’ fitness. For mediation and moderation analysis, PROCESS macro developed by Hayes (2013) was applied. Results indicated a significant effect of family incivility, family-workplace conflict and supervisors’ incivility on extra-role performance of the teachers. Regarding in-role performance, the effect of supervisors’ incivility was only significant. The study further showed a significant effect of emotional exhaustion on each performance
component. In addition, it mediated the effect of family-workplace conflict and supervisors’ incivility on teachers’ job performance. Similar mediation for effect of family incivility was, however, not found. Psychological hardiness also affected each performance component significantly. In parallel, it moderated the effect of family incivility and family-workplace conflict on performance of the teachers. Similar moderation for the effect of supervisors’ incivility was not noticed. Findings of the study provided useful insights in the area of incivility and associated outcomes. Based on findings, the study suggested necessary interventions to promote an organizational culture, free from any sort of uncivil behaviour and supportive to effectively absorb the external shocks. Despite of its strengths, the study has few limitations pertaining to data collection, sample choice, performance measures and selection of the variables. Readers should consider the limitations in interpretation and generalization of the findings. The study also proposed some possible future research extensions to address the limitations and generate broader results.

**Keywords:** Incivility, family-workplace conflict, emotional exhaustion, psychological hardiness, teachers’ job performance
Certificate of Approval

This is to certify that the research work presented in this dissertation, titled “Effect of Incivility, Emotional Exhaustion, and Psychological Hardiness on Teachers Performance” was conducted by Ms. Khatiba Akhter under the supervision of Prof. Dr. Muhammad Aslam Asghar. As per declaration by the student, this dissertation has not been submitted anywhere else for any other degree. This dissertation has been submitted to the Department of Education in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the field of Education at Mohi-ud-Din Islamic University Nerian Sharif AJ&K and is accepted by the Examination Committee for the award of the degree.

Examination Committee:

Supervisor:
(Name, Designation & Address) Signature: __________

Co-Supervisor:
(Name, Designation & Address) Signature: __________

External Evaluator:
(Name, Designation & Address) Signature: __________

External Evaluator:
(Name, Designation & Address) Signature: __________

Chairman of the Department:
________________________ Signature: __________

Dean (Name)
______________ Signature: __________

Date: ___________________
Dedication

This research work is dedicated to my kids, husband, teachers, parents, in-laws, other family members, and all well-wishers; whose continuous sacrifices, guidance, prayers, sincerity, encouragement and support paved the way of my success in this degree program and in entire life.
Acknowledgement

Thanks to ALLAH ALMIGHTY for His countless blessings. He gave me the courage, strength and ability to deal with the challenging life events. This is His especial blessing which enabled me to achieve this astonishing milestone. Uncountable “Durood O Salam” for Prophet Muhammad (PBUH), Who transmitted the messages of ALLAH ALMIGHTY, and Who became a source of knowledge and guidance for human beings. He enlightened our lives and we are proud of being His followers. My especial prayers are for the soul of the Late Hazrat Allama Pir Alla-ud-Din Siddiqui. His contributions in the field of education and religion will always be accredited. I express warmest gratitude and sincere thanks to my supervisor and mentor Prof. Dr. Muhammad Aslam Asghar. He is a real source of knowledge, support and motivation for all the scholars and students. Truly speaking, he always provided thoughtful guidance and continuous support. This is his kindness, support and encouragement which enabled me to complete this challenging task. I am also grateful to my co-supervisor, Dr. Nazir Haider Shah, for his kind and supportive behaviour. Without his support, it would have been nearly impossible for me to accomplish this task. I am highly indebted to Prof. Dr. Muhammad Javed Iqbal and all the departmental teachers who cooperated a lot during entire study period. My special thanks are for participant teachers and supervisors who spared time and showed commitment to complete the questionnaires in different phases. Their contributions in this research are remarkable. Last but not least, I want to express my deepest gratitude to all the family members, teachers and friends for their unwavering support, sacrifices and prayers.

(K.A.)
Declaration

I, Khatiba Akhter D/o Muhammad Afsar Registration No. 14-AKI-19086 Roll No. 480029, a student of Doctor of Philosophy at Mohi-ud-Din Islamic University, Nerian Sharif, AJ&K do hereby solemnly declare that the dissertation, titled “Effect of Incivility, Emotional Exhaustion, and Psychological Hardiness on Teachers Performance” submitted by me in partial fulfilment of the requirements for the degree of Doctor of Philosophy is my original work and has not been submitted or published earlier and shall not, in future, be submitted by me for obtaining any degree from Mohi-ud-Din Islamic University, Nerian Sharif, AJ&K or any other University or institution. In case this research work, at any stage, is found to be plagiarized (already printed, conducted, presented or published by someone else) the University shall have the authority to withdraw/revoke my Doctor of Philosophy degree.

Signature ______________________

Date: 16-03-2021

Name  Khatiba Akhter ______________
Plagiarism Undertaking

I, Khatiba Akhter D/o Muhammad Afsar Registration No. 14-AKI-19086 Roll No. 480029, a student of Doctor of Philosophy, solemnly declare that research work presented in the dissertation titled “Effect of Incivility, Emotional Exhaustion, and Psychological Hardiness on Teachers Performance” is solely my research work with no significant contribution from any other person. Minor contribution wherever taken has been duly acknowledged and that complete dissertation has been written by me.

I understand the zero tolerance, policy of the HEC and Mohi-ud-Din Islamic University, Nerian Sharif, AJ&K towards plagiarism. Therefore, I, as the Author of the above titled dissertation, declare that no portion of my dissertation has been plagiarized and any material used as reference is properly referred/cited.

I undertake that if I am found guilty of any formal plagiarism in the above titled dissertation even after the award of Doctor of Philosophy degree, the University reserves the right to withdraw/revoke my Doctor of Philosophy degree and that HEC and the University have the right to publish my name on the HEC/University Website on which names of students are placed who submitted plagiarized theses/dissertations.

Student’s Signature __________________

Date: 16-03-2021
Name  Khatiba Akhter  

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Incivility involves discourteous or rude act or mistreatment with others. The people, within a community, are generally expected to treat each other politely with courtesy and respect, while the absence of such elements indicate the prevalence of incivility (Peters, 2015). Incivility is different from violence and its examples include abusive comments, insulting the target, spreading wrong stories, social isolation, etc. Experiences of insulting and uncivil behaviour can negatively affect the moral, physical and mental health of victims (Lim, Cortina, & Magley, 2008; Peters, 2015). The perception of incivility and biasedness can be harmful for attitude and intellectual abilities of targets. This may create anxiety, frustration and annoyance all around, thereby damaging the entire system. Instigators of incivility may be multiple such as family, supervisors, colleagues, customers, students, etc. Irrespective of its nature and source, the outcomes of uncivil acts can mostly be unpleasant and disastrous. Incivility is also generally contagious in nature and it carries substantial costs for individuals, organizations, and the overall society (Porath, Foulk, & Erez, 2015).

Family incivility indicates the deviant behaviours with low intensity and ambiguous intentions to harm others. It can violate norms of mutual respect in the family. It is reflected in attitude, behaviour and dealing of family members in day-to-day matters. It can disrupt normal functioning of individual employees and groups, surges dysfunctional behaviour, ends up with lower performance and lesser productivity level in the organizations. Family incivility as compared to family aggression or abuse is less
chronic shape of interpersonal behaviour (Bai, Lin, & Wang, 2016). The victims may be excluded or disregarded from social activities and their opinions are not much considered in family matters. Such an attitude can be panic for targets, inducing them to disconnect from family and making them emotionally drained and psychologically strained. Higher level of family incivility can produce and intensify negative emotions among the victims and can be a source of producing aggression at workplace (Naeem, Weng, Ali, & Hameed, 2020; Sidrah Al Hassan, Fatima, & Saeed, 2019). Individuals perceiving incivility from family can feel stress and emotional exhaustion at job, find it difficult to perform tasks effectively and show lesser organizational citizenship behaviour at job (De Clercq, Inam Ul Haq, Azeem, & Raja, 2018).

Family and work are two vital and crucial aspects of an individual’s life. Individual can perform better in the presence of balance between work and home life (Farrell, 2012; Soomro, Breitenecker, & Shah, 2018). In practice, the role and expectations of these two domains are not compatible all the time. This incompatibility can lead towards the generation of conflict in work and family life. Such a conflict may have either family-work or work-family causality. Excessive and unnecessary interferences of family members during office hours can negatively influence the abilities of individuals to effectively discharge job responsibilities. Such an interference can also negatively impact the job and life satisfaction of the individuals (Anand, Vidyarthi, Singh, & Ryu, 2015). Similarly, extra time requirement at job and workplace aggression instigated by supervisors, colleagues, or customers can be a source of producing and intensifying work-family conflict (Chen, 2018; Dettmers, 2017). The conflicting tasks and roles which the individuals are supposed to perform in family and at workplace can substantially influence the satisfaction, performance and outcomes at job (Erdamar & Demirel, 2014; Hsu, 2011). Such conflicts can also enhance the psychological distress
and emotional exhaustion of employees (Abubakar, 2018; Wang, Tsai, Lee, & Ko, 2019). Higher level of conflict and associated strain can damage the physical and mental health of employees and negatively affect their ability to perform efficiently. It can also negatively affect the OCB of employees (Bragger, Rodriguez-Srednicki, Kutcher, Indovino, & Rosner, 2005).

The issues of incivility may also arise at workplace from supervisors, co-workers or any other involved party (Geldart et al., 2018; Reio, 2011). Uncivil behaviours at workplace generally involve discourteous and rude actions, exhibiting the absence of respect for others. The immediate supervisors generally have direct line of authority and can have substantial influence on employees’ relevant job outcomes (Rupp & Cropanzano, 2002). Employees are thus very much concerned and sensitive to the behaviour of immediate supervisors. A supportive behaviour of supervisors can positively influence the performance of employees at job (De Carlo, Dal Corso, Carluccio, Colledani, & Falco, 2020). On the other hand, the employees may perceive the rudeness or discourteous behaviour of supervisors as a signal of threat to their position at job. Workplace incivility issues and perceived danger signals can create psychological distress among the employees (Abubakar, 2018). It can negatively affect job satisfaction and positively influence turnover intentions of the employees (Chen & Wang, 2019; Sharma & Singh, 2016). Incivility is harmful, it carries substantial costs for individuals and organizations, while having spillover and crossover effects (Fritz, Park, & Shepherd, 2019; Marchiondo, Fisher, Cortina, & Matthews, 2020; Sguera, Bagozzi, Huy, Boss, & Boss, 2016). Workplace incivility negatively affect the job performance, helping behaviour and creativity of employees and its more devastating aspect is higher negative effect for employees who are committed with the organization.
The civilized behaviour of individuals develop harmony, sense of mutual respect and pleasure among colleagues while uncivilized behaviour may create mental distress, disruptions and distortions. In educational institutions, civilized conduct creates positive sentiments among the students and teachers, making them happier (Apaydin & Seckin, 2013). It can develop and strengthen a sense of mutual respect inside and outside the classrooms. Higher level of organizational socialization can build OCB among the teachers (Cavus, 2012). Moral support of colleagues can also be helpful in reducing anxiety, aggression and depression; thus causing an increase in productivity level and job performance of individuals (Geldart et al., 2018). In such a scenario, teachers not only ensure their own regular classes but also spend extra time for students, involve themselves in administrative matters, and do everything for betterment of the university and the society. Every attempt is to develop an involvement oriented and supportive learning environment for the betterment of all concerned.

The uncivilized behaviour, on the other hand, can disrupt the functioning of individuals and organizations. Incivility incidents prevail almost everywhere and educational institutions are not free from such behavioural issues. This might be from family side, supervisors, colleague teachers, students or other segments of the society. Incivility from students’ side can create stress and displeasure for teachers while the same from faculty can affect learning ability of students and make the atmosphere unfriendly (Yassour-Borochowitz & Desivillia, 2016). This can also create disturbance in learning process and classroom environment, thereby deteriorating the relationship between students and teachers (Ibrahim & Qalawa, 2016). Incivility and role conflict can affect the job performance of individuals. This may increase the level of stress,
shrink mental health, reduce job satisfaction and performance, and intensify turnover intentions (Allen, Herst, Bruck, & Sutton, 2000; Anjum, Parvez, & Ahmed, 2017; Erdamar & Demirel, 2014; Hsu, 2011; Jiang et al., 2019; Mesmer-Magnus & Viswesvaran, 2005; Netemeyer, Boles, & McMurrian 1996; Wang & Chen, 2020). Incivility is so dangerous that it may negatively influence the proactive behaviour of new employees, induce the employees to hide their knowledge and avoid its sharing with others in the organization (Irum, Ghosh, & Pandey, 2020; Lan et al., 2020). In educational institutions, uncivil actions can disrupt the classroom environment and distort the communication among teachers and students (Clark & Springer, 2007). In addition to its direct consequences, incivility and role conflict can also influence the job performance of employees through emotional exhaustion.

Emotional exhaustion is expressed by physical fatigue as well as feelings of being emotionally and psychologically drained (Wright & Cropanzano, 1998). While dealing with role conflict and problems in family, the employees feel emotionally fatigued. Incivility at workplace also positively correlate with emotional exhaustion of employees (Anjum, Liang, Durrani, & Parvez, 2020). The employees with higher level of exhaustion may find it difficult to complete their tasks timely and end up with reduced job performance. In this way, emotional exhaustion mediates the association of incivility, role conflict and task overload with job relevant outcomes such as performance, turnover intentions and work behaviour of employees (Huang & Lin, 2019; Karatepe, 2013; Moon & Hur, 2018; Rhee, Hur, & Kim, 2016; Yustina & Valerina, 2018). OCB of employees who are facing disrespectful situation in family is likely to be reduced due to emotionally drained feelings at work (De Clercq et al., 2018). Emotional exhaustion can thus also mediate the association of incivility and OCB of employees.
Employees at job generally interact with diverse range and nature of people on daily basis. The unpleasant interactions could cause the victims to exhaust emotionally (Totterdell, Horschovis, Niven, Reich, & Stride, 2012). The uncivil behaviour of supervisors and fellow workers can also create emotional disorder among the incivility targets. In educational institutions, higher workload and classroom disciplinary issues by students might cause the teachers to exhaust emotionally (Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008; Tsouloupas, Carson, Matthews, Grawitch, & Barber, 2010). The emotional elements, disorder and exhaustion can then reduce work efforts, job satisfaction and performance of victims, while fetching a source of counterproductive work behaviour and increasing turnover intentions of the employees (Cho, Bonn, Han, & Lee, 2016; Cropanzano, Rupp, & Byrne, 2003; Huang & Lin, 2019; Hur, Kim, & Park, 2015; Kyei-Poku, 2019; Raman, Sambasivan, & Kumar, 2016; Sakurai & Jex, 2012). Emotional exhaustion is so chronic in nature that its negative effect transmits from workplace of employees to their partners at home and then at workplace of the partners (Liang, 2015). In this way, exhaustion can become a source of conflict at multiple places. The personality traits of individuals can, however, matter in reducing the impact of emotional exhaustion on deviant behaviours at workplace (Enwereuzor, Onyishi, Onyebueke, Amazue, & Nwoke, 2017). The willpower and waypower of employees can effectively buffer the effect of incivility on emotional exhaustion and OCB of employees (De Clercq et al., 2018).

Regarding personality traits, the concept of hardiness was introduced by Kobasa (1979) who highlighted the role of personality hardiness in maintaining health of individuals under stressful environment. Hardiness is a personality construct which may enable the individuals to absorb physical and mental stress with minimum harmful effects. Negative life events generally increase the stress of individuals and
consequently create health problems. Hardy individuals can, however, sustain the stress and portray its minimal effect on health related outcomes (Blgbee, 1992). Such people tend to be confident on their ability of managing stressful situations effectively, while valuing it less threatening and more challenging (Delahaij, Gaillard, & Dam, 2010). Hardiness can also be helpful to minimize the effect of stressful events on job performance of the individuals. It provides motivation and courage of hardworking and converting possible disasters to growth prospects in stressful circumstances (Maddi, 2006). Hardy individuals lesser bother themselves with stress and tensions, shows lower level of depression, exhibits lesser anxiety and emotional exhaustion, demonstrates lower turnover intentions while higher level of satisfaction and performance at job (Cash & Gardner, 2011; Manning, Williams, & Wolfe, 1988; Servellen, Topf, & Leake, 1994). In this way, it can be helpful in improving the individuals and organizational productivity.

Psychological hardiness is also significant and relevant in educational settings. It can reduce the job burnout as hardy teachers have firm belief of self-control and that the changing events are natural outgrowth of their actions and behaviour (Azeem, 2010). This attitude holds significant bearing for teachers themselves and their colleagues, students, institutions and society at large. Hardiness influences the organizational commitment of teachers positively (Sezgin, 2009). Such teachers are self-motivated and feel pleasure at their job. The unpleasant life or work events cannot disrupt their performance, commitment and loyalty with the organization. Teachers’ personality is thus helpful in shaping their professional attitudes and thereby the performance of students in academics. Hardiness not only reduces academic stress but also number of health complaints in organizations (Hystad, Eid, Laberg, Johnsen, & Bartone, 2009). It can reduce the probabilities of emotional exhaustion and restrict negative workplace
behaviours in the circumstances of organizational politics and vigor (Faiz, 2018; Lo Bue, Taverniers, Mylle, & Euwema, 2013). Hardiness can thus moderate the reflection of incivility, role conflict and stressful environment on job performance and outcomes. It can also moderate the association of stress and performance, while it negatively correlates with stress and positively with job performance (Westman, 1990).

Incivility, family-work conflict and other associated elements can influence both in-role and extra-role components of job performance. In-role performance addresses the specified job responsibilities that employees are obligated to perform. They may face disciplinary actions for not performing such assignments. In addition to formal job responsibilities, the modern organizations including educational institutions want their employees to go out of the box and beyond formal expectations in the organizational interest (Duyar, Ras, & Pearson, 2015). This extra-role component of performance is more significant as it determines the contributions made on volunteer basis, i.e. fulfilling moral but not legal obligations. Individuals satisfied with their jobs may be willing to go beyond the formally assigned responsibilities in the best interest of their organization. This extra-role behaviour of employees termed as organizational citizenship behaviour, therefore, correlate positively with job satisfaction (Somech & Drach-Zahavy, 2000). Such behaviour could also be helpful in enhancing the individuals and organizational productivity and efficiency.

The issues of incivility and role conflict prevail in almost every type of organization and in most of the countries across the world. Instigators of incivility can be multiple, such as family members, supervisors, colleagues, customers, etc. (Alola, Olugbade, Avci, & Ozturen, 2019; Cho et al., 2016; Geldart et al., 2018; Lim & Tai, 2014). Incivility issues thus may arise at home, workplace or any other outside place. Its reflection and impact can, however, be noticed on all segments of the life, e.g. an issue
at home can disrupt functioning at work while any sort of negative event at workplace can unsettle home life. These spillover and crossover effects can be dangerous and devastating for individuals and organizations. In parallel to incivility concerns, individuals may also find it difficult to balance their roles of personal and official life (Abubakar, 2018; Hsu, 2011; Majekodunmi, 2017; Netemeyer et al., 1996; Soomro et al., 2018). While performing divergent roles, different time and resource requirements can produce a conflict of roles and responsibilities at different places, e.g. extra time required at work can need home sacrifices and vice versa. Such conflicting issues, again, can be problematic for individuals, institutions, families, societies and nations.

Existing studies have highlighted the negative consequences of incivility and role conflicts for health of individuals (Alola, Avcı, & Özturen, 2018; Ariza-Montes, Muniz, Leal-Rodríguez, & Leal-Millan, 2016; Lim et al., 2008), their job performance (Dettmers, 2017; Rahim & Cosby, 2016), and satisfaction in life and at job (Hsu, 2011; Koon & Pun, 2018; Netemeyer et al., 1996). In parallel, the studies also pointed out the negative consequences in terms of higher turnover intentions (Alola et al., 2019; Anjum et al., 2017) and lesser OCB of employees (Bragger et al., 2005; De Clercq et al., 2018; Liu et al., 2019). Feelings of uncivil behaviour, being neglected at home or workplace, and unnecessary interventions may cause the victims to exhaust emotionally which in turn affect their job performance, productivity and organizational commitment (Chen et al., 2018; Hur et al., 2015; Karatepe, 2013; Viotti, Essenmacher, Hamblin, & Arnetz, 2018). Exception to some extent, however, exist for emotionally and psychologically strong individuals. Such individuals, with hardy personality traits, hold a capacity to effectively absorb the external shocks and to restrict negative events with minimal impact on their health and job performance (Hashemi, Savadkouhi, Naami, & Beshlidgeh, 2018; Hystad et al., 2009; Kobasa, 1979; Maddi, 2006; Westman, 1990).
This discussion on incivility and associated outcomes is inconclusive and alive in literature. It is important to create awareness regarding harmful aspects of this issue with probable mechanism of its effective management for betterment of the individuals and organizations. Developed countries are proactive in this context but much work is needed in developing and third world countries. The issues of incivility and task conflicts almost exists everywhere, though with different intensity and outcomes. Education sector is also not free from such issues and is, indeed, more vulnerable to the issues of incivility, bullying, overloads and task conflicts. This sector is also imperative for its significant contributions in socio-economic development of the nations (Ozturk, 2001). Seeing its significance, governments all over the world are focusing this sector to facilitate quality education for its citizens (Ali & Tahir, 2009). It, therefore, seems important and relevant to examine the issues and outcomes of incivility, role conflicts and other intermediating factors in this particular sector. Considering these aspects, this study targeted higher education sector of AJ&K to examine the effect of incivility on job performance of the teachers’ along with the mediating and moderating role of emotional exhaustion and psychological hardiness, respectively.

1.2 Statement of the Problem

Education sector is considered important for socio-economic development of nations and governments all over the world are prioritizing this sector. Governments of Pakistan and AJ&K are also allocating handsome amount in annual budgets to strengthen educational sector and promote quality education in the country. Different factors are, however, affecting the teaching quality due to which higher educational institutions of the country are unable to build repute at global level. Negative behaviour of family members, issues at workplace and incompatibility of roles in family and at work might be amongst such factors. How these issues actually impact the performance of
university level teachers is a question of concern and need to be properly addressed. While addressing the issues relevant to job performance, certain factors have been identified by the researchers which may either strengthen or weaken the effect of behavioural issues at workplace. Feelings of emotional exhaustion at job and personality traits of individual employees are amongst the factors found in literature. Incivility and role conflict issues can create stress and emotional exhaustion among employees, which in turn reduce their job performance and OCB. The level of exhaustion and associated outcomes may, however, vary for individuals on the basis of personality traits. Certain people might have natural courage, strength and capacity of absorbing unpleasant events and external shocks with minimal impact on job outcomes.

Relevance of these emotional and psychological factors for performance of teachers in higher education sector is another important dimension which required empirical investigation. This study is addressing and investigating the prevalence and impact of such direct and intermediating factors, i.e. direct effect of incivility on performance of teachers, along with the mediation of emotional exhaustion and moderation of psychological hardiness.

1.3 Research Objectives

Following were the objectives of the study:

1. To examine the effect of incivility on performance of teachers.

2. To explore the effect of emotional exhaustion on performance of teachers.

3. To investigate the effect of psychological hardiness on performance of teachers.

4. To find out the mediating role of emotional exhaustion regarding the effect of incivility on performance of teachers.

5. To probe the moderating role of psychological hardiness about the effect of incivility on performance of teachers.
1.4 Research Hypotheses

- **H₀₁**: Family incivility has no significant effect on in-role performance of the teachers.
- **H₀₂**: Family incivility has no significant effect on extra-role performance of the teachers.
- **H₀₃**: Family-workplace conflict has no significant effect on in-role performance of the teachers.
- **H₀₄**: Family-workplace conflict has no significant effect on extra-role performance of the teachers.
- **H₀₅**: Supervisors’ incivility has no significant effect on in-role performance of the teachers.
- **H₀₆**: Supervisors’ incivility has no significant effect on extra-role performance of the teachers.
- **H₀₇**: Emotional exhaustion has no significant effect on in-role and extra-role performance of the teachers.
- **H₀₈**: Psychological hardiness has no significant effect on in-role and extra-role performance of the teachers.
- **H₀₉**: The effect of family incivility on in-role and extra-role performance of the teachers is not significantly mediated by their emotional exhaustion.
- **H₀₁₀**: The effect of family-workplace conflict on in-role and extra-role performance of the teachers is not significantly mediated by their emotional exhaustion.
- **H₀₁₁**: The effect of supervisors’ incivility on in-role and extra-role performance of the teachers is not significantly mediated by their emotional exhaustion.
- **H₀₁₂**: The effect of family incivility on in-role and extra-role performance of the teachers is not significantly moderated by their psychological hardiness.
H013: The effect of family-workplace conflict on in-role and extra-role performance of the teachers is not significantly moderated by their psychological hardiness.

H014: The effect of supervisors’ incivility on in-role and extra-role performance of the teachers is not significantly moderated by their psychological hardiness.

1.5 Significance of the Study

This study will be of an incentive value to academics, practitioners and the society. The study contributes in existing body of knowledge by examining the effect of incivility and family-workplace conflict on performance of teachers at the university level. Moreover, this study probed the mediation of emotional exhaustion and the moderation of psychological hardiness. The research will likewise add to the present review being carried out on workplace incivility, family-workplace conflict, emotional exhaustion, psychological hardiness, and job performance of teachers. Three important dimensions are addressed by this study that make it novel and unique. Firstly, this study focused on family and workplace issues, along with associated job outcomes. Secondly, the study addressed the mediating role of emotional exhaustion and the moderating role of psychological hardiness, simultaneously. Thirdly, the study explored teachers’ performance from two aspects, i.e. in-role and extra-role, where former is reflecting the roles formally specified in job description while latter is concerned with the volunteer services for colleagues, supervisors, department and the organization.

This study also offers practical implications for teachers, supervisors, administration and society at large. The study aims to inform the concerned stakeholders about the negative outcomes of incivility and family-workplace conflicts and hope that every stakeholder will do the best to improve the circumstances. Results of the study will help in recognizing the harmful effects of uncivil behaviour for performance of teachers, educational quality and performance of the institutions. Results are also expected to
help supervisors and policymakers in understanding and considering the impact of uncivil behaviours on individuals and consequently organizational performance. Findings would induce the management of the universities for devising strategies of reducing incivility at workplace and supporting the staff to absorb negative shocks from outside the organizations. Findings would induce recruiters to consider and incorporate the emotional, psychological and other personality aspects in selection process of teaching staff. Sectors other than educational institutions can also relate this study for effective management of human resources by implementing suggested strategies. The study is further expected to be helpful in initiating various programs for emotional and psychological support of employees. In this way, the study will help to shape positive attitudes and develop a sense of mutual respect at home, workplace and the society.

1.6 Delimitations of the Study

The study was delimited to:

1. Public sector universities of AJ&K.

2. Regular teachers of the academic departments, whose: (i) minimum stay at current position was more than six months, and (ii) were not on long leave of any kind.

3. Supervisors with a minimum stay of six months at the current position.

1.7 Conceptual Framework of the Study

Repeated occurrence and longer existence of behavioural issues in organizations and societies can negatively affect the performance of employees at work. In addition to the issues of uncivil behaviour, problems may also arise when individuals fail to secure and maintain a balance at workplace and home life. This may be due to interference of family members in work time or of work responsibilities during leisure time with family. Such role conflicts may enhance psychological distress of employees and
negatively affect their job performance. Perception of individuals regarding misbehaviour or mistreatment at home or at work and excessive family interferences during office hours can cause sufferers to exhaust emotionally which then negatively affect their performance at workplace. Mentally strong individuals may, however, hold the capacity of absorbing such negative issues. This aspect of individuals’ personality is termed as psychological hardiness which can play a buffering and resisting role against negative events and shocks. Considering these direct and intermediating factors, research framework of the study is designed and presented in figure 1.1.

**Figure 1.1**

*Research Model*

(Source: Developed by researcher from the literature)
Research model specified the hypothesized direct effects along with the mediating and moderating mechanism. The study initially hypothesized direct effects of family incivility, family-workplace conflict, supervisors’ incivility, emotional exhaustion and psychological hardiness on job performance of the teachers. For detailed analysis, performance was divided into two components, i.e. in-role and extra-role. The study then hypothesized the mediating role of emotional exhaustion and moderating role of psychological hardiness in each individual effect.

1.8 Definition of Key Terms

1.8.1 Incivility

The word ‘incivility’ refers to ‘rude or unsociable speech or behaviour’ and is originated from Latin ‘incivilis’ (“Incivility,” n.d.), which means ‘not of a citizen’. It indicates rude and discourteous behaviours that may severely damage the norms of mutual respect and cooperation. In this study, incivility is addressed in three aspects, i.e. family incivility, family-workplace conflict and workplace incivility by the supervisors.

1.8.1.1 Family Incivility

Lim and Tai (2014, p.351) defined family incivility as “low-intensity deviant behaviors with ambiguous intent that violate the norms of mutual respect in the family”. In this study, family incivility is measured in terms of disrespectful and negligent behaviors by the immediate family members, which the teachers observed during a specified time period.

1.8.1.2 Family-Workplace Conflict

Family-work conflict takes place when family demands, time devoted for family, or stress created by the family interfere with job-related tasks (Netemeyer et al., 1996). This study is addressing the aspect of family interference with work that may make it
difficult for teachers to accomplish the daily tasks, devote extra time at job and
discharge their job responsibilities effectively and efficiently.

1.8.1.3 Workplace Incivility

Andersson and Pearson (1999, p.457) defined workplace incivility 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”. In this study, workplace incivility
is specified in terms of character assassination, impolite and careless dealing of
supervisors, observed by the teachers during a given time period.

1.8.2 Emotional Exhaustion

Emotional exhaustion refers to an individual’s feelings of emotional tiredness and
being fatigued because of accumulated strain from home or work life, or of both. This
study specified emotional exhaustion as a mediator in the effect of family incivility,
family-workplace conflict and supervisors’ incivility on the performance of teachers at
job.

1.8.3 Psychological Hardiness

Psychological hardiness refers to the collection of personality traits which may
enable the individuals to resist against the hectic life events and serve as a defensive
shield. Kobasa (1979) suggested the hardiness to be composed of three components,
i.e. commitment, control and challenge. This study proposed the moderating role of
psychological hardiness in the effect of family incivility, family-workplace conflict,
and supervisors’ incivility on the performance of teachers at job.

1.8.4 Job Performance

This study expressed the performance of teachers in terms of their departmental role
and contributions. Performance was divided into two components, i.e. in-role and extra-
role. In-role component addresses the tasks performed by the employees that are formally assigned to them (Yavas, Babakus, & Karatepe, 2013). Extra-role performance specifies the duties that employees may perform voluntarily without any formal order or additional incentive (Belogolovsky & Somech, 2010; Somech & Drach-Zahavy, 2000). The study addressed both in-role and extra-role components to examine the performance of teachers at job.

1.8.5 Supervisors

Supervisor is a person who may manage and oversee the activities and performance of an individual, a group, a team or a department. Departmental heads of teachers are their supervisors in the universities. The term “Supervisors” is, therefore, used in this study for Head of the Departments (HoDs).

1.8.6 Teachers

In this study, the term “Teachers” is used for the faculty members of teaching departments who were not holding any administrative position in the universities.

A brief introduction of the study has been presented in the chapter. This was followed by the statement of problem, precise research objectives and hypotheses statements. Significance of the study for different stakeholders has also been described in this chapter. Moreover, the chapter outlined conceptual framework of the study and precisely enlisted major delimitations to facilitate the readers in appropriate interpretation of findings. At the end, this chapter offered definitions of key terms to depict a clear picture of meaning and context in which such terms are used in the study.
CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Review of Related Theories

2.1.1 Affective Events Theory

Weiss and Cropanzano (1996) described structural, dispositional and situational causes of affective work experiences and their effects on job performance and satisfaction. Good or bad perception and feelings of individuals regarding different aspects of life can have significant bearing on their job satisfaction. Job satisfaction can also be influenced by the affective experiences at workplace (Lim et al., 2008). The polluting work events specifying lack of deliberations can be considered as a source of disempowerment and disrespect by the individuals. Such perceptions can generate negative emotional reactions while disrupting the attitude and behaviour related to work (Kane & Montgomery, 1998). Events can thus be attributed to proximal source of affective reactions. People generally react to events at work settings which may shape their belief, attitude and behaviour. Feelings of being proud, joyful, frustration or angry holds different behavioural implications for individuals. Implications of negative events, however, tend to be relatively higher for mood, emotional reaction, and psychological response of the victims (Taylor, 1991).

Incivility can be triggered by multiple sources and family incivility is considered as a major interpersonal stressor from home life. The unpleasant events of personal life can create psychological stress among the individuals, transmit to their workplace, and eventually effect their performance at job (Bhagat, 1983; Lim & Tai, 2014). At workplace, affective events may arise from interpersonal interactions as well as work
itself (Totterdell et al., 2012). The more devastating aspect of unpleasant workplace experiences and associated strain is the spillover (Staines, 1980) and crossover (Westman, 2001) effects to multiple segments. Stressful workplace events can be transmitted to spouse at home, other employees at same work avenue, other workplace through spouse, and other family members being direct and indirect victims. Andersson and Pearson (1999) proposed a harmful aspect of incivility regarding the formation of spirals and secondary spirals that may escalate and erode entire organizational culture. Individuals perceiving uncivil actions can respond with counteract incivility, while different direct and indirect involvements can facilitate the generation of secondary spirals. Incivility at workplace can thus have substantial costs for individuals, groups, family members and the organization as a whole (Pearson, Andersson, & Porath, 2000).

2.1.2 Conservation of Resources Theory

Events occurring at workplace can provoke emotional reactions of the individuals. The emotion-centered model suggested that emotions may be positive or negative, triggered by different organizational conditions and holding different consequences for individuals and the organizations (Spector & Fox, 2002). The positive emotions can develop and promote OCB of the employees. Negative emotions, on the other hand, can enhance counterproductive work behaviour. This phenomenon is closely related to conservation of resources model (COR) originated by Hobfoll (1989). The perception of actual or potential threat to resources, or perception of insufficient resources to meet the work demands can create stress, depression, anxiety and psychological problems among individuals that may end up with the development of emotional exhaustion. The prevalence of this exhausted behaviour for longer time period may have significant bearing on health and performance of employees. Emotionally drained feelings at work can negatively affect the performance of individuals at job and can increase turnover
intentions of the employees (Wright & Cropanzano, 1998). Resultantly, a skill gap can emerge that may substantially reduce the productivity and performance of organizations.

2.1.3 Psychological Hardiness Model

While responding to stressful environment, the reaction pattern of individuals may substantially differ. Some individuals can have higher absorption capacity of stress as compared to the others. This differential pattern was attributed to difference in personality of individuals and termed as hardiness by Kobasa (1979). Hardy people generally react positively and strongly to stressful environment prevailing at home or workplace. Such people consider the change as a routine activity and imperative for development (Kobasa, Maddi, & Courington, 1981). The daily life and work experiences are considered meaningful and interesting, instead of boring and stressful. Hardy people generally perceive the events desirable that could be at least partially controlled (Kobasa & Puccetti, 1983; Rhodewalt & Agustsdottir, 1984). In such a situation, the negative effect of stress would be minimal for their health and job performance. The level of tension, depression, and anxiety tend to be lower in hardy as compared to less hardy individuals (Manning et al., 1988). Less hardy people, on the other hand, cannot be able to absorb stressful conditions resulting in loss of health and higher turnover. Such people generally resist to change and consider it meaningless, threatening and boring (Kobasa et al., 1981). Personality traits can, therefore, substantially contribute in determining the outcomes of individuals and for the organizations.

2.1.4 Theoretical Framework of the Study

Theoretical framework of this study is based on affective events theory, conservation of resources theory and psychological hardiness model. The unpleasant events and
uncivil behaviour, either at home or at workplace, can disrupt the emotional and psychological wellbeing of the victims. Incompatibility of roles at home and workplace can also serve as a potential source of conflict between the two domains (Crouter, 1984; Greenhaus & Beutell, 1985; Pleck, Staines, & Lang, 1980). Time spent and strain produced at one place can impact the other place. Such conflict can create psychological distress among the victims, negatively affect their productivity and performance, and disrupt the home and work life. The job demands, such as workload, extra time, working environment, etc. also positively correlate with exhaustion component of burnout, as proposed in job demands-resources (JD-R) model of Demerouti, Bakker, Nachreiner, and Schaufeli (2001). The perception of unpleasant events, failure to meet job demands, or imbalanced home-work life can create frustration and emotional exhaustion among the victims, which may in turn negatively influence the performance and OCB of employees. In people, general emotional tendency is, however, predicted by the personality traits. People with positive affectivity are generally sociable and is reflected by their positive mood. Conversely, people with negative affectivity are unhappy, distressed and more concerned with negative life aspects which is again reflected in negative attitude and dealings (Weiss & Cropanzano, 1996). Similarly, individuals having hardy personality can be able to absorb the unpleasant shocks more effectively, thereby leaving minimal effect for health, performance and productivity of individuals and the organizations (Kobasa, 1979; Kobasa et al., 1981; Kobasa, Maddi, & Kahn, 1982; Westman, 1990).

2.2 Review of Existing Empirical Studies

2.2.1 Family Incivility and Family-Workplace Conflict

Family incivility refers to the uncivil behaviour of family members having ambiguous intentions that could be violating the customs of mutual respect. This
happens in society when some family member(s) are treated immorally, excluded from social activities, and/or commented negatively by the other family member(s) in their presence or absence. The intention, though, may not necessarily be deliberate and negative but in practice it carries serious implications for the target(s). Feelings of mistreatment not only damage the physical and mental health of victims but its effect can also transmit to job place, thereby producing some sort of tension there. Interference of family during office hours can also create serious strain at job, thereby undermining the abilities of completing the tasks efficiently. This issue is actually reciprocal in nature, i.e. tension from home can spillover to job place while job stress can transmit to home, thereby disrupting the family life. Family incivility and reciprocal nature of conflict between family and work can be damaging for individuals, institutions and the society.

Discussion on family incivility has been proceeded with reference to two major dimensions. First aspect addressed the uncivil behaviour of family members and its consequent reflection at workplace and job performance of the incumbents. Second domain covered the areas of family-work and work-family conflict with its outcomes for individuals and organizations. To enrich the literature relevant to incivility, Bai et al. (2016) examined the association among family incivility, counterproductive work behaviours, emotional regulation and state self-esteem. The researchers observed a positive correlation of family incivility with work deviant behaviours while self-esteem intermediated the association. Emotional regulation, however, had alleviated this negative outcome of family incivility for work. Similarly, Cheng, Zhou, and Guo (2019) found a positive association of family incivility and service sabotage of employees, which was fully mediated by the work-family conflict. Moreover, the associations were observed to be moderated by the work-family centrality.
Management of the organizations was suggested to support their employees for effectively handling the family incivility and securing a balance of work and family life.

In Pakistan, Sidrah Al Hassan et al. (2019) observed a positive association of family incivility with workplace aggression and emotional exhaustion of employees while it remained negative with thriving. The researchers further found the emotional exhaustion to be associated negatively with thriving while positively with workplace aggression. Emotional exhaustion also mediated the association of family incivility with thriving and workplace aggression. It was suggested to arrange stress and self-management trainings for employees to minimize the negative consequences of family incivility at workplace. Akhter, Asghar, and Shah (2020a) also found a positive effect of family and supervisors incivility on emotional exhaustion of teaching staff serving in public sector universities of AJ&K. The similar effect was also observed in case of conflicting family and workplace tasks. The researchers suggested to take measures for confining incivility issues at workplace and restricting harmful consequences of outer elements in order to enhance the individual and organizational productive efficiency.

Negative consequences of family incivility at workplace were also observed by Naeem et al. (2020). The researchers noted the development of negative emotions due to family incivility experiences, which then expanded the behavioural incivility at workplace. It was suggested to arrange awareness seminars regarding incivility and its spiralling effects. Moreover, it was suggested to consider emotional regulation abilities in the hiring process. Similarly, Paul V, Aboobaker, and Uma Devi (2021) examined the impact of family incivility on burnout and job satisfaction of doctors in India. The researchers found a positive effect of family incivility on burnout which then impacted to reduce the job satisfaction of respondents. Significant mediation of burnout was
noticed in the association of family incivility and job satisfaction. The organizations were suggested to support the employees for securing a better integration of work and family. Such strategies may help to mitigate the spillover effects or at least minimize the harmful effects.

Family and work are two important and complementary domains of an individual’s life. The balance between these two domains is much desired. As reported by Demirel (2014), a significant relationship exists between life and job satisfaction. Satisfied employees tend to have positive attitude and it positively influences the performance at job while bringing satisfaction in life. Significance of this association has induced many researchers to explore the phenomenon from different aspects and offer relevant conclusions. In one such study, Netemeyer et al. (1996) concluded that work-family and family-work conflict measures strongly correlate with organizational commitment, job tension, life and job satisfaction. The researchers collected responses from teachers, real estate salespeople, small business owners and administrators. In another study, Allen et al. (2000) documented serious consequences of work to family conflict. It was proposed that excessive work-family conflict poses harmful effects for workers, their families, owners and for the whole society.

Bragger et al. (2005) found a negative connection of work-family conflict with OCB. The association, however, remained positive for work-family culture, organizational commitment and job satisfaction. In Pakistan, Ahmad and Masood (2011) explored the association of work-family clash with job satisfaction and intentions of female teachers to quit the universities job. Findings of the study exposed that work-family conflict was indicated by the work satisfaction and it showed intentions to quit the job. In addition, conflict along with intentions of leaving the organizations put forth damaging indirect consequences for job satisfaction. Extending the literature, Hsu (2011) investigated the
relationship of job satisfaction with work family conflict while incorporating the role of two moderating variables, i.e. internal locus of control and perceived supervisor support. The researchers observed that job satisfaction was negatively affected by work-family conflict. Moderating variables were noticed to be directly influencing the job satisfaction along with moderating role among independent and dependent variables.

Palmer, Rose, Sanders, and Randle (2012) examined the association among family-work conflict, work-family conflict, family-related demands and job-related demands of teachers. Work-family conflict was noticed more for employees with excessively assigned tasks and higher employment hours. In parallel, family-work conflict was found higher in experienced teachers having more years of service. The researchers concluded that balancing the work and family commitments are stressful but important for survival and growth. Ferguson (2012) highlighted another devastating aspect regarding spillover and transmission of stress from job to family. It was noticed that tense work environment created stress and exchange of arguments at home. Employees facing incivility at workplace tended to have negative mood, weak social execution and lesser engagement with their partners at home. The researcher concluded that effects of incivility at workplace can transmit to home life and negatively influence the relationship with other family members. Incivility can thus damage the environment of multiple places in parallel.

Task and relationship conflicts at job negatively affect the well-being and comfort of individual employees, as observed by Sonnentag, Unger, and Nagel (2013). The researchers further explored the moderation of psychological detachment for conflict and well-being association but it was not found. In line with some existing studies, Nart and Batur (2014) examined the association among work-family conflict, organizational
commitment, job strain and teachers’ job performance in Turkey. The researchers noticed that organizational commitment was substantially influenced by work-family conflict and job strain. Similar effect for job performance was not interestingly observed. Erdamar and Demirel (2014) conducted a similar study in Turkey and observed that workplace issues created job dissatisfaction, lessened organizational commitment and negatively affected the family life. The researchers noticed the presence of higher work-family conflict as compared to family-work conflict. Earlier, Lim and Lee (2011) reported nearly similar negative consequences of workplace incivility for both work and non-work activities. The researchers noticed the uncivil workplace incidences to be associated with increased work-family conflict. Adverse outcomes of incivility were found to be moderated by the family support.

Anand et al. (2015) observed the interference of family at work to be associated negatively with satisfaction of employees at job and in life. The association was mediated by job stress and moderated by a personality trait, agreeableness. The researchers suggested for organizational interventions and support programs to manage the conflicting work and family roles of employees and other job stressors. The consideration of personality traits in selection and promotion of employees was also suggested. On the other hand, Ilies, Huth, Ryan, and Dimotakis (2015) found an association of task load and affective distress with work-family conflict of school staff. Emotional fatigue in that case strongly mediated the association. It was concluded that emotional exhaustion can be a main source of linking workplace demands and work-family conflict. Contrary to this, Medina-Garrido, Biedma-Ferrer, and Ramos-Rodríguez (2017) did not find any direct outcome of work-family policies on employees’ performance at job. Indirect effect, in terms of mediation of well-being was, however, reported.
The demand to stay at workplace after normal hours can be a source of tension at home. This situation can create emotional exhaustion among the employees and such extra hours can thus be harmful for productivity of individuals and organizations. Dettmers (2017) empirically investigated this phenomenon by conducting an online survey of employees from different organizations and at different time intervals. Findings of the study suggested that extra time at work creates emotional exhaustion with the passage of time while having negative effect for well-being of the individual employees. The organizational demands of unlimited availability at workplace can be a base of work-family conflict. This conflict can create an imbalance in lives of victims while negatively affecting their performance and OCB. Relationship between work-family-conflict, family-work conflict and job performance was also examined by Majekodunmi (2017). The researcher documented a significant association among the variables while impact of work-family conflict was found pronounced as compared to family-work-conflict. It was concluded that reduction of conflict from each domain could enhance the efficiency and productivity level of individuals.

Extending the existing literature relevant to work and family conflict, Xia, Zhong, Wang, and Tiong (2018) carried out a study in China. The researchers observed a negative association of family-work conflict to project citizenship behaviour of managers. Similar evidence for work-family conflict was not witnessed. Similarly, Chen et al. (2018) conducted a study to examine the relationship of work and family conflict with burnout of the doctors. The study revealed the work-family conflict as a major strain element that effected burnout directly or indirectly. It was noticed that doctors who experienced more interference of family at work dedicated most of the time and energy to their families at the cost of work relevant obligations. Abubakar (2018) also explored the link of family-work conflict, work-family conflict, incivility
at workplace and psychological distress. A positive effect of each factor on psychological distress of health workers was observed. It was pointed out that incivility is dangerous and it affects the ability of workers to perform efficiently.

Soomro et al. (2018) carried out a study to examine the association among work-family conflict, family-work conflict, work-life balance and performance of employees in Pakistan. The researchers found a positive and significant effect of balance between work and life as well as of work-family conflict on performance of employees. Similar effect for family-work conflict was not observed. It was concluded that members of the staff with healthy work-life balance are prone to better performance and completion of assigned tasks effectively and efficiently. This balance of work and personal life is vital for healthy, happy and successful life. The balance of home and work life for career satisfaction and life success was also suggested by Gopalan and Pattusamy (2020). The researchers observed the mediation of job satisfaction and work-family balance in the association of work-family conflict with career satisfaction and life success. Similar mediation of family satisfaction was, however, not found. Moreover, the mediation of work-family balance and job satisfaction was noticed in the association of work role ambiguity and career satisfaction. On the other hand, the association of work role ambiguity and life success was found to be mediated by the work-family balance and family satisfaction.

2.2.2 Incivility and Harassment at Workplace

Incivility at workplace represents the severe form of unexpected workplace behaviour. Andersson and Pearson (1999) presented a new concept of incivility at workplace and the mechanism through which it can possibly be spiral to progressively extreme hostile behaviours. The study explained that workplace incivility can be spiral, starting with one person's perception of uncivil behaviour and then responding with a
counteract incivility, thereby potentially giving rise to substitute of persistent actions. The involved parties having hot temper in an organizational environment may ease the formation and rise of these spirals informally and then these spirals may lead to secondary spirals. Such type of actions create disharmony and frustration among the members, thereby negatively affecting the individuals and the organizational productivity.

Cortina and Magley (2009) reported that repeated actions of incivility at workplace can accumulate with the passage of time, which slowly but constantly increase total stress of the employees. The victims of incivility may feel helplessness to oppose or to complain about bad behaviour of the seniors. The phenomenon was further elaborated and endorsed by Schilpzand, De Pater, and Erez (2016). Based on a survey of existing studies, the researchers reported that incivility is an important and invasive behaviour at workplace that has significant harmful intellectual, sentimental and behavioural outcomes for victims, witnesses and initiators. The researchers also highlighted the importance and need of further research efforts to understand the impact of workplace incivility broadly and systematically.

Harassment at workplace is nearly similar to workplace incivility. Bowling and Beehr (2006, p. 998) defined workplace harassment as an “interpersonal behavior aimed at intentionally harming another employee in the workplace”. Harassment at workplace can negatively affect the productivity and health of the victim employees. Such incidences occurred in many organizations and it has been discussed in the existing literature. Regarding higher education sector, a systematic review of literature was made by Henning et al. (2017). The researchers identified the prevalence of workplace harassment in higher education sector at almost every level and every discipline. This was in shape of bullying, gender harassment or mobbing. It was
suggested that effective anti-harassment policies can enable the higher education institutions to overcome this chronic issue and thereby reduce its associated physical, mental, social and psychological effects.

Incidents of bullying signifies a long-lasting and repetitive undesirable behaviour at work, leading to several damaging consequences for victims as well as for the organizations. The bullying at workplace carries remarkable social, psychological and organizational costs. This is disastrous not only for individuals and organizations but for entire system and the nations. Researchers in past confirmed that bullying at workplace is a significant concern for almost every type of institution with utmost occurrence in education, public administration, social and health sectors. Mckay, Arnold, Fratzl, and Thomas (2008) conducted a study in Canada and reported workplace bullying as a dominant and thought-provoking problem having significant costs for individual workers and organizations. It not only effected the physical and mental health of workers but also drastically boosted turnover ratio, brought changes in the employees’ perception, and reduced their job engagement. The researchers noticed that newly appointed and untenured employees are more prone to bullying with its spillover effects.

Zabrodska and Kveton (2013) contributed in the discussion of workplace bullying by exploring the phenomenon in the higher education sector of Czech Republic. Issues of workplace victimization were reported by the respondents though its ratio was lesser than international trend. The researchers proposed the relevance and significance of different demographic and work variables regarding bullying incidences. Bullying and incivility at workplace produced harmful effects for individual employees by creating distress, dissatisfaction and burnout symptoms. Bedi, Courcy, Paquet, and Harvey (2013) reported similar consequences based on a survey of hospital employees.
Findings of the study revealed significance of psychological climate and interpersonal violence in predicting burnout of the employees. Partial mediation of psychological climate among interpersonal violence and some other burnout dimensions was also noted. Ariza-Montes et al. (2016) highlighted the negative outcomes of workplace mistreatment which not only hold legal implications but also severely impact the health and welfare of workers. Reduction of bullying and promotion of healthy working environment can improve the welfare of employees, increase quality of services, bring efficiency in functioning, boost competence of workers and consequently improve the performance of individuals and organizations.

2.2.2.1 Instigators and Outcomes of Workplace Incivility

Regarding incidences and impact of incivility at workplace, Cortina, Magley, Williams, and Langhout (2001) conducted a study. By collecting responses from public sector employees, it was observed that majority of influential individuals initiated uncivil acts. Incidences of incivility were mostly faced by the women employees, yet its impact in terms of career salience, satisfaction of job and withdrawal remained nearly similar and negative for each gender. Experiences of incivility at workplace were found to be associated largely with psychological distress of the victims. Employees related outcomes of workplace incivility were further examined by Lim et al. (2008). The outcomes were examined in terms of turnover intentions and health of employees. A significant impact was observed for each. It was reported that incivility harms mental health, which in turn affects physical health of the employees. Differential mechanism on the basis of gender was again not noted by the researchers.

Penney and Spector (2005) explored the association among workplace incivility, job stressors, counterproductive work behaviour and job satisfaction. The researchers observed a negative association of incivility and stressors with job satisfaction. The
relationship, however, remained positive for counterproductive work behaviour. In another study, Reio and Ghosh (2009) examined the antecedents and consequences of workplace incivility by collecting data from participants of a training course. Workplace adaptation and affective experiences were taken as antecedents of workplace incivility while physical health and job satisfaction of employees as its outcomes. It was observed that lesser workplace adaptation raised the possibility of being engaged in uncivil acts. In contrast, greater adaptation elevated the probability of job satisfaction and physical health. The likelihood of young men engaging in incivility was observed relatively higher than the women participants. The probable mean and mechanism of reducing uncivil behaviours at workplace and consequent improvement in organizational performance was also proposed in the study.

Extending the existing literature, Reio (2011) examined the relationship between incivility actions, frustrating events, personality traits, demographics and job outcomes in terms of satisfaction and organizational commitment. Incivility was considered in terms of uncivil behaviours from each supervisor and co-worker side. While controlling personality traits and demographics, the researcher found a negative effect of frustrating events and incivility on organizational commitment and job satisfaction of employees. Moreover, it was observed that incivility mediates the association of frustration and outcome variables. Sakurai and Jex (2012) also examined the relationship of co-worker incivility, counterproductive work behaviour and work efforts of employees. For empirical analysis, responses were gathered from employees of some public sector universities. Reduced work efforts of workers who faced greater incivility from colleagues were observed. Findings also supported the mediation of negative emotions in the association of co-worker incivility to each counterproductive work behaviour and work efforts of the employees facing such incivility. Moderation of supervisors’ social
support was, however, only found for association of work efforts and negative emotions. Similar moderation for counterproductive work behaviours was not noted.

Individuals at job are required to interact with many other people having different behavioural responses. Incivility from any side can enhance withdrawal intentions of employees facing such attitude. The distinctive and joint effect of two incivility sources, i.e. customers and colleagues, on sales performance and withdrawal behaviour of employees was examined by Sliter, Sliter, and Jex (2012). Findings of the study showed that customers’ incivility interacted to predict reduced sales performance and higher absenteeism of the employees. The main effect of colleagues’ incivility was only reported for absenteeism of the employees. Miner, Settles, Pratt-Hyatt, and Brady (2012) also reported the negative outcomes of incivility such as decreased job and life satisfaction with increased stress and depression. Findings, however, did not demonstrate any direct relationship between incivility and physical health. Additionally, employees working in less supportive organizations showed more tendencies towards physical issues and lesser satisfaction with their work. On the other hand, employees who were being supported emotionally by the organizations did not feel these consequences even when they experienced higher levels of incivility.

Adams and Webster (2013) examined the association among interpersonal mistreatment and psychological distress of the victim employees. Mistreatment of supervisors, colleagues and customers was taken into consideration. Interpersonal mistreatment to psychological distress association, with differential mechanism, was observed by the researchers. Mediating role of surface acting in the association of customers and colleagues mistreatment to psychological distress was also reported. Similar evidence for supervisors’ mistreatment was, however, not documented. Mediating role of second emotional regulation strategy, namely deep acting, was not
reported for either case. Contributing to existing literature, Beattie and Griffin (2014) carried out a diary design to observe the consequences of incivility issues at workplace with two upshots, i.e. engagement and stress. In parallel, core self-evaluation and perceived supervisor support were used as moderators. Higher level of stress among employees was noted in the days of uncivil treatment. Findings supported the damaging effect of incivility on individuals and job relevant outcomes. Additionally, the moderation of supervisors’ support for incivility to stress association was also noted. A steady and effective atmosphere at workplace could generate sentimental events and affect workplace attitudes, affective states and serving the individuals.

People who sustain poor relations with their colleagues are possibly treated in an uncivil way which builds anger, sadness, unhappiness, tiredness and emotional exhaustion. This aspect of relationship between incivility, emotional exhaustion and organizational outcomes was investigated by Hur et al. (2015) in South Korea. The researchers gathered data from employees of banking sector and determined organizational outcomes in terms of job satisfaction, performance and intentions to quit the job. Findings of the study revealed that incivility created emotional exhaustion which then adversely affected the performance and satisfaction level at job. Emotional exhaustion also positively affected the turnover intentions of employees. The researchers highlighted the importance of emotional exhaustion as an important mediating variable in colleagues’ incivility to organizational outcomes association. Karatepe (2015) also suggested that conducive environment at workplace and organizational support foster positive effectivity of the employees, enhance self-efficacy, boost intrinsic motivation, minimize turnover intents and enable them to deal with problems more optimistically. Such workers are even prepared to go beyond their formal job descriptions in the best interest of organizations to which they serve.
Incivility at workplace is a dynamic and progressive process that can develop, transform and progress over time. A favourable atmosphere with high performance work practices and supportive supervisors may lead to extensive and pleasant behaviours, which then enable the members of staff to make a good judgment of others and can result in more effective working relationship with colleagues and supervisors. Workplace stress, on the other hand, not only effect the performance of individual victims but indirectly influence many others. This phenomenon was supported and highlighted in the study of Whitaker, Dearth-Wesley, and Gooze (2015). It was concluded that higher workplace stress is connected with more conflict in teacher-children relationships. This conflict has negatively affected the social, emotional and academic development of students. Schilpzand, Leavitt, and Lim (2016) also observed harmful personal and performance effects of workplace incivility. It was reported that facing uncivil attitude from colleagues enhanced the participants’ contemplation about ill-treatment, stress level for tasks completion and psychological withdrawal behaviour.

Workplace incivility, no doubt, damages the institutions and staff working there very silently. It carries substantial costs, inducing the employees to think about leaving their institutes even after a considerable passage of time. Sharma and Singh (2016) found a negative association of workplace incivility with job satisfaction of employees while positive with their intentions to leave the organizations. It was suggested that managers and owners should ensure the avoidance of rudeness and injustice at workplace. Rahim and Cosby (2016) also noticed the incivility at workplace to be associated with higher scaled burnout, poorer performance at job and more intentions to quit the organizations. The researchers suggested appropriate interventions to develop and enhance the social skills of supervisors so that they can build positive and conducive working environment. Similarly, Rhee et al. (2016) found a negative relationship between
colleagues’ incivility at workplace and job related outcomes. The association was fully mediated by emotional exhaustion while moderated by self-efficacy. Hur et al. (2016) also observed the intensification of emotional exhaustion in response to workplace incivility, which then lessened the intrinsic motivation of employees and negatively affected their creativity. It was suggested to develop and promote a civilized corporate culture in the organizations.

Like many earlier studies, Sguera et al. (2016) examined the phenomenon of workplace incivility by collecting responses from nurses of public hospitals. The researchers found an association between workplace incivility and intentions to leave the hospitals, especially in cases of some structural demands such as duties in night shifts and role ambiguity. Active involvement and provision of resources has helped to minimize the negative outcomes of this association. It was suggested to take remedial measures and adopt proper practices for improving work life quality of the employees. Such practices and policies can be helpful for individuals and the organizations. Similarly, Anjum et al. (2017) explored the association among burnout dynamics, perceived workplace incivility and intentions of employees to leave the organizations. The researchers targeted employees of telecom sector in Pakistan. It was concluded that turnover intentions were provoked in the situation of burnout perceptions and through workplace incivility. Partial mediation of incivility in burnout to turnover intentions of the employees was also reported.

Employees at workplace may face uncivil behaviour from variety of sources. For employees of hospitality industry, Cho et al. (2016) identified three major instigators of incivility, i.e. customers, supervisors and colleagues. It was observed that workplace incivility created emotional fatigue among the employees which then affected their service quality and job performance. Customers were noticed to be a major source of
incivility, followed by the supervisors and colleagues. Repulsive work atmosphere due to negative or discourteous clientele caused harmful reactions, involving stress and thereby creating mental and physical health problems for the employees. It was, however, noticed that emotional regulation ability and perceived organizational support effectively moderated to control negative outcomes of incivility. To further explore the issues of incivility, Zia-ud-Din, Arif, and Shabbir (2017) conducted a study in health sector of Pakistan. The researchers reported a significant positive association between workplace incivility and absenteeism of the employees. It was also noticed that incivility generated withdrawal behaviour among the employees. In addition, partial moderation of organizational commitment was observed. Continuous on-job trainings were proposed to reduce incivility practices and enhance the sense of satisfaction at job place.

Repeated occurrence and reporting of uncivil behaviours at workplace and its negative outcomes has induced many researchers to examine the phenomenon. During last few years, this became an important and hot topic of research. A number of studies in health, education, services and other associated sectors were conducted all over the world. Recommendations and policy implications were also proposed to overcome this chronic issue. In one such study, Jiang, Tripp, and Hong (2017) targeted education sector to examine the issues of incivility from students towards their instructors. An important aspect of students’ expectations regarding academic success and grades, without hard work and efforts, was addressed. Such students initially attempted for higher marks and grades, without attempting seriously to work hard, learning and solving questions properly. After failing to secure favour and irrational accommodation, students behaved rudely and in an uncivil manner. Similar repeated events, inside and outside the class, increased the stress and burnout of teachers. The
researchers suggested for institutional support and adoption of behavioural modification strategies in educational institutions to cope with this chronic issue.

Viotti et al. (2018) conducted a study in health sector to examine the relationship between colleagues’ incivility, exhaustion and efficiency of the employees. The researchers observed a unidirectional effect of incivility on exhaustion without having any reciprocity. Similar situation was found for exhaustion to efficiency association. It was concluded that interventions at workplace to promote the sense of mutual respect and civilized behaviour can be helpful in avoiding colleagues’ incivility, reducing exhaustion related to work and promoting organizational efficiency. Another study regarding incivility in health sector was conducted by Zhang et al. (2018). This study has investigated the experiences of workplace incivility by the new nurses in China. It was noticed that incivility is much common for new nurses and it has substantially impaired their work ability and performance. Career expectation has, however, moderated the association to some extent and curtailed the effects of incivility on job performance. Abubakar (2018) also reported an association between workplace incivility and psychological distress of health workers in Nigeria. It was noticed that incivility created psychological distress and damaged the ability of health workers to work efficiently and behave politely with patients.

Internal politics in the organizations is a challenging and chronic issue all over the world. This can undermine the capabilities of workers to take initiatives and enforce them to search opportunities elsewhere. Workplace incivility and organizational politics can hold nearly similar consequences for the organizations. Ugwu, Okafor, Onyishi, Casimir, and Chinedu (2018) conducted a study to investigate the role of internal politics, workplace incivility and organizational support in employees’ intention to quit the job. Findings revealed that internal politics and workplace incivility
significantly predicted the intentions of employees to quit the organizations. Organizational support, however, helped to absorb the shocks which might have induced the employees to stay and contribute in organizations constructively. The phenomenon of workplace incivility was also examined by Geldart et al. (2018) in Canada. By analysing the responses of postal workers, the researchers noticed the association of incivility with workers’ depression, anxiety, hostility and burnout. Social support of co-workers, however, effectively moderated the association to curtail harmful effects of bad experiences at job. It was suggested that a corporate culture with positive values and teamwork may be developed and followed by the organizations.

Koon and Pun (2018) explained workplace incivility in a relatively different manner by showing that higher job demands can be a source of instigating incivility at workplace. It was observed that higher demands at job can create emotional exhaustion, lower job satisfaction and ultimately enhance the probability of uncivil behaviours at workplace. The researchers supported the contributions of job satisfaction to minimize the impact of divergent behaviours generated in response of higher job expectations and demands. Fritz et al. (2019) expanded this research domain by proposing that workplace incivility creates sleeping disorder at home for the victims. This disorder not only is damaging for incivility target but has significant effect for his/her partner serving in some other organization. Uncivil behaviour at a workplace thus disrupts the functioning at almost three places, i.e. workplace of the individual victim, his/her home life and workplace of his/her partner.

Incivility can create stress among the employees, causing their lower performance and increasing intentions to leave the organizations. Alqahtani and Zeilani (2019) observed and reported the negative outcomes of stress for employees of health sector. It was pointed out that stress is a source of mental and psychological issues for the
employees. Higher stress can create anxiety and depression among the employees, thereby negatively affecting their performance and organizational commitment. This issue should, therefore, be considered seriously and constructively at management level for effective and smooth functioning of the organizations. Incivility at workplace can also create job dissatisfaction among the employees which in turn reduce their helping and constructive behaviour. This was reported by De Clercq et al. (2019) after analysing the employees’ related data of different organizations in Pakistan. The researchers further observed the moderating role of political skills in each reported association and effect. Similarly, Chen and Wang (2019) observed a negative effect of workplace incivility on job satisfaction of employees while positive on their intentions to leave the organizations. Incivility to job satisfaction association was observed to be moderated by the employees’ emotional intelligence.

At workplace, incivility instigated from any source can produce substantial damaging consequences for individuals and the organizations. Al-Zyoud and Mert (2019) found the incivility at workplace by co-workers to be associated positively with psychological distress of the employees. This association was significantly moderated by the psychological capital. On the basis of findings, the researchers suggested some strict measures to restrict incivility issues in the organizations and manage counselling sessions for developing and strengthening psychological capital of the employees. Similarly, Alola et al. (2019) observed a positive association of customers’ incivility with emotional exhaustion and turnover intentions of employees in hotel sector. Direct influence of incivility on job satisfaction was, however, not observed. The researchers suggested the management to arrange awareness campaigns for customers regarding behavioural norms and standards. Wang and Chen (2020) also observed a negative effect of workplace incivility on work engagement of the employees. Furthermore, job
performance of the employees was found to be effected negatively by the co-workers incivility while positively by the work engagement. Such effect of customers’ incivility on performance was, however, not noticed. It was suggested to promote positive interpersonal relationships and protect employees from uncivil behaviour of customers.

Uncivil behaviours at workplace can create and promote negativity among the employees. One such aspect was observed and reported by Irum et al. (2020). The researchers noticed the emergence of knowledge hiding behaviour among the employees due to incivility issues at workplace and associated negative emotional reactions. It was suggested to avoid disrespectful and uncivil behaviours at workplace while promotion of a culture based on mutual respect and support. Counselling was also suggested to enable the employees in absorbing unpleasant shocks and restricting negative reactions. Similarly, Lan et al. (2020) found a negative association of workplace incivility to the proactive behaviour of new employees. This association was mediated by the resource depletion. Moreover, proactive personality significantly moderated the association of workplace incivility and resource depletion. The researchers suggested the management to restrict workplace incivility, avoid the hiring of discourteous individuals, consider proactive personality traits in hiring process, and provide psychological support to newcomers in the organization.

Extending the literature, Marchiondo et al. (2020) reported a negative association of workplace incivility to the victim employees’ well-being, which then created life dissatisfaction, health problems, and interference with work. The well-being of partner at home was also observed to be affected by such unpleasant workplace incidences. Differential pattern of crossover effect was, however, noticed on the basis of gender. These findings suggested that the outcomes of uncivil and unpleasant workplace incidences did not restrict to that place only but eventually spillover and crossover with
the victims. In Pakistan, Anjum et al. (2020) found a positive association of workplace incivility and ostracism with emotional exhaustion of employees. On the other hand, self-compassion was observed to be associated negatively with emotional exhaustion. Moreover, the incivility and ostracism to exhaustion association was moderated by self-compassion. The researchers suggested to arrange specialized workplace trainings and take measures to manage the misbehaviours at workplace for betterment of all.

**2.2.3 Emotional Exhaustion**

Workplace aggression, stress, incivility and other relevant issues can create emotional depletion that may further create physical and mental issues for employees. This situation can enhance counterproductive behaviour of employees, thereby negatively affecting the organizational productivity and efficiency. Emotional exhaustion is, therefore, highly damaging for individuals and the organizations. Considering its vulnerability and relevance, many researchers attempted to examine the causes and consequences of emotional exhaustion across different organizations and countries. In one such study, Servellen et al. (1994) observed an association among stress, emotional exhaustion and health issues of nurses in California. Exhausted employees reported more complaints of depression, anxiety and somatization. Emotional disorder, therefore, can be a source of physical and mental disorder. Its persistent occurrence can negatively affect the performance of victims and enhance their turnover intentions. This was observed by Wright and Cropanzano (1998) while studying the association of exhaustion with work performance, voluntary turnover and job satisfaction. Exhaustion was found to be associated negatively with job performance while positively with turnover of employees. Similarly, Cropanzano et al. (2003) observed the emotional exhaustion a significant predictor of job performance, turnover intentions, organizational commitment and OCB of employees. It posed
negative consequences for all components and intensified the turnover intentions of employees.

Instigators of emotional exhaustion may vary across individuals and organizations. Klusmann et al. (2008) identified one such factor in educational sector which is relevant to exhaustion of teachers due to disciplinary issues in the classrooms. Teachers committed with their profession and loyal to students generally feel exhaustion for negative responses and bad attitude of students in the class. Higher workload, poor support of management and colleagues, and family matters can also be the probable instigators of emotional exhaustion. Jaarsveld, Walker, and Skarlicki (2010) recognized uncivil behaviour of customers as a source of emotional exhaustion for employees who in turn engage in incivility with other customers. It was reported that individuals facing negative dealings from customers reacted in a similar pattern by behaving poorly in job relevant activities. Interactions with discourteous clients enhanced the exhaustion level of employees and reduced their ability to be civilized with the customers. Carson, Baumgartner, Matthews, and Tsouloupas (2010) also reported a negative association of emotional exhaustion with leisure-time and workplace physical activity of early childhood teachers. This in turn has promoted attrition and migration intentions of the teachers. Similarly, Tsouloupas et al. (2010) observed a positive association of emotional exhaustion and turnover intentions of the teachers. It was suggested to introduce intervention programs, specifically designed for reducing the level of emotional exhaustion.

Extending the literature on emotional feelings and job outcomes, Moon and Hur (2011) conducted a study in South Korea. The researchers found a negative association of emotional exhaustion to each component of performance at job, i.e. satisfaction and commitment with the organization. In addition, emotional intelligence was observed to
be associated negatively with emotional exhaustion, burnout, stress and illness. Emotional intelligence thus can play a leading role in absorbing stress and contributing productively for sustainability of the organizations. Ignat and Clipa (2012) also observed a positive correlation of good emotional intelligence to work attitude of teachers, satisfaction with work itself and life. The researchers collected responses from teachers and suggested that teachers should enable their social and emotional competencies to become real change agents of communities. Earlier, Quebbeman and Rozell (2002) observed higher level of emotional intellect to be related with adaptive and constructive behaviour of employees, even in the environment of stress and perceived injustice. It was suggested to hire and retain employees having higher level of emotional intelligence as such employees avoid aggression and conflict for positive organizational outcomes.

Emotions not only matter for employees at workplace but its effect can spillover to home life as well. Implications of emotional labour for individual employees and their partners at home on daily basis were reported by Sanz-Vergel, Rodríguez-Muñoz, Bakker, and Demerouti (2012). It was suggested that efforts should be made to enable the employees in balancing their role at work and in family for improving their own quality of life and that of partners. Liang (2015) reported a similar issue regarding spillover of emotional exhaustion to family life. Findings of the study revealed a negative effect of emotional exhaustion on marital satisfaction of employees as well as their life partners at home. Moreover, effect was noticed on work-family conflict of individual employees and family-work conflict of the partners. Emotional exhaustion also mediated the effect of work overload, work-family conflict and family-work conflict on job performance and embeddedness, as observed by Karatepe (2013). Heavy workloads and life imbalances created emotional exhaustion among the employees
which in turn made them less embedded with jobs while reducing the performance. It was suggested to maintain conducive working environment and arrangement of mentorship by senior staff for emotional strengthening and retention of employees.

Incivility can exhaust employees emotionally who in turn avoid work and face mental as well as physical issues. Emotional support, however, can be helpful for employees to absorb the negative workplace issues. Miner et al. (2012) supported this phenomenon by reporting a better outcome in the presence of emotional support, even in situation of higher workplace incivility. On the other hand, depressed and less satisfied life was noticed for employees with none or lesser emotional support. The role of organization is, therefore, very important and its support can help to reduce the level of emotional exhaustion and intentions to quit the organization. Karatepe (2015) supported this by advocating organizational support as a fostering aspect of employees’ personal resources that may diminish the emotional exhaustion of workers. In such a situation, employees can be willing to move out of the box for betterment of the organization and even perform tasks that are not expected or assigned to them formally.

Emotional feelings not only link to work behaviour and job performance but can have some sort of association with individuals’ happiness as well. Analysing the responses of workers from diverse occupational and cultural background, Peralta and Saldanha (2017) reported a conditional indirect effect of emotional exhaustion on happiness. The reported effect was through planning and remained significantly positive only in a situation when workers perceive lesser support from supervisors and highly seeking helpful social backing. In normal circumstances, emotional exhaustion negatively affect the productive efficiency of individuals and organizations. If not properly managed and supported, exhaustion could also damage the organizational commitment of employees. This was observed by Collie, Granziera, and Martin (2018)
while examining the school teachers of secondary level. The researchers observed the perceived organizational autonomy to be negatively associated with emotional exhaustion of the teachers which was then negatively related to their organizational commitment. It was suggested to promote positive experiences at workplace for effective functioning of individuals and the organizations.

Instigators of emotional exhaustion can be multiple, either workplace itself, family or other outside elements. Viotti et al. (2018) proposed the incivility of co-workers as an instigator of exhaustion which in turn negatively affected the efficiency of organizations. Moon and Hur (2018) also found the workplace incivility by the co-workers to be positively associated with counterproductive work behaviour of the employees, which was customer-directed. This association was mediated by emotional exhaustion while moderated by job calling. De Clercq et al. (2018) identified another aspect by observing that OCB lessened in Pakistan as employees strained emotionally at their workplace due to family incivility issues. The researchers further noticed a shock absorber role of willpower and waypower to reduce the impact of incivility on emotional tiredness of employees. Organizations were suggested to consider the possession of personal resources in selection process and arrangement of trainings for psychological development of the employees.

In line with some earlier studies, Chen et al. (2018) reported increased ratio of work family conflict as a source of enhancing emotional exhaustion of the employees. Emotional support and improved working environment helped to avoid the burnout of targets in such a bitter situation. Similarly, Yustina and Valerina (2018) found a significant effect of work-family conflict on job satisfaction and emotional exhaustion of employees. The effect was positive for emotional exhaustion while negative for job satisfaction. Interestingly, similar effect in case of family-work conflict was not
observed. In the meantime, job performance was influenced negatively by exhaustion while positively by the job satisfaction. The researchers also observed a mediating role of job satisfaction and emotional exhaustion in the association of work-family conflict and performance at job. Furthermore, Wang et al. (2019) found a positive association of work-family conflict to emotional exhaustion of employees. Interestingly, the researchers did not find any significant association of family-work conflict and job performance. Moderation of reward and caring was also found in work-family conflict to exhaustion and family-work conflict to performance association.

Alola et al. (2019) enriched the literature by reporting that uncivil behaviour of customers exhausted the employees emotionally and thereby created job dissatisfaction and enhanced their turnover intentions. It was suggested that efforts should be made to enhance emotional stability of employees for effectively coping with unpleasant events in parallel to overcoming the incivility issues. Kyei-Poku (2019) also observed the emotional exhaustion to be associated positively with turnover intentions of employees. Moreover, the researchers found a mediating mechanism of perceived organizational support and belongingness in interactional justice to emotional exhaustion association. Top management was suggested to promote and develop the norms for fairness and positive social environment in the organizations. Huang and Lin (2019) examined the mediation of emotional exhaustion in the association of perceived workplace incivility and ethical efficacy to turnover intentions of employees. It was reported that emotional exhaustion absolutely mediated the effect of each ethical efficacy and incivility on intentions of employees to leave the organizations. Effect of incivility on exhaustion was, however, moderated by the organizational identification.

In the situation of workplace incivility, Blanco-Donoso et al. (2019) noticed a higher level of tiredness and lethargy at home for nurses having higher emotional
dysregulation. It was concluded that emotional regulation issues can boost up the adverse impact of workplace rudeness on health and comfort of employees. Emotional regulation skills and relevant trainings could be helpful to mitigate and cope effectively with the negative impact of incivility. Anasori, Bayighomog, and Tanova (2020) also conducted a research on hotel employees. The researchers examined the chronic issue of workplace bullying and its associated impact on emotional exhaustion of employees. Exhaustion was observed to be triggered by workplace bullying for which psychological distress and resilience mediated partially. It was, however, noticed that mindfulness did not moderate the impact of workplace bullying on exhaustion of employees.

2.2.4 Psychological Hardiness

Psychological hardiness is amongst the aspects in which psychologists and researchers have shown great interest in last few decades. Psychological hardiness refers to the personality characteristics of individuals which may enable them to effectively manage the pressures and challenges of life. Individuals gifted with hardy personality can competently meet the problems and pressures of lives. This term was originated by Kobasa (1979) after which numerous researchers examined the phenomenon from theoretical and empirical dimensions. Resisting role of hardiness to absorb unpleasant life events was very much highlighted. Kobasa et al. (1981) reported that when hectic life increases illness, psychological hardiness can enable to effectively absorb the issues and decrease such illness probabilities. Kobasa et al. (1982) further endorsed the role of hardiness to reduce the effect of unpleasant events on illness symptoms. Kobasa and Puccetti (1983) extended this concept by incorporating the role of social support, either from supervisors or family. Stressful life events were found enhancing the illness issues while psychological hardiness effectively managed and
decreased such issues. Effective role of supervisors’ support in absorbing stress and reducing the health problems was also noticed.

Extending the work on psychological hardiness, Manning et al. (1988) examined the association among hardiness, stressors and outcomes in shape of health related issues. The researchers did not find a moderation of hardiness among work or life stressors and outcomes. Effect was, however, found on psychological and emotional factors that are associated with individuals’ work performance and well-being. Lesser level of workplace tension, better quality of life, lesser negativity and higher job satisfaction for hardy individuals was also observed. In another study, Westman (1990) observed a negative correlation of hardiness with stress while positive with the job performance of individuals. The researchers noticed the moderation of hardiness in stress and performance association. Hardy people managed the critical events of life in a relatively less stressful manner. Similarly, Blgbee (1992) noticed a positive correlation of negative events and family stress levels to illness. In addition, moderating role of hardiness in stress and illness association was also found. Servellen et al. (1994) observed the higher work related strain and emotional tiredness to be related with worsening physical and mental health of nurses. The study also found less job-related stress, lesser health problems, and lower level of emotional exhaustion among harder nurses. Hardy staff remained able to absorb negative shocks at workplace more effectively.

Benishek and Lopez (1997) reported that hardy people perceive stressful life events less disruptively and more positively as compared to the less hardy people. In addition, protective effects of hardiness were observed in men but not in women. Counselling interventions were suggested to effectively manage the harmful effects of stressful life events. Chan (2003) proposed the concept of negative and positive hardiness.
Resilience was considered as a construct of positive hardiness while invulnerability of negative hardiness. The researchers observed an association between positive hardiness and personal accomplishment. Similarly, a relationship of negative hardiness was noticed with deeper personalization and emotional exhaustion. Moderation of either hardiness type on stress-burnout association was, however, not documented. The study also highlighted the benefits of stress management trainings for in-service and prospective teachers. Similarly, Mearns and Cain (2003) noted that teachers with stronger belief on aptitude of managing negative moods relied more on adaptive active coping strategies while experienced lesser distress and burnout level. Belief and confidence can thus make the individuals more resilient and less susceptible to negative outcomes of stressful events. Maddi (2006) also supported the hardiness for being a positive psychological trait that provides stimulus and courage of working hard and plan to turn hectic conditions from possible tragedies into growth prospects.

In line with the existing studies, Kokkinos (2007) reported the association of personality and work relevant stressors to burnout of teachers. It was suggested to consider the characteristics of individual teachers and work relevant stressors while examining the burnout phenomenon. Bartone, Roland, Picano, and Williams (2008) also proposed the importance and relevance of psychological hardiness for stress management and effective performance in extremely challenging occupations. Resilience aspect of personality should, therefore, be considered in selection process for such professions. Similarly, Milam, Spitzmueller, and Penney (2009) demonstrated the ability of individuals for engaging, assessing and reacting to work events, life events and incivility issues differently. Regular training programs should be designed to promote positive behaviours for reducing incivility and its adverse outcomes. Negative association of hardiness with problematic and damaging aspects, such as hostility,
anxiety and depression was observed by Maddi, Harvey, Khoshaba, Fazel, and Resurreccion (2009). In the meantime, it was found to be associated positively with life satisfaction while demonstrating positive attitude for others. Hardiness develops bravery and motivation among individuals to work hard and effectively cope with stressful situations.

Hystad et al. (2009) observed the moderation of hardiness in the association of academic stress and health. The researchers found a negative association of hardiness with number of health complaints and academic stress. Hardy people consider new work and life experiences as exciting and challenging instead of being threatening and disruptive. Such people can be protected from harmful effects of stress due to sufficient level of self-control and higher commitment with the activities in which they are engaged. Higher commitment can develop a sense of more efforts, thereby maximizing the chances of success and reducing the stress level. Sezgin (2009) also observed the presence of significant association between psychological hardiness and organizational commitment of employees. It was reported that hardy teachers remains more successful and effective in accomplishment of roles because of having daily involvement in school activities and feeling of higher control over actions. Effective dealing with stressful work and life events can also minimize the probabilities and intentions of individuals to quit from respective organizations. For effective and productive results, active involvement of teachers in daily activities and decision making process was suggested.

The positive outcomes of hardiness include, but not limited to, increased retention rate of employees, superior leadership skills, better health, more stamina, lesser stress and better work performance. Numerous researchers explored the association of personality hardiness with different domains of individual and organizational interest. In one such study, Azeem (2010) observed the negative relationship of personality
hardiness with emotional exhaustion, burnout and depersonalization. Self-confidence and ability to deal with problems were noticed as resilience tools in stressful environment. Similarly, Delahaij et al. (2010) noticed an effective coping style of hardy people that was reflected through effective coping behaviour. Such people are likely to be more confident and can handle the stressful situation more actively and positively. Inclusion of hardiness was suggested in the criteria of selecting individuals who are supposed to act in stressful conditions. Cash and Gardner (2011) also found a positive association of hardiness with job performance and satisfaction of employees. The association of hardiness with turnover intentions, however, remained negative and was mediated by job satisfaction. The researchers suggested to organize trainings and facilitate the individuals in development of personal resources.

In line with the existing studies, Zhang (2011) supported hardiness as a representative of healthy personality disposition while Maddi, Harvey, Khoshaba, Fazel, and Resurreccion (2012) reported the significance of hardiness for being a central factor to the performance of schools. Lo Bue et al. (2013) found a positive association of hardiness with vigor and dedication while negative with emotional exhaustion and cynicism. Hardiness further moderated the association of vigor and emotional exhaustion. Significant moderation of hardiness was, however, not observed in the association of dedication and cynicism. Similarly, Moradi, Poursarrajian, and Naeni (2013) observed the presence of significant association between psychological hardiness and emotional exhaustion of teaching staff. The association was also noticed for other components of burnout, which were lack of personal accomplishment and depersonalization. Hardy individuals accept the changes positively and optimistically. Such people possess the ability of handling emotions, controlling activities and devising solutions for problems instead of putting excuses and blames.
Different dimensions of personality constructs and hardiness with varying nature of outcomes were outlined in the literature. One such factor of hope with its moderating role between burnout and employees performance was examined by Yavas et al. (2013). Burnout represents a state of mental, emotional or physical exhaustion which occurs due to constant experiences of stressful situations, while hope is an expectation of best in the future. The researchers found a significant association of burnout with job performance. In addition, moderation of hope in the association was also observed. Employees with higher hope may consider job stressors temporary in nature and expect for improvement sooner. Such positive beliefs and attitudes can act as a source of motivation and energy for employees, thereby helping to overcome the stressors and sustaining the performance effectively. Based on findings, the researchers suggested to select and retain employees with stronger level of hope as these employees can contribute towards the development of positive work atmosphere. It was suggested that mentorship programs should be managed for boosting hope and coping skills among the employees. Kanten and Yesiltas (2015) identified psychological well-being as another factor with its mediating role for negative perfectionism to emotional exhaustion while moderating role for positive perfectionism to emotional exhaustion association.

Personality traits and hardiness may also matter in emotional and reaction patterns of the employees at workplace. Among frontline staff of government sector in Malaysia, Raman et al. (2016) found an impact of personality traits on emotional intelligence, exhaustion, emotional labour, affectivity and counterproductive work behaviour. Similarly, Selvarajan, Singh, and Cloninger (2016) observed the moderation of some personality traits in the association of co-worker support to work interference with family conflict. Co-worker support and work interference with family were found
higher for those facing greater negative affect. Support in such a situation remained helpful to overcome the issues of work interference with home life. Enwereuzor et al. (2017) also examined the moderation of personality traits in the association of emotional exhaustion and workplace deviant behaviour of teachers. The researchers found a negative association of personality traits and positive association of emotional exhaustion with workplace deviant behaviour of teachers. Moderation of only one personality attribute, i.e. agreeableness was observed for exhaustion and deviance association. It shows that only the persons high in agreeableness avoided workplace deviance. Appropriate measures were suggested to reduce the emotional exhaustion of employees and improve the behaviours at workplace.

Negative association of job stress and workplace incivility was observed by Hashemi et al. (2018). This association was moderated by resilience and found weaker in high resilient as compared to low resilient employees. Like earlier studies, it was suggested that resilient people should be selected and continuous trainings should be provided to develop resilience among employees. Similarly, Shi et al. (2018) confirmed a positive association of workplace incivility with anxiety and job burnout of nurses in China. The study further noticed a moderating role of resilience in incivility to burnout association. Negative effect of incivility was effectively and successfully buffered by higher resilience level of the victims. Regular trainings to develop and strengthen resilience, encouragement for involvement in social settings, and organizational care were suggested to reduce anxiety and job burnout among staff which can improve the efficiency of individuals and the organizations. Furthermore, Faiz (2018) observed the perception of organizational politics to be associated positively with the workplace incivility, which was moderated by the psychological hardiness. The association remained negative for creativity of the employees. The researchers suggested to
promote conducive environment and fair policies in the organizations for reaping full benefits of employees’ creativity. Trainings aimed at developing psychological hardness of employees were also proposed.

Extending the literature, Mackey, Bishoff, Daniels, Hochwarter, and Ferris (2019) observed the effect of experienced incivility on job outcomes be neutralized by a psychological sense making competence of enactment. Impact of incivility on work satisfaction, turnover plans and OCB remained highly adverse for employees having lower enactment level. Effect, however, remained lesser for employees of higher enactment level. Organizational leadership was suggested to arrange trainings for developing the enactment level of employees. In Pakistan, Akhter, Asghar, and Shah (2020b) observed a negative effect of emotional exhaustion on job performance of teaching staff. The effect was, however, moderated by the psychological hardness and it remained lesser for hardy teachers. The researchers suggested the interventions by the management to effectively cope with the instigators of emotional exhaustion at workplace. Moreover, it was suggested to arrange awareness seminars and training sessions for teachers and their supervisors. Based on results of moderation analysis, the consideration of personality traits in hiring process was also proposed.

2.2.5 Job Performance

While demonstrating the outcomes of incivility, some researchers focused on two aspects of job performance and behaviour, i.e. in-role and extra-role. First aspect is relevant to roles specified in job contract and employees are obligated to execute these roles (Hui & Law, 1999). In contrast to these obligatory duties, second aspect of job performance represents the additional tasks performed by the employees as a gesture of goodwill and for betterment of the organizations (Duyar et al., 2015; Oplatka, 2006). Extra-role performance represents employees’ organizational citizenship behaviour and
is generally expected when they feel much satisfaction, commitment and loyalty with their job (Morrison, 1994). On the other hand, employees facing uncivil behaviour at workplace generally lack such citizenship behaviour and organizational commitment. While examining the moderation of hope in the effect of job burnout on employees’ performance, Yavas et al. (2013) took these two dimensions of job performance simultaneously, i.e. in-role and extra-role. The researchers observed the presence of direct and moderating mechanism for each component of job performance.

Jiang et al. (2019) investigated the negative impact of incivility at workplace on in-role and innovative dimensions of job performance. The researchers gathered responses from employees working in different hospitals of China. An adverse effect of workplace rudeness on each performance dimension was reported in the study. In addition, moderating role of expected image gains was noticed for innovative but not for in-role dimension of the performance. Moderation of expected image risks was, however, observed for each performance domain. It was suggested to institute informal customs of anticipated behaviours while inspiring employees to assume future-oriented and long term perspective. Liu et al. (2019) also conducted a study and found an indirect significant outcome of workplace incivility on organizational citizenship behaviour of the employees. Incivility at workplace was noticed more damaging for employees committed with their organizations. This is alarming and is indicating the need of serious remedial measures to overcome the issues of incivility at workplace. Considering the importance of issue, this study examined the effect of incivility and role conflict, with appropriate mediating and moderating mechanism, on in-role and extra-role performance of the teachers serving in public sector universities of AJ&K. Following sections briefly presents the circumstances under which the performance of teachers was examined.
2.2.5.1 Family Incivility, Family-Work Conflict and Job Performance

Effect of incivility and role conflict on job performance of employees was earlier examined by the researchers from different dimensions. In some studies, the phenomenon was examined in context of family incivility and such studies reported a significant effect of incivility on job performance and work behaviour of the victims (Bai et al., 2016; Lim & Tai, 2014). Similarly, the researchers observed and reported a significant impact of role conflict, either directed from family to work or work to family, on performance, job satisfaction, organizational commitment, organizational citizenship behaviour and life satisfaction of employees who faced such conflict (Abubakar, 2018; Bragger et al., 2005; Hsu, 2011; Netemeyer et al., 1996; Xia et al., 2018). Some researchers, however, did not notice any direct effect of such conflicting or balancing situation on employees’ job performance (Medina-Garrido et al., 2017; Nart & Batur, 2014).

Studies discussed earlier were conducted in different organizational settings and across different countries. In Pakistan, some researchers examined the effect of incivility and work family conflict on job performance of employees in different organizations. Few studies with limited scope were found from literature which were specifically addressing the higher education institutions. In one such study, Ahmad and Masood (2011) determined the association among work-family conflict, turnover intentions and job satisfaction of female university teachers. This study covered a smaller number of universities of the country and the respondents were from one gender only. Similarly, Soomro et al. (2018) addressed this issue in Pakistan but the study was, again, limited to few universities of Islamabad. No study relevant to family incivility, family-work conflict and job outcomes in AJ&K was found from literature. In this study, it is attempted to bridge this gap in existing literature.
2.2.5.2 Supervisors’ Incivility and Job Performance

Incivility at workplace attained significant attraction and importance in the organizational research due to its negative impact on workers and organizations. Incivility generally comes under ill-treatment in any form, such as rude behaviour, harassment, physical or verbal abuse, brutal and violent interactions, unexpected and disruptive behaviours, and behaviours that create a sense of discrimination. Rude behaviours tend to have serious negative consequences for workplace as it damages the sense of mutual respect (Andersson & Pearson, 1999). Such behaviours could have significant costs and it may negatively affect the retention of employees. Frequent reporting of incivility incidents and its devastating consequences has induced many researchers to examine this phenomenon from different aspects. In most of the studies, negative consequences of workplace incivility were reported for individuals and organizations in terms of physical and mental health of employees, their work efforts, job performance and turnover intentions (Abubakar, 2018; Beattie & Griffin, 2014; Geldart et al., 2018; Jiang et al., 2019; Lim et al., 2008; Sakurai & Jex, 2012; Schilpzand et al., 2016).

Incivility at workplace, no doubt, is a chronic issue that is prevailing and damaging the organizations almost all over the world. This phenomenon has been investigated and discussed from each theoretical and empirical aspect. During last few years, this became an important and hot topic of research. It was noticed that workplace incivility is synchronic in nature as it transmits from workplace to home of the victims and then to workplace of home partners, thereby disrupting the functioning at three places (Fritz et al., 2019). Another outcome of incivility is its relatively higher negative effect for committed and loyal employees (Liu et al., 2019). Moreover, the increased rate of workplace incivility incidents severely affected the sustainability of individuals and the
organizations, especially in last few decades (Alola et al., 2018). Such outcomes seriously induced the researchers and officials to probe and address the chronic incivility issues.

Incivility at workplace can originate from multiple sources. In an empirical study, Cho et al. (2016) recognized customers, supervisors and colleagues as major sources of incivility at workplace. In educational institutes, students can also instigate incivility (Jiang et al., 2017). Incivility of supervisors always remained a stern issue that created harmful effects for workers and organizations. As observed by Alola et al. (2018), uncivil behaviour of supervisors positively correlate with emotional exhaustion and turnover intentions of workers. Repeated episodes of incivility at workplace may create a lethal work atmosphere that is harmful for mental and physical health of staff members. Growing rate of incivility incidences during last few decades posed and presented ludicrous negative impact for productive efficiency and sustainability of people and the organizations. Considering sternness and importance of the issue, the researchers in Pakistan also empirically examined the outcomes of workplace incivility in different sectors. Anjum et al. (2017) carried out a study in telecom sector of Pakistan and reported outcomes in terms of enhanced turnover intentions of employees. Zia-ud-Din et al. (2017) also examined the issue of workplace incivility in health sector of the country and noticed its significant impact on absenteeism of employees. Extending the existing literature, this study targeted higher education sector and examined the issue of supervisors’ incivility and associated outcomes, in terms of the performance of teachers at job.

2.2.5.3 Emotional Exhaustion and Job Performance

Emotional exhaustion may arise from multiple sources, such as family tensions, workplace aggression and other societal elements. The unnecessary interference of
family members in office hours and of official assignments in off-timings can increase stress level and generate emotional depletion among the victims. Accumulated strain can be damaging for physical and mental health of the victims. The persistence of this situation can impair the working of employees and put ultimate negative impact on productive efficiency of individuals and the organizations. This state of mind is, therefore, highly destructive for individuals and the organizations. The damaging consequences of emotional exhaustion has induced researchers across the world to explore this phenomenon, present findings, and suggest appropriate measures to relevant stakeholders.

Existing studies mostly reported a negative outcome of emotional exhaustion for productivity, performance and efficiency of individuals and the organizations (Moon & Hur, 2011; Raman et al., 2016; Wright & Cropanzano, 1998; Viotti et al., 2018). Exhaustion is also problematic for educational institutions as it can enhance the turnover intentions of teachers (Tsouloupas et al., 2010). Negative response of students and disciplinary issues in the classrooms can produce emotional exhaustion among teachers, especially for those who are highly committed and loyal to the students and the profession (Klusmann et al., 2008). Emotional depletion may not only damage the working behaviour of victims at workplace but also transmit to and disrupt the family life (Liang, 2015; Sanz-Vergel et al., 2012). Indeed, this is like a virus which can steadily damage the entire system. Considering the serious consequences associated with emotional exhaustion, this study also examined the phenomenon in terms of its effects on behaviour and performance of university level teachers.

In parallel to its direct effect, emotional exhaustion can mediate the transmission of effects such as incivility may create emotional exhaustion among the employees which in turn affects their job performance. Mediating role of emotional exhaustion in the
association of incivility and role conflict to individuals and organizational outcomes was observed and reported by the researchers in past (Huang & Lin, 2019; Hur et al., 2015; Karatepe, 2013; Rhee et al., 2016). In Pakistan, De Clercq et al. (2018) observed a mediating role of emotional exhaustion in the association of family incivility and OCB of employees. The researchers collected data from different sectors and peer rating was applied to determine OCB of the employees. This study also examined the mediation of emotional exhaustion in the effect of family incivility, family-workplace conflict, and supervisors’ incivility on performance of the teachers. The study targeted university level teachers and proposed supervisors-rated measures to determine in-role and extra-role performance of the teachers.

2.2.5.4 Psychological Hardiness and Performance at Job

Hardiness may develop courage and motivation among individuals to work hard, whatever the circumstances are. The concept of hardiness was introduced by Kobasa (1979), after which numerous theoretical and empirical contributions have been made. Initial studies highlighted the role of hardiness to curtail the impact of stressful and unpleasant events on health of individuals, facing such situation (Kobasa et al., 1981; Kobasa et al., 1982; Kobasa & Puccetti, 1983). In the absence of hardiness, illness probabilities were noticed higher in the stressful circumstances. During last few decades, researchers had shown extensive interest to explore the role of psychological hardiness in different work and life domains. Many studies reported an effective role of hardiness in stress management, enhancing job performance and organizational commitment of individuals, and improving overall organizational performance (Bartone et al., 2008; Maddi et al., 2012; Sezgin, 2009; Westman, 1990). This study also examined the effect of psychological hardiness on job performance of teachers in public sector universities of AJ&K.
In addition to its direct influence on performance, psychological hardiness can play a role of shock absorber to minimize the effects of bad experiences on health and job outcomes. People are supposed to have multiple interactions on daily basis and any negative interaction can be stressful, disruptive and problematic for individuals and the organizations. People with hardy personality can, however, be able to largely absorb the undesirable shocks and respond more positively to the stressful events (Benishek & Lopez, 1997; Servellen et al., 1994). In this way, hardiness can be helpful in minimizing the impact of stress on individuals and organizational performance. Role of hardiness and resilience to moderate the association of incivility and stress with health, burnout and performance of the victims was observed by the researchers in past (Blgbee, 1992; Hashemi et al., 2018; Hystad et al., 2009; Shi et al., 2018; Westman, 1990). This study also proposed the buffering role of psychological hardiness in the effect of family incivility, family-workplace conflict, and supervisors’ incivility on in-role and extra-role performance of teachers in the universities.

This chapter presented a survey of existing theoretical and empirical studies relevant to family incivility, conflicting tasks and requirements of family and work life, and workplace incivility issues with the impact of each for individuals and organizations. The chapter further provided a review of existing studies pertaining to direct and intermediating role of emotional exhaustion and psychological hardiness in job outcomes. A critical analysis of existing studies has also been done in this chapter which formed a basis for identification of research gap and created motivation for the study.
CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Philosophy

Research philosophy specifies the belief or mechanism by which data relevant to a phenomenon is collected, analysed and used. In the literature, four types of research philosophies are common. These include positivism, realism, interpretivism and pragmatism (Saunders, Lewis, & Thornhill, 2009). The positivism paradigm is preferred in many areas of social sciences. Deductive research approach is generally adopted in positivism studies (Crowther & Lancaster, 2008). This approach involves the testing of established theory and formulated hypotheses with the help of data (Lancaster, 2005). The researcher, under this approach, follow existing theories to formulate the research hypotheses and then arrange its empirical testing. For smoothing the replication, positivist researchers generally adopt very organized methodology (Gill, Johnson, & Clark, 2002). This study was also concerned with the application of positivism research philosophy as the existing theories were applied to formulate the hypotheses that were tested in the process of research. This approach was more objective as role of the researcher was limited to data collection, its analysis and interpretation of the results.

3.2 Research Design

Research design specifies a detailed plan and procedure of addressing the research questions by the researchers. This is basically a master plan of the study and a well thought research design facilitates the researchers in seeking excellent results and be helpful to enhance the research value (Wiersma & Jurs, 2005). In social sciences, three
approaches to research design are common, i.e. qualitative, quantitative and mixed methods (Creswell, 2014). In qualitative approach, the researchers attempt for a comprehensive and broader view on subject matter. It mainly involves open ended questions and narrative design. This approach is more time taking and laborious. The presence of researcher(s) may cause biased responses. The quantitative approach is concerned with numeric information, its analysis and interpretation. Empirical cycle upon which this approach is based is generally deductive in nature (Jonker & Pennink, 2010). This approach is simpler, objective, and enable the researchers to draw meaningful inferences. Third approach integrates both qualitative and quantitative forms of data.

This study used quantitative research approach and survey strategy was applied for the collection of primary data. It is generally preferred by the researchers as it facilitates the collection of larger data set in an economical manner. Quantitative approach is also preferred for relatively higher authenticity of results, greater reliability and more effectiveness. Furthermore, this study involved the examination of different direct and indirect effects and casual relationships among the variables. The study was, therefore, explanatory in nature. Explanatory type of research is concerned with looking at causes and reasons, testing theories and establishing causal relationship among the variables (Neuman, 2014). While attempting to explain the causal relationship among complex interventions, the researchers generally apply this type of research (Baxter & Jack, 2008). Explanatory research also involve flexibility, develop a better understanding regarding the subject matter and facilitate in drawing meaning inferences.

### 3.3 Population and Sample of the Study

The population of this study was comprised of 501 regular teachers and 87 supervisors from public sector universities of AJ&K. This segment was targeted as
universities are playing a leading role in research, innovation and socio-economic development of the nations. Teachers at universities are involved in shaping the behaviour of the others who are supposed to serve different segments of the society. The study of behavioural problems for teachers and their response mechanism was, therefore, important and relevant. Detail of population of the study is in table 3.1.

**Table 3.1**

*Population of the Study*

<table>
<thead>
<tr>
<th>University</th>
<th>Teachers</th>
<th>Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Azad Jammu &amp; Kashmir, Muzaffarab.</td>
<td>133</td>
<td>22</td>
</tr>
<tr>
<td>Mirpur University of Science and Technology (MUST),</td>
<td>165</td>
<td>22</td>
</tr>
<tr>
<td>Mirpur.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of the Poonch Rawalakot.</td>
<td>90</td>
<td>19</td>
</tr>
<tr>
<td>University of Kotli Azad Jammu and Kashmir.</td>
<td>57</td>
<td>13</td>
</tr>
<tr>
<td>Women University of Azad Jammu &amp; Kashmir, Bagh.</td>
<td>56</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>501</strong></td>
<td><strong>87</strong></td>
</tr>
</tbody>
</table>

The study adopted universal sampling technique and the research instruments were distributed to all the members of the population.

**3.4 Instrumentation**

This study involved the collection of primary data for which six standardized scales were adopted. A brief description of each scale is presented in the following sections.

**3.4.1 Family Incivility Scale**

Family incivility represents the uncivil and negligent behaviour of close family members that the sample teachers had faced in the given time duration. This was measured by using seven items incivility scale developed by Cortina et al. (2001) and the modified scale of Lim and Tai (2014). Family incivility scale is at Appendix A.
Formal permission of using the scale was taken and is placed at Appendix F. The researchers earlier used these scales to measure incivility issues across the world (Adams & Webster, 2013; Bai et al., 2016; De Clercq et al., 2018; Lim et al., 2008; Liu et al., 2019; Rahim & Cosby, 2016).

3.4.2 Family-Workplace Conflict Scale

This represents the role conflict of teachers in family and at the workplace. The scale also addresses undue interferences of family members during official hours. Such conflicts and interferences may incapacitate the individuals to complete work activities efficiently. For measuring this variable, five items family-work conflict scale developed by Netemeyer et al. (1996) was used and is placed at Appendix A. Formal permission of using the scale was taken and is at Appendix G. Numerous researchers applied this scale to measure the role conflict at home and at job (Ahmad & Masood, 2011; Galletta et al., 2019; Karatepe, 2013; Mache, Bernburg, Groneberg, Klapp, & Danzer, 2016).

3.4.3 Supervisors’ Incivility Scale

This scale represents the uncivil behaviour of supervisors towards departmental teachers. The study used 14 items of workplace incivility scale developed by Martin and Hine (2005) to measure the supervisors’ incivility. Three items relevant to co-workers’ incivility were excluded from the scale. Supervisors’ incivility scale is at Appendix B and the permission of using this scale is placed at Appendix H. This scale was also used by the researchers in past to measure the incivility at workplace (Beattie & Griffin, 2014; Bibi, Karim, & Siraj ud Din, 2013; Gray, Carter, & Sears, 2017; Sears & Humiston, 2015).

3.4.4 Emotional Exhaustion Scale

Emotional exhaustion refers to the state of one’s emotional drainage at job due to accumulated stress from home or work life or of both. This was used as a mediating
variable in the study. For measuring emotional exhaustion, the study adopted eight items OLBI instrument from the research paper of Demerouti, Mostert, and Bakker (2010), which was based on the measures originated by Demerouti, Bakker, Vardakou, and Kantas (2003). Emotional exhaustion scale, placed at Appendix C, holds an equivalent number of positive and negative phrased items. The permission of using the scale was taken in advance and is placed at Appendix I. OLBI scale had been used earlier by the researchers (Bakker & Oerlemans, 2016; Collin, Toon, O’Selmo, Reynolds, & Whitehead, 2019; Fujimoto, Ferdous, Sekiguchi, & Sugianto, 2016; Thanacoody, Newman, & Fuchs, 2014).

3.4.5 Psychological Hardiness Scale

Psychological hardiness was used as a personality style of teachers in the study. Hardy people generally have more capacity to cope with the stressful environment as compared to others. This variable was used as a moderator in the effect of incivility on job performance of the teachers. Psychological hardiness represents a personality structure comprising characters of commitment, control and challenge to show resilience in stressful conditions. The study adopted 15-items dispositional resilience (hardiness) scale from the paper of Hystad, Eid, Johnsen, Laberg, and Bartone (2010) that covered all three personality characters. This scale was based on measures of Bartone, Ursano, Wright, and Ingraham (1989). The measures of these studies had been earlier used by the researchers (Bue, Taverniers, Mylle, & Euwema, 2013; Faiz, 2018; Hystad, Eid, & Brevik, 2011; Johnsen et al., 2013). The scale was comprised of both direct and reverse coded items. Hardiness scale used in the study is at Appendix D and permission to use the scale is at Appendix J.

3.4.6 Teachers’ Performance Scale

The performance of teachers was determined in context of their specified role in the department and in terms of their organizational citizenship behaviour. This scale was
used to collect feedback from supervisors and covered the domains of in-role and extra-role performance at job. 21-items scale was used to determine the performance of teachers at job, out of which seven items were relevant to in-role performance while remaining items were for extra-role performance. This performance scale was developed by Williams and Anderson (1991) and is placed at Appendix E. The permission of reproducing the scale is at Appendix K. The scale included positively and negatively worded items. Many researchers used this scale in the past (Cho & Faerman, 2010; Karatepe, Kim, & Lee, 2019; Little, Nelson, Wallace, & Johnson, 2011; Runhaar, Sanders, & Konermann, 2013; Shin & Hur, 2020).

3.5 Data Collection

To avoid any potential bias caused by direct appearance of the researcher, questionnaires were mailed in sealed envelopes to each respondents’ category. Such a technique is well-suited to approach literate people being identified by names and addresses. This can also be helpful to cover wide geographical area and minimize the interference of researchers (Sekaran & Bougie, 2009). Furthermore, the technique of seeking responses through sealed envelopes assisted to overcome the common method biases. This method of approaching respondents had been adopted by the researchers in the past (Arasli, Hejraty, & Abubakar, 2018; Teven, 2007; Tourigny, Baba, Han, & Wang, 2013; Yang, Huang, Tang, Yang, & Wu, 2019). The study involved the supervisor-teacher interaction so dyadic approach was applied. The relationship was one-to-many as each supervisor provided feedback on the performance of every individual teacher under the supervision. Dyadic approach was used in many earlier studies where supervisor-employee interaction was involved (Karatepe, 2013; Neves, Mesdaghinia, Eisenberger, & Wickham, 2018; Shin & Hur, 2020; Taylor, Bedeian, & Kluemper, 2012). For effective management of dyadic relationship, the study followed
Dettmers (2017), Taylor, Bedeian, Cole, and Zhang (2015) and codes were assigned to the teachers.

The study applied time-lagged approach and data were collected in different phases. Such data collection approach helped to reduce the probability of common method biases and was practiced in many studies (De Clercq et al., 2019; Fatima, Majeed, & Jahanzeb, 2020; Tang, Kwan, Zhang, & Zhu, 2016). The completion of data collection took almost eight months in three phases. In the first phase, the responses were collected from the teachers and two questionnaires were mailed to every teacher. First questionnaire was comprised of family incivility and family-workplace conflict scale. Desired demographics information of the respondents was also specified in this questionnaire. Second questionnaire was consisted of supervisors’ incivility measures. Respondents were requested to complete each questionnaire and mail it back at the address mentioned on envelop provided with the questionnaires. Postage stamps were affixed on each self-addressed envelope so that the respondents may easily mail it back. Respondents were assured that the information will be kept confidential and purely used for academic and research purposes. Follow up was kept systematic which helped to receive responses from 479 respondents. First phase of data collection was completed in nearly three months.

In the second phase, two questionnaires were mailed to 479 teachers who responded in the first phase. Questionnaires were related to emotional exhaustion and psychological hardiness. The process, similar to the first phase, was applied to approach the respondents. During the process, questionnaires were re-mailed to teachers who either did not receive the post or misplaced the earlier sent questionnaires. Repeated follow up enabled to collect 442 responses. This phase was completed in relatively lesser time of around two months. Third phase of data collection was initiated after
complete collection of responses from the teachers. In this phase, data on performance of teachers were collected from 87 supervisors of 442 respondent teachers. The questionnaires were mailed to each supervisor and a cover letter was attached with each set. In the letter, purpose of the study and significance of the responses was described. The respondents were requested to fill each questionnaire carefully and were assured the confidentiality of responses. Codes were specified for teachers and a separate name list with allotted codes was provided, which was detached by the respondents after completion. Supervisors were also requested for basic demographics specified at the end of the cover letter. This phase took nearly three months. Repeated follow up enabled to obtain 403 responses.

3.6 Data Analysis

3.6.1 Demographic Analysis

Demographic analysis was conducted to determine the dynamics and broader characteristics of the respondents. The study included two categories of respondents, i.e. teachers and their supervisors. For collecting information relevant to demographics, one section with appropriate items was added in the first questionnaire of teachers and the cover letter of supervisors. From teachers, demographics information pertaining to their gender, marital status, education, age, monthly salary, length of present job and family system was gathered. Similarly, information of gender, marital status, education, age and experience was collected from the supervisors.

3.6.2 Descriptive Statistics

Descriptive statistics were used to examine the basic features of collected data. It presented a summary of measures and trend of responses on the basis of minimum, maximum, mean and standard deviation values. This summary statistics facilitates the researchers to precisely present numeric features and distribution of collected data with smaller indices in a meaningful way (Gay, 2012). It can be helpful in simpler and
meaningful presentation and interpretation of the data. The statistics were carefully examined to establish the absence of outliers, distortions and abnormalities in final data set of the study.

3.6.3 Correlation Analysis

Pearson correlation was applied to check the relationship among continuous variables, i.e. family incivility, family-workplace conflict, supervisors’ incivility, emotional exhaustion, psychological hardiness, in-role performance and extra-role performance. This analysis helps the researchers to observe nature, direction and strength of relationship between the variables (Cohen, Manion, & Morrison, 2007). Positive or negative direction of correlation depends upon the sign of coefficient while its size can be determined with the help of coefficient value which normally lies between ‘-1’ and ‘+1’. A coefficient value of ‘-1’ is an indication of perfect negative correlation while ‘+1’ denotes perfect positive correlation. An extremely higher correlation value, however, specify the issue of multicollinearity among the regressors.

3.6.4 Convergent and Discriminant Validity

The study also examined the convergent and discriminant validity of the measures. This concept was first introduced by Campbell and Fiske (1959). To establish the convergent validity of measures, the items that are desired to be related should actually be related. For discriminant validity, on the other hand, items that are desired to be unrelated should actually be unrelated. There are certain necessary conditions for validity and reliability of the measures. First, it is necessary that the computed average variance extracted (AVE) for each variable should be greater than the corresponding maximum shared variance (MSV). Second, the composite reliability (CR) of each variable should be greater than the corresponding AVE values. Third, the computed AVE and CR values of each variable should be greater than the specified threshold level. This study followed the criteria proposed by Hair, Black, Babin, and Anderson
(2014) and specified a threshold of 0.50 and 0.70 for AVE and CR, respectively. The measures meeting the specified criteria were only considered valid and reliable for analysis purposes.

3.6.5 Multicollinearity Analysis

Variance inflation factor (VIF) was applied to detect the multicollinearity issue among variables of the study. The presence of multicollinearity can affect regression results, disrupt inferences and be problematic (Thompson, Kim, Aloe, & Becker, 2017). Its identification and management is, therefore, important and relevant. VIF is a powerful tool to recognize the predictors with unnecessarily larger variances in estimated coefficients (Liao & Valliant, 2012). Regarding detection of multicollinearity, different threshold levels have been specified. Hair et al. (2014) suggested lesser than 10 VIF value as a tolerable limit, Rogerson (2001) proposed it as not more than 5, whereas Kock and Lynn (2012) specified a cut-off score of 3.3. This study followed the most rigid criteria specified by Kock and Lynn (2012) for detection of multicollinearity. The study specified that any VIF value above the threshold level of 3.3 can be an indication of multicollinearity among the regressors.

3.6.6 Structural Equation Modeling (SEM)

To test the hypothesized direct effects, structural equation modeling (SEM) was used in AMOS 24. Application of this technique is much common in behavioural sciences and is regarded as a grouping of factor and path or regression analysis (Hox & Bechger, 1998). SEM is comprised of two stages, as proposed by Anderson and Gerbing (1988). This two-step approach includes a confirmatory measurement and a structural model. This is advantageous to single-step approach and can be helpful in drawing meaningful inferences. SEM analysis helps the researchers to examine and respond complex research problems in social sciences (Tarka, 2017). Assumptions of SEM are relatively
relaxed and it provides a stronger evidence of model fitness. This approach also enables the researchers to illustrate direct, indirect and total effect (Jeon, 2015).

SEM approach to data analysis is much popular in social sciences and numerous researchers had applied it (Alola et al., 2019; Anasori et al., 2020; Dettmers, 2017; Fatima et al., 2020; Huang & Lin, 2019; Medina-Garrido et al., 2017). To assess the individual and combined fitness of all seven variables of the study, confirmatory factor analysis (CFA) was applied. CFA is a tool that shows that either factors’ specifications match the real data or not. The models may also be refined by dropping some items from data analysis process having poor loading values. Factor loading is an important criterion to establish that the items of a particular variable are properly loaded on the same variable. Any item can be deleted if loaded poorly on the relevant factor or it may be loaded on another factor. This study followed the factor loading criteria of Hair et al. (2014) and items with loading values of 0.50 or lesser were dropped from further analysis. Arasli et al. (2018) and most recently Anasori et al. (2020) also applied the similar benchmark for factor loading.

The study applied most common fit indices to measure the fitness of individual and overall measurement models, i.e. minimum discrepancy with degree of freedom (CMIN/DF), root mean square error of approximation (RMSEA), incremental fit index (IFI), Tucker-Lewis index (TLI) and comparative fit index (CFI). Similar tests had been applied earlier by many researchers (Arasli et al., 2018; Fan, Thompson, & Wang, 1999; Hameed & Bashir, 2017; Hyde & Grieve, 2018; Jiang et al., 2019; Koon & Pun, 2018; Teo, Bentley, & Nguyen, 2020). There were different threshold levels of fit indices proposed by the researchers. The study followed Bentler (1990), Bentler and Bonett (1980), Browne and Cudeck (1992), Hooper, Coughlan, and Mullen (2008), Hu and Bentler (1999), Schermelleh-Engel, Moosbrugger, and Müller (2003), Wheaton,
Muthén, Alwin, and Summers (1977) to set the cut-off score for good fit (CMIN/DF, i.e. $\chi^2$/df $\leq$ 3.00; RMSEA $\leq$ 0.06, IFI $\geq$ 0.95, TLI $\geq$ 0.95, CFI $\geq$ 0.95). The fitness of individual and overall measurement models was determined by considering this specified criteria.

After establishing the models fitness, hypothesized direct effects were examined through SEM. The direction and magnitude of each effect was determined with the help of unstandardized path coefficient ($\beta$). Higher absolute value of $\beta$ witnessed a stronger effect of independent variable on dependent variable, and vice versa. Moreover, a positive coefficient value means a unit increase in dependent variable due to the corresponding increase in independent variable. On the other hand, the negative coefficient is an indication of decrease in dependent variable due to corresponding increase in independent variable. The significance of each effect was determined with the help of corresponding probability ($p$) values. For establishing the significance of each hypothesized effect, three popularly used significance levels of social sciences were relied, i.e. 0.1% (0.001), 1% (0.01) and 5% (0.05). For each hypothesized effect, the computed $p$-value of lesser than or equal to 0.001, 0.01 or 0.05 supported the rejection of null hypothesis at that particular significance level. The results were considered highly significant to confidently reject the null hypothesis at a smaller $p$-value. On the other hand, higher than 0.05 $p$-value did not support the rejection of null hypothesis.

3.6.7 Mediation and Moderation Analysis

This study also examined the mediation of emotional exhaustion and moderation of psychological hardiness in the effect of family incivility, family-workplace conflict and supervisors’ incivility on performance of the teachers. For testing mediation and moderation, the study applied PROCESS macro developed by Hayes (2013). Similar
approach had been applied earlier by the researchers (Alola et al., 2019; De Clercq et al., 2019; Johnsen et al., 2017; Loh & Loi, 2018). Beauty of this model is the simultaneous measurement of multiple mediators and moderators. The bootstrap confidence intervals were generated to examine the mediation of emotional exhaustion in hypothesized models. Mediation deemed to exist in the absence of zero among lower and upper limit at 95% confidence interval (Hayes, 2009, 2013; Liu et al., 2019; Sakurai & Jex, 2012). Similarly, for describing the moderation of psychological hardiness, interactions were graphed and bootstrapped conditional indirect effects were estimated at three levels of hardiness, i.e. one SD below mean, at mean and one SD above mean.

This chapter specified the methodological framework applied for collection, analysis and interpretation of data. The chapter started by specifying the research philosophy and research design of the study. In the next step, population and sample of the study were specified. This chapter further described the instrumentation procedure and scales adopted for the collection of primary data. After presenting instrumentation, the chapter specified the process and timeframe of data collection. Different tools, techniques and diagnostic tests applied for examining basic features of data and establishing its validity were also described. The techniques applied for selection of suitable models and hypotheses testing were also explained in the chapter.
CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 Demographic Characteristics of the Respondents

4.1.1 Characteristics of the Respondent Teachers

Data were initially collected from the teachers. To avoid common method biases and reducing fatigue element of the respondents, responses from the teachers were collected in two different phases. The basic demographics of teachers were collected in the first phase. Analysis of the demographics was conducted in SPSS and its results are presented in the following sections.

4.1.1.1 Gender

For gathering information of gender, categorical scale was used. This information remained helpful in determining gender balance of the respondents and for further investigations at later stages. Table 4.1 is depicting the frequency distribution of collected data regarding gender of the respondents.

Table 4.1

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>235</td>
<td>58.3</td>
<td>58.3</td>
</tr>
<tr>
<td>Female</td>
<td>168</td>
<td>41.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>403</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Frequency distribution presented in table 4.1 represents that majority of the respondents (58.3%) were male but wider imbalance was not observed, as female
representation was also 41.7%. This is highly reasonable in proportion to total female teachers in the universities of AJ&K.

4.1.1.2 Marital Status

Information regarding marital status of the respondents was considered important and relevant in context of family incivility and family-workplace conflict survey. Categorical scale was again applied for collection of this data. Frequency distribution of collected responses relevant to marital status of the respondents is presented in table 4.2.

Table 4.2

Marital Status of Teachers

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>62</td>
<td>15.4</td>
<td>15.4</td>
</tr>
<tr>
<td>Married</td>
<td>337</td>
<td>83.6</td>
<td>99.0</td>
</tr>
<tr>
<td>Separated</td>
<td>4</td>
<td>1.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>403</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Statistics in table 4.2 shows that most of the respondents (83.6%) were married. Some minor proportion (15.4%) was comprised of unmarried teachers while ratio of separated cases was negligible (only 1.0%).

4.1.1.3 Education

For determining the educational background of the respondents, four different educational levels were specified in the questionnaire and respondents were requested to mark the appropriate category in which they are lying. Information regarding education of the respondents was considered important as education level can affect the response mechanism. In table 4.3, frequency distribution regarding the education of respondents is presented.
### Table 4.3

*Education of Teachers*

<table>
<thead>
<tr>
<th>Education</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>43</td>
<td>10.7</td>
<td>10.7</td>
</tr>
<tr>
<td>MS/MPhil/Equivalent</td>
<td>268</td>
<td>66.5</td>
<td>77.2</td>
</tr>
<tr>
<td>PhD</td>
<td>88</td>
<td>21.8</td>
<td>99.0</td>
</tr>
<tr>
<td>Post Doc</td>
<td>4</td>
<td>1.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>403</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Statistics presented in table 4.3 indicates that majority of the respondents (66.5%) were holding MS/MPhil or equivalent qualification while the proportion of Master degree holders was very low (10.7%). A reasonable ratio of PhD degree holders (21.8%) was also present whereas there was a limited representation (1.0%) of Post Doc qualified teachers.

#### 4.1.1.4 Age

Different age brackets were specified and the respondents were asked to mark the relevant category. Table 4.4 specifies the age distribution in different groups.

### Table 4.4

*Age of Teachers*

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>87</td>
<td>21.6</td>
<td>21.6</td>
</tr>
<tr>
<td>31-40</td>
<td>264</td>
<td>65.5</td>
<td>87.1</td>
</tr>
<tr>
<td>41-50</td>
<td>44</td>
<td>10.9</td>
<td>98.0</td>
</tr>
<tr>
<td>51-60</td>
<td>8</td>
<td>2.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>403</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>
Statistics presented in table 4.4 indicates that majority of the respondents were middle-aged adults and were lying in age bracket of 31-40 years (65.5%) and 41-50 years (10.9%). The considerable representation of youngsters within age bracket of 21-30 years (21.6%) was also present. Few respondents were within age range of 51-60 years (2.0%). These statistics also confirm the representation of almost every age group of the respondents.

4.1.1.5 Monthly Salary

Regarding the data of monthly salary, five different slabs were specified in the questionnaire. Frequency distribution of the respondents, on the basis of monthly salary is in table 4.5.

**Table 4.5**

*Monthly Salary of Teachers*

<table>
<thead>
<tr>
<th>Monthly Salary (Rs.)</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 50,000</td>
<td>11</td>
<td>2.7</td>
<td>2.7</td>
</tr>
<tr>
<td>50,000-100,000</td>
<td>284</td>
<td>70.5</td>
<td>73.2</td>
</tr>
<tr>
<td>100,001-150,000</td>
<td>97</td>
<td>24.1</td>
<td>97.3</td>
</tr>
<tr>
<td>150,001-200,000</td>
<td>8</td>
<td>2.0</td>
<td>99.3</td>
</tr>
<tr>
<td>&gt; 200,000</td>
<td>3</td>
<td>0.7</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>403</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Statistics in table 4.5 shows that majority of the respondents (70.5%) were earning a salary of 50,000-100,000 per month. The next representation was of the teachers whose salary was within range of 100,001-150,000 (24.1%). Only 0.7% of teachers were earning above 200,000 while 2.7% less than 50,000 per month. Similarly, 2.0% were within salary bracket of 150,001-200,000. This indicates that earnings of the majority respondents were in average limit.
4.1.1.6 Length of Present Job

This represents the experience of teachers at job. Table 4.6 is giving information pertaining to the experience of the respondents.

Table 4.6

<table>
<thead>
<tr>
<th>Length of Present Job (Years)</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 5</td>
<td>180</td>
<td>44.7</td>
<td>44.7</td>
</tr>
<tr>
<td>5-10</td>
<td>148</td>
<td>36.7</td>
<td>81.4</td>
</tr>
<tr>
<td>11-15</td>
<td>55</td>
<td>13.6</td>
<td>95.0</td>
</tr>
<tr>
<td>16-20</td>
<td>14</td>
<td>3.5</td>
<td>98.5</td>
</tr>
<tr>
<td>21-25</td>
<td>3</td>
<td>0.7</td>
<td>99.3</td>
</tr>
<tr>
<td>&gt;25</td>
<td>3</td>
<td>0.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>403</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Frequency distribution in table 4.6 indicates that majority of the respondents were having less than five years of experience (44.7%) while 36.7% were holding an experience of 5-10 years. Reasonable representation of teachers with experience of 11-15 years was also present (13.6%). Representation of highly experienced teachers was very low as 3.5% respondents had an experience of 16-20 years, 0.7% had experience of 21-25 years, while 0.7% having experience of more than 25 years. The reason of lesser representation of highly experienced teachers was their involvement in different administrative assignments.

4.1.1.7 Family System

Categorical scale was used to gather data regarding family system of the respondents. This was important as some variables were linked to family of the respondents. Frequency distribution of collected responses is presented in table 4.7.
Table 4.7

*Family System of Teachers*

<table>
<thead>
<tr>
<th>Family System</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate</td>
<td>149</td>
<td>37.0</td>
<td>37.0</td>
</tr>
<tr>
<td>Joint Family</td>
<td>254</td>
<td>63.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>403</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Statistics presented in table 4.7 supports the prevalence of joint family system for majority of the respondents (63.0%) while rest were residing separately (37.0%). These statistics were in accordance with the local culture of AJ&K where mostly people are living in joint families. This was also relevant and desirable for family incivility and family workplace conflict survey.

4.1.2 Characteristics of the Respondent Supervisors

For seeking demographic statistics relevant to the supervisors, a section was specified in the cover letter and supervisors were requested to fill it. Statistics pertaining to demographics information of the supervisors are in the following sections.

4.1.2.1 Gender

The gender relevant information was gathered by using categorical scale. Distribution pattern of the respondent supervisors is summarized in table 4.8.

Table 4.8

*Gender of Supervisors*

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>63</td>
<td>73.3</td>
<td>73.3</td>
</tr>
<tr>
<td>Female</td>
<td>23</td>
<td>26.7</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.8 portrays that majority of the supervisors were male (73.3%) while representation of female supervisors also existed, though relatively lesser in weightage (26.7%). This proportion of female respondents was highly appropriate in accordance with the total female HoDs in AJ&K universities.

4.1.2.2 Marital Status

Information regarding marital status of the supervisors was also collected and its frequency distribution is shown in table 4.9.

Table 4.9

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>6</td>
<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>Married</td>
<td>80</td>
<td>93.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Separated</td>
<td>0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Statistics in table 4.9 indicates that most of the supervisors were married (93.0%) whereas a minor proportion was comprised of unmarried respondents (7.0%). None of the supervisor was in separated category.

4.1.2.3 Education

Demographics portion of the questionnaire also sought information regarding the education of the supervisors, who rated the teachers under their supervision. For this purpose, four different education levels were specified in the cover letter. The cover letter was mailed to the supervisors with each questionnaire set. The supervisors were requested to mark the appropriate level of education related to them. The summary statistics pertaining to education of the respondent supervisors are presented in table 4.10.
Table 4.10

*Education of Supervisors*

<table>
<thead>
<tr>
<th>Education</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>MS/MPhil</td>
<td>26</td>
<td>30.2</td>
<td>30.2</td>
</tr>
<tr>
<td>PhD</td>
<td>56</td>
<td>65.1</td>
<td>95.3</td>
</tr>
<tr>
<td>Post Doc</td>
<td>4</td>
<td>4.7</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Statistics presented in table 4.10 indicates that majority of the supervisors held PhD degree (65.1%). Supervisors having MS/MPhil degree were 30.2% while only 4.7% was comprised of supervisors having Postdoc qualification.

4.1.2.4 Age

For collecting data pertaining to age of the supervisors, different age brackets were specified. Frequency distribution of the collected responses is in table 4.11.

Table 4.11

*Age of Supervisors*

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>8</td>
<td>9.3</td>
<td>9.3</td>
</tr>
<tr>
<td>31-40</td>
<td>34</td>
<td>39.5</td>
<td>48.8</td>
</tr>
<tr>
<td>41-50</td>
<td>30</td>
<td>34.9</td>
<td>83.7</td>
</tr>
<tr>
<td>51-60</td>
<td>13</td>
<td>15.1</td>
<td>98.8</td>
</tr>
<tr>
<td>&gt;60</td>
<td>1</td>
<td>1.2</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Response analysis presented in table 4.11 specifies that majority of the supervisors were middle age adults within age bracket of 31-40 years (39.5%) and 41-50 years
(34.9%). Few were in old age category of above 60 years (1.2%). The respondents were also youngsters within the age bracket of 21-30 years (9.3%). Furthermore, a considerable representation of the supervisors within age bracket of 51-60 years (15.1%) was present. Statistics indicates an appropriate blend of all age categories of the supervisors.

**4.1.2.5 Experience**

Data regarding experience of the supervisors was also collected. This was important as they had evaluated the performance and behaviour of teachers under their supervision. Table 4.12 summarizes the frequency distribution relevant to experience of the supervisors.

**Table 4.12**

<table>
<thead>
<tr>
<th>Experience of Current Position (Years)</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 3</td>
<td>33</td>
<td>38.4</td>
<td>38.4</td>
</tr>
<tr>
<td>3-5</td>
<td>23</td>
<td>26.7</td>
<td>65.1</td>
</tr>
<tr>
<td>&gt;5</td>
<td>30</td>
<td>34.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Frequency distribution in table 4.12 specifies that majority of the respondents were holding an experience of less than 3 years at current position (38.4%). This may be due to rotation policy of the universities for HoDs. Still, many respondents held the experience of above 5 years (34.9%) and reasonable proportion had an experience of 3-5 years (26.7%). The respondent supervisors were thus new and experienced. It was, however, ensured that none of the supervisors are holding the experience of less than a year at current position.
4.2 Descriptive Statistics

Descriptive statistics helped to observe the distribution of responses and to confirm the absence of outliers in the data set. Descriptive statistics of the study variables are presented in table 4.13.

Table 4.13

Descriptive Statistics

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>FI</td>
<td>403</td>
<td>1.00</td>
<td>5.00</td>
<td>1.78</td>
<td>0.86</td>
</tr>
<tr>
<td>FWC</td>
<td>403</td>
<td>1.00</td>
<td>5.00</td>
<td>2.07</td>
<td>0.84</td>
</tr>
<tr>
<td>SI</td>
<td>403</td>
<td>1.00</td>
<td>4.33</td>
<td>1.66</td>
<td>0.69</td>
</tr>
<tr>
<td>EE</td>
<td>403</td>
<td>1.13</td>
<td>4.88</td>
<td>2.76</td>
<td>0.84</td>
</tr>
<tr>
<td>PH</td>
<td>403</td>
<td>1.00</td>
<td>5.00</td>
<td>3.69</td>
<td>0.83</td>
</tr>
<tr>
<td>IRP</td>
<td>403</td>
<td>1.00</td>
<td>5.00</td>
<td>3.94</td>
<td>0.91</td>
</tr>
<tr>
<td>ERP</td>
<td>403</td>
<td>1.00</td>
<td>5.00</td>
<td>3.56</td>
<td>0.81</td>
</tr>
</tbody>
</table>

(FL. Family incivility; FWC. Family-workplace conflict; SI. Supervisors’ incivility; EE. Emotional exhaustion; PH. Psychological hardiness; IRP. In-role performance; ERP. Extra-role performance)

Responses of all the variables, excluding IRP and ERP, were provided by the teachers. Data of IRP and ERP were provided by the supervisors. Higher mean value shows that respondents' reactions were more inclined near agreement side, while a lower mean value demonstrates respondents' tendency towards contradiction side for a variable's given items. The values of family incivility (mean = 1.78, SD = 0.86), presented in table 4.13, shows that the respondents were inclined towards lower side of incivility issues from family members. Family-workplace conflict values (mean = 2.07, SD = 0.84) indicates a nearly similar pattern of family incivility but bit more problematic. Regarding supervisors’ incivility, the statistics (mean = 1.66, SD = 0.69)
again shows a pattern nearly closer to the family incivility. Emotional exhaustion value 
(mean = 2.76, SD = 0.84) indicates a neutral position. This scale, however, was 
comprised of equivalent number of direct and reverse coded items. Psychological 
hardiness (mean = 3.69, SD = 0.83) tilted towards the agreement side, but this scale 
was also comprised of few reverse coded items. The values of in-role performance 
(mean = 3.94, SD = 0.91) and extra-role performance (mean = 3.56, SD = 0.81) 
indicates the supervisors’ inclination towards agreement side. These scales also had few 
reverse coded items. Summary statistics of responses pertaining to all the variables 
confirmed the normal distribution of data and absence of outliers in the final data set.

4.3 Correlation Analysis

Correlation analysis was applied to examine direction, significance and strength of 
association among the variables. Results of correlation analysis are presented in table 

**Table 4.14**

*Correlation Analysis*

<table>
<thead>
<tr>
<th></th>
<th>FI</th>
<th>FWC</th>
<th>SI</th>
<th>EE</th>
<th>PH</th>
<th>IRP</th>
<th>ERP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FI</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FWC</td>
<td>0.37**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SI</td>
<td>0.34**</td>
<td>0.25**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE</td>
<td>0.11*</td>
<td>0.28**</td>
<td>0.14**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH</td>
<td>-0.01</td>
<td>-0.01</td>
<td>-0.02</td>
<td>-0.05</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRP</td>
<td>-0.07</td>
<td>-0.09</td>
<td>-0.17**</td>
<td>-0.22**</td>
<td>0.38**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ERP</td>
<td>-0.10*</td>
<td>-0.19**</td>
<td>-0.22**</td>
<td>-0.44**</td>
<td>0.36**</td>
<td>0.41**</td>
<td>1</td>
</tr>
</tbody>
</table>

(FI. Family incivility; FWC. Family-workplace conflict; SI. Supervisors’ incivility; EE. Emotional 
exhaustion; PH. Psychological hardiness; IRP. In-role performance; ERP. Extra-role performance) 
**Correlation is significant at the 0.01 level (2-tailed), 
*Correlation is significant at the 0.05 level (2-tailed)
Table 4.14 indicates that family incivility was significantly and positively correlated with family-workplace conflict (r=0.37, p<0.01), supervisors’ incivility (r=0.34, p<0.01) and emotional exhaustion (r=0.11, p<0.05) while negatively correlated with extra-role performance (r=-0.10, p<0.05). Its correlation was, however, negative and insignificant with psychological hardiness (r=-0.01) and in-role performance (r=-0.07). Family-workplace conflict was positively and significantly correlated with supervisors’ incivility (r=0.25, p<0.01) and emotional exhaustion (r=0.28, p<0.01) while significantly and negatively correlated with extra-role performance (r=-0.19, p<0.01). Family-workplace conflict was correlated negatively but insignificantly with psychological hardiness (r=-0.01) and in-role performance (r=-0.09). Supervisors’ incivility was positively and significantly correlated with emotional exhaustion (r=0.14, p<0.01) while negatively and significantly correlated with in-role performance (r=-0.17, p< 0.01) and extra-role performance (r=-0.22, p< 0.01). Its correlation with psychological hardiness, however, remained negative and insignificant (r=-0.02). Emotional exhaustion was negatively but insignificantly correlated with psychological hardiness (r=-0.05) while negatively and significantly correlated with in-role (r = -0.22, p<0.01) and extra-role performance (r=-0.44, p<0.01). There was a positive and significant correlation of psychological hardiness with in-role performance (r=0.38, p<0.01) and extra-role performance (r=0.36, p<0.01). The correlation between in-role and extra-role performance of teachers also remained significant and positive (r=0.41, p< 0.01).

4.4 Validity Analysis

Discriminant and convergent validity was tested to determine the discrimination and convergence between the study variables. Results of validity analysis are presented in table 4.15.
### Table 4.15

**Validity Analysis**

<table>
<thead>
<tr>
<th>Variable</th>
<th>CR</th>
<th>AVE</th>
<th>MSV</th>
<th>Sqr. AVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FI</td>
<td>0.87</td>
<td>0.50</td>
<td>0.28</td>
<td>0.71</td>
</tr>
<tr>
<td>FWC</td>
<td>0.83</td>
<td>0.50</td>
<td>0.28</td>
<td>0.71</td>
</tr>
<tr>
<td>SI</td>
<td>0.91</td>
<td>0.52</td>
<td>0.19</td>
<td>0.72</td>
</tr>
<tr>
<td>EE</td>
<td>0.89</td>
<td>0.51</td>
<td>0.20</td>
<td>0.71</td>
</tr>
<tr>
<td>PH</td>
<td>0.93</td>
<td>0.55</td>
<td>0.31</td>
<td>0.74</td>
</tr>
<tr>
<td>IRP</td>
<td>0.90</td>
<td>0.64</td>
<td>0.31</td>
<td>0.80</td>
</tr>
<tr>
<td>ERP</td>
<td>0.91</td>
<td>0.51</td>
<td>0.30</td>
<td>0.71</td>
</tr>
</tbody>
</table>

(FI. Family incivility; FWC. Family-workplace conflict; SI. Supervisors’ incivility; EE. Emotional exhaustion; PH. Psychological hardiness; IRP. In-role performance; ERP. Extra-role performance; CR. Composite reliability; AVE. Average variance extracted; MSV. Maximum shared variance)

Results reported in table 4.15 depict greater average variance extracted (AVE) value of each variable in comparison to the corresponding maximum shared variance (MSV) value. Moreover, for each variable, values of AVE were equal to or greater than 0.50, values of composite reliability (CR) were greater than 0.70, and CR values remained higher than the corresponding AVE values. These computed values were within the threshold levels specified in methodological section and thus conforming to discriminant and convergent validity of the study variables. In addition, unidimensionality of each variable was also confirmed in accordance with the specifications of Hair et al. (2014).

#### 4.5 Test of Multicollinearity

To examine the issue of multicollinearity among variables, VIF was applied. Its detection was important as the presence of multicollinearity may cause independent variables to lose their significance. Results of VIF are reported in table 4.16.
Table 4.16

Multicollinearity Diagnostics

<table>
<thead>
<tr>
<th>Variable</th>
<th>VIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>FI</td>
<td>1.26</td>
</tr>
<tr>
<td>FWC</td>
<td>1.26</td>
</tr>
<tr>
<td>SI</td>
<td>1.22</td>
</tr>
<tr>
<td>EE</td>
<td>1.10</td>
</tr>
<tr>
<td>PH</td>
<td>1.05</td>
</tr>
</tbody>
</table>

(FL. Family incivility; FWC. Family-workplace conflict; SI. Supervisors’ incivility; EE. Emotional exhaustion; PH. Psychological hardiness)

For determining the multicollinearity among variables, different threshold levels were described in the methodological section. This study followed the approach of Kock and Lynn (2012) and cut-off score of 3.3 was specified for detection of multicollinearity. Results presented in table 4.16 reveals that all the VIF values were below the specified threshold level. Hence, issue of multicollinearity was not detected in the data set.

4.6 Measurement Models

4.6.1 Individual Measurement Models

CFA was run to estimate the fitness of all individual models and AMOS 24 was used for this purpose. For every model, fit indices including CMIN/DF, RMSEA,IFI, TLI and CFI were computed and examined in terms of standard values. Threshold levels of fit indices were determined and specified in the methodological section. To get good models’ fitness, certain items that had poor loadings were dropped from the analysis and some were correlated by following modification indices. Such necessary modifications considerably enhanced the fitness of every model. Model fitness indices for each original and revised models’ are summarized in table 4.17.
Table 4.17

*Individual Measurement Models*

<table>
<thead>
<tr>
<th>Scale</th>
<th>Model</th>
<th>CMIN/DF</th>
<th>RMSEA</th>
<th>IFI</th>
<th>TLI</th>
<th>CFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>FI</td>
<td>Original</td>
<td>6.51</td>
<td>0.12</td>
<td>0.94</td>
<td>0.91</td>
<td>0.94</td>
</tr>
<tr>
<td></td>
<td>Revised</td>
<td>2.71</td>
<td>0.06</td>
<td>0.98</td>
<td>0.97</td>
<td>0.98</td>
</tr>
<tr>
<td>FWC</td>
<td>Original</td>
<td>5.65</td>
<td>0.11</td>
<td>0.96</td>
<td>0.93</td>
<td>0.96</td>
</tr>
<tr>
<td></td>
<td>Revised</td>
<td>1.76</td>
<td>0.04</td>
<td>0.99</td>
<td>0.98</td>
<td>0.99</td>
</tr>
<tr>
<td>SI</td>
<td>Original</td>
<td>8.93</td>
<td>0.14</td>
<td>0.85</td>
<td>0.81</td>
<td>0.85</td>
</tr>
<tr>
<td></td>
<td>Revised</td>
<td>2.18</td>
<td>0.05</td>
<td>0.98</td>
<td>0.97</td>
<td>0.98</td>
</tr>
<tr>
<td>EE</td>
<td>Original</td>
<td>14.87</td>
<td>0.19</td>
<td>0.85</td>
<td>0.78</td>
<td>0.85</td>
</tr>
<tr>
<td></td>
<td>Revised</td>
<td>2.09</td>
<td>0.05</td>
<td>0.99</td>
<td>0.98</td>
<td>0.99</td>
</tr>
<tr>
<td>PH</td>
<td>Original</td>
<td>9.29</td>
<td>0.14</td>
<td>0.80</td>
<td>0.77</td>
<td>0.80</td>
</tr>
<tr>
<td></td>
<td>Revised</td>
<td>2.08</td>
<td>0.05</td>
<td>0.99</td>
<td>0.98</td>
<td>0.99</td>
</tr>
<tr>
<td>IRP</td>
<td>Original</td>
<td>11.28</td>
<td>0.16</td>
<td>0.90</td>
<td>0.85</td>
<td>0.90</td>
</tr>
<tr>
<td></td>
<td>Revised</td>
<td>1.41</td>
<td>0.03</td>
<td>0.99</td>
<td>0.99</td>
<td>0.99</td>
</tr>
<tr>
<td>ERP</td>
<td>Original</td>
<td>7.88</td>
<td>0.13</td>
<td>0.89</td>
<td>0.86</td>
<td>0.89</td>
</tr>
<tr>
<td></td>
<td>Revised</td>
<td>2.28</td>
<td>0.05</td>
<td>0.98</td>
<td>0.97</td>
<td>0.98</td>
</tr>
</tbody>
</table>

(FI. Family incivility; FWC. Family-workplace conflict; SI. Supervisors’ incivility; EE. Emotional exhaustion; PH. Psychological hardiness; IRP. In-role performance; ERP. Extra-role performance)

To measure the construct of family incivility, 7-items scale was used. Factor loading values for all the items were above 0.50, hence no item was eliminated from analysis. CFA result of original model was not showing good fit indices so items (5&6) were correlated. After modification analysis, good model fitness was secured (χ²/df = 2.71, RMSEA= 0.06, IFI = 0.98, TLI = 0.97, and CFI = 0.98). The schematic presentation of original and revised models of family incivility is in Appendix L. For family-
workplace conflict, 5-items scale was used. None of the items were removed but certain items (1&3, 3&4) were correlated and model fitness indices consequently improved ($\chi^2/df = 1.76$, RMSEA = 0.04, IFI = 0.99, TLI = 0.98, and CFI = 0.99). Appendix M is displaying the view of original and revised models for family-workplace conflict scale.

For measuring supervisors’ incivility, 14-items scale was applied. Factor loading values of items 1 and 11 were lesser than the specified threshold level, hence these two items were deleted. Some items (2&4, 2&6, 3&4, 3&5, 3&13, 4&5, 4&8, 4&12, 5&6, 5&9, 5&13, 8&12, 9&13, 12&13, 13&14) were also correlated by modification analysis that helped to get proper fit indices ($\chi^2/df = 2.18$, RMSEA = 0.05, IFI = 0.98, TLI = 0.97, and CFI = 0.98). Appendix N represents the original and revised models of supervisors’ incivility.

For mediation of emotional exhaustion, 8-items OLBI instrument was used. Owing to proper factor loadings, none of the items were excluded. Instead, some items (1&2, 3&7, 3&8, 4&5, 7&8) were correlated to improve the model fitness (Appendix O). Modification analysis enabled to attain desirable fit indices ($\chi^2/df = 2.09$, RMSEA = 0.05, IFI = 0.99, TLI = 0.98, and CFI = 0.99). To examine the moderation of hardiness, 15-items scale was applied. Due to poor factor loadings, items 5 and 11-14 were removed from the original model whereas certain items (2&4, 6&7, 7&10, 8&9, 8&10, 9&10) were also correlated in revised model. These appropriate revisions substantially improved the model fitness ($\chi^2/df = 2.08$, RMSEA = 0.05, IFI = 0.99, TLI = 0.98, and CFI = 0.99). The original and revised models of psychological hardiness are in Appendix P. The study used performance of the teachers as dependent variable with two components, in-role and extra-role. These were measured with the help of 7-items and 14-items, respectively. For in-role performance, items 5 and 6 were removed due to poor factor loading values while few items (2&4, 3&4) were correlated. Similarly,
from extra-role performance, the items 10-12 and 14 were removed while some items (1&2, 2&4, 2&7, 3&4, 4&5, 4&6, 5&6, 6&7, 8&9) were correlated. The modification analysis helped to secure better fit indices, i.e. in-role performance ($\chi^2$/df = 1.41, RMSEA= 0.03, IFI = 0.99, TLI = 0.99, and CFI = 0.99), extra-role performance ($\chi^2$/df = 2.28, RMSEA= 0.05, IFI = 0.98, TLI = 0.97, and CFI = 0.98). The graphic output of original and revised models of in-role and extra-role performance scale is in Appendix Q and R, respectively.

4.6.2 Overall Measurement Models

For selection of final composite model, CFA was again applied. This final model was comprised of independent, dependent, mediating and moderating variables of the study. There were seven variables and model fitness of baseline hypothesized 7 factor model was compared with other models, i.e. 6-factor model, 5-factor model, 4-factor model, 3-factor model, 2-factor model and a single-factor model. The results are presented in table 4.18.

Table 4.18

Overall Measurement Models

<table>
<thead>
<tr>
<th>Models/Factors</th>
<th>CMIN/DF</th>
<th>RMSEA</th>
<th>IFI</th>
<th>TLI</th>
<th>CFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base line 7 Factor Hypothesized</td>
<td>2.39</td>
<td>0.06</td>
<td>0.96</td>
<td>0.95</td>
<td>0.96</td>
</tr>
<tr>
<td>Model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Factor Model</td>
<td>2.66</td>
<td>0.06</td>
<td>0.84</td>
<td>0.83</td>
<td>0.84</td>
</tr>
<tr>
<td>5 Factor Model</td>
<td>3.28</td>
<td>0.08</td>
<td>0.77</td>
<td>0.76</td>
<td>0.78</td>
</tr>
<tr>
<td>4 Factor Model</td>
<td>3.87</td>
<td>0.08</td>
<td>0.72</td>
<td>0.70</td>
<td>0.72</td>
</tr>
<tr>
<td>3 Factor Model</td>
<td>5.18</td>
<td>0.10</td>
<td>0.59</td>
<td>0.56</td>
<td>0.59</td>
</tr>
<tr>
<td>2 Factor Model</td>
<td>5.63</td>
<td>0.11</td>
<td>0.54</td>
<td>0.51</td>
<td>0.54</td>
</tr>
<tr>
<td>Single Factor Model</td>
<td>6.04</td>
<td>0.11</td>
<td>0.50</td>
<td>0.47</td>
<td>0.50</td>
</tr>
</tbody>
</table>
It is clear from results presented in table 4.18 that baseline 7-factor model showed excellent fit ($\chi^2$/df = 2.39, RMSEA = 0.06, IFI = 0.96, TLI = 0.95, and CFI = 0.96) and items were significantly loaded on their respective factors. Moreover, results also indicated that when the items were loaded on latent variable(s) other than their own construct(s), the model fitness remained poor; i.e. 6-factor model ($\chi^2$/df = 2.66, RMSEA = 0.06, IFI = 0.84, TLI = 0.83, and CFI = 0.84); 5-factor model ($\chi^2$/df = 3.28, RMSEA = 0.08, IFI = 0.77, TLI = 0.76, and CFI = 0.78); 4-factor model ($\chi^2$/df = 3.87, RMSEA = 0.08, IFI = 0.72, TLI = 0.70, and CFI = 0.72); 3-factor model ($\chi^2$/df = 5.18, RMSEA = 0.10, IFI = 0.59, TLI = 0.56, and CFI = 0.59); 2-factor model ($\chi^2$/df = 5.63, RMSEA = 0.11, IFI = 0.54, TLI = 0.51, and CFI = 0.54); and a single-factor model ($\chi^2$/df = 6.04, RMSEA = 0.11, IFI = 0.50, TLI = 0.47, and CFI = 0.50). For improving the model fitness, modification analysis was conducted. The schematic diagram of original and revised final measurement model is in Appendix S.

4.7 Test of Hypotheses (Direct Effects)

To test the hypothesized direct effects, SEM was performed in AMOS. There were eight hypotheses formulated for examining the specified direct effects of family incivility, family-workplace conflict, supervisors’ incivility, emotional exhaustion and psychological hardiness on performance of the teachers in public sector universities of AJ&K. The performance of the teachers was determined from two dimensions, i.e. in-role and extra-role. In this section, direct effects of family incivility, family-workplace conflict, supervisors’ incivility, emotional exhaustion and psychological hardiness are reported for each in-role and extra-role performance of the teachers. Analysis reported in this section was limited to the extent of direct effects. Mediation and moderation analyses were not involved at this stage. Results of each direct effect are presented in table 4.19.
Table 4.19

*Test of Hypotheses (Direct Effects)*

<table>
<thead>
<tr>
<th>IV</th>
<th>DV</th>
<th>β</th>
<th>S.E</th>
<th>p-value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>FI</td>
<td>IRP</td>
<td>-0.07</td>
<td>0.05</td>
<td>0.18</td>
<td>Insignificant</td>
</tr>
<tr>
<td>FI</td>
<td>ERP</td>
<td>-0.10</td>
<td>0.05</td>
<td>*</td>
<td>Significant</td>
</tr>
<tr>
<td>FWC</td>
<td>IRP</td>
<td>-0.09</td>
<td>0.05</td>
<td>0.06</td>
<td>Insignificant</td>
</tr>
<tr>
<td>FWC</td>
<td>ERP</td>
<td>-0.18</td>
<td>0.05</td>
<td>***</td>
<td>Significant</td>
</tr>
<tr>
<td>SI</td>
<td>IRP</td>
<td>-0.17</td>
<td>0.07</td>
<td>***</td>
<td>Significant</td>
</tr>
<tr>
<td>SI</td>
<td>ERP</td>
<td>-0.22</td>
<td>0.07</td>
<td>***</td>
<td>Significant</td>
</tr>
<tr>
<td>EE</td>
<td>IRP</td>
<td>-0.22</td>
<td>0.05</td>
<td>***</td>
<td>Significant</td>
</tr>
<tr>
<td>EE</td>
<td>ERP</td>
<td>-0.44</td>
<td>0.04</td>
<td>***</td>
<td>Significant</td>
</tr>
<tr>
<td>PH</td>
<td>IRP</td>
<td>0.38</td>
<td>0.05</td>
<td>***</td>
<td>Significant</td>
</tr>
<tr>
<td>PH</td>
<td>ERP</td>
<td>0.36</td>
<td>0.05</td>
<td>***</td>
<td>Significant</td>
</tr>
</tbody>
</table>

(FL, Family incivility; FWC, Family-workplace conflict; SI, Supervisors’ incivility; EE, Emotional exhaustion; PH, Psychological hardiness; IRP, In-role performance; ERP, Extra-role performance)

***$p<0.001$, **$p<0.01$, *$p<0.05$**

For examining the specified direct effects, eight hypotheses were framed in the study. $H_{01}$ and $H_{02}$ were formulated to examine the effect of family incivility on in-role and extra-role performance of the teachers. Results of the standardized coefficients for structural paths, as shown in table 4.19, depict an insignificant effect of family incivility on in-role performance of the teachers ($\beta = -0.07, p= 0.18$). The results, therefore, supported $H_{01}$ of the study. The results, however, reveal a significant effect of family incivility on extra-role performance of the teachers ($\beta = -0.10, p<0.05$). $H_{02}$ was, therefore, rejected. $H_{03}$ and $H_{04}$ were developed to examine the effect of family-workplace conflict on in-role and extra-role performance of the teachers. The study results, reported in table 4.19, depict an insignificant impact of family-workplace conflict on in-role performance of the teachers ($\beta = -0.09, p=0.06$). Based on results,
H₀₃ was accepted. On the other hand, the effect was significant for extra-role performance (\( \beta = -0.18, p < 0.001 \)). H₀₄ was thus rejected on the basis of results of the study.

H₀₅ and H₀₆ of the study were framed to observe the effect of supervisors’ incivility on in-role and extra-role performance of the respondents. Results reported in table 4.19 reveals that the supervisors’ incivility significantly affected each in-role (\( \beta = -0.17, p < 0.001 \)) and extra-role (\( \beta = -0.22, p < 0.001 \)) performance of the teachers. Based on results, H₀₅ and H₀₆ were rejected. For probing the effect of emotional exhaustion on job performance of the teachers, H₀₇ was formulated. Results shown in table 4.19 indicates a significant effect of emotional exhaustion on in-role (\( \beta = -0.22, p < 0.001 \)) and extra-role (\( \beta = -0.44, p < 0.001 \)) performance of the teachers. H₀₇ was, therefore, not supported by the study results. The study further outlined H₀₈ to examine the effect of psychological hardiness on in-role and extra-role performance of the teachers at job. Results reported in table 4.19 portrays a significant effect of psychological hardiness on both performance components, i.e. in-role performance (\( \beta = 0.38, p < 0.001 \)), and extra-role performance (\( \beta = 0.36, p < 0.001 \)). H₀₈ of the study was, therefore, rejected on the basis of results.

4.8 Test of Hypotheses (Mediating Mechanism)

These hypotheses were tested by using the model of Hayes (2013). Emotional exhaustion was applied as a mediator and three hypotheses were formulated for mediation analysis. Mediating role of emotional exhaustion regarding the effect of family incivility, family-workplace conflict and supervisors’ incivility on job performance of the teachers was examined. The performance was again determined in context of both in-role and extra-role behaviour of teachers at job. The results of mediation analysis are reported in table 4.20.
Table 4.20

Test of Hypotheses (Mediating Effect)

<table>
<thead>
<tr>
<th>IV→Mediator→DV</th>
<th>β</th>
<th>LL(95%)CI</th>
<th>UL(95%)CI</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>FI EE IRP</td>
<td>-0.03</td>
<td>-0.060</td>
<td>0.005</td>
<td>No mediation</td>
</tr>
<tr>
<td>FI EE ERP</td>
<td>-0.05</td>
<td>-0.102</td>
<td>0.007</td>
<td>No mediation</td>
</tr>
<tr>
<td>FWC EE IRP</td>
<td>-0.06</td>
<td>-0.106</td>
<td>-0.027</td>
<td>Mediation exists</td>
</tr>
<tr>
<td>FWC EE ERP</td>
<td>-0.11</td>
<td>-0.166</td>
<td>-0.065</td>
<td>Mediation exists</td>
</tr>
<tr>
<td>SI EE IRP</td>
<td>-0.04</td>
<td>-0.075</td>
<td>-0.009</td>
<td>Mediation exists</td>
</tr>
<tr>
<td>SI EE ERP</td>
<td>-0.07</td>
<td>-0.120</td>
<td>-0.025</td>
<td>Mediation exists</td>
</tr>
</tbody>
</table>

(FL. Family incivility; FWC. Family-workplace conflict; SI. Supervisors’ incivility; EE. Emotional exhaustion; IRP. In-role performance; ERP. Extra-role performance; LL. Lower limit; UL. Upper limit)

H₀⁹ was framed to examine the mediating role of emotional exhaustion in the effect of family incivility on performance of the respondents. Results reported in table 4.20 indicates that the effect of family incivility on performance remained insignificant in the presence of emotional exhaustion, i.e. in-role performance (β = -0.03, p>0.05, CI=-0.06~0.005) and extra-role performance (β = -0.05, p>0.05, CI=-0.102~0.007). The presence of ‘0’ value between lower and upper limit at 95% confidence interval indicated the absence of mediation for hypothesized effect. The results thus supported H₀⁹ of the study. To observe the mediating role of emotional exhaustion in the effect of family-workplace conflict on performance of teachers, H₀₁₀ was developed. Indirect effect, as shown in table 4.20, reveals a significant effect of family-workplace conflict on performance in presence of exhaustion, i.e. in-role performance (β = -0.06, p<0.05, CI=-0.106~0.027), extra-role performance (β = -0.11, p<0.05, CI=-0.166~0.065). The absence of ‘0’ value between lower and upper limit supported the mediation of emotional exhaustion. Consequently, H₀₁₀ was rejected. The study also formulated H₀₁₁ to probe the mediating role of emotional exhaustion in the effect of supervisors’
incivility on job performance of the teachers. The study results, presented in table 4.20 indicates a significant effect of supervisors’ incivility on performance of teachers via emotional exhaustion, i.e. in-role performance ($\beta = -0.04, p<0.05, CI=-0.075--0.009$) and extra-role performance ($\beta = -0.07, p<0.05, CI=-0.120--0.025$). The results thus supported significant mediation of emotional exhaustion in the effect of supervisors’ incivility on performance of the teachers. $H_{011}$ was, therefore, rejected.

4.9 Test of Hypotheses (Moderating Mechanism)

Moderation of psychological hardiness was tested by using the model of Hayes (2013) and three hypotheses were developed for this analysis. $H_{012}$ was formulated to examine the moderating role psychological hardiness in the effect of family incivility on performance of the teachers. Results of this moderation analysis are presented in table 4.21.

**Table 4.21**

*Test of Hypothesis (IRP and ERP Predicted from FI and PH)*

<table>
<thead>
<tr>
<th>Moderator: PH</th>
<th>IRP Predicted from FI and PH</th>
<th>ERP Predicted from FI and PH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IV: FI</strong></td>
<td><strong>DV: IRP &amp; ERP</strong></td>
<td><strong>PH</strong></td>
</tr>
<tr>
<td></td>
<td>$\beta$</td>
<td><strong>95% CI</strong></td>
</tr>
<tr>
<td></td>
<td><strong>LL</strong></td>
<td><strong>UL</strong></td>
</tr>
<tr>
<td>FI</td>
<td>-0.08</td>
<td>-0.170</td>
</tr>
<tr>
<td>PH</td>
<td>0.42***</td>
<td>0.318</td>
</tr>
<tr>
<td>FI x PH</td>
<td>0.19***</td>
<td>0.083</td>
</tr>
<tr>
<td>Test(s) of highest</td>
<td>R²-chng = 0.03***</td>
<td>R²-chng = 0.07***</td>
</tr>
<tr>
<td>order unconditional</td>
<td>F Statistics = 12.17</td>
<td>F Statistics = 36.23</td>
</tr>
<tr>
<td>interaction: (X*W)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditional Effects of the focal predictor (FI) at values of the moderator (PH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One SD below mean</td>
<td>-0.23***</td>
<td>-0.365</td>
</tr>
<tr>
<td>At the mean</td>
<td>-0.08</td>
<td>-0.170</td>
</tr>
<tr>
<td>One SD above mean</td>
<td>0.08</td>
<td>-0.045</td>
</tr>
</tbody>
</table>

$***p<0.001$, **$p<0.01$, *$p<0.05$
Results relevant to moderation of psychological hardiness between family incivility and performance of the teachers are presented in table 4.2. Results show a negative effect of family incivility on in-role performance of the teachers ($\beta = -0.08, p = 0.12$) which became positive with the advent of hardiness ($\beta = 0.19, p < 0.001$). On the other hand, results reported in table 4.2 depict a negative effect of family incivility on extra-role performance of teachers ($\beta = -0.11, p < 0.01$) but when hardiness entered, the effect became weaker and positive ($\beta = 0.28, p < 0.001$). Significant interactions for high and low mean $\pm$ SD values of moderator are plotted in figure 4.1 and 4.2 for in-role and extra-role performance, respectively.

**Figure 4.1**

*Mod Graph (IRP Predicted from FI and PH)*

**Figure 4.2**

*Mod Graph (ERP Predicted from FI and PH)*

Figure 4.1 and 4.2 shows that with the lesser psychological hardiness, in-role and extra-role performance of the teachers stayed lower in the presence of family incivility. Effect of family incivility on each performance component, however, became weaker and even positive in the presence of high psychological hardiness. This conforms to the proposition that despite high family incivility, performance gets higher in the presence of higher psychological hardiness. Therefore, $H_{012}$ was not supported by the results.
For probing into the moderating role of psychological hardiness in the effect of family-workplace conflict on performance of the teachers, $H_{013}$ was framed. The performance was again examined in terms of in-role and extra-role behaviour of the teachers at job. Results of this moderation analysis are presented in table 4.22.

**Table 4.22**

*Test of Hypothesis (IRP and ERP Predicted from FWC and PH)*

<table>
<thead>
<tr>
<th>Moderator: PH</th>
<th>IRP Predicted from FWC and PH</th>
<th>ERP Predicted from FWC and PH</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV: FWC</td>
<td>β</td>
<td>95% CI</td>
</tr>
<tr>
<td></td>
<td>LL</td>
<td>UL</td>
</tr>
<tr>
<td>FWC</td>
<td>-0.09</td>
<td>-0.184</td>
</tr>
<tr>
<td>PH</td>
<td>0.42***</td>
<td>0.320</td>
</tr>
<tr>
<td>FWC x PH</td>
<td>0.13**</td>
<td>0.017</td>
</tr>
<tr>
<td>Test(s) of highest order unconditional interaction: (X*W)</td>
<td>R$^2$-chng = 0.01*</td>
<td>R$^2$-chng = 0.01*</td>
</tr>
<tr>
<td>Conditional Effects of the focal predictor (FWC) at values of the moderator (PH)</td>
<td>F Statistics = 5.17</td>
<td>F Statistics = 6.47</td>
</tr>
<tr>
<td>One SD below mean</td>
<td>-0.19***</td>
<td>-0.325</td>
</tr>
<tr>
<td>At the mean</td>
<td>-0.09</td>
<td>-0.183</td>
</tr>
<tr>
<td>One SD above mean</td>
<td>0.02</td>
<td>-0.118</td>
</tr>
</tbody>
</table>

***p<0.001, **p<0.01, *p<0.05

Results in table 4.22 demonstrates a negative effect of family-workplace conflict on in-role performance of the respondent teachers ($\beta = -0.09, p=0.09$) but when psychological hardiness came in, the effect became weaker and even turned positive ($\beta = 0.13, p<0.01$). Similarly, results presented in table 4.22 reveals a negative effect of family-workplace conflict on extra-role performance of the teachers ($\beta = -0.17, p<0.001$) but with the advent of psychological hardiness, the effect turned weaker and positive ($\beta = 0.13, p<0.05$). Significant interactions for high and low mean ± SD values
of moderator are plotted in figure 4.3 and 4.4 for in-role and extra-role performance, respectively.

**Figure 4.3**

*Mod Graph (IRP Predicted from FWC and PH)*

![Graph showing in-role performance](image)

**Figure 4.4**

*Mod Graph (ERP Predicted from FWC and PH)*

![Graph showing extra-role performance](image)

Figure 4.3 and 4.4 indicates that when there was low psychological hardiness, in-role and extra-role performance of the teachers remained lesser, while with high psychological hardiness the effect of family-workplace conflict on each performance component became weaker and positive. Despite high family-workplace conflict, the performance was observed higher in the presence of high psychological hardiness. Teachers with higher level of psychological hardiness seemed to be mentally strong and performed well even in the presence of high family-workplace conflict. Results presented in table 4.22, figure 4.3 and 4.4 were, therefore, supported the rejection of H$_{013}$ of the study.

The study further framed H$_{014}$ for examining the moderating role of psychological hardiness in the effect of supervisors' incivility on job performance of the teachers. For detailed analysis, performance at job was divided into two components, i.e. in-role and extra-role, and the effect was separately determined for each component. Results of this moderation analysis are presented in table 4.23.
Table 4.23

Test of Hypothesis (IRP and ERP Predicted from SI and PH)

<table>
<thead>
<tr>
<th>Moderator: PH</th>
<th>IRP Predicted from SI and PH</th>
<th>ERP Predicted from SI and PH</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV: SI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DV: IRP &amp; ERP</td>
<td>β</td>
<td>95% CI</td>
</tr>
<tr>
<td>SI</td>
<td>-0.13*</td>
<td>-0.250 -0.001</td>
</tr>
<tr>
<td>PH</td>
<td>0.39***</td>
<td>0.290 0.492</td>
</tr>
<tr>
<td>SI x PH</td>
<td>-0.003</td>
<td>-0.152 0.146</td>
</tr>
</tbody>
</table>

Test(s) of highest order unconditional interaction: (X*W)

R^2-chng = 0.00
F Statistics = 0.00

***p<0.001, **p<0.01, *p<0.05

As shown in table 4.23, supervisors’ incivility negatively affected the in-role performance of teachers (β= -0.13, p<0.05) while effect was not moderated by the psychological hardiness (β= -0.003, p=0.97). Similarly, results reported in table 4.23 exposed the negative effect of supervisor’s incivility on extra-role performance of the teachers (β= -0.19, p<0.01) and this effect was again not moderated by the hardiness (β = -0.02, p=0.83). Interactions were also probed by testing the conditional effects of supervisors’ incivility, which reported the insignificant R^2 change after interaction of psychological hardiness as moderator. Based on these results, H_{04} of the study was accepted.

4.10 Summary of Hypotheses Results

This study examined the effect of family incivility, family-workplace conflict and supervisors’ incivility on performance of teachers in public sector universities of AJ&K. Mediation of emotional exhaustion and moderation of psychological hardiness were also explored in addition to their direct effect on job performance of the teachers.
To study the phenomenon, 14 hypotheses were formulated in total, out of which eight were for direct effects, three for mediation and three for moderation. Two components of teachers’ job performance were separately examined, i.e. in-role and extra-role. For empirical analysis, primary data were collected and analysed in SPSS and AMOS. Results supported the rejection of most of the formulated hypotheses while few were supported. The brief summary of hypotheses testing results is presented in table 4.24.

Table 4.24

Hypotheses Testing Summary

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Statement</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>H01</td>
<td>Family incivility has no significant effect on in-role performance of the teachers.</td>
<td>Accepted</td>
</tr>
<tr>
<td>H02</td>
<td>Family incivility has no significant effect on extra-role performance of the teachers.</td>
<td>Rejected</td>
</tr>
<tr>
<td>H03</td>
<td>Family-workplace conflict has no significant effect on in-role performance of the teachers.</td>
<td>Accepted</td>
</tr>
<tr>
<td>H04</td>
<td>Family-workplace conflict has no significant effect on extra-role performance of the teachers.</td>
<td>Rejected</td>
</tr>
<tr>
<td>H05</td>
<td>Supervisors’ incivility has no significant effect on in-role performance of the teachers.</td>
<td>Rejected</td>
</tr>
<tr>
<td>H06</td>
<td>Supervisors’ incivility has no significant effect on extra-role performance of the teachers.</td>
<td>Rejected</td>
</tr>
<tr>
<td>H07</td>
<td>Emotional exhaustion has no significant effect on in-role and extra-role performance of the teachers.</td>
<td>Rejected</td>
</tr>
<tr>
<td>H08</td>
<td>Psychological hardiness has no significant effect on in-role and extra-role performance of the teachers.</td>
<td>Rejected</td>
</tr>
<tr>
<td>Hypothesis</td>
<td>Statement</td>
<td>Result</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>( H_{09} )</td>
<td>The effect of family incivility on in-role and extra-role performance of the teachers is not significantly mediated by their emotional exhaustion.</td>
<td>Accepted</td>
</tr>
<tr>
<td>( H_{010} )</td>
<td>The effect of family-workplace conflict on in-role and extra-role performance of the teachers is not significantly mediated by their emotional exhaustion.</td>
<td>Rejected</td>
</tr>
<tr>
<td>( H_{011} )</td>
<td>The effect of supervisors’ incivility on in-role and extra-role performance of the teachers is not significantly mediated by their emotional exhaustion.</td>
<td>Rejected</td>
</tr>
<tr>
<td>( H_{012} )</td>
<td>The effect of family incivility on in-role and extra-role performance of the teachers is not significantly moderated by their psychological hardiness.</td>
<td>Rejected</td>
</tr>
<tr>
<td>( H_{013} )</td>
<td>The effect of family-workplace conflict on in-role and extra-role performance of the teachers is not significantly moderated by their psychological hardiness.</td>
<td>Rejected</td>
</tr>
<tr>
<td>( H_{014} )</td>
<td>The effect of supervisors’ incivility on in-role and extra-role performance of the teachers is not significantly moderated by their psychological hardiness.</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

### 4.11 Findings and Discussion

#### 4.11.1 Research Objective 1

To examine the effect of incivility on performance of teachers.

#### 4.11.1.1 Summary of Findings

For addressing this first research objective, six hypotheses were framed. Hypotheses were formulated for examining the direct effect of family incivility, family-workplace
conflict and supervisors’ incivility on in-role and extra-role performance of the teachers. Results reported in table 4.19 supported the first and third hypotheses of the study as significant effect of family incivility and family-workplace conflict on in-role performance of the teachers was not observed. The effect, however, remained significant for extra-role component of performance which supported the rejection of second and fourth hypotheses of the study. Similarly, the results supported the rejection of fifth and sixth hypotheses as significant effect of supervisors’ incivility was found for both in-role and extra-role performance dimensions.

4.11.1.2 Discussion

Findings revealed a negative effect of family incivility on teachers’ in-role and extra-role performance. The effect, however, remained significant for extra-role performance only. Negative effect of family incivility was well supported by the literature, as Lim and Tai (2014) reported a negative relationship of family incivility with work performance, while Bai et al. (2016) found its positive association with counterproductive work behaviours. Family incivility refers to the uncivil and discourteous behaviour of immediate family members. Analysis of collected data indicated that the respondents faced some sort of issues from family side and the effect of any negative behaviour at home did not remain limited to that place only but was transmitted to job place of the victims as well. Negative events in family may create stress at home, spillover to workplace with the victims, and then cause their lesser work engagement and lesser concentration to job responsibilities.

The study findings also showed a negative effect of family-workplace conflict on job performance of the teachers. Similar to family incivility, effect was found significant for extra-role performance only. The work/family border theory, proposed by Clark (2000), describes that family and work are two key domains of a person’s life.
Balance between the two domains is necessary for well-being of individuals and the organizations. As reported by Farrell (2012), Soomro et al. (2018), such a balance could enable the employees to show higher job performance. In practice, perfect balance between home and work life is challenging and rare. The commitments at one place might affect other place, thereby creating a conflict between the domains. Such conflicts then negatively affect the job performance of victims, as found in this study.

Results regarding negative effect of family-work conflict were consistent with the findings of Xia et al. (2018). In Pakistan, Soomro et al. (2018) also reported a negative effect of family-work conflict on performance of employees. Results revealed that the teachers feel it disturbing when someone unnecessarily interrupt in office hours. Such situation could be a cause of losing concentration and disrupting the behaviour of the sufferers at job.

Findings of the study also exposed a significant effect of supervisors’ incivility on each in-role and extra-role performance of the teachers. Incivility at workplace is a chronic issue that has damaged many organizations. This is a widely accepted phenomenon that negative, rude and discourteous behaviours at workplace disrupts the functioning, behaviour and commitment of the victims. Evidences show that the unpleasant issues prevail in almost every type of organization. Educational institutions are also not free of such issues. Indeed, this is more chronic in educational sector and its prevalence is severely damaging the teaching-learning environment. Numerous researchers observed and reported the negative concerns of workplace incivility for individuals and the organizations (Alola et al., 2018; De Clercq et al., 2019; Jiang et al., 2019; Rahim & Cosby, 2016). At workplace, incivility issues may be instigated by the supervisors, colleagues, customers, students, or any other segment. This study targeted one component of supervisors’ incivility and observed its severe negative
effect on performance and organizational citizenship behaviour of the respondents. Earlier, Jawahar and Schreurs (2018), Shin and Hur (2020) also reported similar negative effect of supervisors’ incivility. Similarly, Liu, Chen, He, and Huang (2019) observed the millennial employee creativity to be negatively affected by the supervisors incivility. Overcoming this chronic issue is, therefore, much desired for survival, betterment and growth of individuals and the organizations.

4.11.2 Research Objective 2

To explore the effect of emotional exhaustion on performance of teachers.

4.11.2.1 Summary of Findings

For addressing second research question, the hypothesis was formulated to examine the effect of emotional exhaustion on performance of the teachers. Results presented in table 4.19, supported the rejection of framed hypothesis as it was found that emotional exhaustion significantly affected each in-role and extra-role component of performance.

4.11.2.2 Discussion

The study findings revealed a significant impact of emotional exhaustion on teachers’ job performance. As specified by Wright and Cropanzano (1998), emotional exhaustion refers to the state of physical, emotional and psychological tiredness. The situation of exhaustion may arise due to multiple issues; it may be due to uncivil behaviours and unpleasant interactions (Alola et al., 2019; Grandey, Kern, & Frone, 2007; Hur et al., 2015; Totterdell et al., 2012), conflicting roles and tasks within work and family domains (Chen et al., 2018), excessive time requirements and job demands at workplace (Dettmers, 2017; Koon & Pun, 2018), and extra workload and disciplinary matters in the classrooms (Klusmann et al., 2008; Tsouloupas et al., 2010). Regardless of the initiation causes, outcomes of emotional exhaustion mostly remained negative
for individuals and organizations. This study also found a substantial negative effect of emotional exhaustion on job performance of the respondents. This negative effect of exhaustion is consistent with the findings of Karatepe and Nkendong, (2014), Moon and Hur (2011), Wright and Cropanzano (1998). In addition, Karatepe et al. (2019) reported a negative, though insignificant, impact of emotional exhaustion on OCB of the employees. Similarly, Collie et al. (2018) noticed a negative association of emotional exhaustion to organizational commitment of the employees. There are, however, studies which either showed the absence of negative effect or noticed positive effect of emotional exhaustion on job performance of the employees (Karatepe & Choubtarash, 2014; Karatepe & Tekinkus, 2006; Tourigny et al., 2013). Tourigny et al. (2013), however, observed the negative impact of emotional exhaustion on organizational commitment and OCB but positive impact on turnover intentions of the employees. Similarly, Karatepe and Choubtarash (2014) noticed the positive effect of emotional exhaustion on absenteeism and turnover intentions of the employees. Mostly, the findings of this domain were well supported by the existing literature.

4.11.3 Research Objective 3

To investigate the effect of psychological hardiness on performance of teachers.

4.11.3.1 Summary of Findings

For addressing this research question, the study proposed an insignificant effect of psychological hardiness on performance of the teachers. Results presented in table 4.19, however, supported the rejection of this hypothesis. Significant effect of psychological hardiness was found for in-role and extra-role performance of the teachers at job.

4.11.3.2 Discussion

The study found a significant effect of psychological hardiness on performance of the teachers. This indicated that psychologically strong people could effectively
manage the life and workplace pressures. Hardiness as a personality trait operationalize internal motivation and courage, in such that people having higher psychological hardiness often respond to and deal with hectic and stressful events positively, while converting the unfavourable conditions and stressful events into learning and growth opportunities (Maddi, 2004, 2006). Such people holds a desire and capability of learning from and coping with positive and negative circumstances and experiences of the life (Maddi & Khoshaba, 2005). They tend to be confident on their abilities and consider stressful circumstances as challenging, instead of being threatening and disruptive (Delahaij et al., 2010). This study also observed a positive and constructive role of psychological hardiness in the performance of respondents. This positive role of hardiness was well supported by the exiting literature (Abid, Bajwa, Batool, & Ajmal, 2019; Bartone et al., 2008; Eschleman, Bowling, & Alarcon, 2010; Maddi et al., 2012; Westman, 1990). Some of these studies also reported a negative association of hardiness with stress of the individuals. Moreover, Sezgin (2009) observed a stronger and influential role of hardiness in organizational commitment while Azeem (2010) witnessed its negative association with emotional exhaustion and burnout of teachers. All these studies were supporting and confirming the positive contributions of psychological hardiness. Findings of the study were, therefore, consistent with the findings of earlier studies and supported the hypothesized effect of this domain.

4.11.4 Research Objective 4

To find out the mediating role of emotional exhaustion regarding the effect of incivility on performance of teachers.

4.11.4.1 Summary of Findings

Three hypotheses were formulated to address the third research objective of the study. On the basis of results reported in table 4.20, the study accepted first hypothesis
of this domain. It was observed that the effect of family incivility via emotional exhaustion remained insignificant for each in-role and extra-role component of performance. The study results presented in table 4.20, however, supported to reject the other two hypotheses of this domain, i.e. significant mediation of emotional exhaustion was found in the effect of family-workplace conflict and supervisors’ incivility on performance of the teachers.

4.11.4.2 Discussion

Findings exposed the mediating role of emotional exhaustion in the effect of family-workplace conflict and supervisors’ incivility on in-role and extra-role performance of the teachers. Similar mediation for family incivility was, however, not observed for either performance component. This shows that the issues at workplace and during the working hours can be more damaging for emotional stability of the victims. Conflicting demands of family members and their repeated unnecessary interferences in official working hours can create emotional disorder among the sufferers. This phenomenon was well established in existing literature. Glaser and Hecht (2013), Qaiser, Gulzar, Hussain, and Shabbir (2015) demonstrated a significant influence of family-work conflict on emotional exhaustion of employees. Such exhaustion then negatively affected their personal and official life. As reported by Liu et al. (2015), family-work conflict in morning correlated positively with emotional exhaustion of the victims in afternoon, which then produced aggression at workplace in afternoon and towards family in the evening. Exhausted feelings are, therefore, very much damaging with its negative effects at multiple places. This could even be a source of producing and intensifying the work-family conflict (Crawford, Shanine, Whitman, & Kacmar, 2016; Hall, Dollard, Tuckey, Winefield, & Thompson, 2010) and play a mediating role to
affect the performance of victims at job (Karatepe, 2013). Findings of the study in this domain were, therefore, well supported by the existing literature.

This study also noticed a mediating role of emotional exhaustion in the effect of supervisors’ incivility on job performance of the individuals facing such issues. Past studies regarding supervisors’ incivility also indicated that rude and offensive behaviour of supervisors produce emotional exhaustion, reduce motivation, negatively affect job performance of the subordinates and enhance feedback avoidance (Han, Kim, & Hur, 2019; Shin & Hur, 2020; Whitman, Halbesleben, & Holmes, 2014). This was well established in the literature that incivility and mistreatment at workplace can have severe negative repercussions, as it aggravate emotional exhaustion of employees and erode their behaviour (Grandey et al., 2007; Karatepe et al., 2019). At workplace, such issues may arise from supervisors, colleagues or any other inside or outside element. Irrespective of its source, these negative issues can produce and intensify the exhaustion of employees, which then mediate to reduce the job performance, lower work efforts, intensify counterproductive work behaviour and enhance turnover intentions (Huang & Lin, 2019; Hur et al., 2015; Karatepe & Nkendong, 2014; Rhee et al., 2016; Sakurai & Jex, 2012). Findings of the study for this domain were thus consistent with the findings of earlier studies conducted in different organizational settings and cultures.

4.11.5 Research Objective 5

To probe the moderating role of psychological hardiness about the effect of incivility on performance of teachers.

4.11.5.1 Summary of Findings

Three hypotheses were framed for addressing this research objective. Hypotheses were developed to examine the moderating mechanism of psychological hardiness in the effect of family incivility, family-workplace conflict and supervisors’ incivility on
in-role and extra-role performance of the teachers. The results presented in table 4.21 and 4.22 supported the rejection of first two hypotheses of this domain. Despite of high family incivility and family-workplace conflict, in-role and extra-role performance of the teachers were observed higher in the presence of high psychological hardiness. The study results, however, supported the acceptance of third hypothesis pertaining to the moderation of psychological hardiness in the effect of supervisors’ incivility on performance of the teachers. The results of this domain are reported in table 4.23.

4.11.5.2 Discussion

Findings supported the moderation of psychological hardiness in the effect of family incivility and family-workplace conflict on performance of the teachers. It was found that hardiness positively moderated each effect, in such that the effect became weaker and even turned positive for hardy teachers. Existing literature showed some mixed evidences regarding the moderating mechanism of hardiness. Chan (2003), Manning et al. (1988) did not observe a moderating role of hardiness in the association of work or life stressors, stress and outcomes. Contrary to this, Erkutlu (2012), Hystad et al. (2009), Westman (1990) found significant moderation of hardiness in the association of stress and organizational politics with health and job relevant outcomes. Hashemi et al. (2018), Shi et al. (2018) also confirmed the moderating role of resilience in absorbing incivility issues and stress, while putting minimum impact on individuals and the organizations. It is generally believed that the psychologically resilient employees holds the ability of effectively managing the stressful conditions and they respond more positively to unpleasant events as compared to their lesser resilient counterparts. Consistent with the findings of many earlier studies, this study observed a positive role of psychological hardiness to safeguard the individuals and organizations from the devastating effects of family incivility and family-workplace conflicts.
Interestingly, the study did not find any support for moderation of psychological hardiness in the effect of supervisors’ incivility on each in-role and extra-role performance of the teachers. Findings of this domain were, however, not much surprising as these indicated the sensitivity of the respondents and much aligned with cultural values of the territory. As Wasti and Erdaş (2018) suggested, the behavioural patterns and response mechanism of individuals to incivility issues largely differed across cultures, e.g. in some cultures, people respond to incivility concerns as, “sticks and stones may break my bones but names will never hurt me”, while in other cultures, it is believed that, “a sword wound heals, but a wound inflicted by the tongue never heals”. Most of the people in this region values more to self-esteem, respect in dealings and positive behaviours at workplace. This approach and attitude is more prominent for educated people, who considers uncivil behaviour as truly hurtful. Results suggested that the hardy teachers tolerated and absorbed the unpleasant interactions from family side but not at workplace. At workplace, employees were concerned more for respectful behaviours and did not tolerate any uncivil and disrespectful treatment. The uncivil attitude of supervisors was neither ignored nor forgotten, even by the teachers having strong cognitive hardiness.

This chapter presented the results of data analysis and its interpretation. The chapter initially reported the demographics analysis, descriptive statistics, correlation analysis, validity analysis and multicollinearity diagnostics. After establishing and presenting the features of data, selection mechanism of individual and overall measurement models was elaborated. This chapter also covered the data analysis results of hypothesized direct effects with the mediating and moderating mechanism. The chapter concluded by linking and discussing the findings in accordance with objectives of the study.
CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Study

This study was aimed to: (i) examine the effect of incivility on performance of teachers, (ii) explore the effect of emotional exhaustion on performance of teachers, (iii) investigate the effect of psychological hardiness on performance of teachers, (iv) find out the mediating role of emotional exhaustion regarding the effect of incivility on performance of teachers, and (v) probe the moderating role of psychological hardiness about the effect of incivility on performance of teachers. The incivility was addressed from three broader aspects, i.e. family incivility, family-workplace conflict and supervisors’ incivility. Similarly, the performance of teachers was determined in a broader context instead of being limited to specified job responsibilities. It covered the dimensions of both in-role and extra-role performance. The study further explored the mediation of emotional exhaustion and moderation of psychological hardiness in each hypothesized effect.

For investigations, the study delimited the population to regular teachers and their supervisors from public sector universities of AJ&K. Universal sampling technique was applied and entire population was chosen as sample of the study. To collect responses on independent, dependent, mediating and moderating variables, standardized scales were adopted from published studies of similar nature conducted across different countries. Time lagged dyadic data were collected from the teachers and their supervisors through mailed questionnaires. The collected responses were analysed by
using SPSS and AMOS. Basic data properties were examined and SEM was applied in AMOS to determine the hypothesized direct effects. The appropriate individual and overall measurement models were selected with the help of CFA. Mediation and moderation analyses were processed with the help of PROCESS macro developed by Hayes (2013). Findings of empirical analysis and relevant recommendations are presented in the subsequent sections.

5.2 Findings of the Study

1. The effect of family incivility and family-workplace conflict on in-role performance was found insignificant (β=-0.07, p=0.18; β=-0.09, p=0.06). The effect was, however, significant for extra-role performance (β=-0.10, p<0.05; β=-0.18, p<0.001). The effect of supervisors’ incivility was observed significant for both in-role and extra-role performance of the teachers (β=-0.17, p<0.001; β=-0.22, p<0.001).

2. The study found a significant effect of emotional exhaustion on in-role and extra-role performance of the teachers (β=-0.22, p<0.001; β=-0.44, p<0.001).

3. The study found a significant effect of psychological hardiness on in-role and extra-role performance of the teachers (β=0.38, p<0.001; β=0.36, p<0.001).

4. The mediation of emotional exhaustion in the effect of family-workplace conflict and supervisors’ incivility was found for in-role (β=-0.06, p<0.05, CI=-0.106~0.027; β=-0.04, p<0.05, CI=-0.075~0.009) and extra-role performance (β=-0.11, p<0.05, CI=-0.166~0.065; β=-0.07, p<0.05, CI=-0.120~0.025). Mediation in the effect of family incivility on both performance components was not found (β=-0.03, p>0.05, CI=-0.060~0.005; β=-0.05, p>0.05, CI=-0.102~0.007).
5. The moderating role of psychological hardiness was observed in the effect of family incivility and family-workplace conflict on in-role ($\beta=0.19$, $p<0.001$, CI=0.083–0.296; $\beta=0.13$, $p<0.01$, CI=0.017–0.242) and extra-role performance of the teachers ($\beta=0.28$, $p<0.001$; CI=0.192–0.377; $\beta=0.13$, $p<0.05$, CI=0.029–0.228). Moderation of hardiness in the effect of supervisors’ incivility on each performance component was not observed ($\beta=-0.003$, $p=0.97$, CI=−0.152−0.146; $\beta=-0.02$, $p=0.83$, CI=−0.148−0.118).

5.3 Conclusions of the Study

On the basis of findings, it is concluded that:

1. Incivility is harmful for individuals and organizations. The individuals facing problems at home and/or at workplace cannot effectively perform assigned tasks, discharge job responsibilities and meet formal performance requirements. They even find it difficult to perform essential duties, they are obligated to. The more damaging effect of incivility and family rifts is observed for extra-role performance of the teachers.

2. Emotionally exhausted behaviour is damaging for individuals and organizations.

3. Psychological hardiness plays a positive and supportive role for job performance and behaviour of the individual teachers.

4. Discourteous workplace behaviour and unnecessary family interruption in office timings are the source of producing stress and emotional disorder among the individuals which then negatively affect their behaviour and performance at job.

5. Psychological hardiness also provides a shield to reduce the negative impact of outside elements. Hardy individuals shows a greater tendency of absorbing the
family issues, while putting minimum impact on their job performance. Hardiness, however, fails to buffer the effect of supervisors’ incivility. This is alarming and is indicating the devastating impact of impolite behaviour of the departmental heads.

5.4 Recommendations of the Study

1. Employees instigating incivility issues in organizations should be held accountable for their actions, irrespective of their role and position. Zero tolerance policy on rude, discourteous and disrespectful behaviours can be effective. Such strict and clear policies can discourage the negative elements and facilitate in promoting positivity and productivity of the organizations. Moreover, efforts may be made to introduce and develop the norms of mutual respect and cooperation in the organizations.

2. Policies for restraining the events of incivility and enhancing the abilities of employees to effectively deal with uncivil acts need to be framed and disseminated. Awareness programs may be organized for dissemination and understanding of such policies. Clearly documented policies on workplace norms could be helpful for everyone in the organizations to understand the standards of tolerable behaviour. This may also be helpful to sustain and improve the efficiency of individuals and the organizations.

3. Regular training programs may be designed and managed to confine incivility issues in the organizations or to at least curtail the associated harmful effects. Moreover, trainings need to be organized for supervisors regarding awareness on negative consequences of incivility and to improve their social skills for confining behavioural issues at workplace. Their caring attitude can be helpful
for staff to absorb the impact of external unpleasant events while putting negligible impact at workplace.

4. Efforts need to be made for aligning job and family requirements of the employees. Happy and satisfied employees can be effective and productive for the organizations. Flexible, friendly and conducive working environment can be helpful for employees to balance the domains of work and family life and thereby reducing the probabilities of their emotional disorder.

5. Trainings and support may be provided for managing ineffective work behaviours and unpleasant work experiences. Trainings on emotional intelligence may also be arranged by the management of universities for its staff. This can be helpful in improving abilities of employees to effectively deal with stressful working conditions, handling their emotions and refraining from creation of deviant behaviours at workplace.

6. Efforts may be made to hire and retain individuals who are likely to be polite, courteous and supportive in interactions. Individuals possessing the personality characteristics of absorbing negative shocks may be given preference in hiring process. Such individuals may be able to absorb the negative shocks from within or outside the organization and show effective job performance and behaviour.

7. The universities may also take a lead to create awareness among other societal elements regarding instigators and outcomes of incivility. Awareness programs may be initiated to highlight the consequences of uncivil behaviours for individuals, organizations, communities and the nations. The possible mechanism of managing behavioural issues and curtailing its harmful effects may be proposed by the universities. Such activities can also be helpful in developing a positive image of the universities.
5.5 Future Research Prospects

1. The study adopted a rigorous data collection approach and data were collected in three phases at different time points. Time gap between the phases was, however, lesser and can be extended in future studies to secure more unbiased and reliable results.

2. Certain variables were clubbed in data collection process to save the time. Future studies can manage separate collection of data for each variable and its repetition from similar respondents’ overtime for effective, consistent and valuable evidences.

3. The study relied on supervisors-rated measures to assess the performance and behaviour of teachers. Adoption of peer-rated, students-rated, and even society-rated performance and behaviour measures in future can be more interesting and fruitful.

4. The study only used quantitative data to examine the hypothesized effects. Future studies may adopt qualitative data collection approach for detailed responses, broader investigations and understanding the subject matter more comprehensively.

5. The study was delimited to the regular teachers and supervisors from public sector universities of AJ&K. Representation from universities of all the provinces and federal capital of Pakistan can be a valuable addition in the existing knowledge.

6. Regarding antecedents, one possible addition is to examine the effect of incivility by the colleagues, students and other societal elements. The other likely extension can be the determination of work interferences with family matters, i.e. work-family conflict and its impact.
7. The outcomes may also be determined in terms of organizational commitment, job satisfaction, stress, turnover intentions and health of employees facing such issues.

8. The study may be strengthened by examining the mediation of job dissatisfaction, stress and psychological detachment.

9. Moderation of moral, social and psychological support from supervisors, colleagues, students and family members can also be helpful in generating more fascinating and productive evidences.

10. Researchers in future may also explore the spillover and crossover effects of incivility and role conflicts to uncover the harmful effects more realistically and systematically.

This chapter was the concluding part of the study. The chapter started with a brief summary of the study to develop an understanding of readers regarding the subject matter. It then summarized the major findings of the study and offered key conclusions on the basis of results and findings. The chapter further presented recommendations to effectively manage behavioural issues and associated outcomes in the organizations. The chapter concluded by proposing some potential areas to be addressed in future research for rendering a better picture of the phenomenon and keeping discussion in this domain alive.
REFERENCES


Hui, C., & Law, K.S. (1999). A structural equation model of the effects of negative affectivity, leader-member exchange, and perceived job mobility on in-role and


Dear Sir/Madam

I am pursuing PhD degree in Education at Mohi-Ud-Din Islamic University, Nerian Sharif, AJ&K. This questionnaire is a part of my dissertation and it intends to determine the behavioral issues of family members and family-workplace conflict, the University teachers are facing. You are requested to please allocate some minutes from your precious time to respond the questionnaire items. The response from your side is an important segment to the completion of this study and will be a valuable academic contribution. It is important that you may please answer each question carefully so that the information provided reflects situation as accurately as possible. It is to assure you that the information will be treated as confidential and used purely for academic and research purposes. Your cooperation in completing this questionnaire will be highly acknowledged.

(Khatiba Akhter)
PhD Researcher
Mohi-Ud-Din Islamic University, Nerian Sharif, AJ&K

Code of the Teacher

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
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<tr>
<td>1</td>
<td>2</td>
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**Section I**

This section intends to collect some basic information relevant to University Teachers, providing the feedback. You are requested to tick (√) the box, corresponding to you.

**Gender**

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<th>Female</th>
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**Marital Status**

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<td>3</td>
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**Education**

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<td>4</td>
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**Age (Years)**

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<th>31-40</th>
<th>41-50</th>
<th>51-60</th>
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<tbody>
<tr>
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<td>2</td>
<td>3</td>
<td>4</td>
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Monthly Salary (Rs.)

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<th>50,001-100,000</th>
<th>100,001-150,000</th>
<th>150,001-200,000</th>
<th>&gt; 200,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Length of Present Job (Years)

<table>
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<tr>
<th></th>
<th>&lt; 5</th>
<th>5-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>&gt;25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Family System

<table>
<thead>
<tr>
<th></th>
<th>Separate</th>
<th>Joint Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Section II

This section is to find out your perception about the incivility in family you have observed during the previous year. You are requested to tick (✓) the box, corresponding to most suitable level. The levels have been defined as follows:

1 = Never  
2 = Once or Twice  
3 = Sometimes  
4 = Often  
5 = Many Times

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Items</th>
<th>Never</th>
<th>Once or Twice</th>
<th>Sometimes</th>
<th>Often</th>
<th>Many Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Put you down or was condescending to you.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Paid little attention to your statement or showed little interest in</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Made demeaning or degrading comments about you.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Addressed you in immoral terms, either publicly or privately.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Ignored or excluded you from social activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Doubted your judgment on a matter over which you have responsibility.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Made unwanted attempts to draw you into a discussion of personal</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Section III

This section is to find out your views about the level of conflict between family and work that has been observed during previous year. You are requested to tick (√) the box, corresponding to most suitable level. The levels have been defined as follows:
1 = Never    2 = Once or Twice    3 = Sometimes    4 = Often    5 = Many Times

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Items</th>
<th>Never</th>
<th>Once or Twice</th>
<th>Sometimes</th>
<th>Often</th>
<th>Many Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The demands of your family or spouse/partner interfered with work-related activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>You have to put off doing things at work because of demand of time at home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Things you wanted to do at work didn't get finish because of the demands of family or spouse/partner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Your home life interfered with responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Family-related strain interfered with your ability to perform job-related duties.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

THANK YOU FOR YOUR PARTICIPATION
APPENDIX B

Supervisors’ incivility scale

Dear Sir/Madam

I am pursuing PhD degree in Education at Mohi-Ud-Din Islamic University, Nerian Sharif, AJ&K. This questionnaire is a part of my dissertation and it intends to determine the behavioral issues of supervisors, the teachers are facing at the Universities. You are requested to please allocate some minutes from your precious time to respond the questionnaire items. The response from your side is an important segment to the completion of this study and will be a valuable academic contribution. It is important that you may please answer each question carefully so that the information provided reflects the situation as accurately as possible. It is to assure you that the information will be treated as confidential and used purely for academic and research purposes. Your cooperation in completing this questionnaire will be highly acknowledged.

(Khatiba Akhter)

PhD Researcher
Mohi-Ud-Din Islamic University, Nerian Sharif, AJ&K

Code of the Teacher

This questionnaire is designed to find out your perception about the incivility at workplace by supervisors you have observed during the previous year. You are requested to tick (√) the box, corresponding to most suitable level. The levels have been defined as follows:

1 = Never  2 = Once or Twice  3 = Sometimes  4 = Often  5 = Many Times

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Items</th>
<th>Never</th>
<th>Once or Twice</th>
<th>Sometimes</th>
<th>Often</th>
<th>Many Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Avoided consulting you when they would normally be expected to do so.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Talked about you behind your back.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Stayed excessively slow in returning your phone messages or emails without good reason for the delay.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
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</tr>
<tr>
<td>4.</td>
<td>Used an inappropriate tone when speaking to you.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Remained unreasonably slow in dealing with matters that were important to your work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>Gossiped behind your back.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>Publicly discussed your confidential personal information.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>Spoke to you in an aggressive tone of voice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9.</td>
<td>Intentionally failed to pass on information that you should have been made aware of.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>Made snide remarks about you.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11.</td>
<td>Read communications addressed to you, such as emails and faxes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12.</td>
<td>Raised their voice while speaking to you.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13.</td>
<td>Didn’t consult you in reference to a decision you should have been involved in.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14.</td>
<td>Rolled their eyes at you.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

THANK YOU FOR YOUR PARTICIPATION
Dear Sir/Madam

I am pursuing PhD degree in Education at Mohi-Ud-Din Islamic University, Nerian Sharif, AJ&K. This questionnaire is a part of my dissertation and it intends to determine the emotions and feelings of University teachers at the job. You are requested to please allocate some minutes from your precious time to respond the questionnaire items. The response from your side is an important segment to the completion of this study and will be a valuable academic contribution. It is important that you may please answer each question carefully so that the information provided reflects situation as accurately as possible. It is to assure you that the information will be treated as confidential and used purely for academic and research purposes. Your cooperation in completing this questionnaire will be highly acknowledged.

(Khatiba Akhter)
PhD Researcher
Mohi-Ud-Din Islamic University, Nerian Sharif, AJ&K

Code of the Teacher

The questionnaire items intend to find out your emotions and feelings at the job. You are requested to tick (√) the box, corresponding to your level of agreement with each statement. The levels have been defined as follows:

1 = Strongly Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Items</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There are days when I feel tired before I arrive at work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>After work, I tend to need more time than in the past in order to relax and feel better.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>I can tolerate the pressure of my work very well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
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<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>During my work, I often feel emotionally drained.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>After working, I have enough energy for my leisure activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>After my work, I usually feel worn out and weary.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>Usually, I can manage the amount of my work well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>When I work, I usually feel energized.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

THANK YOU FOR YOUR PARTICIPATION
Dear Sir/Madam

I am pursuing PhD degree in Education at Mohi-Ud-Din Islamic University, Nerian Sharif, AJ&K. This questionnaire is a part of my dissertation and it intends to determine the level of control, commitment, and challenge at job. You are requested to please allocate some minutes from your precious time to respond the questionnaire items. The response from your side is an important segment to the completion of this study and will be a valuable academic contribution. It is important that you may please answer each question carefully so that the information provided reflects situation as accurately as possible. It is to assure you that the information will be treated as confidential and used purely for academic and research purposes. Your cooperation in completing this questionnaire will be highly acknowledged.

(Khatiba Akhter)
PhD Researcher
Mohi-Ud-Din Islamic University, Nerian Sharif, AJ&K

Code of the Teacher

The questionnaire items are designed to find out your opinion about the level of your control, commitment, and challenge at job. You are requested to tick (✓) the box, corresponding to your level of agreement with each statement. The levels have been defined as follows:

1 = Strongly Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Items</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Most of my life gets spent doing things that are meaningful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>By working hard I can nearly always achieve my goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>I don’t like to make changes in my regular activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
4. I feel that my life is somewhat empty of meaning. | 1 | 2 | 3 | 4 | 5
5. Changes in routine are interesting to me. | 1 | 2 | 3 | 4 | 5
6. How things go in my life depends on my own actions. | 1 | 2 | 3 | 4 | 5
7. I really look forward to my work activities. | 1 | 2 | 3 | 4 | 5
8. I don’t think there’s much I can do to influence my own future. | 1 | 2 | 3 | 4 | 5
9. I enjoy the challenge when I have to do more than one thing at a time. | 1 | 2 | 3 | 4 | 5
10. Most days, life is really interesting and exciting for me. | 1 | 2 | 3 | 4 | 5
11. It bothers me when my daily routine gets interrupted. | 1 | 2 | 3 | 4 | 5
12. It is up to me to decide how the rest of my life will be. | 1 | 2 | 3 | 4 | 5
13. Life in general is boring for me. | 1 | 2 | 3 | 4 | 5
14. I like having a daily schedule that doesn’t change very much. | 1 | 2 | 3 | 4 | 5
15. My choices make a real difference in how things turn out in the end. | 1 | 2 | 3 | 4 | 5

THANK YOU FOR YOUR PARTICIPATION
Dear Sir/Madam

I am pursuing PhD degree in Education at Mohi-Ud-Din Islamic University, Nerian Sharif, AJ&K. I am working on research thesis under the kind supervision of renowned educationist Prof. Dr. Muhammad Aslam Asghar. The attached questionnaire is designed to determine the role, behavior, and performance of concerned teacher(s) working in your department. Section I of questionnaire is relevant to HoDs’ providing the feedback while Section II is about the teachers working in the department under your supervision. You are requested to please allocate some minutes from your precious time to fill each section of questionnaire. Response from your side is an important segment to the completion of this study and will be a valuable academic contribution. It is important that you may please answer each question carefully so that the information provided reflects situation as accurately as possible. It is to assure you that the information will be treated as confidential and used purely for research purposes.

Your cooperation in completing this questionnaire will be highly acknowledged.

(Khatiba Akhter)
PhD Researcher

Section I

This section intends to collect some basic information relevant to HoDs’ who are providing feedback for teachers under supervision. You are requested to tick (✓) corresponding box.

**Gender**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Marital Status**

<table>
<thead>
<tr>
<th></th>
<th>Single</th>
<th>Married</th>
<th>Separated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Education**

<table>
<thead>
<tr>
<th></th>
<th>Masters</th>
<th>MS/MPHIL</th>
<th>PHD</th>
<th>Post Doc</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Age (Years)**

<table>
<thead>
<tr>
<th></th>
<th>21-30</th>
<th>31-40</th>
<th>41-50</th>
<th>51-60</th>
<th>&gt;60</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Experience of Current Position (Years)**

<table>
<thead>
<tr>
<th></th>
<th>&lt;3</th>
<th>3-5</th>
<th>&gt;5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Section I

This section is to find out your perception about the working, behavior, and performance of concerned teacher in your department. You are requested to tick (√) the box, corresponding to most suitable level. The levels have been defined as follows:

1 = Strongly Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Items</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>He/she adequately completes assigned duties.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>He/she fulfills responsibilities specified in job description.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>He/she performs tasks that are expected of him/her.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>He/she meets formal performance requirements of the job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>He/she engages in activities that will directly affect his/her performance evaluation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>He/she neglects aspects of the job he/she is obligated to perform.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>He/she fails to perform essential duties.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Section II

This section is to find out your perception about the role performed by the concerned teacher working in your department in addition to his/her designated job. You are requested to tick (√) the box, corresponding to most suitable level. The levels have been defined as follows:

1 = Strongly Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Items</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>He/she helps others who have been absent.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>2.</td>
<td>He/she helps others who have heavy workloads.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>He/she assists you with his/her work (when not asked).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>He/she takes time to listen to co-workers’ problems and worries.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>He/she goes out of way to help new employees.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>He/she takes personal interest in matters of other employees.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>He/she passes along information to co-workers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>He/she assumes that attendance at work is above the norm.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9.</td>
<td>He/she gives advance notice when unable to come to work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>He/she takes undeserved work breaks.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11.</td>
<td>He/she has great deal of time spent with personal phone conversations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12.</td>
<td>He/she complains about insignificant things at work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13.</td>
<td>He/she conserves and protects organizational property.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14.</td>
<td>He/she adheres to informal rules devised to maintain order.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

THANK YOU FOR YOUR PARTICIPATION
APPENDIX F

Permission (family incivility scale)
Permission (family-workplace conflict scale)

Find messages, documents, photos or people

RE: Permission to Use Questionnaire

Khatib Akhter: Good morning Professor. I hope you are doing well. T  Oct 29 at 9:30 AM

Netseycenx, Richard (rpn@lp) <rpn@lp@commu.com>  Oct 29 at 3:14 PM

To: Khatib Akhter

You have my permission.

RN

Reply, Reply All or Forward
APPENDIX H

Permission (supervisors’ incivility scale)

Don Hine <dhine@une.edu.au>
Nov 20, 17:11 AM

Dear Kahlita,

Thank you for your interest in our work. Please use and/or modify the scales as you see fit.

Best wishes,

Don

Don Hine

orcid.org/0000-0002-9805-782

Professor
School of Psychology and Behavioural Science
Faculty of Medicine and Health

University of New England
Armidale NSW 2351 Australia

Phone 61 2 6773 2731
Email dhine@une.edu.au

www.une.edu.au

University of New England CRICOS Provider Number 00098G
Permission (emotional exhaustion scale)

Dear Khatiba,

On behalf of professor Demerouti I would like to thank you for your interest in her burnout instrument. The OLB1 is free of charge for academic purposes.

In the attachment, you can find the OLB1 in German and the unstandardized translation in English (checked by an American native speaker). As you will see in the meantime the scale has been improved in order to have equal number of positive and negative items.

If you decide to apply it eventually, please let us know whether the instrument has the same structure in your sample as in the German and the Dutch ones.

I have also attached three relevant publications as pdf files. We are looking forward to hearing your results.

Kind regards,

Angela Jones

Secretary Human Performance Management Group
Department of Industrial Engineering and Innovation Sciences

In the office on Monday, Tuesday, Thursday, and Friday
Permission (psychological hardiness scale)

You are welcome to use the hardiness scale for academic research purposes. The scale, along with scoring instructions, can be found at the end of the attached article. This is the same scale that I used in the Academic stress and health paper.

Sincerely,

Sigurd W. Hystad
APPENDIX K

Permission (in-role and extra-role performance scale)
APPENDIX L

Individual measurement model-family incivility

Family incivility (original)

Family incivility (revised)
APPENDIX M

Individual measurement model-family workplace conflict

Family-workplace conflict (original)

Family-workplace conflict (revised)
APPENDIX N

Individual measurement model-supervisors incivility

Supervisors’ incivility (original)

Supervisors’ incivility (revised)
APPENDIX O

Individual measurement model-emotional exhaustion

Emotional exhaustion (original)

Emotional exhaustion (revised)
APPENDIX P

Individual measurement model-psychological hardiness

Psychological hardiness (original)

Psychological hardiness (revised)
APPENDIX Q

Individual measurement model-in role performance

In-role performance (original)

In-role performance (revised)
APPENDIX R

Individual measurement model-extra role performance

Extra-role performance (original)

Extra-role performance (revised)
APPENDIX S

Final measurement model

Final measurement model (original)

Final measurement model (revised)