

**EXAMINING THE IMPACT OF PERSONAL  
RESOURCES AND PERCEIVED SUPERVISOR  
SUPPORT ON WORK ENGAGEMENT AMONG  
TURKISH ISLAMIC BANKS' EMPLOYEES**

**BY**

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## ABSTRACT

Work engagement is a global problem that affects organisations in all sectors and countries. Despite extensive research and interventions, employee engagement remains low. In Türkiye, the situation is even worse, with significantly lower engagement rates compared to the global average. This study focuses on the Turkish Islamic banking sector, an emerging and important sector for the country's economy. Understanding the potential personal resources associated with work engagement in the Turkish Islamic banking sector is critical to the organisational effectiveness of these banks. The study examines the role of Islamic work ethic, growth mindset, psychological capital (PsyCap), perceived supervisor support and organisational identification in enhancing work engagement within Turkish Islamic banks. These factors are critical in the stressful Turkish banking sector and are consistent with the motivational process outlined by the JD-R theory. Using a quantitative method and purposive sampling, 368 participants from Turkish Islamic banks, including officers, assistant specialists, specialists, senior specialists and assistant managers from all branches and headquarters, completed an online questionnaire. The collected data were analysed using structural equation modelling (SEM) to assess the relationships between the variables. The results showed that all hypotheses were accepted, except for the relationship between growth mindset and work engagement, which was not statistically significant. The results of the study close the existing knowledge gap in this area by providing actionable insights to improve work engagement. By considering various individual (personal resources) and contextual factors (job resources), the study aims to promote positive business outcomes and cultivate a highly engaged workforce. The findings are relevant and valuable for Turkish Islamic banks as work engagement significantly impacts employee productivity and performance. Overall, this study helps to address the critical issue of low work engagement in the Turkish Islamic banking sector and contributes to the sector's efforts to develop a more engaged and productive workforce.

## ملخص البحث

لمشاركة في العمل مشكلة عالمية تؤثر على المنظمات في جميع القطاعات والدول. وعلى الرغم من البحوث والتدخلات المكثفة، لا تزال مشاركة الموظفين منخفضة. وفي تركيا، فإن الوضع أسوأ، حيث تنخفض معدلات المشاركة بشكل كبير مقارنة بالمتوسط العالمي. تركز هذه الدراسة بشكل خاص على قطاع البنوك الإسلامية التركية، وهو قطاع ناشئ ومهم لاقتصاد البلاد. إن فهم الموارد الشخصية المحتملة المرتبطة بالمشاركة في العمل في قطاع الخدمات البنوك الإسلامية التركية يعد أمرًا بالغ الأهمية لفعالية التنظيمية لهذه البنوك. تبحث الدراسة دور أخلاقيات العمل الإسلامية، وعقلية النمو، ورأس المال النفسي (PsyCap)، والدعم المشرف المتصور، والهوية التنظيمية في تعزيز المشاركة في العمل داخل البنوك الإسلامية التركية. وتعتبر هذه العوامل بالغة الأهمية في القطاع المصرفي التركي المليء بالضغط، وهي متوافقة مع العملية التحفيزية الموضحة في نظرية الطلبات والموارد الوظيفية (JD-R). باستخدام نهج كمي وعينة قصديه، شارك 368 مشاركًا من البنوك الإسلامية التركية، بما في ذلك الموظفين، ومساعدى الأخصائيين، والأخصائيين، والأخصائيين الأوليين، ومساعدى المديرين في جميع الفروع والمقرات الرئيسية للبنوك، في استكمال استبانة إلكترونية. تم تحليل البيانات التي تم جمعها باستخدام نمذجة المعادلات الهيكلية (SEM) لتقييم العلاقات بين المتغيرات. أظهرت النتائج قبول جميع الفرضيات باستثناء العلاقة بين عقلية النمو والمشاركة في العمل، والتي لم تكن ذات دلالة إحصائية. تعمل نتائج الدراسة على سد فجوة المعرفة الحالية في هذا المجال من خلال توفير رؤى قابلة للتنفيذ لتحسين المشاركة في العمل. من خلال النظر في العوامل الفردية (الموارد الشخصية) والعوامل السياقية (الموارد الوظيفية)، تهدف الدراسة إلى تعزيز النتائج التجارية الإيجابية وتنمية قوة عاملة عالية المشاركة. النتائج ذات صلة وفائدة للبنوك الإسلامية التركية، حيث تؤثر المشاركة في العمل بشكل كبير على إنتاجية الموظفين وأدائهم. بشكل عام، تساعد هذه الدراسة في معالجة قضية انخفاض المشاركة في قطاع البنوك الإسلامية التركية وتساهم في جهود هذا القطاع لتطوير قوة عمل أكثر مشاركة وإنتاجية.

## APPROVAL PAGE

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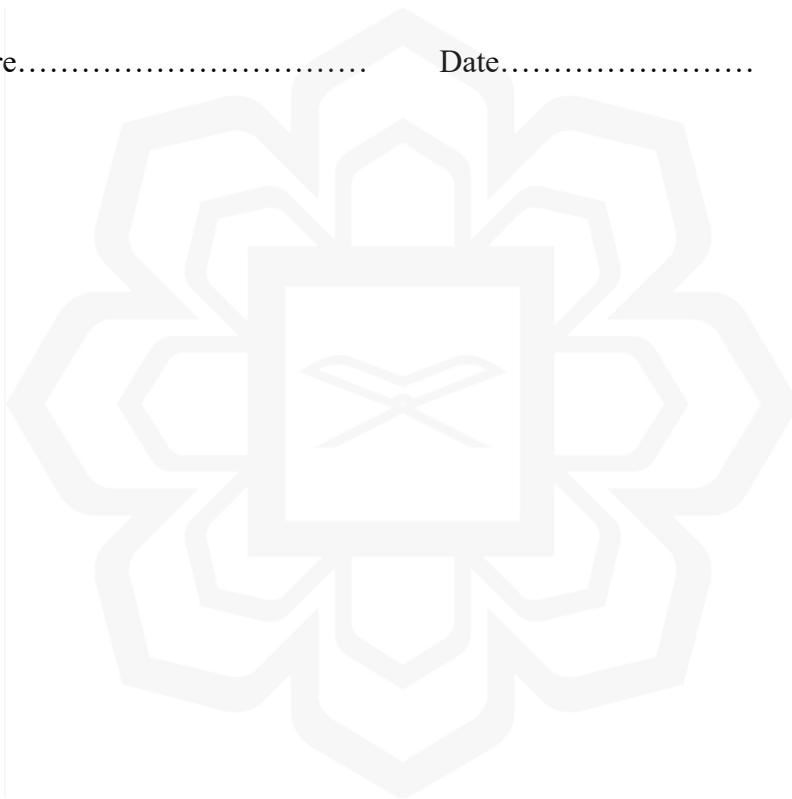
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## DECLARATION

I hereby declare that this thesis is the result of my own investigations, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at IIUM or other institutions.

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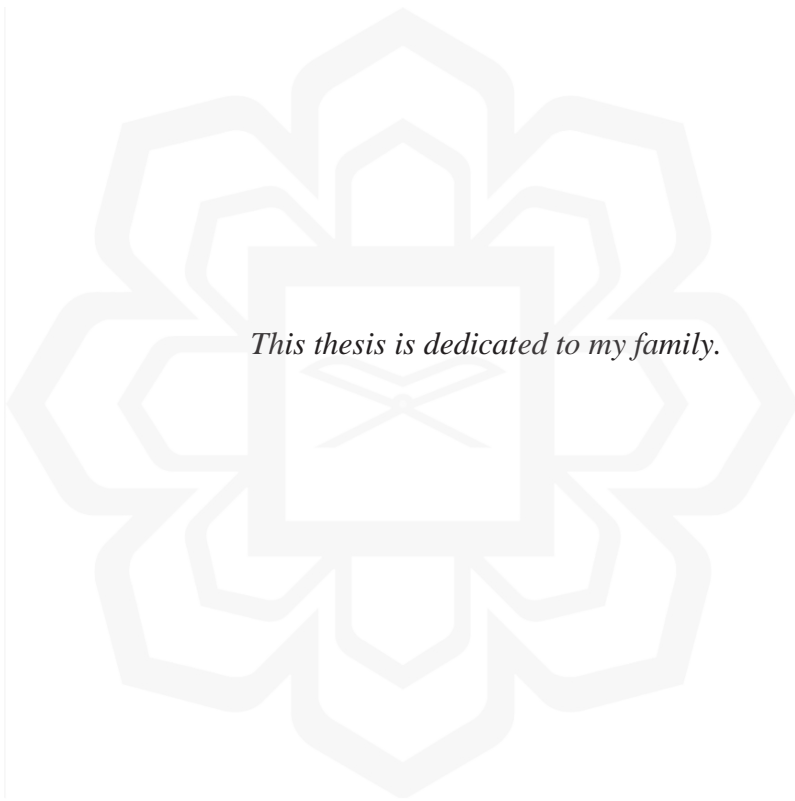
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*This thesis is dedicated to my family.*

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## LIST OF ABBREVIATIONS

AMOS	Analysis of Moment Structures
CFI	Comparative Fit Index
CFA	Confirmatory Factor Analysis
COR	Conservation of Resources
EFA	Exploratory Factor Analysis
FA	Factor Analysis
GM	Growth Mindset
IIUM	International Islamic University of Malaysia
IWE	Islamic Work Ethic
JD-R	Job Demands-Resources
KENMS	Kulliyyah of Economics and Management Sciences
OI	Organisational Identification
PhD	Philosophy of Doctorate
PSS	Perceived Supervisor Support
PsyCap	Psychological Capital
RMSEA	Root Mean Square Error of Approximation
SCT	Social Cognitive Theory
SDT	Self-Determination Theory
SEM	Structural Equation Modelling
SPSS	Statistical Package for the Social Sciences
UWES	Utrecht Work Engagement Scale
WE	Work Engagement

# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND

There is a dynamic relationship between a flourishing, high-performance workforce and work engagement which has captured the interest of both researchers and practitioners (Bakker et al., 2023; Mazzetti et al., 2021; Schaufeli, 2021). A significant research corpus shows that work engagement is an essential factor for a productive, and high-performance workforce, yet despite this, many organisations still have high levels of disengagement (Gallup, 2022, 2023; Keating & Heslin, 2015).

According to Gallup's (2022) study, only 21% of employees globally reported being engaged at work, with the remaining 79% either not engaged or actively disengaged. This has caused a great interest among scholars and practitioners in the field of human resource management and organisational behaviour to explore new ways of understanding and increasing work engagement (Bakker et al., 2023; Nabhan & Munajat, 2023; Schaufeli, 2021; Sharma & Nambudiri, 2020).

Bearing in mind the growing importance of work engagement, this study focuses on work engagement and its affecting factors within the Turkish Islamic Banks context. Among these factors, this study examines some specific personal resources which are (i) Islamic work ethic, (ii) growth mindset, (iii) psychological capital (PsyCap), (iv) organisational identification, and (v) perceived supervisor support as a job resource. In this examination, the Job Demands-Resources (JD-R) theory is applied. By understanding the relationship between these constructs and work engagement, researchers and practitioners can develop more effective interventions by enhancing personal resources and promoting work engagement.

Work engagement, an essential component of organisational behaviour, is an enriching emotional and cognitive state where individuals demonstrate vigour,

dedication, and absorption in their roles (Bakker & de Vries, 2021; Bakker & Demerouti, 2024; Macey & Schneider, 2008; Schaufeli et al., 2002). Engagement brings forth benefits such as increased job satisfaction (Rai & Maheshwari, 2021; van Beek et al., 2014; Wu et al., 2020), increased initiative (Hakanen et al., 2008), high-performance (Peláez Zuberbühler et al., 2021), and lower turnover intentions (Firzly et al., 2022; van Beek et al., 2014). These factors combine to enhance overall business performance (Bakker, 2011). Engaged individuals contrast sharply with disengaged employees, who withhold their effort and attention, becoming disconnected from their work and colleagues (Bakker & de Vries, 2021; Bakker & Demerouti, 2017; Kahn, 1990). Moreover, disengagement can lead to negative outcomes such as absenteeism, depression, burnout, and high turnover intentions, reinforcing the necessity for companies to promote engagement and foster a positive work environment (Schaufeli & Taris, 2014). Given the complex and multifaceted role of work engagement that directly influences both individual and organisational outcomes, it becomes vital for companies to identify the factors promoting employee engagement.

The Job Demands-Resources model, in this regard, proposes an integrative approach by contending that high job resources and personal resources predict work engagement or employee well-being, even when job demands are elevated (Bakker & Demerouti, 2024; Demerouti & Bakker, 2023; Schaufeli & Taris, 2014; Tummers & Bakker, 2021). Job demands encompass the physical, psychological, social, or organisational aspects of a job that require sustained effort and exact a cost, such as long work hours, high-pressure tasks, and simultaneous management of multiple tasks (Bakker et al., 2023; Schaufeli, 2021; Schaufeli & Bakker, 2004). On the other hand, job resources, including performance feedback, rewards, teamwork, job autonomy, and supervisor support, reduce the effects of job demands and facilitate work-related goals and personal growth (Bakker et al., 2023; Bakker & Demerouti, 2017; Demerouti et al., 2001). Complementing these, personal resources denote psychological traits or attributes, such as self-efficacy, optimism, self-esteem, and resiliency, associated with resilience and capacity to influence one's environment (Schaufeli & Taris, 2014).

This study aims to explore the evolution of the JD-R model, emphasising a shift from a top-down, organisation-centric approach to job design, where the organisation's management and HR departments set the stage defining tasks, setting goals, and providing resources (Azman et al., 2022; Bakker, 2017; Bojmel et al., 2023; George et

al., 2022; Saleem et al., 2022). This viewpoint implies that organisational factors establish job demands and resources, which in turn influence whether employees thrive or experience strain (Bakker & Demerouti, 2017). However, recent perspectives have shifted towards a more proactive, bottom-up approach where employees can alter their work tasks to make their jobs more meaningful (Bakker, 2017; Bakker et al., 2023; Bakker & Demerouti, 2014). In line with this evolving perspective, Bakker & Demerouti (2017) suggested that employees can proactively adjust their job demands and resources, optimising their working environment and maintaining motivation. This approach highlights the role of personal resources within the JD-R model's motivational process (Bakker & Demerouti, 2014), a perspective that aligns with the focus of this study.

Understanding the role of personal resources in the context of job demands and resources, and recognising the shift towards a proactive, bottom-up approach, brings us to the exploration of specific psychological constructs that can influence work engagement. One such construct, fundamental to the proactive nature of the new perspective and significantly related to Turkish Islamic Banks is the Islamic work ethic (IWE) (Al-Shamali et al., 2021; Ridwansyah et al., 2023; Salmabadi et al., 2015).

As the first personal resource in this research, Islamic work ethic refers to the set of values and principles that guide the behaviour of Muslim employees in the workplace (Azman et al., 2022; Gheitani et al., 2019). There are IWE studies conducted in Muslim-majority countries (Azman et al., 2022; Rahmawaty et al., 2022; Salmabadi et al., 2015). However, IWE as a personal resource needs to be investigated in the context of Turkish Islamic Banking sector since Türkiye is a Muslim-majority country and the concept is not sufficiently examined. This study considers Islamic work ethic as a personal factor of work engagement and places this concept in JD-R theory by testing its relationship with work engagement in the context of Turkish Islamic banks.

As the second personal resource in this study, growth mindset is a significant construct essential to the proactive nature of the new JD-R theory perspective (Canning et al., 2020; Murphy & Reeves, 2019). Growth mindset is defined as viewing talents and abilities as developable potentials through effort, practice, and instruction (Dweck, 2006). This concept, although rooted in educational studies, is increasingly linked to business management studies, especially for work engagement (Abu Samah et al., 2019; Caniëls et al., 2018; Nandini et al., 2022; Subandowo & Winardi, 2022). Although this

concept is increasingly being studied from the perspectives of mindset theories, using it in the JD-R model as a personal resource needs more studies, and this study uses it in the Turkish Islamic Bank context.

PsyCap, the third antecedent of work engagement examined in this study, is increasingly recognised as a vital personal resource for businesses (Giancaspro et al., 2022; Lupsa et al., 2020; Peláez Zuberbühler et al., 2021; Saleem et al., 2022; Sekhar, 2022). PsyCap is defined as an individual's positive psychological state of development characterised by hope, self-efficacy, resiliency, and optimism. PsyCap serves as a valuable resource equipping individuals to manage challenging tasks effectively, enhancing work engagement which aligns with the bottom-up approach advocated in the JD-R model (Alessandri et al., 2018; Paek et al., 2015; Saleem et al., 2022; Sekhar, 2022). Although there are several studies from different types of sectors in the literature (Alessandri et al., 2018; Aybas & Acar, 2017; Azman et al., 2022; Saleem et al., 2022; Wirawan et al., 2020; Xi et al., 2020), the Turkish Islamic banking sector has not been adequately represented. Therefore, this study uses PsyCap as a personal resource in the JD-R model within this sector to fill the contextual gap.

Perceived supervisor support (PSS) is the fourth key concept in this study as a job resource factor of work engagement. Gallup (2022) study emphasises the significant influence of supervisors on the workplace and suggests that 70% of the variance in team engagement can be predicted by supervisor evaluation. Furthermore, a meta-analytic study by Mazzetti et al. (2021) identified supervisor support as one of the most significant job resources. Therefore, this construct is chosen as a job resource in this study in addition to other personal resources to better predict work engagement. Perceived supervisor support is defined as the extent to which employees believe that their supervisors value their work, support their well-being and care about their overall development (Eisenberger et al., 2002, p. 565). Numerous studies worldwide emphasise supervisor support as a key predictor of work engagement (Haynie et al., 2022; Holland et al., 2017; Tauetsile, 2021; Yorgancioglu Tarcan et al., 2021). However, the context of the Turkish Islamic Bank is not adequately represented. Therefore, this study uses perceived supervisor support as a job resource in the context of Turkish Islamic banking sector to address this contextual gap.

Lastly, the fifth variable examined in this study is organisational identification. In this context, organisational identification serves as a personal resource within the

bottom-up approach of JD-R theory. It refers to a strong emotional bond with the organisation, characterised by a deep sense of belonging, pride in working for the organisation and happiness in being a member (Valle et al., 2020; Zappalà et al., 2019). Individuals also view the success or failure of the organisation as their own (Mael & Ashforth, 1992; Zhang et al., 2017). This process involves adopting the organisation's goals, values and culture as part of one's identity and promotes stronger emotional connection and commitment to the organisation (Kazmi & Javaid, 2022; Uzun, 2018). While previous studies often examine organisational identification as an independent variable influencing work engagement (Bonaiuto et al., 2022; Buil et al., 2019; Lee & Suh, 2023), its mediating role in the relationship between perceived supervisor support and work engagement offers a valuable perspective that deepens our understanding of the dynamics of work engagement. Therefore, this study uses organisational identification mediates the relationship between PSS and work engagement.

Accordingly, in the scope of this research focusing on Turkish Islamic Banks, the investigation includes the utilisation of key constructs including personal resources like Islamic work ethic, growth mindset, psychological capital, organisational identification, and a job resource such as perceived supervisor support. Together, these elements form the foundation for the study's investigation

### **1.1.1 Turkish Islamic Banks**

Islamic banking in Türkiye initiated in 1984 under the policies of Prime Minister Turgut Özal, is also referred to as “participation banking” (Amrani & Najab, 2020; Durmus, 2021; Orhan, 2018; Yaş, 2023). Despite a predominantly Muslim population, Islamic banks account for only around 10% of all banks in the country (TBB, 2022), partly because of the challenges posed by the prevailing neoliberal financial system (Atici, 2018; Hidayah et al., 2021; Shahzad et al., 2019). A key difference between Islamic and conventional banking is the prohibition of interest in the former according to Islamic Fiqh rules (Amrani & Najab, 2020; Orhan, 2018; Smolo & Mirakhor, 2010). Islamic banking offers an ethical and viable alternative to traditional banking, allowing

customers to invest their money in projects that adhere to Islamic principles and provide both financial and social benefits (Akbar et al., 2012).

Islamic banks in Türkiye face many challenges as they operate in complex and stressful environments (Aktürk, 2021; Boğaz, 2022; Canbaz & Erden, 2020; Orhan, 2023). As can be seen in Table 1, according to the annual CEO statements of Turkish Islamic Banks, external challenges, such as the impact of the country's inflation rate, one of the highest in the world (O'Neill, 2023), and the impact of geopolitical conflicts, such as Russia-Ukraine and the prolonged Syrian war, have created a challenging environment for these financial institutions (Albaraka Türk, 2022; Emlak Katılım, 2022; Kuveyt Türk, 2022). Moreover, ongoing digital transformation adds another layer of complexity to this environment (Türkiye Finans, 2022; Vakıf Katılım, 2022; Ziraat Katılım, 2022). These internal and external factors can create high job demands and jeopardise employee engagement, which is critical for higher performance and productivity.

Table 1.1: Challenges from CEO Statements of Turkish Islamic Bank

<b>Ranking (Asset Size)</b>	<b>Source</b>	<b>Challenge-1</b>	<b>Challenge-2</b>	<b>Challenge-3</b>	<b>Challenge-4</b>
1.	CEO of Kuveyt Türk Bank	Digital Transformation (2020, 2021, 2022)	Pressure from high inflation and monetary policies (2021, 2022)	Russia-Ukraine War Impact (2022)	Ongoing COVID-19 Effects (2020, 2021)
2.	CEO of Ziraat Katılım Bank	Digital Transformation (2020, 2021, 2022)	Pressure from high inflation and monetary policies (2021, 2022)	Russia-Ukraine War Impact (2022)	Ongoing COVID-19 Effects (2020, 2021)
3.	CEO of Vakıf Katılım Bank	Digital Transformation (2020, 2021, 2022)	Pressure from high inflation and monetary policies (2021, 2022)	Russia-Ukraine War Impact (2022)	Ongoing COVID-19 Effects (2020, 2021)
4.	CEO of Türkiye Finans Bank	Digital Transformation	Pressure from high inflation and monetary	Russia-Ukraine War Impact (2022)	Ongoing COVID-19

		(2020, 2021, 2022)	policies (2021, 2022)		Effects (2020, 2021)
5.	CEO of Albaraka Turk Katılım Bank	Digital Transformation (2020, 2021, 2022)	Pressure from high inflation and monetary policies (2021, 2022)	Russia-Ukraine War Impact (2022)	Ongoing COVID-19 Effects (2020, 2021)
6.	CEO of Emlak Katılım Bank	Digital Transformation (2020, 2021, 2022)	Pressure from high inflation and monetary policies (2021, 2022)	Russia-Ukraine War Impact (2022)	Ongoing COVID-19 Effects (2020, 2021)

Source: Researcher's Own Study

In addition to the challenges mentioned above, Islamic banks face other obstacles, such as a limited product range and shortage of qualified and trained personnel committed to aligning Islamic principles with today's customer expectations (Boğaz, 2022; Canbaz & Erden, 2020; Orhan, 2023). To help address these issues and support employees in coping with the sector's pressures and evolving working conditions, this study examines the personal and job factors of employee engagement, as it stands out as a pivotal driver of job performance and productivity. It explores how various factors, with a particular focus on the Turkish Islamic banking sector, interact with employee engagement. The research emphasises the significance of concepts such as Islamic work ethic, a growth mindset, psychological capital, perceived supervisor support, and organisational identification. These factors are crucial for sustaining work engagement and helping employees navigate challenges in this industry (Azman et al., 2022; Jin & McDonald, 2017; Nabhan & Munajat, 2023; Nandini et al., 2022; Peláez Zuberbühler et al., 2021).

IWE proves to be a relevant factor when thinking about the importance of personal resources that are specifically relevant to the Turkish Islamic banking context. IWE is rooted in Islamic teachings and emphasises hard work, honesty and responsibility, all of which are essential for adherence to ethical standards in Islamic finance (Ali & Al-Owaihan, 2008; Yousef, 2001). It is important to recognise that the banking sector, especially Islamic banking, is characterised by numerous demands and stressors (Giorgi

et al., 2017). As Islamic banks in Türkiye must adhere to Shariah-compliant financial principles while competing in a broader financial landscape, employees are faced with unique professional and ethical expectations (Keleş, 2020), changing customer demands, regulatory changes and technological advancements (Jakšič & Marinč, 2019; Karacimen, 2014). In this context, IWE serves as a guiding framework and powerful buffer that provides intrinsic motivation and ethical commitment for employees, giving them a sense of purpose and resilience that mitigates the impact of these stressors. By perceiving their work as a form of worship, employees gain an intrinsic satisfaction that transcends the immediate pressures of work and provides a deeper sense of engagement (Rego & Cunha, 2008).

As a second factor, fostering a growth mindset among employees also becomes crucial as banks navigate changing customer demands, regulatory changes, and technological advancements (Jakšič & Marinč, 2019; Karacimen, 2014). In Türkiye's dynamic financial sector, employees with a growth mindset can be invaluable assets, for instance, a credit analyst or risk manager who embraces a growth mindset demonstrates a commitment to continuous learning and skill development, ultimately enhancing their engagement and productivity. A growth mindset promotes greater work engagement by motivating employees to learn and develop (Subandowo & Winardi, 2022). For instance, a bank's product manager with a growth mindset might readily master new digital banking platforms, enhancing customer experience, whereas a branch manager with a fixed mindset might resist such innovations.

In addition to a growth mindset, employees can benefit from the cultivation of PsyCap, which includes capacities such as hope, self-efficacy, resilience, and optimism positively foster work engagement (Luthans et al., 2007b; Peláez Zuberbühler et al., 2021). For instance, a customer service representative rich in PsyCap can be better poised to handle customer complaints and stressful situations, thus bolstering work engagement (Giancaspro et al., 2022; Gupta & Shaheen, 2017; Karatepe & Karadas, 2015; Newstead, 2020; Rozkwitalska et al., 2022; Simons & Buitendach, 2013). Employees with high self-efficacy confidently undertake complex tasks, while those rich in hope devise alternative pathways to achieve their goals (Alessandri et al., 2018; Luthans & Broad, 2020). An example could be a loan officer at a Turkish bank handling complex credit assessments with high self-efficacy, while a hopeful colleague explores alternative solutions to customers' financial needs. Furthermore, resilience enables

employees to adapt swiftly to changes and recover from difficult situations, while optimism can fuel motivation, even in challenging circumstances (Luthans & Youssef-Morgan, 2017). All of these capacities collectively enhance employees' sense of meaning and accomplishment at work, thereby boosting work engagement (Newstead, 2020).

To deal with the alignment problem with the Islamic principles of this banking sector, organisational identification can be an important factor that significantly influences work engagement, as it encourages employees to embrace the company's mission and values and act accordingly (Buil et al., 2019; Karanika-Murray et al., 2015; Kazmi & Javaid, 2022). Perceived supervisor support also plays an essential role in making employees feel valued and identified with the organisation's mission and values (Uzun, 2018; Valle et al., 2020; Zappalà et al., 2019). Therefore, the importance of supervisor support and organisational identification in promoting work engagement cannot be overlooked, as they offer potential solutions to the challenges faced by Islamic Banks, including the need for highly trained human resources capable of meeting the demands of today's customers.

Another significant challenge related to the quality of human resources is the limited product range in Islamic banks (Keleş, 2020; Orhan, 2023). Enhancing work engagement is vital for improving individuals' mastery and quality of work (Bakker, 2017; Schaufeli, 2017, 2018). Furthermore, personal resources, such as Islamic work ethic, growth mindset, and psychological capital, not only contribute to work engagement but also have the potential to stimulate innovative behaviour among employees (Bai et al., 2022; Hakanen et al., 2008; Ridwansyah et al., 2023; Sharma & Nambudiri, 2020). This innovation behaviour is utmost importance in effectively improving product development, and achieving this requires higher work engagement of employees. Therefore, a highly engaged workforce is essential for the quality of employees and the development of new products indirectly in Turkish Islamic banks, which can be achieved by enhancing their personal resources.

In summary, the proposed conceptual framework incorporating these variables aims to help address both internal challenges, such as human resource management and alignment with Islamic principles, and external stressors. By cultivating a growth mindset, enhancing psychological capital, fostering perceived supervisor support, increasing organisational identification, and nurturing Islamic work ethic, Islamic banks

can prepare their workforce to navigate the complex challenges they face, ultimately leading to improved engagement and high employee performance (Canbaz & Erden, 2021; Haynie et al., 2022; Holland et al., 2017). Therefore, this study delves into the key factors contributing to employee engagement in the Turkish Islamic banking sector and their significance in helping to address industry challenges.

## **1.2 PROBLEM STATEMENT**

Work engagement is a global issue that affects organisations in various sectors and countries (Bakker et al., 2023; Gallup, 2022; Schaufeli, 2021). Despite extensive research and strategic interventions, the persistent trend of low employee engagement demonstrates the complexity of this issue. The Gallup's (2022) report revealed a global statistic of only 21% engaged employees, with the remaining workforce being either not engaged or actively disengaged. Given the global context and the state of work engagement, it is even more important to understand the specific circumstances in Türkiye, where engagement rates are notably lower (Gallup, 2022; Schaufeli, 2018).

According to Gallup's (2022, p. 130) report, only 14% of employees are engaged in their work in Türkiye (including all sectors). Corroborating this finding, Schaufeli (2018) demonstrated in her study that the work engagement of employees in Türkiye is among the lowest in Europe. These statistics have extensive consequences for all companies in the country as the literature suggests that low work engagement translates into reduced productivity, diminished job satisfaction, and overall compromised business performance (Harter et al., 2002; Hughes & Rog, 2008; Jena et al., 2018; Peláez Zuberbühler et al., 2021; Şahin & Çankır, 2018; Shuck & Rose, 2013; Singh, 2018; Tanskanen et al., 2019). Given the far-reaching consequences of low work engagement for companies across Türkiye, it is essential to investigate the critical factors that contribute to employee engagement in sectors vital to the country's economy, such as Islamic banking.

As the Islamic banking sector in Türkiye continues to grow and evolve (TBB, 2022), it is critical to understand the engagement levels of its employees for

organisational effectiveness and performance (Ahmed et al., 2020; Jiang & Luo, 2018). In addition, Islamic banks face internal issues (lack of products and qualified human resources in line with Islamic values) (Keleş, 2020; Orhan, 2023), and external issues, such as digital transformation, geopolitical issues, economic problems, and changing customer expectations due to these environmental conditions (Albaraka Türk, 2022; Emlak Katılım, 2022; Kuveyt Türk, 2022). These challenges can lead to stress and high job demands among employees, and work engagement is a prerequisite for addressing employee-related aspects of these issues in organisations (Bakker et al., 2014, 2023). Despite the increasing importance of this sector, previous research has focussed primarily on the outcomes of work engagement (Örücü et al., 2021; Örücü & Hasırcı, 2020, 2021; Topaloglu et al., 2019). However, there is a lack of research on the factors influencing work engagement in Turkish Islamic banks, which leaves a significant gap in the literature.

Drawing upon prior studies and the issues elaborated in the background of this research, Islamic work ethic, growth mindset, psychological capital, perceived supervisor support and organisational identification are important factors for work engagement in the Turkish Islamic banking sector. As suggested in the literature, their potential to influence work engagement — particularly how supervisor support enhances identification with organisational values, which in turn fosters engagement (highlighting the mediating role of organisational identification) — may offer unique insights when applied to the context of this sector and thus form the basis of this study.

Given the potential relevance of Islamic work ethic, growth mindset, PsyCap, perceived supervisor support, and organisational identification in this specific context, promoting these factors can improve work engagement within Turkish Islamic banks. Previous studies have established positive relationships between these factors and work engagement (Azman et al., 2022; Frondoza et al., 2020; Haynie et al., 2022; Holland et al., 2017; Kazmi & Javaid, 2022; Keating & Heslin, 2015; Lee & Suh, 2023; Luthans & Youssef-Morgan, 2017; Newstead, 2020; Poulsen et al., 2016; Rahmawaty et al., 2022; Rozkwitalska et al., 2022; Zeng et al., 2019). Analysing these factors individually risks neglecting key interactions and synergies, which can prevent a holistic understanding of their combined impact on work engagement. Such a fragmented approach undermines the development of effective engagement strategies in Islamic banking. As a result, further research is needed to investigate the integrated role of

personal resources — such as Islamic work ethic, growth mindset, psychological capital and organisational identification — together with perceived supervisor support (an important job resource) in Turkish Islamic banking sector. The present study aims to fill this gap by examining how these interrelated factors collectively influence work engagement.

### **1.3 RESEARCH OBJECTIVES**

This study therefore addresses the following objectives related to Islamic work ethic, a growth mindset, psychological capital, perceived supervisor support, organisational identification, and work engagement among Islamic Banking employees in Türkiye:

1. To examine the relationship between Islamic work ethic and work engagement.
2. To investigate the relationship between a growth mindset and work engagement.
3. To analyse the relationship between psychological capital and work engagement.
4. To examine the relationship between perceived supervisor support and work engagement.
5. To analyse the relationship between perceived supervisor support and organisational identification.
6. To examine the relationship between organisational identification and work engagement.
7. To examine the mediating role of organisational identification in the relationship between perceived supervisor and work engagement.

### **1.4 RESEARCH QUESTIONS**

This study answers the following seven questions regarding the Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, organisational identification, and work engagement among Islamic Banking employees in Türkiye:

1. What is the relationship between Islamic work ethic and work engagement?
2. What is the relationship between a growth mindset and work engagement?
3. What is the relationship between psychological capital and work engagement?
4. What is the relationship between perceived supervisor support and work engagement?
5. What is the relationship between perceived supervisor support and organisational identification?
6. What is the relationship between organisational identification and work engagement?
7. Does organisational identification mediate the relationship between perceived supervisor and work engagement?

## **1.5 SIGNIFICANCE OF THE STUDY**

This study employs a quantitative approach to examine the interplay of Islamic work ethic, growth mindset, PsyCap, perceived supervisor support, and organisational identification in fostering work engagement within Turkish Islamic banks. To better understand the factors contributing to work engagement, the proposed model includes Islamic work ethic, growth mindset, psychological capital, and perceived supervisor support as independent variables, and organisational identification as a mediating variable. Previous studies on work engagement in Islamic banking have largely focused only its outcomes, neglecting the synergistic effects of integrating personal and job resources on work engagement (Örücü et al., 2021; Topaloglu et al., 2019). Acknowledging the complex nature of work engagement, this holistic model highlights the need for interventions that address various individual and contextual factors (Dweck & Yeager, 2019; Luthans & Broad, 2020; Eisenberger et al., 2002; Saks, 2006). Such a comprehensive approach has the potential to enable organisations to cultivate a highly

engaged workforce, ultimately leading to positive business outcomes. The findings are expected to be valuable to both practitioners and scholars, offering insights into the impact of these factors on work engagement in Islamic banks. Furthermore, the results guide the management of Turkish Islamic Banks on strategies for fostering and sustaining a motivated and engaged workforce.

The present study holds both theoretical and practical significance for the Islamic financial sector in Türkiye. Theoretically, it contributes to the existing literature on work engagement, Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, and organisational identification within the context of the Job Demands-Resources model. While previous research has examined these concepts individually, there is limited understanding of their collective role in faith-based sectors such as Islamic banking (Al-Shamali et al., 2021; Siddiq & Hadjiah, 2019). To the best of the author's knowledge, it is the first to examine these concepts together in the Islamic banking sector in Türkiye, providing insights into how employees in this sector perceive and experience their work environment and the utility of the JD-R model for understanding their engagement, and well-being.

This research marks a significant advancement in the field of Islamic work ethic by investigating its role as a personal resource within the JD-R model in the context of the Islamic banking sector. While the concept of IWE has attracted attention in business research (Al-Shamali et al., 2021; Rahmawaty et al., 2022), studies on work engagement, especially those from the JD-R theory perspective, have not adequately explored this concept as a personal resource which can hold particular importance for Muslim employees. This study proposes that Islamic Work Ethic is positively correlated with work engagement. This suggests that fostering an Islamic work ethic can effectively enhance employee engagement and overall well-being (Farid et al., 2017; Rahmawaty et al., 2022; Salmabadi et al., 2015; Tufail et al., 2017). This knowledge is of paramount importance to employers in the Islamic banking sector as it provides valuable insights into shaping an organisational culture that encourages employees to embrace and practice an Islamic work ethic.

Furthermore, this research breaks new ground in the literature on growth mindset by examining its role within the JD-R model in the Islamic banking sector. Although growth mindset has received little attention in business research, existing studies have predominantly focused on educational or non-contextualised environments (Dweck &

Yeager, 2019; Frondoza et al., 2020; Murphy & Reeves, 2019). This study suggests that a growth mindset is positively related to work engagement, implying that cultivating a growth mindset can enhance employee engagement and well-being (Caniëls et al., 2018; Nandini et al., 2022; Zeng et al., 2019). This knowledge is crucial for employers in the Islamic banking sector, as it offers guidance on shaping an organisational culture that encourages employees to adopt a growth mindset.

Considering the study's practical implications, the findings hold the potential to significantly benefit Islamic banks and their workforce. From a practical perspective, the study's findings benefit Islamic banks by informing the development of supervisor support training for managers. By enhancing their skills, managers can effectively boost work engagement among their employees. Additionally, Turkish Islamic banks and other financial institutions can organise growth mindset and psychological capital training or workshops for their employees. These initiatives can help promote work engagement, prevent employees from succumbing to a fixed mindset, and raise awareness of the importance of PsyCap in both professional and personal life. Furthermore, most importantly, these banks can provide an environment where their employees can foster their personal resources and feel more engaged with their work, ultimately leading to higher performance and increased productivity.

## **1.6 SCOPE OF STUDY**

This study aims to survey the employees of six Turkish Islamic banks, excluding top-level management, managerial positions and clerical staff. The rationale for this selection is that the targeted employees are directly involved in day-to-day operations and interact regularly with their superiors. In contrast, higher level managers and executives do not interact as frequently with their superiors, while clerks and interns may not have sufficient operational experience. Therefore, the study focuses on officers, assistant specialists, specialists, senior specialists and assistant managers in all branches and headquarters. To maximise participation in the study, the researcher contacted the top management of each bank and asked them to distribute the questionnaires to their

subordinates. Consequently, the study is limited to the employees of the six Islamic banks in Türkiye.

## 1.7 DEFINITION OF TERMS

**Islamic work ethic:** An orientation toward work rooted in Islamic principles, emphasising the virtuous nature of work in fulfilling individual needs, maintaining personal and societal equilibrium, and upholding business motives while adhering to Islamic values (Ali, 1992).

**Work Engagement:** *“A positive, fulfilling, work-related state of mind that is characterised by vigour, dedication, and absorption”* (Schaufeli et al., 2002, p. 74).

**Growth Mindset:** The implicit belief by individuals in the malleability of basic personal traits and characteristics, such as intelligence and ability, which can be cultivated through effort, practice, and instruction (Dweck, 2006).

**Psychological Capital:** *“An individual's positive psychological state of development that is characterised by (1) having confidence (efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resiliency) to attain success”* (Luthans et al., 2007a, p. 3).

**Hope:** *“Positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals)”* (Snyder et al., 1991, p. 287).

**Self-Efficacy:** The confidence in a person's ability to organise, carry out, and complete the tasks essential to their profession (Bandura, 1997).

**Resiliency:** *“The capacity to rebound or bounce back from adversity, conflict, failure, or even positive events, progress, and increased responsibility”* (Luthans, 2002b, p. 702).

**Optimism:** *"Making a positive attribution about succeeding now and in the future"* (Luthans et al., 2007b, p. 3).

**Perceived Supervisor Support:** *"The degree to which employees form impressions that their superiors care about their well-being, value their contributions, and are generally supportive"* (Eisenberger et al., 2002, p. 565).

**Organisational Identification:** *"A perceived oneness with an organisation and the experience of the organisation's successes and failures as one's own"* (Mael & Ashforth, 1992, p. 103).

## **1.8 ORGANISATION OF CHAPTERS**

The present dissertation is divided into five chapters, each of which serves a distinct purpose. The first chapter provides a comprehensive introduction to the research topic, contextualising the significance of the study and outlining its objective, research questions, assumptions, and limitations. Furthermore, key terms used throughout the dissertation are defined. The second chapter presents a comprehensive literature review and theoretical approach, describing research themes and hypotheses. The third chapter outlines the methodology employed, including research design, population, methods, instruments, data analysis, and ethical considerations. The fourth chapter then offers a description of the sample, a summary of the results, and a thorough statistical analysis of the findings. Finally, the fifth chapter concludes with summaries of the research findings, implications and limitations of the study, conclusions, and suggestions for future research.

## **1.9 CHAPTER SUMMARY**

This chapter presents the background to the study, focusing on WE in Turkish Islamic banks. It examines how personal resources (IWE, growth mindset, PsyCap,

organisational identification) and job resources (perceived supervisor support) influence WE. It utilises JD-R theory to explain the research model. The chapter also outlines the problem statement and highlights the research gaps in this sector. It presents the research objectives and questions, particularly the mediating role of organisational identification in the relationship between supervisor support and work engagement. It also discusses the significance of the study contributing to the JD-R model by integrating IWE and growth mindset. The scope of the study is defined and focuses on mid-level employees in six Islamic banks. The key constructs of the study are explained and finally an overview of the structure of the study is provided.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

In this section, the researcher reviews the relevant literature to develop the research framework and hypotheses on which this thesis is based. This introduction is followed by a discussion of the theories related to the work engagement construct. Next, this is followed by descriptions of the constructs used in this study and a literature review of the relationship between them. Thus, in this part of the study, the researcher synthesises the literature on Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, and organisational identification, and the relationships of these concepts with work engagement, the study's dependent variable. The discussion of the previous literature leads to the formulation of the research hypotheses of this study. The literature gap and the research constructs' conceptualisation are then presented. Finally, a conceptual framework is presented before the second chapter ends with a summary.

#### **2.2 THEORETICAL BACKGROUND OF WORK ENGAGEMENT**

This section provides information on the theoretical background of work engagement studied in the literature. Specifically, social cognitive theory (SCT), self-determination theory (SDT), conservation of resources theory (COR), and job demand-resources (JDR) theory are discussed. Finally, the rationale for choosing the JD-R model as the main theory is presented at the end of this section.

### 2.2.1 Social Cognitive Theory

Social cognitive theory is crucial for understanding work engagement, which is emphasised by its significant role in relevant studies (Gupta et al., 2022; Huang et al., 2022; Inam et al., 2021; Naeem et al., 2020; Saleem et al., 2022). According to a literature review done by the researcher, SCT ranks fourth among the theories frequently used to study work engagement. Originally developed by Albert Bandura as a social learning theory, SCT was later expanded to include cognitive processes, leading to its current form (Bandura, 1989; Sari, 2014).

Social learning theory posits that people learn by observing and imitating others and using these observations to guide their own behaviour (Bandura, 1997). The theory emphasises the role of cognitive processes in the interpretation of social information and the formation of behavioural and decision-making structures (Huang et al., 2022; Naeem et al., 2020; Tu & Lu, 2016). A key component of SCT is the concept of self-efficacy, which refers to a person's belief that they are capable of achieving set goals, as well as self-regulation, which involves monitoring and controlling one's own behaviour (Bandura, 1997). Self-efficacy is people's belief in their capacity to achieve the goals they have set (Bal, 2008; Bandura, 1997; Justus et al., 2022; Wrosch et al., 2003), while self-regulation is the ability to monitor, regulate and control one's behaviour (Wrosch et al., 2003).

In the context of work engagement, SCT has been applied to explain how self-efficacy influences engagement. Studies have shown that higher self-efficacy, which is fostered by observing successful behaviours and positive feedback, leads to higher engagement at work (Chan et al., 2020; Chan et al., 2017; Chaudhary et al., 2018; Huang et al., 2022; Naeem et al., 2020; Wu et al., 2020). For example, Chan et al (2017) have shown that self-efficacy contributes to work engagement by helping people to effectively manage the demands of work and family. Similarly, Naeem et al (2020) found that ethical leadership enhances employees' self-efficacy and thus increases engagement at work.

Despite the valuable insights that SCT offers into cognitive processes and behavioural learning, this study primarily uses Job Demand-Resources (JD-R) theory as a theoretical framework. While SCT focuses on individual cognitive factors and observational learning

(Bandura, 1999; Stajkovic & Luthans, 1998), JD-R theory examines the interaction between job demands and resources and their impact on work engagement (Bakker & Demerouti, 2014, 2017; Tummers & Bakker, 2021). The JD-R theory's focus on the balance between job demands and resources provides a comprehensive approach to understanding and fostering employee engagement and is, therefore, a more appropriate framework for this research.

### **2.2.2 Self-Determination Theory**

Self-Determination Theory has significantly shaped the understanding of work engagement, as evidenced by its extensive use in the literature (Bakker & van Woerkom, 2017; Deci & Ryan, 2002; Gu et al., 2021; Trépanier et al., 2015). According to a systematic literature review done by the researcher, SDT is one of the three most important theories used in studies on work engagement. SDT provides valuable insights into self-motivation and psychological well-being and emphasises that employees are more likely to be engaged when their basic psychological needs — competence, relatedness and autonomy — are met (Ryan & Deci, 2000).

In the context of SDT, autonomy refers to the need to be in control of one's actions and outcomes and not be controlled by external pressures (Deci & Ryan, 2002). Competence reflects the desire to feel capable and effective in one's activities, while relatedness involves the need to feel connected to, supported by, and cared for by others (Deci & Ryan, 2002). These needs are crucial for fostering intrinsic motivation, which in turn increases work engagement.

SDT has been used extensively in studies of work engagement because it posits that job resources can satisfy these basic psychological needs and thus play a motivational role (Salanova et al., 2010). Research has consistently shown that employees whose needs for autonomy, relatedness and competence are met show higher levels of engagement, which has a positive impact on organisational outcomes such as job performance, satisfaction and

commitment (Bakker et al., 2008). For example, a study conducted among interns at a private university in Malaysia identified autonomy, relatedness and competence as significant predictors of work engagement (Gu et al., 2021). Similar findings have been reported in other studies, further demonstrating the relationship between these SDT-based needs and work engagement (Kao et al., 2022; Rybakovaitė et al., 2021; Trépanier et al., 2015).

When comparing SDT with JD-R theory, each offers a unique perspective on what drives work engagement. SDT emphasises intrinsic motivation and assumes that employees are more engaged when their psychological needs are met. In contrast, JD-R theory focuses on the balance between job demands and resources and emphasises how sufficient resources can buffer against the stress caused by demands and promote engagement (Bakker & Demerouti, 2007). While the SDT provides insights into the internal drivers of engagement, the JD-R provides a more comprehensive view of how specific aspects of the work environment influence engagement. This comparison emphasises the importance of choosing the JD-R theory as the primary theoretical framework for this study, as it better meets the research objectives by providing practical insights into increasing work engagement while considering potential stressors.

### **2.2.3 Conservation of Resources (COR) Theory**

The Conservation of Resources theory is widely used in psychology and management studies, especially in the field of organisational behaviour (Fatima et al., 2018; George et al., 2022; Hobfoll et al., 2018; Jabeen et al., 2022; Peláez Zuberbühler et al., 2021). It ranks highly among theories explaining work engagement, reflecting its significant impact on understanding how individuals manage their resources in the workplace.

At its core, COR theory posits that individuals are motivated to acquire, maintain and protect resources that they perceive as valuable (Hobfoll, 1989). This theory is central to explaining the antecedents of work engagement, particularly through the concepts of

resource investment and resource caravans. The 'resource investment principle' states that people strategically invest in resources to protect themselves from potential loss, which is consistent with the proactive behaviour often observed in engaged employees (Halbesleben et al., 2014). In addition, the concept of the 'resource caravan' — which refers to the co-occurrence of resources such as hope, optimism and self-esteem — helps to explain how personal and job resources collectively contribute to higher levels of work engagement (Hobfoll, 1989, 2001; Hobfoll et al., 2018).

Recent studies have applied these principles to understand the dynamics of work engagement in different organisational contexts (Alessandri et al., 2018; George et al., 2022; Lupsa et al., 2020; Malik & Garg, 2020; Mazzetti et al., 2016; Meijerink et al., 2020). For instance, Mazzetti et al. (2016) found that workplace resources such as autonomy and peer support were positively associated with work engagement and negatively associated with psychological stress. This study illustrates how employees invest their existing resources to gain additional ones, creating a reinforcing cycle that enhances work engagement and buffers negative outcomes such as stress.

COR theory's emphasis on the accumulation and protection of resources provides a robust framework for understanding how to promote work engagement in organisations. By ensuring that their employees have access to valuable resources, organisations can promote engagement and thereby improve overall work performance and organisational commitment.

#### **2.2.4 Job Demands-Resources Theory**

The Job-Demands-Resources theory is the most widely used model in the literature to explain work engagement. When the researcher conducted the systematic literature review, the researcher searched online libraries (SCOPUS and Web of Science citation indexes) to find the relevant studies using the keywords "theory" AND "work engagement" to understand which theories were most used to explain the concept of work engagement. For

the last ten years period, it was found that the JD-R model is the most frequently used theory in the literature according to the researcher's literature review.

The JD-R theory is the most widely used model in work and employee well-being studies and was developed by Demerouti et al. (2001). This model was first discovered when researchers were studying the concept of burnout, and then it was further developed (Schaufeli & Taris, 2014). The JD-R model provides a framework for understanding how job demands and resources interact to affect employee well-being. In this model, the relationships between job demands, job resources, and work engagement are dynamic, which means that many combinations or interactions of specific demands and resources can affect the well-being of employees (Bakker & Demerouti, 2008). Therefore, this model assumes that workplace stressors can be divided into job demands and resources.

#### **2.2.4.1 Job Demands**

According to Schaufeli & Bakker (2004), Job demand was defined as follows:

*“physical, psychological, social, or organisational aspects of the job that require sustained physical and/or psychological (i.e., cognitive or emotional) effort and are therefore associated with certain physiological and/or psychological costs.”*(Schaufeli & Bakker, 2004a, p. 296)

Although job demands are not always negative, they can become job stresses when achieving those demands involves much effort and hence comes at a significant cost, such as depression, anxiety, or burnout (Schaufeli & Bakker, 2004a). Examples of job demands include having to work long hours, having to complete a high volume of work with intense pressure, and having to manage multiple tasks simultaneously.

#### **2.2.4.2 Job Resources**

Job resources are features of the job that help to achieve work-related goals, reduce job demands and associated costs, and promote personal growth and development (Demerouti et al., 2001). Job resources can be divided into 3 categories: the task level, the interpersonal level, and the organisational level (Schaufeli & Bakker, 2004b). Examples of each level are as follows:

- i. Task level: performance feedback, goal setting, task variety, and rewards.
- ii. Interpersonal level: peer support, teamwork, and social interaction.
- iii. Organisational level: supervisor coaching, job autonomy, professional development opportunities and organisational support.

The presence of job resources can help employees deal effectively with job demands and thus reduce the likelihood of burnout (Bakker et al., 2008). For example, job control can help reduce stress by giving employees a sense of autonomy and control over their work. Overall, the JD-R model suggests that job resources can be used to counteract the effects of job demands on employee well-being (Bakker & Demerouti, 2017).

#### ***2.2.4.3 A Brief History of the JD-R Model***

##### ***2.2.4.3.1 The Early JD-R Model***

The early JD-R model proposed two stages for the development of burnout. First, sustained activation and overloading from long-term high job demands from which the individual cannot effectively recover can lead to exhaustion, the energetic component of burnout (Schaufeli & Taris, 2014). An example of such a situation is when an employee has to work long hours over a long period and becomes exhausted due to physical and mental strain. Secondly, a lack of resources makes it impossible to complete tasks and achieve goals at work, which promotes disengagement from others. As a self-protective measure to stop the

additional loss of energy, withdrawal - or reduced motivation, or lack of engagement occurs as the motivational component of burnout (Schaufeli & Taris, 2014). For instance, when working in a team, a lack of resources, such as limited time and money, can make individuals feel overwhelmed and unable to do their jobs to the best of their ability. This, in turn, can lead to feeling detached from the team and no longer motivated to complete tasks. The model can be seen in Figure 2.1 below:

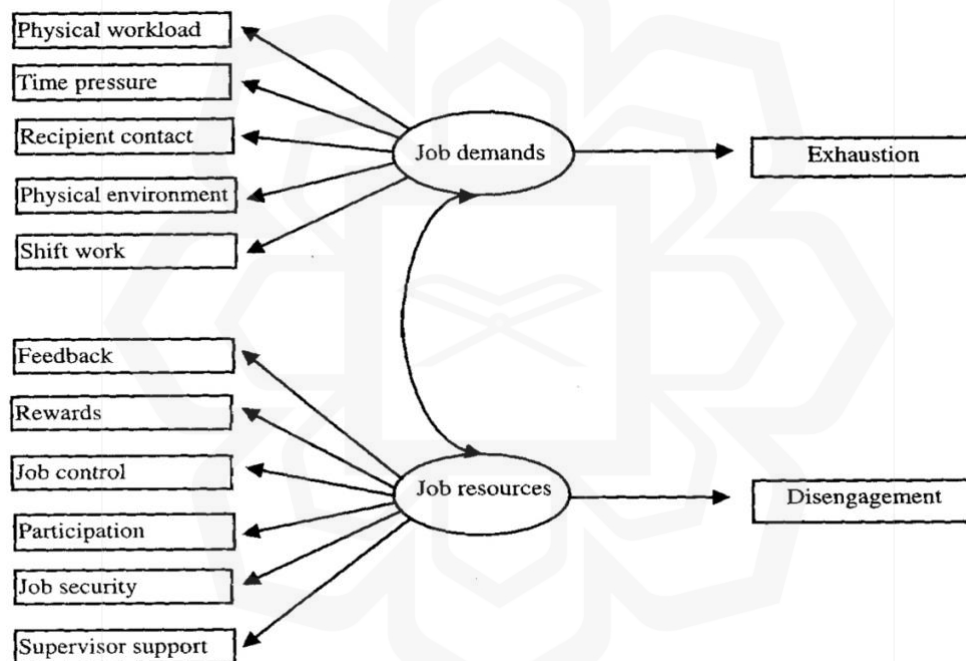


Figure 2.1: The job demands-resources model of burnout.

Source: (Demerouti et al., 2001, p. 502)

#### 2.2.4.3.2 The Revised Version of the JD-R Model

The original JD-R model has been influential in understanding the relationship between job demands, job resources, and burnout (Demerouti et al., 2001). However, recognising the limitations of the initial model, Schaufeli & Bakker (2004a) proposed a revised version that integrates work engagement as a positive counterpart to burnout. This addition broadens the model's scope and allows for the examination of both positive and negative psychological states in the workplace.

The revised JD-R model comprises two processes: health impairment and motivational processes. In the health impairment process, the relationship between job demands and negative outcomes (health problems) is mediated by burnout, while in the motivational process, the relationship between job resources and turnover intention is mediated by work engagement (Schaufeli & Bakker, 2004a). This dual-process approach has been supported by several empirical studies (Hakanen et al., 2006; Xanthopoulou et al., 2007), highlighting its usefulness in understanding employee well-being and performance. As can be seen in Figure 2.2 below, the positive psychological state (work engagement) and the negative psychological state (burnout) are explained in the new JD-R model.

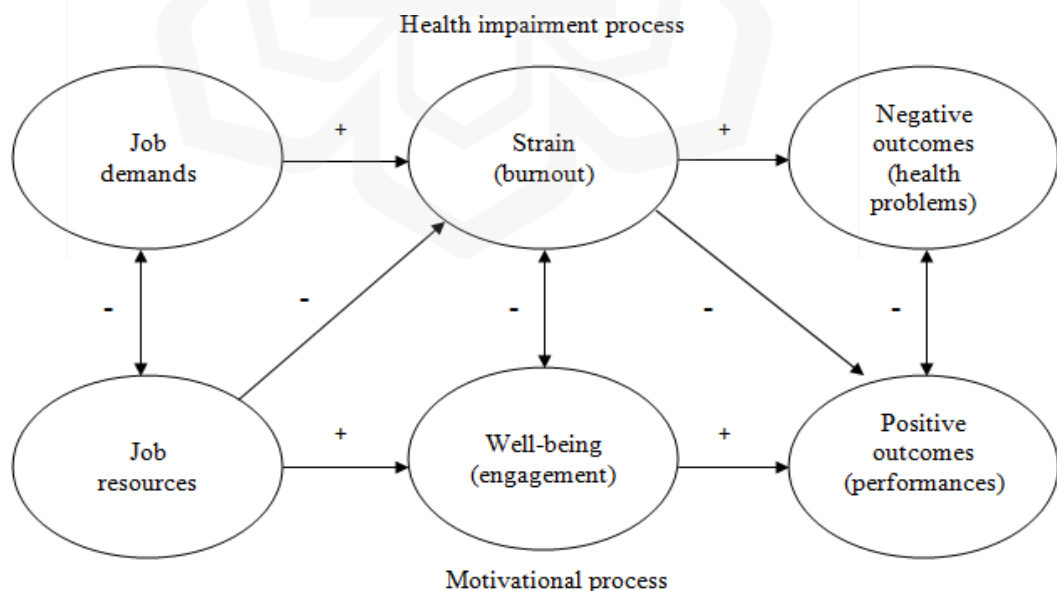


Figure 2.2: The Revised Job Demands-Resources (JD-R) Model

Source: (Schaufeli & Taris, 2014, p. 46)

Work engagement is defined as "a positive, fulfilling, work-related state of mind that is characterised by vigour, dedication, and absorption" (Schaufeli et al., 2002). This concept has gained considerable attention in recent years, with researchers examining its antecedents, consequences, and cross-cultural validity (Bakker & Demerouti, 2008; Llorens et al., 2006). The dimensions of work engagement include vigour, dedication, and absorption, which capture various aspects of an engaged employee's experience.

The revised JD-R model simplifies the conceptualisation of burnout, treating it as a one-dimensional construct rather than the original two-dimensional approach. Despite this change, the model retains the core idea that burnout can arise from high job demands or insufficient resources and mediates the relationship between job demands and negative outcomes, known as the "health impairment process" (Schaufeli & Bakker, 2004a). Conversely, the "motivational process" posits that work engagement occurs when resources are high or adequate, mediating the relationship between job resources and positive outcomes such as performance (Schaufeli & Bakker, 2004a).

While some researchers have expressed concerns about the theoretical assumptions and empirical applications of the revised JD-R model (Nahrgang et al., 2011), it continued to receive substantial support from numerous scholars, who argue that it provides a more comprehensive perspective on employee well-being (Bakker et al., 2014). For example, Nahrgang et al. (2011) contend that most workplace safety models primarily focus on motivational processes, which results in an incomplete understanding of the subject by not adequately considering the role of the health impairment process in workplace safety. Nevertheless, other studies have endorsed the independence of the two processes within the JD-R model, demonstrating their relevance and validity through empirical evidence (Bakker et al., 2014; Hakonen et al., 2006; Llorens et al., 2006).

In conclusion, the revised JD-R model has advanced the understanding of the interplay between job demands, job resources, burnout, and work engagement. Despite some critiques and limitations, the model remains a valuable tool for investigating employee well-being and performance in diverse contexts.

#### ***2.2.4.4 The Extrinsic and Intrinsic Motivational Role of Job Resources in The Revised JD-R Model***

The revised JD-R model emphasises that job resources inherently play both an intrinsic and extrinsic motivational role (Schaufeli & Taris, 2014). Extrinsic motivation arises thanks to the compensatory incentive of job resources to achieve results and reduce work demands, and they are effective in achieving results (Bakker & Demerouti, 2007; Xanthopoulou et al., 2007). For example, if an employee is offered a reward such as a bonus or a promotion for completing a project on time and within budget, they are more likely to work hard and meet the goal. This type of motivation helps employees reach goals, but it does not provide intrinsic motivation, which is the drive to do something for its own reward or satisfaction.

On the other hand, job resources generate intrinsic motivation because they can fulfil basic human needs such as autonomy, competence, and relatedness (Ryan & Deci, 2000; Trépanier et al., 2015). For instance, job resources can provide autonomy to employees by allowing them to determine their own working hours or set their own goals. They can also offer a sense of relatedness by enabling employees to work together on projects or by providing opportunities for social interaction. Finally, job resources can foster a sense of competence by providing employees with the necessary tools and information to complete their tasks successfully.

In both cases, job resources give employees a satisfying and positive attitude towards their work by satisfying their psychological needs and making it easier for them to achieve results. As a result, this situation facilitates the achievement of positive organisational outcomes such as performance and organisational commitment, and work engagement is believed to mediate the relationship between job resources and positive outcomes.

#### ***2.2.4.5 Integration of Personal Resources into the JD-R Model***

Only job characteristics were used in the old and revised versions of the JD-R model, but never personal ones. However, researchers argued that these resources should be integrated into the JD-R model as personal resources were believed to impact well-being, and most psychological approaches assumed that human behaviour results from the interaction between individual and environmental factors (Schaufeli & Taris, 2014). Personal resources as a psychological state define how much one can successfully control and influence one's environment (Bakker & Demerouti, 2017).

Like job resources, personal resources activate personal growth and development and are effective in achieving business goals, and it is integrated into the JD-R model in five ways (Schaufeli & Taris, 2014). First, personal resources directly affect well-being (Bakker et al., 2010); second, they moderate the relationship between job characteristics and well-being (Brenninkmeijer et al., 2010; van den Broeck et al., 2011); third, they mediate the relationship between job characteristics and well-being (Xanthopoulou et al., 2007). The fourth way is to use personal resources to influence perceptions of job characteristics (Judge et al., 2000), and finally, it was used as a "third variable" in the JD-R model (Bakker et al., 2010).

While a top-down (strategic) approach predominates the research landscape, emphasising organisational or occupational attributes, the bottom-up (proactive) perspective, focusing on personal resources, remains relatively unexplored (Bakker et al., 2023; Bakker & Demerouti, 2017; Demerouti & Bakker, 2023). In bridging this gap, the current study examines the impact of personal resources, specifically, Islamic work ethic, growth mindset, psychological capital, and organisational identification on the work engagement of Turkish Islamic bank employees.

In an innovative move, the study integrates one of the most significant job resources, perceived supervisor support, to provide a comprehensive examination of how personal and job resources interact to impact work engagement. It emphasises the value of both personal and job resources for a better understanding of employee engagement and highlights the

interplay between the two to enable a more detailed and effective application of the JD-R model.

Figure 2.3 below shows the model this study uses as a theoretical framework, which is the motivational process of JD-R theory. This theory suggests that job resources and personal resources interact with each other and predict whether employees will be engaged regardless of job demands (Bakker & Demerouti, 2017; Demerouti & Bakker, 2023). Even when job demands are high, strong job and personal resources can counteract the negative effects of these demands and help employees stay engaged in their work (Demerouti & Bakker, 2023; Schaufeli & Taris, 2014). The roles of the study's constructs are explained and discussed in the section on the conceptual framework (section 2.10).

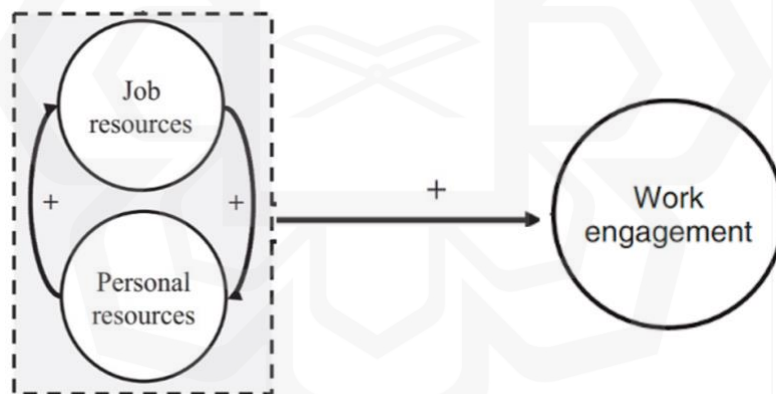


Figure 2.3: Motivational Process of JD-R Theory (Personal Resources Included)

Source: (Bakker & Demerouti, 2017; Bakker et al., 2023)

#### ***2.2.4.6 Justification for Using the JD-R Model for This Study***

Although other theories have been used in the literature to explain the concept of work engagement in detail, such as self-determination theory, social cognitive theory, and conservation of resources theory, in this study, the researcher has preferred JD-R theory to explain the research model of this study for several reasons. This section provides some information on why JD-R theory was chosen as the theoretical framework for the study.

#### 2.2.4.6.1 Heuristic and Flexible Nature of JD-R Model

This model is inherently flexible and heuristic (Schaufeli & Taris, 2014; Tummers & Bakker, 2021). Unlike other theories that are created and explained with very clear concepts, such as conservation of resources theory, self-determination theory, broaden-and-build theory, and social cognitive theory, the JD-R model shows what kind of personal and job characteristics influence what kind of psychological states and outcomes. Still, it does not explain why this is the case (Schaufeli & Taris, 2014). One of the strengths of the JD-R model is its flexibility, and it can include all job resources, job demands, and any concept that can be used as personal resources while working. If they affect the theory's core concepts, namely job demands, job resources, personal resources, positive outcomes, and finally, negative outcomes, then these concepts can be used in this theory. This flexibility allows the JD-R model to be used in a variety of work contexts and to be adapted to different situations. This feature of the theory also gives it an advantage over other theories.

#### 2.2.4.6.2 The Use of the JD-R Model at the Individual Level

In the literature, this theory has not been aimed using at the team level, but at the individual level. The theorists explained that in unveiling this theory and constructing the model, they researched at the individual level and did not aim to analyse it at the macro level, i.e., team

level (Bakker & Demerouti, 2017; Schaufeli, 2017; Schaufeli & Taris, 2014). Although there are some studies on the team level, it is explained that this theory deals with the individual level. One of the explanations for using the model at the individual level is that it allows for the consideration of personal characteristics and experiences that may deviate from the norm in the work environment. In addition, this model allows for the consideration of individual goals, motivations, performance, and behaviour that may differ from those at the team level. For instance, an individual may be motivated by different factors than those at a team level, such as recognition from the team or their peers. Also, an individual may have different performance goals than the team's, such as meeting a certain quota or achieving a certain level of success. Lastly, an individual may have different behaviour than the team's, such as being more assertive or taking more risks. As a result, applying this theory at the individual level fits the current study's objectives as this study is about individually studying the employees in Turkish Islamic Banks.

#### 2.2.4.6.3 Research Gap in the JD-R Studies

While several studies have focused on personal resources as factors influencing work engagement within the JD-R theory—particularly self-efficacy, resilience, proactive work behaviour and self-esteem as personal resources (Bakker et al., 2023; Bakker & Demerouti, 2024; Mazzetti et al., 2021),—these studies often fall short. They do not adequately consider and demonstrate the impact of other potential personal resources such as Islamic work ethic, growth mindset and organisational identification. For example, Islamic work ethic has been researched as an important resource for positive workplace outcomes in Muslim populations (Azman et al., 2022; Hayati & Caniogo, 2012; Rahmawaty et al., 2022; Salmabadi et al., 2015), but its role as a personal resource influencing work engagement from the perspective of JD-R theory needs further investigation. While the concept of growth mindset is considered crucial in the educational literature due to its positive impact on various outcomes (Frondozo et al., 2020; Rissanen et al., 2019; Zeng et al., 2019), few studies in the

organisational behaviour literature have explored its potential impact on work engagement. Furthermore, organisational identification, another potential personal resource, has been extensively studied in other theoretical frameworks (Kazmi & Javaid, 2022; Liu et al., 2020; Valle et al., 2020; Zappalà et al., 2019), however, its role as a personal resource within the JD-R theoretical framework needs to be further explored to better understand its implications. The present study aims to address these gaps by examining the impact of Islamic work ethic, growth mindset, and organisational identification as personal resources on work engagement.

## **2.3 WORK ENGAGEMENT**

This section provides an overview of work engagement, beginning with a definition of the concept. This will be followed by a discussion of meta-analysis studies of work engagement and a review of recent empirical studies from all over the world, including those conducted in Turkish Banks.

### **2.3.1 Defining Work Engagement**

There is a problem with defining work engagement because scholars have agreed upon "no single, universal definition" (Singh, 2018). According to Singh (2018), the terms employee engagement and work engagement are used "interchangeably" in academic and practical models. Work engagement, according to researchers, is not a stand-alone construct but conceptually comparable to other concepts, such as job satisfaction, organisational commitment, and professional engagement (Cole et al., 2012). These interrelated ideas have confounded the concept of engagement (Bakker, 2017). Although Cole et al. (2012) conducted a meta-analysis to determine whether burnout and engagement are worthless;

however, many researchers believe that work engagement is a useful construct (Bakker et al., 2008; Xanthopoulou et al., 2007).

The first important analyses and definitions of the work engagement concept are found in the study of Kahn (1990). In this study, as a starting point, Kahn posits that he was influenced by highly known sociologist Erving Goffman's work on people's attachment and detachment to their roles. In Goffman's theatrical metaphor, people experience temporary bonds or separations as they perform their roles (Goffman, 1972). Behaviours that indicate no distinction between people and their roles show an acceptance of the role, while behaviours that clearly show people abandoning roles that they despise indicate a disengagement from the role (Kahn, 1990). Based on Goffman's studies on the sense of belonging or exclusion from particular groups or systems in society, Kahn discussed the concept of engagement in relation to the suitability for roles in the workplace and defined engagement as “the harnessing of organisation members' selves to their work roles”(Kahn, 1990).

Many scholars have defined this term in the literature (Kahn, 1990; Macey & Schneider, 2008; Roberts & Davenport, 2002; Schaufeli et al., 2002). However, some specific definitions play a more important role because many scholars have mostly used the following definitions in their studies. The first definition is that of Kahn (1990), which was mentioned in the previous paragraph. The other definition of work engagement is “a person's enthusiasm and involvement in his or her job” (Roberts & Davenport, 2002). Thirdly, Schaufeli et al. (2002, p. 74) defined engagement as “a positive, fulfilling, work-related state of mind that is characterised by vigour, dedication, and absorption”. Finally, Macey & Schneider (2008) defined engagement as a desirable state with an organisational purpose that includes involvement, commitment, passion, enthusiasm, focused effort, and energy, thus having both attitudinal and behavioural components.

Although there are many definitions of work engagement and debates about its necessity, many scholars have aligned with the definition by Schaufeli et al (2002) and predominantly used this definition in their research (de Waal & Pienaar, 2013; Giancaspro et al., 2022; Rozkwitalska et al., 2022; Simons & Buitendach, 2013; Zeng et al., 2019). This study adopts Schaufeli et al.'s (2002) definition of work engagement as "a positive, fulfilling,

work-related state of mind that is characterised by vigour, dedication, and absorption". Vigour refers to high levels of energy and mental resilience during work. Dedication involves actively engaging in one's job, experiencing a sense of purpose, enthusiasm, and challenge. Absorption refers to being fully concentrated on and happily immersed in one's work, where time seems to pass quickly (Schaufeli & Bakker, 2004). Around 90% of studies have adopted this definition (Bailey et al., 2017), making it the dominant conceptualisation of work engagement. Its clarity and effectiveness have led to widespread acceptance among researchers, which is why this study uses it to explain the concept of work engagement.

### **2.3.2 Meta-Analysis Studies of Work Engagement**

The extensive body of research on work engagement has lightened a complex landscape, highlighting the complex nature of this phenomenon. Across five pivotal studies (Bailey et al., 2017; Christian et al., 2011; Christian & Slaughter, 2007; Cole et al., 2012; Halbesleben, 2010; Mazzetti et al., 2021), several key findings consistently emerge. Firstly, these studies identify common factors that trigger work engagement, encompassing individual psychological states, effective leadership, and management practices (Christian et al., 2011; Christian & Slaughter, 2007), positive perceptions of organisational and team dynamics, and the availability of essential work resources (Halbesleben, 2010; Mazzetti et al., 2021). Collectively, these findings assert that organisational measures and job demands have weaker associations with work engagement, suggesting that other factors play more substantial roles (Bailey et al., 2017; Christian et al., 2011).

Furthermore, all studies emphasise the positive outcomes linked to work engagement, such as increased organisational commitment, improved job performance, and enhanced employee well-being (Christian et al., 2011; Halbesleben, 2010; Mazzetti et al., 2021). A central theme in these studies is the idea that improving resources like personal resources, social support, autonomy, and fostering a positive organisational climate can significantly boost work engagement (Halbesleben, 2010; Mazzetti et al., 2021).

Notable differences also emerge from these studies. Christian et al. (2011) and Cole et al. (2012) explore the uniqueness of work engagement, highlighting its close link with task-specific motivation and its possible connection with burnout. These findings challenge conventional boundaries and call for a re-evaluation of how these constructs are perceived and managed in the workplace. Additionally, the role of leadership in shaping work engagement triggers debate. Although Christian et al. (2011) and Mazzetti et al. (2021) both imply a positive correlation, the latter stresses the need for caution due to the limited number of studies. Consequently, more comprehensive research is necessary in this area. This divergence underscores the need for more comprehensive research in this area. Furthermore, Mazzetti et al.'s (2021) categorisation of resources provides a fresh perspective, underlining the critical role of personal resources. Notably, the research underscores the significance of personal resources within individual psychological states, which serves as the primary focus of this Ph.D. study (Christian et al., 2011; Mazzetti et al., 2021).

In summary, these studies present a comprehensive examination of work engagement with specific attention given to personal resources, which is the central focus of this Ph.D. research (Mazzetti et al., 2021). The studies emphasise the significance of resource enhancement and offer useful insights for organisations seeking to establish a highly engaged workforce (Christian et al., 2011; Mazzetti et al., 2021). Nonetheless, they also reveal areas of contention, underscoring the ongoing need for research to inform practical strategies for enhancing work engagement and, consequently, overall workplace performance and well-being (Bailey et al., 2017; Christian et al., 2011; Christian & Slaughter, 2007; Mazzetti et al., 2021).

### **2.3.3 Dimensions of Work Engagement**

The literature reveals various ways of dividing work engagement into dimensions. First, Kahn (1990) studied engagement in three dimensions: physical, emotional, and cognitive. Secondly, Macey & Schneider (2008) conceptualised work engagement into three

dimensions: psychological state, trait, and behavioural engagement. On the other hand, Maslach & Leiter (2008) divided work engagement into three dimensions. These were presented as energy, involvement, and efficacy, which were seen as the opposite of the three dimensions of burnout: exhaustion, cynicism, and inefficacy.

Based on studies of work engagement, the most widely accepted conceptualisation comes from Schaufeli et al. (2002) who suggested dividing work engagement into three dimensions, namely, vigour, dedication, and absorption. Most literature on work engagement adopts this conceptualisation and benefits from its structure (Aiello & Tesi, 2017; Chan et al., 2020; Chan et al., 2017; Firzly et al., 2022; Heyns et al., 2022; Kooij et al., 2020; Paek et al., 2015; Sharma & Nambudiri, 2020). The following sections examine the dimensions of work engagement – vigour, dedication, and absorption – as per Schaufeli et al.'s (2002) framework, which the researcher employed in this study.

### ***2.3.3.1 Vigour***

Vigour is one of three dimensions of work engagement, and it is characterised by a high level of energy and mental resilience at work, a willingness to exert oneself and perseverance even in the face of difficulties (Schaufeli & Bakker, 2010). Vigour expresses that employees have high energy and mental flexibility during work (Schaufeli et al., 2002, p.74). It is considered the direct opposite of exhaustion, one of the core symptoms of burnout (Schaufeli & Taris, 2005), as it is found and statistically approved in the study of Schaufeli et al. (2002). Vigour expresses that employees are energetic, inspire their colleagues, and willingly invest their time and effort. For example, an employee wakes up in the morning with a feeling of high vigour and comes to work with a positive attitude, then gives his 100% to work and feels engaged with his work.

### **2.3.3.2 Dedication**

Dedication as a dimension of work engagement defined as a sense of significance, enthusiasm, inspiration, pride, and challenge (Schaufeli et al., 2002). As dedication is the emotional component of work engagement, it includes motivated actions such as commitment, self-discipline, hard work, taking initiative and following rules to support organisational goals (van Scotter & Motowidlo, 1996). Additionally, dedication is conceptually similar to a strong identification of oneself with one's work (Mauno et al., 2007), which is also considered the direct opposite of cynicism, one of the core symptoms of burnout (Schaufeli & Taris, 2005). Thus, the dedication dimension of work engagement includes emotions such as meaning, enthusiasm, inspiration, pride, and perseverance (Schaufeli & Bakker, 2004).

Dedication is a particularly strong commitment that goes beyond the normal level of identification. In a qualitative sense, the concept of dedication is used instead of the concept of attachment since dedication refers not only to a particular cognitive or belief state but also to the emotional dimension (Schaufeli et al., 2002). Regarding the part dedication plays in work engagement, a strong emotional attachment to the workplace is an indicator of work engagement (Schaufeli et al., 2002; Schaufeli & Bakker, 2004). Thus, a person may feel strongly about his job but not be dedicated to it. The person may do the work only out of obligation or necessity. On the other hand, dedication implies an emotional attachment and includes feelings of enthusiasm, inspiration, pride, and challenge, as dedication seems to be a wider phenomenon than other terms (Mauno et al., 2007). This emotional attachment can be seen in the person's willingness to go above and beyond and make sacrifices to support the organisation's success.

### **2.3.3.3 Absorption**

Absorption is the last dimension of work engagement and is characterised by being fully focused and enjoying work, time passes quickly, and it is difficult to detach from work (Schaufeli & Bakker, 2010). The absorption concept was considered close to the flow concept developed by Csikszentmihalyi (1990). Both concepts are reflections of an optimal state of experience. However, absorption refers to a more comprehensive and enduring state of mind, whereas flow refers to short-term peak experiences (Schaufeli et al., 2008).

According to the literature, burnout is the opposite of work engagement; absorption was not found to be the direct opposite of reduced efficacy which is the last dimension of burnout, although the vigour and dedication dimensions are the exact opposite of exhaustion and cynicism (Schaufeli & Taris, 2005). However, absorption and reduced efficacy are found conceptually distinct aspects that are not the endpoints of an underlying continuum (Schaufeli & Bakker, 2010).

#### **2.3.4 Recent Empirical Studies**

The concept of work engagement is prevalent in management research, especially in organisational behaviour research, and researchers worldwide have written a number of research articles about it. Some studies focused on the antecedents of work engagement (Başar, 2024; George et al., 2022; Malik & Garg, 2020; Mazzetti et al., 2016; Meijerink et al., 2020), while others examined the possible outcomes of this concept in organisations and what kind of variables mediate or moderate these relationships (Jnaneswar & Ranjit, 2023; Matsuo, 2024; Muthuswami & Umarani, 2023; Sahabuddin et al., 2024). In addition, this concept has been discussed using different theories to explain their models (Chan et al., 2017; Sharma & Nambudiri, 2020), as explained in the theoretical background of the work engagement section. The following paragraphs report on recent empirical studies to provide a general overview of this concept in the literature.

Some recent studies have developed a research model using work engagement as the dependent variable and investigating the antecedents of work engagement. According to

these studies, some of the antecedents are autonomy, support from co-workers, support from supervisors, psychological capital, emotional intelligence, ethical leadership, self-efficacy, HRD climate, work pressure, unreasonable tasks (Chan et al., 2017; Cheng et al., 2022; George et al., 2022; Kooij et al., 2020; Mazzetti et al., 2016; Meijerink et al., 2020; Naeem et al., 2020). While some of these antecedents have been associated with increased work engagement, others, such as work pressure and unreasonable tasks, have had a negative impact on work engagement (Cheng et al., 2022; Kooij et al., 2020).

On the other hand, recent studies have used work engagement as an independent variable in their research models to examine its possible outcomes (Firzly et al., 2022; Huang et al., 2022; Líbano et al., 2012; Sharma & Nambudiri, 2020; van Beek et al., 2014). Evidence suggests that engaged workers demonstrate higher job satisfaction (Líbano et al., 2012; van Beek et al., 2014), greater initiative (Hakanen et al., 2008), reduced intentions to leave (Firzly et al., 2022; van Beek et al., 2014), and better performance (Peláez Zuberbühler et al., 2021) than those who are disengaged. Additionally, correlations have been found between work engagement, life happiness, and better mental and physical health (Schaufeli & Salanova, 2007). For instance, in Sharma & Nambudiri's (2020) study, they found that engaged employees exhibit innovativeness and job-crafting behaviours among the knowledge workers in the Indian IT industry. Similarly, Huang et al. (2022) found that teachers' engagement is positively associated with their satisfaction and negatively impacts their emotional exhaustion.

Recent studies have investigated the mediating role of work engagement in the relationships between antecedents and outcomes in the organisational context (Alessandri et al., 2018; Caesens et al., 2014; Chan et al., 2020; Inam et al., 2021; Lupsa et al., 2020; Rai & Maheshwari, 2021; Saleem et al., 2022; Wu et al., 2020). For instance, Lupsa et al. (2020) examined a sample of 193 Romanian social workers, finding that work engagement fully mediated the relationship between organisational justice and health, and partially mediated the relationship between PsyCap and health. These results demonstrate the importance of organisational justice, PsyCap and work engagement in maintaining the health of social workers. Similarly, Alessandri et al. (2018) utilised structural equation modelling and a comprehensive dataset of 420 employees from one of the largest Italian companies over two

years to show the mediating effect of work engagement between earlier PsyCap and changes in performance over time.

#### ***2.3.4.1 Work Engagement Studies in Türkiye***

Research indicates that the notion of work engagement has gained popularity in Türkiye, with numerous studies published in the literature (Akçakanat et al., 2019; Arıkan & Çankır, 2019b; Atilla & Yıldırım, 2013; Balkı et al., 2020; Bekmezci & Yıldız, 2019; Güzel & Aslan, 2020; İnce, 2016; Şahin & Çankır, 2018). These studies have explored job and personal resources, including psychological well-being, self-efficacy, emotional intelligence, perceived organisational support, and paternalistic leadership, as factors to work engagement. For instance, Şahin & Çankır (2018) found that psychological well-being is a prerequisite for work engagement and leads to enhanced job performance in the Turkish textile industry. In addition, the effects of work engagement on several organisational outcomes, such as job satisfaction, turnover intention, job performance, proactive behaviour, stress, organisational commitment, and subjective well-being have been examined (Akyol, 2019; Arıkan & Çankır, 2019a; Şahin & Çankır, 2018; Şap, 2016; Uncuoğlu Yolcu & Çakmak, 2017). For instance, Arıkan & Çankır (2019a) found that in the education industry, increased work engagement correlated with better job satisfaction and decreased intention to quit.

#### ***2.3.4.2 Work Engagement Studies in Turkish Islamic Banks Context***

Studies on work engagement in the Turkish banking and financial institutions are quite limited. However, some studies have addressed the relationships between work engagement and emotional labour, organisational support, organisational citizenship, and work-life balance (Örücü et al., 2021; Örücü & Hasırcı, 2020, 2021; Topaloglu et al., 2019). For

instance, in the study by Örüçü & Hasırcı (2020), reliability, correlation, and multiple regression analyses were used to examine the relationship between work engagement and organisational citizenship behaviour. The results of the study revealed that only the sub-dimension of work engagement “vigour” had a significant impact on organisational citizenship behaviour, while the other dimensions did not.

## **2.4 ISLAMIC WORK ETHIC**

This section provides an overview of the Islamic work ethic, starting with a definition of the concept. This section also discusses studies on the Islamic work ethic and its impact on work engagement.

### **2.4.1 Defining Islamic Work Ethic**

The concept of ethics has been present in human societies for centuries, with different cultures and religions developing their ethical codes and principles (Khorshid, 2016). In the context of business research, the investigation of work ethics has predominantly concentrated on the experience of American and European countries, with a particular emphasis on the Protestant Work Ethic (PWE) developed by Max Weber in 1930 (Weber, 2001). However, the significance of religiosity and spirituality in the workplace has been increasingly acknowledged, resulting in the emergence of the Islamic Work Ethic (IWE) as a novel concept (Ali, 1992). The seminal author of IWE is Ali (1988) who developed the initial scale for measuring its extent. Ali’s (1988) research was followed by other scholars who further examined IWE and its effects on the workplace and organisational outcomes (Azman et al., 2022; Farid et al., 2017; Hayati & Caniago, 2012; Ridwansyah et al., 2023; Yousef, 2000).

The Islamic work ethic refers to the principles and values obtained from the Qur'an and the teachings of Prophet Muhammad SAW (peace be upon him), which guide Muslims in their approach to work (Ali, 1992; Ali & Al-Owaidan, 2008). It involves a collection of moral attitudes, behaviours, and principles that enable Muslims to distinguish between right and wrong in the workplace and promote a spiritual approach to improving productivity (Ridwansyah et al., 2023). The roots of the IWE are found in the teachings of Islam, which emphasise hard work, honesty, and social responsibility (Ali, 1988,1992). Over the centuries, Islamic scholars and thinkers further developed these teachings and attempted to apply Islamic principles to all areas of life, including work (Khorshid, 2016). The IWE has been shaped by various influences, such as Islamic law, cultural traditions, and historical events. For instance, the IWE may have been affected by the Islamic notion of "barakah," which describes the belief that blessings and achievements arise from God and can be gained via diligence and virtuous actions (Ali, 1992).

Islamic work ethic sets itself apart from other cultural work ethics through its core principles, which are deeply rooted in Islamic teachings and emphasise hard work, honesty, and social responsibility (Ali, 1988, 1992). Unlike Western work ethics that often prioritise individual achievement and financial success (Leong et al., 2014; Lim & Lay, 2003), IWE places a greater emphasis on the spiritual and moral dimensions of work, with a particular focus on serving others and contributing to the collective good (Ali, 1988,1992; Ali & Al-Owaidan, 2008). The Protestant Work Ethic (PWE), as proposed by Weber (2001), advocates hard work, own success, and individualism as means of demonstrating one's salvation, highlighting a different approach to work ethics.

In contrast, IWE's unique perspective extends to work motivation, as it is driven not only by earthly rewards but also by the promise of rewards in the hereafter, thus aligning work with religious beliefs (Ali & Al-Owaidan, 2008). In addition, IWE places more emphasis on social responsibility and the welfare of the community (Ali & Al-Kazemi, 2007; Ali & Al-Owaidan, 2008), while PWE tends to focus more on personal achievement and wealth accumulation as ultimate goals (Leong et al., 2014; Lim & Lay, 2003). This shows that IWE is a unique and important concept with its distinction from other dominant work ethic concepts, and its impact on the work behaviours of employees, especially Muslims, is a very important area to study.

#### **2.4.2 Importance of Islamic Work Ethic in Business Context**

IWE is important in the business context for employees' work behaviours because it promotes a set of values and principles that shape Muslims' sincere engagement in the workplace (Ali & Al-Kazemi, 2007; Ali & Al-Owaihan, 2008; Khorshid, 2016). These values include competitiveness, hard work, avoidance of illegal wealth accumulation, cooperation, commitment, work creativity, good manners, and dedication to work (Azman et al., 2022; Farid et al., 2017). The implementation of IWE in the workplace increases individual motivation, employee commitment, job satisfaction, and performance. Therefore, adoption of IWE principles in both public and private sectors is important and has a positive impact on productivity, efficiency, and effectiveness. Studies have shown that IWE has a positive impact on intrinsic motivation (Din et al., 2019; Gheitani et al., 2019; Hayati & Caniago, 2012), job satisfaction (Gheitani et al., 2019; Hayati & Caniago, 2012; Siddiq & Hadjiah, 2019), organisational commitment (Gheitani et al., 2019; Hayati & Caniago, 2012; Ibrahim & Kamri, 2016), and job performance (Din et al., 2019; Hayati & Caniago, 2012; Rahmawaty et al., 2022).

IWE has been studied across diverse sectors and countries, including the higher education sector in Pakistan (Din et al., 2019), the banking sector in Iran (Gheitani et al., 2019), SMEs in Indonesia (Rahmawaty et al., 2022), and various selected organisations in Perlis, Malaysia (Azman et al., 2022), as well as in the banking sector in Lahore, Pakistan (Mushtaq et al., 2020). For example, in a study by Rahmawaty et al. (2022) which utilised a sample of employees from SMEs in Kudus, Central Java, Indonesia, a significant relationship between IWE and employee performance was discovered. Out of the 194 questionnaires collected, the study found that employees with strong IWE demonstrated better performance in terms of both quality and quantity. One key reason behind this is that employees who embrace IWE tend to exhibit a greater sense of responsibility in executing

their assigned tasks, thus positively influencing the achievement of performance targets within SMEs (Rahmawaty et al., 2022).

Furthermore, in a study by Gheitani et al. (2019) among Maskan Bank employees in Iran, data from 220 questionnaires showed that IWE significantly and positively influences job satisfaction and organisational commitment through intrinsic motivation. This empirical study explained these relationships as IWE promotes individuals' commitment to performing their duties to the best of their abilities, fostering intrinsic motivation. This intrinsic motivation, in turn, contributes to increased job satisfaction and organisational commitment. Additionally, IWE underscores the importance of cooperation and consultation, further enhancing job satisfaction and commitment (Gheitani et al., 2019). Considering the characteristics of Islamic work ethic, it can also impact of work engagement of employees, and that is why this study uses Islamic work ethic as one of the factors of work engagement of Turkish Islamic Banks' employees. The next section discusses their relationships.

### **2.4.3 Relationship Between Islamic Work Ethic and Work Engagement**

The principles of cooperation, loyalty, diligent effort, and the preservation of human dignity hold significant importance within Islamic teachings (Ali, 1992). These principles serve as the basis for individual conduct and extend to the workplace, where work is seen as a means of personal development and fostering social connections (Ali & Al-Owaihnan, 2008). The concept of Islamic Work Ethic is founded on Quranic principles wherein the words and actions of Prophet Muhammad SAW (peace be upon him) are referenced, emphasising the significance of ethical behaviour both in personal life and in the workplace (Azman et al., 2022). Prophet Muhammad's SAW (peace be upon him) teachings highlight the deep connection between personal efforts and contentment: "No meal eaten by one of you is better than the meal he eats from the work of his own hands" (Al-Bukhari, 1966).

According to Islamic philosophy, those who exert substantial effort are more likely to attain prosperity and advance in their lives (Ali & Al-Owaihnan, 2008; Yousef, 2000).

Furthermore, Islamic teachings advocate that individuals should perform their work to the best of their abilities (Farid et al., 2017). Prophet Muhammad's SAW (peace be upon him) teachings echo this sentiment, highlighting the divine blessing upon those who perfect their crafts and conscientiously perform their tasks (Farid et al., 2017). Within Islam, work holds a sacred status, constituting a form of worship that yields benefits for both the individual and society at large (Ali, 1992). In light of these principles from Islamic teachings, it is reasonable to anticipate that individuals who adhere to the teachings of Islam would naturally exhibit positive workplace behaviours.

There are several empirical studies in the literature on the impact of Islamic work ethic on positive workplace outcomes such as motivation (Din et al., 2019; Gheitani et al., 2019; Hayati & Caniogo, 2012), job satisfaction (Caniogo & Mustoko, 2020; Siddiq & Hadjiah, 2019), job performance (Din et al., 2019; Rahmawaty et al., 2022), positive attitudes towards organisational change (Al-Shamali et al., 2021; Yousef, 2000), innovation capability (Kumar & Rose, 2012), and work engagement (Azman et al., 2022; Farid et al., 2017; Rahmawaty et al., 2022; Salmabadi et al., 2015; Siddiq & Hadjiah, 2019; Tufail et al., 2017). As the literature extensively investigates the impact of Islamic work ethic on various positive workplace outcomes, its integration within the context of the Job Demands-Resources theory takes on significance in today's dynamic and demanding business landscape.

Since JD-R theory shows the importance of personal resources as a positive interaction with job resources and responses to job demands in today's highly stressful and complex business world (Schaufeli, 2021; Schaufeli, 2017), by incorporating its distinctive values and principles, the Islamic work ethic can play a strong personal resource role, and its interaction can produce work engagement among employees. Empirical studies also prove how it positively relates to work engagement. Notably, a study conducted by Farid et al. (2017) on 250 nurses from major public hospitals in Peshawar, Pakistan, revealed a strong positive correlation between employees' adherence to Islamic work ethic and their work engagement. Furthermore, similar conclusions were drawn from studies involving 214 employees across seven companies in Malaysia (Azman et al., 2022) and 210 employees in a food company in Bandung, Indonesia (Siddiq & Hadjiah, 2019), which reaffirmed the positive connection between employees' Islamic work ethic and their work engagement.

Therefore, based on the arguments and discussions from the past literature above, the following hypothesis is developed:

H1: There is a positive relationship between Islamic work ethic and work engagement.

## **2.5 GROWTH MINDSET**

### **2.5.1 Defining Growth Mindset**

Implicit theories are lay beliefs about the malleability of personal attributes that influence behaviour such as ability and personality (Dweck, 2006). These theories encompass two distinct perspectives: the “entity implicit theory”, which assumes that individual characteristics are primarily fixed, and the “incremental implicit theory”, which assumes that personal attributes are highly flexible (Dweck et al., 1995). Individuals with a 'growth mindset' believe that essential personal traits and attributes, such as intelligence and ability, are malleable (Dweck, 2006). Conversely, those who possess a 'fixed mindset' view their talents as unchanging and unchangeable (Dweck, 2006). The definition of the growth mindset provided by Dweck (2006) has been mostly accepted in the literature (Caniëls et al., 2018; Frondoza et al., 2020; Heslin et al., 2005; Keating & Heslin, 2015; Zeng et al., 2019). This study also adopted this definition of growth mindset due to its dominant prevalence in the literature and demonstrated its effectiveness in relation to the relevant concepts discussed therein.

The terms "acquired intelligence", "incremental theory of intelligence", and "malleable intelligence" all refer to the growth mindset (Dweck, 2000). This perspective views learning as beneficial and believes that individuals can develop their knowledge if they persevere and practice (Dweck, 2000). People with a growth mindset are only truly engaged and able to reap the benefits of their mindset when they push themselves and take advantage of growth

opportunities (Dweck, 2000). This mindset values learning, which helps people to expand their capabilities (Dweck, 2000; Dweck & Leggett, 1988). Specifically, the growth mindset emphasises the development of intelligence, the desire to learn, the acceptance of obstacles, the need for effort to achieve mastery, the learning potential of constructive criticism, and the motivational value of the performance of others (Dweck, 2009).

People with a growth mindset embrace learning and recognise that making mistakes is essential to learning (Dweck, 1986, 2000, 2006, 2009; Dweck & Molden, 2005; Keating & Heslin, 2015; Mueller & Dweck, 1998; Murphy & Reeves, 2019). They understand that growth is a journey, similar to that of a baby learning to walk and that mistakes and failures are not necessarily indicative of a person's talent (Erden, 2021). Rather, resilience, effort, and perseverance drive success in learning. Attributes such as ability and intelligence are important, but ultimately the mastery-oriented (optimistic) outlook, effort, and perseverance are the most important predictors of success (Dweck, 2009). Thus, mistakes or failures are seen as indicators of progress toward the desired level rather than fixed determinants of one's talent (Dweck & Yeager, 2019).

Research in educational psychology (Blackwell et al., 2007), social psychology (Beer, 2002), and organisational psychology (Heslin et al., 2005) suggests that mindsets have significant implications on self-regulation and interpersonal functioning. Fixed mindsets lead people to avoid tasks, reject criticism, and rush to judge others, while growth mindsets encourage people to accept challenges, pay attention to feedback, and view failures as prompts for greater effort (Erdley & Dweck, 1993; Mueller & Dweck, 1998). However, mindsets can move between fixed and growth categories (Burnette et al., 2013). For instance, a person might have a fixed mindset about their ability to speak a foreign language, believing that this ability is innate and cannot be improved, while at the same time, they have a growth mindset about their ability to learn a new computer programming language because they believe that they can improve their skills with practice and dedication. Mindsets are also thought to be only weakly related to personality (Spinath et al., 2003), suggesting that they are distinct from personality rather than determined by it.

### **2.5.2 Growth Mindset in the Business Management Context**

Carol Dweck's (2006) influential book, has long been a cornerstone in understanding the concept of a growth mindset and its critical implications for the business world. She not only suggests that a growth mindset is a powerful predictor of positive business outcomes but also provides an example of its absence contributing to a major scandal, as seen in the case of Enron (Dweck, 2006). This illustrates how fundamental mindset beliefs can profoundly impact a business's actions.

Building upon Dweck's foundational research, subsequent studies have further enlightened the significance of a growth mindset within the business context. For instance, research by Canning et al. (2020) on employees from Fortune 500 companies provides evidence that organisational mindset beliefs influence organisational culture, which, in turn, affects employee trust and commitment. This underscores that an organisational mindset is more than just a surface-level concept; it is a core belief system that shapes the attitudes, behaviours, and psychological experiences of individuals within an organisation. Those adhering to a fixed mindset, as opposed to a growth mindset, reported experiencing less collaboration, innovation, and integrity within their organisation, along with reduced levels of trust and commitment (Canning et al., 2020).

Furthermore, a study by Özduran & Tanova (2017) with a sample of managers and employees from 12 five-star hotels in Northern Cyprus found that the growth mindset of managers has a positive impact on the organisational citizenship behaviour of their subordinates. In addition, Caniëls et al. (2018) have incorporated the concept of a growth mindset as a personal resource into JD-R theory studies, emphasising its role as a catalyst for positive workplace outcomes. These studies collectively highlight the critical importance of cultivating a growth mindset within the business context, as it has the potential to yield favourable outcomes for companies.

### **2.5.3 Relationships Between Growth Mindset and Work Engagement**

Keating & Heslin (2015) posit that a growth mindset is not a guarantee of employee engagement, as the level of engagement depends on the interplay between contextual demands and resources, individual differences, and personal resources. Accordingly, growth mindset alone may not be sufficient to promote employee engagement in certain circumstances, such as when organisational support is inadequate, when work demands are too high, or when not enough resources are provided (Keating & Heslin, 2015). However, a growth mindset can be a useful tool to increase employee engagement. With a growth mindset, job demands can be seen as a challenge and an opportunity to expand one's skills and develop. Conversely, with a fixed mindset, the same demands can lead to doubts and fears about one's self-image and status, thereby undermining psychological availability and security (Keating & Heslin, 2015). In particular, people's personal mindsets shape the extent to which they are willing to devote time and energy to work tasks and assignments and invest in their relationships at work.

There are many studies in the literature on the growth mindset in education and management; however, as this concept originates from education research, most studies are from the field of education (Justus et al., 2022; Murphy & Reeves, 2019; Rissanen et al., 2019; Subandowo & Winardi, 2022; Zeng et al., 2019). For example, a qualitative study conducted in Finland by Rissanen et al. (2019) showed that the Finnish education system follows the core features of growth mindset pedagogy and suggested that growth mindset theory should be taught in teacher education. In addition, a study conducted by Zeng et al. (2019) in central China with 472 teachers from 10 secondary schools found a positive and significant relationship between growth mindset and work engagement, which should be taken into account when implementing future teaching practices and teacher education.

On the other hand, business management scholars are also interested in growth mindset to examine its relationships with various possible concepts related to employees in the workplace (Abu Samah et al., 2019; Heslin et al., 2005; Murphy & Reeves, 2019; Özduran & Tanova, 2017). As employees with a growth mindset are characterised by a willingness to develop themselves continuously, Caniëls et al. (2018) posit that growth mindset is an

important factor for workplace engagement because their study found that the growth mindset moderates the relationship between transformational leadership and workplace engagement, as employees with a growth mindset are more engaged than employees with a fixed mindset.

Additionally, a study conducted in 4 and 5-star hotels in Malaysia revealed that employee growth mindset is an important factor for employee engagement (Abu Samah et al., 2019). Another study by Nandini et al. (2022) also found a positive and significant relationship between a growth mindset and work engagement among employees in digital technology-based companies in Indonesia. Moreover, a study conducted in the US by Heslin et al. (2006) revealed that managers who chronically hold more of a growth mindset are more likely to engage in coaching and mentoring employees than those with a fixed mindset. These findings suggest that a growth mindset is a critical factor in work engagement and should be taken into consideration by business management scholars. Based on the argumentation and the empirical findings described above, the following hypothesis is proposed:

H2: There is a positive relationship between a growth mindset and work engagement.

## **2.6 PSYCHOLOGICAL CAPITAL**

### **2.6.1 Defining Psychological Capital**

The concept of capital includes a diverse array of assets and resources that organisations utilise to create value. As depicted in Figure 2.4 below, traditional financial capital encompasses financial, structural, physical, and technological assets. Human capital is characterised by education, experience, and knowledge, while social capital centres on the social environment and relationships (Luthans & Youssef, 2004).

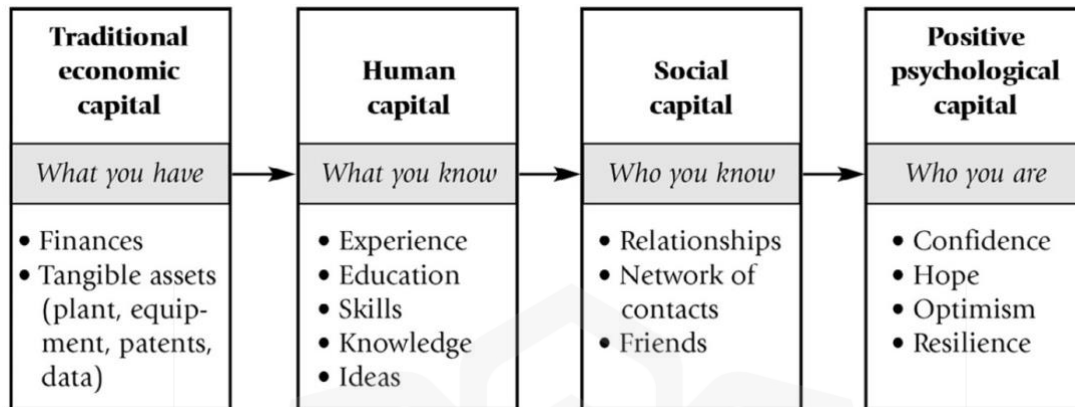


Figure 2.4: Capital Types

Source: Luthans & Youssef (2004)

Before exploring the nuances of psychological capital (PsyCap), it is essential to acknowledge its historical origins. Influential works such as Abraham Maslow's (1954) seminal book "Motivation and Personality" and Seligman's pioneering studies (Seligman, 2002; Seligman et al., 2005) emerged in the post-World War II era, highlighting people's superiorities to reveal their strengths rather than just correcting their weaknesses. These foundational studies paved the way for PsyCap's emergence as a pivotal concept in positive psychology and organisational behaviour.

Building upon this historical context, the core essence of psychological capital is concisely defined as *“an individual’s positive psychological state of development that is characterised by (1) having confidence (efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resiliency) to attain success”*

(Luthans et al., 2007b, p. 3). This comprehensive definition encapsulates the fundamental components of PsyCap. Researchers widely embrace this definition for its clarity and effectiveness in capturing the essence of the concept, and this study aligns with the established literature by adopting and exploring this well-accepted definition of psychological capital.

Psychological capital is a "known core construct" drawn from positive psychology and positive organisational behaviour (Luthans & Youssef-Morgan, 2017), and it offers a unique approach that extends beyond conventional notions of capital. It shifts the focus towards an individual's psychological capacity and positive resources, such as self-efficacy, hope, optimism, and resilience (Luthans et al., 2007a). This perspective emphasises the significance of nurturing and leveraging strengths, rather than their deficiencies or negative aspects, thereby enhancing personal and organisational effectiveness (Luthans, 2002a). It consists of factors such as self-efficacy, hope, optimism, and resilience which provide organisations with a resource that can create stronger effects.

## **2.6.2 Dimensions of Psychological Capital**

Luthans et al. (2007b) summarised previous studies on hope (Snyder et al., 2002), efficacy (Bandura, 1997; Masten & Reed, 2002), resiliency (Masten & Reed, 2002), and optimism (Scheier & Carver, 1985), and then determined that these psychological characteristics meet the criteria of positive organisational behaviour. Hope, Efficacy, Resilience, and Optimism were determined as four positive psychological resources that make up PsyCap (Luthans et al., 2007a). In this section, the dimensions of psychological capital is discussed one by one.

### **2.6.2.1 Hope**

The first dimension or characteristic of psychological capital is the concept of hope which has been around for many centuries, with different interpretations of its value in human functioning (Luthans, 2002a). Clinical psychologist, Rick Snyder's (2000) definition of hope is the most widely recognised and involves believing that goals can be achieved, and successful plans can be formulated to attain them. He concludes that hope reflects not only the belief that goals can be achieved, but also the belief that effective strategies can be developed, and ways found to achieve the goals. Snyder and colleagues define hope as a "positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals)" (Snyder et al., 1991, p. 287).

In this approach, agency, pathways, and goals form the three main conceptual foundations of hope as a psychological construct. According to Snyder (2000) and Snyder et al. (1997, 2002), the agency component of hope can be understood as the intention to bring about the expected or desired outcome. Consequently, hope is associated with the agency. Additionally, it involves the identification and pursuit of goals and sub-goals through the utilisation of contingency planning (Luthans et al., 2007). Contingency planning involves anticipating potential challenges and proactively finding different ways to reach the desired goal (Snyder, 2000). In other words, hope leads to the ability to identify and define the path to the goal and the determination to follow through despite any difficulties that may arise (Snyder, 2000).

Hope concept has also been studied in the business context several times for its benefits to the employees and managers (Bojmel et al., 2023; Kang & Jang, 2019; Karatepe, 2014; Vinueza-Solórzano et al., 2023). For instance, a person with high hope values both the process of achieving goals and the goals themselves; enjoys interacting with others and can easily adapt to new and cooperative relationships; is less anxious, especially in stressful situations involving evaluation; and is more tolerant of changes in the environment (Snyder et al., 1997). A sense of hope can also lead to more motivation, optimism, and meaning in life, which can help individuals persevere and succeed in the face of obstacles (Luthans et al., 2011). According to Luthans (2002), such a profile seems ideal for today's supervisors and employees, and that is the main reason why the concept of hope is suitable for the business context.

Research by Snyder and his colleagues has shown that this defined hope can lead to positive outcomes, such as better academic performance, athletic success, emotional health, and better resilience in difficult situations (Snyder et al., 1997; Timms & Brough, 2013). Other studies found that hopeful employees are more productive and perform at higher levels (Baykal, 2020; Sönmez, 2021), and that hopeful leaders influence employee retention, job satisfaction, and work unit performance (Luthans & Jensen, 2002; Peterson & Luthans, 2003). Another study highlighted that hopeful employees have higher performance, higher job satisfaction, and are less likely intend to quit (Erkuş & Afacan Fındıklı, 2013).

#### ***2.6.2.2 Self-Efficacy***

The second dimension of PsyCap is the concept of self-efficacy. It first appeared in studies from the field of psychology and is a very important concept underlying Bandura's social cognitive theory (Bandura, 1997). It is based on the argument that people must have self-efficacy in order to activate the motivation, cognitive resources, and behaviour they need to complete a task under certain conditions (Stajkovic & Luthans, 1998). Bandura (1997) provided an explanation of the term, defining it as the confidence in a person's ability to organise, carry out, and complete the tasks essential to their profession. Similarly, Maddux (2002) defined self-efficacy as a person's confidence in their ability to apply their skills to complete a specific task successfully.

Luthans et al. (2007b, p. 36) have highlighted five main features of self-efficacy that are critical to understanding human behaviour. These include 1) repeatable practice or mastery, which strengthens self-efficacy through continued experience and skill development; 2) context specificity, which suggests that self-efficacy acquired in one context may not be transferable to another; 3) influence from others, which emphasises the role of others in enhancing self-efficacy through their positive perceptions of the person, 4) openness to improvement, which reflects the belief that there is always room for

improvement, and 5) dependence on many factors, which reflects the idea that self-efficacy depends on many factors, some of which are within the person's control but others are not.

People with high self-efficacy exhibit some characteristics such as they set goals that are difficult to achieve, they enjoy overcoming obstacles and succeeding, they are inspired by challenging tasks, they make the necessary efforts to achieve their goals, and finally, they are persistent and determined and do not give up easily (Huang et al., 2022; Luthans et al., 2007b, p. 38; Luthans & Broad, 2020). When people believe they are competent, they can perform their work successfully (Bandura, 1997; Corbu et al., 2021; Wu et al., 2020). People with a high level of self-efficacy have more faith in their ability to succeed and are more self-assured. High self-efficacy people choose challenging projects, approach issues constructively, motivate themselves, put out effort, and overcome challenges differently from other people (Chan et al., 2020; Kim et al., 2014; Luthans et al., 2007).

Self-efficacy was associated with business context for many reasons by Luthans (2002) in his studies. Studies have shown that self-efficacy has a positive relationship with engagement and performance, with individuals who have a higher level of self-efficacy exhibiting higher job performance in complex tasks (Sönmez, 2021; Stajkovic & Luthans, 1998). These studies have demonstrated that individuals with higher self-efficacy tend to choose difficult tasks, look at problems positively, motivate themselves, make efforts, and overcome obstacles, resulting in better job performance (Hsu et al., 2019; Luthans et al., 2010; Peláez Zuberbühler et al., 2021).

### **2.6.2.3 Resiliency**

The third dimension of PsyCap is the concept of resiliency. Although it was studied extensively in psychology literature, Luthans et al. (2007b) took the resiliency concept into the positive organisational behaviour (POB) movement after they see its relevance in the business context. It is defined as *“the capacity to rebound or bounce back from adversity, conflict, failure, or even positive events, progress, and increased responsibility”* (Luthans,

2002b, p. 702). Masten & Reed (2002) also defined it as “*good adaptation under extenuating circumstances. From a developmental perspective, meeting age-salient developmental tasks in spite of serious threats to development*”. In the business management literature, scholars used and accepted the definition of Luthans (2002b) extensively in their papers, and the researcher also used and accepted this definition in this study.

Resiliency is an important capacity in positive organisational behaviour that can be developed and measured in individuals (Luthans & Youssef, 2004). According to Masten & Reed (2002), resiliency can be developed through asset-focused, risk-focused, and process-focused strategies. Furthermore, POB resiliency includes a proactive dimension that encourages discrepancy creation and ethical values. Positive psychology and POB offer an expanded perspective on resiliency that incorporates "bouncing back and beyond" to facilitate learning, development, and flourishing, which is more suitable for today's competitive workplace than traditional clinical psychology conceptualisations of resiliency that only focus on bringing individuals back to their normal level of performance (Luthans & Youssef, 2007).

Resiliency dimension has some similarities and some differences with other dimensions of PsyCap. For example, they are not only positive but also share self-directed motivational mechanisms and processes that can affect work performance and desired work attitudes (Youssef & Luthans, 2007). They also show some differences such as how they see the problems and how to react to them. For instance, hope draws its strength from the equal, additive, and repetitive contributions of its components of action and pathways. This hope process enables blockages or problems to be perceived as challenges and learning opportunities. In contrast, resilience recognises the need to be both proactive and reactive in the face of adversity (Youssef & Luthans, 2007). It allows setbacks to be used proactively as a "springboard" or opportunity for growth beyond the equilibrium point (Luthans, 2002b). Resilience seeks and finds meaning even in circumstances that do not lend themselves to planning, preparation, rationalisation, or logical interpretation (Coutu, 2002).

#### **2.6.2.4 Optimism**

Optimism is the last dimension of PsyCap, and it was studied mostly in psychology area than it included in POB movement concepts. It was defined by Seligman (2006) as “*an attributional style that explains positive events in terms of personal, permanent, and pervasive causes and negative events in terms of external, temporary, and situation-specific ones*”. Luthans et al. (2007b) also added it as a dimension of psychological capital, defining it in a business context as “*making a positive attribution about succeeding now and in the future*”.

Some positive characteristics of optimist people are also relevant to the business context. According to Scheier & Carver (1985), optimists expect things to go well and typically believe that positive rather than bad things will happen to them. Moreover, people with high levels of optimism are aware that they may encounter some obstacles on the way to achieving their goals. However, these obstacles do not lead to a decrease in motivation but emphasise the need to seek alternative paths (Luthans et al., 2007a). Pessimists, on the other hand, internalise negative events and attributes them to permanent and pervasive causes, whereas it externalises positive events and attributes them to temporary and situation-specific causes (Peterson & Steen, 2002; Seligman, 2006). These differences in attributional or explanatory style led pessimists to be hampered by self-doubt and negative expectations, while optimists develop optimistic expectations that stimulate their goal-striving and coping behaviour in the future (Carver & Scheier, 2002).

In today’s world of uncertainty and challenge, optimism plays a crucial role in human perception, and extensive research demonstrates its positive impact on several dimensions (Çetin et al., 2013; Karatepe & Karadas, 2015; Mache et al., 2014; Saleem et al., 2022). It is often associated with positivity and has a significant impact on the personal and professional development of individuals. Optimism can increase individual resilience, creativity, and motivation, which is essential for people facing difficult circumstances (Youssef & Luthans, 2007). In addition, optimism can lead to higher job satisfaction and performance, as those who are optimistic have higher expectations of their own work and are more likely to achieve their goals (Çetin et al., 2013). Furthermore, optimism can lead to better team dynamics and

collaboration, because optimistic employees are more likely to be open to feedback and willing to collaborate with others (Carver & Scheier, 2002). Finally, it can also lead to greater engagement within an organisation as optimists tend to be more engaged and motivated to get their work done (Saleem et al., 2022).

### **2.6.3 Relationship Between Psychological Capital and Work Engagement**

Work engagement and psychological capital have attracted much attention in the literature. As a personal resource, PsyCap has been extensively found to be an antecedent of work engagement (Giancaspro et al., 2022; Newstead, 2020; Peláez Zuberbühler et al., 2021; Rozkwitalska et al., 2022; Sekhar, 2022; Simons & Buitendach, 2013; Wirawan et al., 2020) although one study posits that PsyCap is a consequence of work engagement (de Waal & Pienaar, 2013). Furthermore, the temporal relationship between the PsyCap and work engagement has not been significant only in one study (Simons & Buitendach, 2013) while many scholars have found a possible and meaningful relationship between the two.

Scholars and practitioners from various disciplines, from management science to organisational behaviour, concur that employees with their knowledge, skills, and personal attributes, constitute the organisation's most important intangible asset, and the human capital that can add value to the core business (Giancaspro et al., 2022). According to Rozkwitalska et al., (2022), work engagement is an increasingly pressing issue in today's volatile economic market, as disengaged employees can easily switch companies when a more rewarding opportunity arises. This, in turn, can lead to a decrease in company performance. To counter this problem, psychological capital can be a viable solution, as it is one of the most critical resources that can bolster employee engagement (Rozkwitalska et al., 2022). Employees with high psychological capital can have heightened levels of work engagement.

Many studies in the literature show that psychological capital positively influences work engagement (Adil & Kamal, 2020; Alessandri et al., 2018; George et al., 2022; Gupta

et al., 2022; Karatepe & Karadas, 2015; Lupsa et al., 2020; Mazzetti et al., 2016; Peláez Zuberbühler et al., 2021; Saleem et al., 2022; Sekhar, 2022; Wirawan et al., 2020). Employees with high levels of work engagement tend to be very energetic and enthusiastic, so they quickly become engrossed in their work and display a very proactive work style (Bakker et al., 2008). Luthans et al. (2007a) also believe that hopeful, determined, and motivated employees to achieve their goals have high performance and have contingency plans to overcome obstacles. In addition, efficacy has also been shown in previous studies to influence work engagement positively.

The JD-R model positions PsyCap as a critical personal resource that improves work engagement through its role in the motivational process of the framework. PsyCap — consisting of hope, self-efficacy, resilience and optimism — equips employees with the psychological tools to proactively overcome challenges and sustain effort in their role. According to the JD-R model, personal resources such as PsyCap enhance engagement by fostering vigour, dedication, and absorption, as employees with high PsyCap are more likely to view obstacles as manageable and align their goals with organisational objectives (Bakker et al., 2023). Empirical studies confirm this logic. They show that optimism and resilience enable employees to reinterpret stressors as opportunities for growth, while hope and efficiency encourage proactive problem solving and sustained effort. For example, research in the service industry (Karatepe & Karadas, 2015; Wirawan et al., 2020) shows how PsyCap promotes engagement by empowering employees to maintain focus and enthusiasm despite high job demands. By integrating the JD-R model, this hypothesis asserts that PsyCap serves as a reservoir of psychological energy and directly promotes engagement through its motivational properties. Therefore, based on the argumentation and the empirical findings described above, the following hypothesis is proposed:

H3: There is a positive relationship between PsyCap and work engagement.

#### **2.6.4 Meta-Analyses of PsyCap**

The literature presents four significant meta-analyses on the topic of psychological capital (Avey et al., 2011; Kong et al., 2018; Loghman et al., 2023; Wu & Nguyen, 2019). Combining the insights from these meta-analyses yields a coherent narrative: PsyCap emerges as a crucial predictor of favourable employee outcomes, such as job satisfaction, organisational commitment, psychological well-being at work, and favourable employee outcomes including positive attitudes, behaviours, and enhanced job performance (Avey, Reichard, et al., 2011; Kong et al., 2018). This underscores the potential of PsyCap-focused employee development interventions to foster desirable employee outcomes. However, it is crucial to recognise a significant gap in this body of research: the lack of an investigation into work engagement within these meta-analyses. This underscores a potential limitation in the existing literature on psychological capital, despite the existence of numerous studies on PsyCap and work engagement (Giancaspro et al., 2022; Lupsa et al., 2020; Newstead, 2020; Paek et al., 2015; Peláez Zuberbühler et al., 2021; Simons & Buitendach, 2013).

A recurring theme across these meta-analyses is the identification of PsyCap as a multi-dimensional construct, consisting of four core components: hope, optimism, efficacy, and resilience (Avey, Reichard, et al., 2011; Kong et al., 2018; Loghman et al., 2023). These components consistently exhibit robust and statistically significant relationships with positive employee attitudes and behaviours (Loghman et al., 2023). One study also revealed the moderating effects of variables like gender, age, and tenure on the relationship between PsyCap and work attitudes (Wu & Nguyen, 2019). The study found that gender had no significant impact on the relationship between PsyCap and work attitudes. However, age was positively related to higher PsyCap and increased job satisfaction among younger employees, and tenure showed significant moderation of these relationships, benefiting employees with over five years of tenure with higher job satisfaction (Wu & Nguyen, 2019).

Additionally, the impact of leadership styles on employees' PsyCap levels is examined, providing valuable insights for organisational leadership (Loghman et al., 2023). Empowering and transformational leadership styles are consistently found to have the most significant influence on PsyCap, while transactional and abusive leadership styles demonstrate weaker associations (Loghman et al., 2023). Furthermore, other leadership styles, such as authentic, ethical, and abusive leadership, in conjunction with perceived organisational support, emerge as notable antecedents of PsyCap (Wu & Nguyen, 2019).

These findings emphasise the significance of leadership in cultivating a positive PsyCap among employees.

## **2.7 PERCEIVED SUPERVISOR SUPPORT**

Organisational support theory (Perceived Organisational Support, or POS) states that in order to satisfy their socio-emotional needs and increase their work performance, employees develop some belief in the extent to which they feel that their organisation values and cares about their well-being (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002). In addition, employees form opinions about the extent to which their supervisor values and cares about them (Perceived Supervisor Support, or PSS) (Eisenberger et al., 2002). Geller & Herold's (1975) study highlights the importance of supervisor support and suggests that employees trust and rely on their supervisors more than their peers and the organisation for work-related information.

Perceived supervisor support is the extent to which the employee feels the appreciation, encouragement, and support provided by the manager. Since managers are responsible for allocating resources and enforcing organisational rules and policies (Muse & Pichler, 2011), the first premise for the overall support employees feel in their work life is the perceived support from the manager. Hence, the supervisor as a source of support has become the subject of research because it is a dynamic force of other types of support.

### **2.7.1 Defining Perceived Supervisor Support**

Perceived supervisor support is discussed as a distinct construct from perceived organisational support and co-worker support, and it is defined as “*the extent to which*

*employees perceived their immediate manager as assisting them in performing their jobs and showing concern for them”* (Burke et al., 1992, p. 718). It is also defined as *“the degree to which employees form impressions that their superiors care about their well-being, value their contributions, and are generally supportive”* (Eisenberger et al., 2002, p. 565). The definition of Eisenberger et al. (2002) was used by other researchers in their studies (Haynie et al., 2022; Heyns et al., 2022; Holland et al., 2017; Huo & Jiang, 2021; Zappalà et al., 2019), and, in this study, the researcher also preferred this definition for its wide acceptance and practical use possibility.

Perceived supervisor support is a valuable job resource that has been linked to numerous positive business outcomes, as evidenced by studies (Chae et al., 2019; Huo & Jiang, 2021; Quratulain & Al-Hawari, 2021; Yorgancioglu Tarcan et al., 2021). Notably, research has consistently shown that a high-quality supervisor-worker relationship can effectively boost employee performance, moderate the impact of demanding work conditions, and serve as a protective shield against various work-related stressors (Bakker et al., 2023b; Bakker & Demerouti, 2007; Mazzetti et al., 2021). This support is characterised by supervisors who genuinely engage with their employees' needs, offer constructive feedback, and foster an environment where employees feel encouraged to voice their opinions (Deci & Ryan, 1987). It is well-documented that such support fosters self-determination, enhances employees' interest in their work, and significantly reduces turnover intentions, ultimately helping to alleviate the conflicts between work and family life (Anderson et al., 2002).

In conjunction with the positive effects of supervisor support on employee well-being, the importance of social support from supervisors or managers becomes even more evident. Research findings consistently highlight that employees fortunate enough to have supportive supervisors or managers experience reduced instances of work-family conflict (Anderson et al., 2002). Additionally, they tend to exhibit lower levels of work-related stress, absenteeism (Goff et al., 1990), and intentions to quit (Haynie et al., 2022; Heyns et al., 2022; Maertz et al., 2007). Beyond merely alleviating stress, instrumental and emotional support provided by supervisors plays a pivotal role in enhancing overall work attitudes. For example, supervisors offer instrumental support by providing newcomers with crucial work-related information and constructive feedback, which greatly aids their adjustment and learning processes (Ng & Sorensen, 2008). Moreover, emotional support, characterised by empathy,

care, comfort, and encouragement, contributes to employee retention (Maertz et al., 2007). This support can be suitably regarded as a valuable resource that empowers employees to meet the demands of their roles effectively (Bakker & Demerouti, 2007).

## **2.7.2 Key Aspects of Perceived Supervisor Support**

Moving forward, the various aspects that make up perceived supervisor support are analysed below to provide a multifaceted overview of the factors that influence employee engagement. Perceived supervisor support is a concept of great importance in the literature, reflecting employees' expectations of their supervisors. According to Heaney & Israel (2008), it includes four key aspects: emotional support, appraisal support, informational support and physical support. Emotional support includes activities that show empathy, concern and understanding, while appraisal support involves providing feedback on performance, fostering trust and encouraging open communication (Ismail et al., 2013). Informational support refers to providing employees with access to work-related information, instructions and consultation, and physical support includes the provision of money, benefits in kind, labour and time (Poulsen et al., 2016).

These aspects are not considered dimensions of this construct, as they have neither been empirically determined nor statistically validated as such. Instead, the concept as a whole is often measured in the literature. However, to better understand the characteristics of perceived supervisor support, these aspects are discussed below.

### ***2.7.2.1 Appraisal Support***

Supervisor support in appraisal is critical to enable employees to adjust and improve their performance. Appraisal support is a form of social support from the supervisor that includes constructive feedback and affirmation, in other words, providing information that is useful for self-evaluation (Heaney & Israel, 2008, p. 190). Without this support, employees can feel lost - as this is considered an important resource in the literature (Holland et al., 2017). When supervisors do not provide feedback or provide poor feedback, organisations can suffer from a loss of potential productivity and growth. Therefore, supervisor support in appraisal is a key factor for positive organisational outcomes.

#### ***2.7.2.2 Emotional Support***

Emotional support is an important form of supervisor support that conveys caring and empathetic understanding (Rooney & Gottlieb, 2007). Emotional support can be defined as the provision of care, love, appreciation, esteem, and acceptance to subordinates in the workgroup (Bhanthumnavin, 2000). This also includes expressing sympathy and admiration and helping subordinates cope with stress, conflict, or work difficulties (Pierce et al., 1991).

This type of support is particularly important for work motivation and the quality of work life and can take the form of verbal expressions of admiration or appreciation as well as non-verbal means such as hugs or handshakes (Bhanthumnavin, 2000). The employee's need for recognition, and to feel valued, loved, and cared for forms the dimension of emotional support from the manager (Göktepe, 2016). In today's workplace, whether employees' problems are work-related or not, managerial support for the resolution and close relationships built with the employee have a positive impact on positive work outcomes such as work engagement of employees (Jin & McDonald, 2017).

### ***2.7.2.3 Informational Support***

Informational support is an aspect of perceived support and is defined as support that focuses on job-related issues to increase employee productivity through rewards, punishments, feedback, knowledge, and skills (Bhanthumnavin, 2000). Managers need to provide their subordinates with the necessary information and feedback so that they understand the goals of the organisation and can perform their tasks. In addition, managers need to support and guide underperforming employees to ensure that they reach their full potential. Research by Bhanthumnavin (2000) has shown a positive correlation between supervisor performance appraisal and informational support, suggesting that supervisors should provide more information to underperforming employees to improve their performance.

With this kind of support, employees can better understand the company's goals and are better equipped to solve their problems (Göktepe, 2016). Managers must ensure that their subordinates receive the necessary information and feedback to fully understand the company's objectives and successfully complete the tasks assigned to them. Equipped with specialised knowledge thanks to the trust placed in them, today's employees gain autonomy to carry out their tasks with the manager's informative support (Tan, 2008). In addition, managers must provide necessary informational support and guide employees who are underperforming so that they can realise their full potential.

### ***2.7.2.4 Physical (Instrumental) Support***

Physical (instrumental) support is the last aspect of PSS and involves the provision of tangible assistance and services to individuals in need (Heaney & Israel, 2008, p. 190). This form of social support from supervisors is necessary in work groups and may include help, support, time, material resources, services, goods, and financial support (Bhanthumnavin, 2000). Such support is crucial because it not only helps employees to achieve the goals of

the workgroup but can also reduce undesirable behaviours in the organisation and encourage employees to go beyond their expected duties (Göktepe, 2016). This is particularly important as individuals are motivated to work primarily because of financial rewards. Supervisor support for wages and other financial income can help motivate employees to perform well (Yorgancioglu Tarcan et al., 2021).

### **2.7.3 Relationship Between Perceived Supervisor Support and Work Engagement**

Supervisors play an important role in organisational decision-making and in providing employees with useful job resources (Chae et al., 2019). Thus, it can be said that employees can have more resources when they have the support of their supervisor. Supervisor support, which includes recognising employees' contribution, caring for their well-being, and providing both instrumental and affective resources, is fundamental to promoting employees' resource acquisition (Eisenberger et al., 2002; Huo & Jiang, 2021). Instrumental resources include material, interpersonal, and work resources that compensate for a lack of resources, help employees perform their tasks more effectively, and reduce the impact of job demands (Zhu et al., 2019). On the other hand, affective support increases employees' psychological resources and job satisfaction (Sargent & Terry, 2000), and creates a sense of inner security, leading to higher engagement at work (Kolodinsky et al., 2018).

The Job Demands-Resources model hypothesises that job resources act as a boundary condition to mitigate the negative effects of excessive job demands (Xanthopoulou et al., 2007). The higher the degree of supervisor support, the more resources employees receive, and the more they feel engaged as was explained in the motivational process of the JD-R model (Schaufeli & Taris, 2014). According to Usman et al. (2020), inadequate supervisor support can lead to feelings of alienation, whereas adequate support can facilitate employee integration in the workplace. Furthermore, effective communication between managers and employees, enabled through supervisor support, helps to solve problems that employees may be facing in their job (Cheng et al., 2022). In this way, supervisors can identify the problems that cause workers to feel alienated from their work through open dialogue with them.

Moreover, supervisor support can lead to increased work engagement and productivity (Başar, 2024), making it an essential factor for businesses in the current climate of today's business world.

Several studies in the literature show a positive relationship between perceived supervisor support and work engagement (Brough et al., 2013; Haynie et al., 2022; Holland et al., 2017; Jin & McDonald, 2017; Matsuo, 2022; Molino et al., 2021; Othman & Nasurdin, 2013; Shi & Gordon, 2020; Swanberg et al., 2011; Tauetsile, 2021). For instance, in a study involving 9404 Chinese and Australian workers from different sectors and departments, a significant positive relationship was found between supervisor support and work engagement (Brough et al., 2013). Moreover, another study with 263 employees from an Italian manufacturing company also found that perceived supervisor support affects work engagement positively (Molino et al., 2021). This relationship between PSS and work engagement was explained through the use of the JD-R theory's motivational process, which states that having resources (in this case, supervisor support) available to employees enables them to be more psychologically engaged in their work (Bakker & Demerouti, 2007).

A recent study conducted among employees of a small credit union in the southwestern United States found that perceived supervisor support had a positive impact on employees' work engagement and organisational citizenship behaviour (Haynie et al., 2022). This finding was explained using the Conservation of Resources theory (Hobfoll et al., 2018). The authors of the study explained that daily perceived supervisor support provides employees with surplus resources for work and thus increases their work engagement (Haynie et al., 2022). This focus on supervisor support as an antecedent of employee engagement resonates with the argument of Masterson et al. (2000) that employees have two important formal social exchange relationships at work: a proximal relationship with the immediate supervisor and a distal relationship with the organisation. Supporting this notion, a study of 1,039 Australian nurses analysed using structural equation modelling showed that supervisor support had a positive influence on nurses' work engagement (Holland et al., 2017). The authors of the study argued that employees are motivated to engage in certain behaviours when they feel valued, which in this case is accomplished through supervisor support (Holland et al., 2017). Therefore, based on the argumentation and the empirical results described above, the following hypothesis is proposed:

H4: There is a positive relationship between perceived supervisor support and work engagement.

## **2.8 ORGANISATIONAL IDENTIFICATION**

This section provides an overview of the organisational identification construct, starting with a definition of the concept. This section also discusses studies on organisational identification and its impact on work engagement.

### **2.8.1 Defining Organisational Identification**

Organisational identification has a long history in organisational psychology and sociology, dating back to the 1950s and 1960s when social psychologists first began to study how individuals develop a sense of belonging and attachment to groups and organisations (Dukerich et al., 2002; Dutton et al., 1994; Mael & Ashforth, 1992). During this formative period, numerous researchers contributed to the conceptual development of this phenomenon. However, the specific construct of organisational identification began to crystallise more distinctly in the 1970s and 1980s, as scholars increasingly focussed on the pivotal role that identification plays within organisational contexts (Brown, 1969; Hall & Schneider, 1972; O'Reilly & Chatman, 1986). This growing recognition of the significance of organisational identification paved the way for a rich body of research exploring its implications for employee behaviour, performance, and overall organisational outcomes.

Scholars have defined organisational identification in various ways, such as "the extent to which an individual defines himself or herself in terms of the organisation and what it stands for" (Ashforth & Mael, 1989), "a psychological process whereby individuals derive

a sense of self from their organisational membership" (Riketta, 2005), and "a perceived oneness with an organisation and the experience of the organisation's successes and failures as one's own" (Mael & Ashforth, 1992, p. 103). In this study, Mael & Ashforth's (1992, p. 103) definition is used because it emphasises the cognitive and affective aspects of organisational identification that are particularly relevant to this study, and because other scholars have frequently used this definition in their studies for its strong conceptual foundation (Buil et al., 2019; Edwards & Peccei, 2007; Karanika-Murray et al., 2015; Kazmi & Javaid, 2022; Valle et al., 2020).

Organisational identification is a distinct construct from other related constructs such as organisational commitment, and organisational citizenship behaviour (Dukerich et al., 2002; Korkmaz, 2018; Mael & Ashforth, 1992). Mael & Ashforth (1992), described organisational identification as a psychological process through which individuals establish a sense of belonging and attachment to the organisation while defining themselves in relation to it. It entails a cognitive and emotional attachment between the individual and the organisation, characterised by a shared sense of values, objectives and identity (Ashforth & Mael, 1989; Dukerich et al., 2002; Dutton et al., 1994; Mael & Ashforth, 1992).

In contrast, organisational commitment pertains to the extent of employees' dedication to the organisation's values and objectives, as well as their willingness to make an effort towards achieving them (Caniago & Mustoko, 2020; Jena et al., 2017; Rhoades et al., 2001). Similarly, organisational citizenship behaviour entails voluntary actions which do not receive formal recognition but enhance the organisation's efficiency (Özduran & Tanova, 2017; Tufail et al., 2017; Zhang et al., 2017). Whilst each of these constructs relates to an attachment to the organisation, it is important to differentiate between them. Specifically, organisational commitment is mainly about the individual's dedication to devote effort and resources to the organisation (Jena et al., 2017; Simons & Buitendach, 2013), whilst organisational citizenship behaviour relates to the individual's willingness to execute behaviours that benefit the organisation (Mushtaq et al., 2020; Zhang et al., 2017). Conversely, organisational identification relates chiefly to the individual's expression of a shared identity with the organisation (Mael & Ashforth, 1992).

There are several theories that attempt to explain the concept of organisational identification, namely social identity theory, self-categorisation theory, and social exchange theory (Korkmaz, 2018). However, social identity theory is particularly well suited to understanding organisational identification and many scholars have used this theory to explain this construct in their business research (Blader et al., 2017; Buil et al., 2019; He et al., 2014; Uzun, 2018; Valle et al., 2020; Zappalà et al., 2019). Social identity theory suggests that individuals derive their sense of self from their membership of social groups, such as organisations, and that organisational identification is a process of categorising oneself as a member of the organisation and adopting the organisation's goals and values as one's own (Ashforth & Mael, 1989; Van Knippenberg et al., 2007). This process involves accepting the norms and values of the organisation, willingly taking on organisational roles, and having a desire to continue to be a member of the organisation (Ashforth et al., 2008; Mael & Ashforth, 1992). Having established a basic understanding of organisational identification, the next section explores its relationship with work engagement as an objective for this research.

## **2.8.2 Relationship Between Organisational Identification and Work Engagement**

Organisational identification and work engagement have attracted scholarly interest due to their shared conceptual attributes. Organisational identification is defined as the perception of unity with or belonging to a group, organisation (Mael & Ashforth, 1992), while work engagement is described as a positive cognitive state in employees characterised by vigour, dedication, and absorption (Schaufeli, 2021). Notably, employees who align themselves with their respective organisations display positive attitudes, stronger organisational attachment, and commitment to their work tasks (Biswas & Bhatnagar, 2013; Nabhan & Munajat, 2023).

Expanding on the concept of organisational identification, the process of identification fosters a deep sense of attachment to the organisation (Mael & Ashforth, 1992). This state of attachment manifests in an amplified dedication to the organisation's tasks and

responsibilities (Buil et al., 2019). Individuals who possess a strong identification with their organisation internalise its values, creating a cognitive and emotional link between their self-concept and the organisation itself, often finding pride in their affiliation (Riketta, 2005). As employees establish a strong identification with their organisation, they cultivate a cognitive and emotional bond that results in their self-concept becoming intertwined with that of the organisation (Edwards & Peccei, 2007).

As individuals strongly identify with their organisation and align themselves with its values, their increased dedication translates into a motivation to actively contribute to the organisation's goals (Boivie et al., 2011). Consequently, individuals invest additional energy and time to advance the organisation's aspirations, thus immersing themselves in their professional roles (Zhang et al., 2017). Similarly, employees strongly identified with the organisation perceive the organisation's successes and setbacks as personal victories and setbacks (Ashforth & Mael, 1989), influencing their attentiveness to their work tasks. As a result, employees who particularly identify with their organisation are more likely to wholeheartedly invest themselves in their work, leading to increased work engagement (Buil et al., 2019).

Empirical research has consistently demonstrated the impact of organisational identification on work engagement (Bonaiuto et al., 2022; Buil et al., 2019; He et al., 2014; Karanika-Murray et al., 2015; Lee & Suh, 2023; Nabhan & Munajat, 2023; Zhang et al., 2017). These studies provide compelling evidence that organisational identification fosters work engagement across various cultural, sectoral, and job contexts. For instance, these effects have been observed among 150 employees of a Korean airline company (Lee & Suh, 2023), 481 employees from distinct hotels in the Shannxi Province of China (Zhang et al., 2017), and a sample of 323 employees working in 3, 4, or 5-star hotels in Spain (Buil et al., 2019). Furthermore, these relationships are also evident among 214 lecturers from state Islamic universities in Central Java, Indonesia (Nabhan & Munajat, 2023).

The JD-R model positions OI as a personal resource that increases work engagement by fulfilling employees' psychological need for purpose and belonging. As a personal resource, OI reflects an individual's internalised alignment with their organisation, whereby employees perceive the organisation's goals as matching with their self-concept. This

alignment fosters engagement by motivating employees to invest cognitive and emotional energy in their tasks as they derive personal meaning and pride from belonging to the organisation. Within the JD-R framework, personal resources such as OI mitigate the stress of job demands while enhancing intrinsic motivation, enabling employees to sustain their vigour, dedication, and absorption in their work (Bakker, 2017). For example, studies in the hospitality industry (Zhang et al., 2017; Buil et al., 2019) show that employees with a strong OI view their tasks as an extension of their personal identity, which leads to greater engagement through a sense of ownership. By framing OI as a personal resource, the JD-R model emphasises its role in mitigating stress and directing efforts towards organisational goals. Therefore, based on the arguments and the discussions from the literature above, the following hypothesis is developed:

H5: There is a positive relationship between organisational identification and work engagement.

### **2.8.3 Relationship Between Perceived Supervisor Support and Organisational Identification**

Supportive institutions that prioritise the well-being of their employees convey a powerful message: employees are deeply valued, and this message resonates, elevating employees' self-esteem and fostering a stronger sense of belonging to the organisation (Edwards & Peccei, 2010). This concept of organisational support has also been extended to supervisor support (Kazmi & Javaid, 2022; Zappalà et al., 2019), as supervisors act as representatives of the organisation and are responsible for guiding, recognising, or disciplining employees and employees interpret the positive (or negative) attitude of supervisors towards them as an expression of organisational support (Eisenberger et al., 2002).

As individuals define their self-concept based on their affiliation to a particular organisation in the context of organisational identification (Mael & Ashforth, 1992), the theories of social exchange and social identity shed light on the notion that recognising

supervisor support holds the potential to foster feelings of individual and organisational importance (Mael & Ashforth, 1992). As representatives of the organisation, supervisors support employees and employees begin to attribute their improved emotional well-being and other personal benefits to their work environment, which often extends to a positive perception of the entire organisation. Thus, supervisor support significantly impacts employees' identification by promoting the development of a shared social identity (Kazmi & Javaid, 2022). This supportive supervisor-employee relationship serves as a catalyst for the development of a strong organisational identity among employees (Valle et al., 2020). Consequently, this impact is important because it will enable the organisation to have employees with a stronger connection with the organisation and a stronger sense of belonging (Zappalà et al., 2019).

This positive relationship between perceived supervisor support and organisational identification is supported by numerous empirical studies in the literature (Atzori et al., 2008; Avanzi et al., 2018; Kazmi & Javaid, 2022; Uzun, 2018; Valle et al., 2020; Van Knippenberg et al., 2007; Zappalà et al., 2019). Significantly, a study by Kazmi & Javaid (2022), involving 175 full-time faculty members drawn from four prominent universities in Karachi, Pakistan, revealed that perceived supervisor support is linked favourably to organisational identification. This connection arises from the belief that an emotional bond is formed between the employee and the organisation, facilitated by the rapport shared between supervisors and employees (Kazmi & Javaid, 2022). Similarly, another instance pertains to a study by Uzun (2018) involving 234 teachers employed in 20 different high schools within the city centre of Giresun, Türkiye. This study also found positive correlation between perceived supervisor support and organisational identification (Uzun, 2018).

Within the JD-R model, perceived supervisor support is classified as a job resource that promotes OI, a personal resource, by indicating institutional care and respect for employees. Supervisors act as facilitators of organisational values, and their support — through recognition, guidance and empathy — strengthens employees' psychological alignment with the organisation. The JD-R model suggests that job resources such as supervisor support cultivate personal resources by fulfilling socio-emotional needs and fostering reciprocity (Bakker & Demerouti, 2007). For example, supportive supervisors reduce job-related anxiety and enable employees to internalise company goals as personally meaningful.

Empirical studies, such as those conducted on Turkish teachers (Uzun, 2018) and Spanish companies (Valle et al., 2020), show that employees reciprocate supervisor support by aligning their identity with the organisation and interpreting this support as a sign of institutional trustworthiness. This process is consistent with the JD-R model's emphasis on job resources as enablers of personal resource development, whereby supervisor support not only alleviates stress but also fosters a sense of loyalty and belonging. Consequently, the hypothesis is formulated as follows:

H6: There is a positive relationship between perceived supervisor support and organisational identification.

#### **2.8.4 Mediating Role of Organisational Identification Between Perceived Supervisor Support and Work Engagement**

Within the Job Demands-Resources model, job resources, such as supervisor support, have a significant impact on improving employee well-being and performance and supervisor support can lead to engagement by enhancing personal resources such as organisational identification (Bakker, 2017; Bakker et al., 2023; Bakker & de Vries, 2021). In this context, organisational identification plays a significant mediating role in explaining how the relationship between perceived supervisor support and work engagement unfolds.

Perceived supervisor support serves as a crucial job resource that enhances an employee's sense of well-being, job satisfaction, and task effectiveness. (Bakker & Demerouti, 2008) This support involves recognition, care, and provision of resources, which collectively contribute to an employee's overall experience within the organisation (Valle et al., 2020; Zappalà et al., 2019). The availability of such support reduces the impact of job demands and promotes employee engagement, as shown by the JD-R theory (Xanthopoulou et al., 2012).

When employees perceive strong support from their supervisors, this has a positive impact on their personal resources (Bakker & Demerouti, 2017; Schaufeli, 2017), such as organisational identification. Organisational identification, as a psychological process, involves employees perceiving themselves as an integral part of the organisation, sharing its values, goals, and identity (Buil et al., 2019; Edwards & Peccei, 2007). When employees receive strong support from their supervisors, they are more likely to view themselves positively within the organisational context (Valle et al., 2020; Zappalà et al., 2019). This positive perception leads to a greater sense of organisational identification (Valle et al., 2020; Van Knippenberg et al., 2007). Employees who feel valued and supported by their supervisors are more likely to attribute their positive work experiences to their organisational affiliation, strengthening their connection with the organisation (Zappalà et al., 2019).

The role of organisational identification as a mediator between perceived supervisor support and work engagement can be understood through the lens of the JD-R theory. As employees develop a stronger organisational identification due to the support they receive from their supervisors, they begin to internalise the positive aspects of their work environment (Zhang et al., 2017). This internalisation results in increased positive emotions, a sense of belonging, and increased commitment to the organisation's goals and values (Karanika-Murray et al., 2015).

Organisational identification also enhances employees' motivational processes (Lee & Suh, 2023). When employees identify with the organisation, they are more likely to align themselves with its objectives and outcomes (Nabhan & Munajat, 2023). This alignment fuels their intrinsic motivation, making them more willing to invest additional effort and energy into their work tasks (Buil et al., 2019; Lee & Suh, 2023; Nabhan & Munajat, 2023; Zhang et al., 2017). As a result, the heightened organisational identification resulting from perceived supervisor support translates into increased work engagement, where employees feel a strong connection to their tasks, demonstrate high levels of dedication, and experience a state of flow and absorption in their work activities. Empirical studies from different work settings also support this (Atzori et al., 2008; Avanzi et al., 2018; Boivie et al., 2011; Buil et al., 2019; Karanika-Murray et al., 2015; Lee & Suh, 2023; Nabhan & Munajat, 2023; Uzun, 2018; Valle et al., 2020; Zhang et al., 2017). Therefore, based on the theoretical discussions and empirical findings, the following hypothesis is developed:

H7: Organisational identification mediates the relationship between perceived supervisor support and work engagement.

## **2.9 GAPS IN THE LITERATURE**

This study aims to address gaps in the literature, both in terms of theoretical contributions and contextual relevance. Theoretically, JD-R theory has received extensive attention in the literature, and this study intends to contribute to JD-R theory. Fifteen years ago, studies on work engagement primarily centred on job demands and job resources, with limited attention given to personal resources (Bakker & Demerouti, 2007; Christian & Slaughter, 2007; Schaufeli & Salanova, 2007; Schaufeli & Taris, 2014). Although there has been increasing recognition of the significance of personal resources in work engagement research over the past decade, there is still a need for further research on potential personal resources. For instance, Islamic work ethic and the growth mindset have not been thoroughly examined as personal resources influencing work engagement. Additionally, the mediating role of organisational identification in the relationship between supervisor support and work engagement requires additional research for conceptual clarity.

Islamic work ethic, while previously studied as a factor in work engagement (Azman et al., 2022; Farid et al., 2017; Rahmawaty et al., 2022; Salmabadi et al., 2015), has not been incorporated into the JD-R theory as a personal resource. This study intends to consider it as a personal resource within the motivational framework of the JD-R theory, thereby making a theoretical contribution by filling this gap. Furthermore, educational research has widely recognised the concept of a growth mindset and its positive outcomes on schools, students, and teachers (Justus et al., 2022; Rissanen et al., 2019). While mindset theory explains the positive outcomes of a growth mindset in organisations, its use as a personal resource in the JD-R theory has not been adequately researched. Additionally, organisational identification is primarily explained by social identity theory and using it as a personal resource in JD-R theory fills another gap that this study focuses on. Also, organisational identification plays a mediating role; therefore, personal resources act as independent variables and also serve as mediating variables in this study.

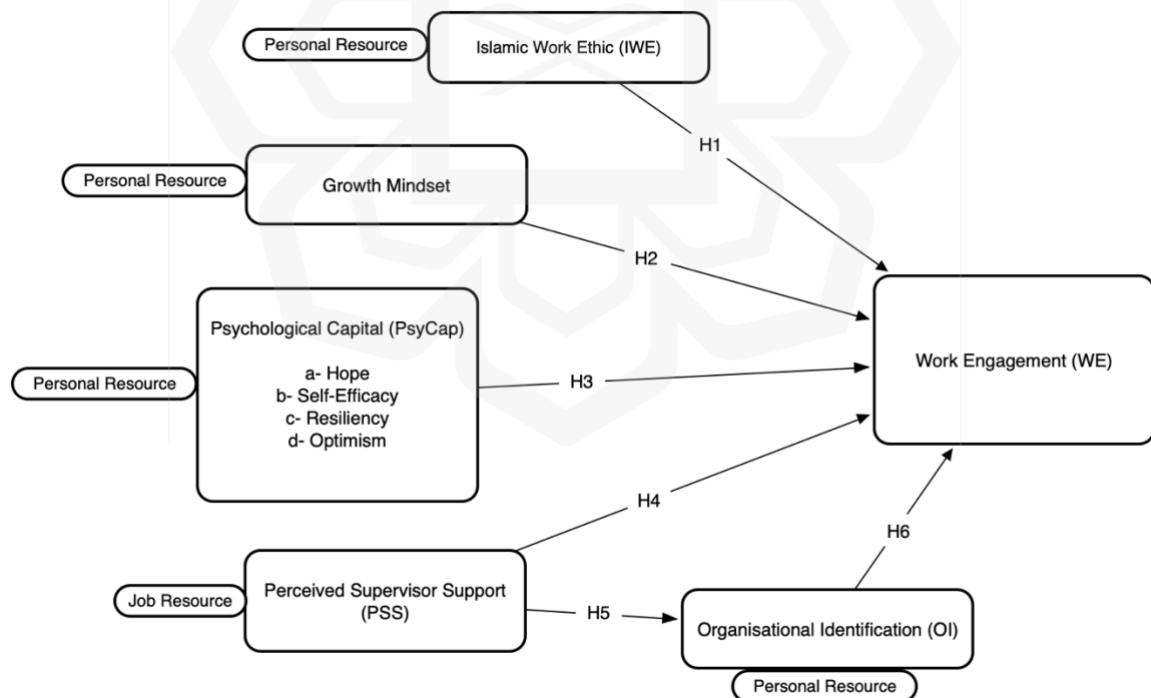
In the context of this study, it aims to address specific research gaps within the Turkish Islamic Banking sector. First, while Islamic work ethic has been extensively studied globally, (Gheitani et al., 2019; Hayati & Caniogo, 2012; Khorshid, 2016; Ridwansyah et al., 2023; Salmabadi et al., 2015), its application and impact in the Turkish Islamic banking context remain unexplored. Second, the benefits of a growth mindset for organisations have been increasingly studied, but this concept has received limited attention within Turkish Islamic Banks. Therefore, this study investigates the impact of employee growth mindset on work engagement in Turkish Islamic Banks. Third, while PsyCap is an established personal resource, its effects within the Turkish Islamic banking sector, with its unique job demands and stressors, remain largely unexamined. Thus, this research seeks to enhance the understanding of how PsyCap influences work engagement among employees in this specific sector, addressing significant gaps in the literature.

Furthermore, perceived supervisor support is well-documented as a job resource within the literature, however, its application within Turkish Islamic banks has been understudied. There is a shortage of empirical research that specifically investigates how perceived supervisor support enhances work engagement, particularly within the context of Turkish Islamic banks. The present study aims to address this gap by examining the role of perceived supervisor support and its impact on work engagement among employees in Islamic banking, thus contributing to understanding these dynamics within this setting.

While prior research has provided insights into the effects of perceived supervisor support on organisational identification (Atzori et al., 2008; Avanzi et al., 2018; Kazmi & Javaid, 2022; Uzun, 2018) and the subsequent influence of organisational identification on work engagement (Bonaiuto et al., 2022; Buil et al., 2019; Nabhan & Munajat, 2023), there remains a need for more comprehensive empirical investigations into the mediating role of organisational identification. Particularly, empirical studies exploring how organisational identification mediates the relationship between perceived supervisor support and work engagement among Turkish Islamic bank employees are notably scarce. This study aims to fill this gap by providing empirical evidence on this critical aspect within the context of Islamic banking.

## 2.10 CONCEPTUAL FRAMEWORK AND HYPOTHESIS DEVELOPMENT

To investigate the direct relationships (i) between Islamic work ethic and work engagement, (ii) between growth mindset and work engagement, (iii) between PsyCap and work engagement, (iv) between perceived supervisor support and work engagement, (v) between perceived supervisor support and organisational identification, (vi) between organisational identification and work engagement, and (vii) the mediating role of organisational identification between perceived supervisor support and work engagement, following research framework is proposed:



*Note: H7 represents the mediating role of OI between PSS and WE*

Figure 2.5: Conceptual Framework of the Study

The conceptual framework of this study is based on the Job Demands-Resources theory, which encompasses two independent processes: the health impairment process and the motivational process. In the context of this research, the focus will be on the motivational process, where job resources and personal resources contribute to work engagement and well-being, irrespective of the level of job demands (Bakker et al., 2023; Schaufeli, 2017; Schaufeli & Salanova, 2007; Schaufeli & Taris, 2014). High-quality resources can counteract the negative effects of job demands and foster employee engagement (Schaufeli & Bakker, 2004).

The framework is constructed around several key elements, including job resources (with an emphasis on supervisor support), personal resources (comprising Islamic work ethic, growth mindset, psychological capital as well as organisational identification), and work engagement. Job resources refer to those aspects of the job that help employees in achieving work goals, reduce job demands, or stimulate personal growth (Schaufeli & Bakker, 2004). Supervisor support, a key job resource in this study, includes guidance, encouragement, assistance, and emotional support provided by supervisors. Among job resources, supervisor support is one of the most important, as confirmed by a meta-analysis of work engagement studies (Mazzetti et al., 2021).

There are four personal resources in this research. Personal resources are positive self-evaluations or individuals' sense of their ability to control and impact their environment successfully (Bakker & Demerouti, 2024; Schaufeli & Taris, 2014). The first personal resource used in this study is Islamic work ethic, which is a set of beliefs and values that emphasise the importance of hard work, honesty, fairness, and social responsibility in the workplace (Ali, 1992). The second one is growth mindset, the belief in the potential to develop abilities and intelligence (Dweck, 2000). The third one is psychological capital, which consists of self-efficacy, optimism, hope, and resilience, lastly, organisational identification is also a personal resource, which is a perceived oneness with an organisation and the experience of the organisation's successes and failures as one's own serve as personal resources in this research (Mael & Ashforth, 1992).

Based on the JD-R model, the research framework has been used to generate seven research hypotheses that investigate the interrelationships between the constructs under study. These hypotheses are derived from the research questions outlined in this study and are further supported by findings from the literature review. To better reflect the hypotheses within the conceptual framework, the relationships between the hypotheses, research questions, and literature are presented in Tables 2.1 and 2.2.

Table 2.1 demonstrates the connections between each hypothesis and its corresponding research question, while Table 2.2 provides a summary of the links between each hypothesis and the associated literature.

Table 2.1: Hypotheses and Research Questions

Hypotheses	Research Questions
H1: There is a positive relationship between Islamic work ethic and work engagement.	RQ1: What is the relationship between Islamic work ethic and work engagement.
H2: There is a positive relationship between growth mindset and work engagement.	RQ2: What is the relationship between growth mindset and work engagement.
H3: There is a positive relationship between psychological capital and work engagement.	RQ3: What is the relationship between psychological capital and work engagement.
H4: There is a positive relationship between perceived supervisor support and work engagement.	RQ4: What is the relationship between perceived supervisor support and work engagement.
H5: There is a positive relationship between perceived supervisor support and organisational identification.	RQ5: What is the relationship between perceived supervisor support and organisational identification.
H6: There is a positive relationship between organisational identification and work engagement.	RQ6: What is the relationship between organisational identification and work engagement.

H7: Organisational identification mediates the relationship between perceived supervisor support and work engagement.	RQ7: Does organisational identification mediate the relationship between perceived supervisor and work engagement.
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Table 2.2: Hypotheses and Supporting Literature

Hypotheses	Description	Supporting Literature
H1	There is a positive relationship between Islamic work ethic and work engagement.	(Azman et al., 2022; Farid et al., 2017; Rahmawaty et al., 2022; Salmabadi et al., 2015; Siddiq & Hadjiah, 2019; Tufail et al., 2017)
H2	There is a positive relationship between growth mindset and work engagement.	(Abu Samah et al., 2019; Frondoza et al., 2020; Hanie et al., 2019; M. C. Murphy & Reeves, 2019; Nandini et al., 2022; Özduran & Tanova, 2017; Zeng et al., 2019)
H3	There is a positive relationship between psychological capital and work engagement.	(Adil & Kamal, 2020; Alessandri et al., 2018; George et al., 2022; B. Gupta et al., 2022; Karatepe & Karadas, 2015; Lupsa et al., 2020; Mazzetti et al., 2016; Peláez Zuberbühler et al., 2021; Saleem et al., 2022; Sekhar, 2022; Wirawan et al., 2020)
H4	There is a positive relationship between perceived supervisor support and work engagement.	(Brough et al., 2013; Haynie et al., 2022; Holland et al., 2017; Jin & McDonald, 2017; Matsuo, 2022; Molino et al., 2021; Othman & Nasurdin, 2013; Shi & Gordon, 2020; Swanberg et al., 2011; Tauetsile, 2021)
H5	There is a positive relationship between perceived supervisor support and organisational identification.	(Atzori et al., 2008; Avanzi et al., 2018; Kazmi & Javaid, 2022; Uzun, 2018; Valle et al., 2020; Van Knippenberg et al., 2007; Zappalà et al., 2019)
H6	There is a positive relationship between organisational identification and work	(Bonaiuto et al., 2022; Buil et al., 2019; He et al., 2014; Karanika-Murray et al., 2015; Lee & Suh, 2023; Nabhan & Munajat, 2023; Zhang et al., 2017)

	engagement.	
H7	Organisational identification mediates the relationship between perceived supervisor support and work engagement.	(Bonaiuto et al., 2022; Buil et al., 2019; Kazmi & Javaid, 2022; Nabhan & Munajat, 2023; Valle et al., 2020; Zappalà et al., 2019; Zhang et al., 2017)

Source: Researcher's Own Work

## 2.11 SUMMARY OF THE CHAPTER

This chapter reviewed the theoretical, conceptual, and empirical literature on the topic of the study to provide a detailed framework for the definitions, dimensions, and correlations between work engagement, Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, and organisational identification. Therefore, a conceptual framework was developed to illustrate the relationships between these variables and provide a basis for the proposed hypotheses. Finally, Table 2.2 is presented to list the relevant literature to support each hypothesis.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter details the research methods used for this study in eight sections, beginning with an introduction. The second section deals with the research paradigm, followed by a discussion of the research methodology in the third section. The fourth section describes the research techniques used in this study, including the target population, sample design, sample size, and research instruments used. The fifth and sixth sections describe the pilot study and data collection. The subsequent seventh section provides a comprehensive overview of the data analysis process, ranging from factor analysis to structural equation modelling (SEM). Finally, the chapter concludes with a summary in the eighth section.

#### **3.2 RESEARCH PARADIGM**

A research paradigm is essential before undertaking any study, as it serves as a foundational belief system or framework that guides the knowledge acquisition process (Bryman, 2012, p. 630). This philosophical worldview acts as a starting point, informing the researcher's choices regarding research design, methodology, data collection procedures, and other study aspects (Creswell & Creswell, 2018, p. 44). By establishing a coherent and well-founded research paradigm, the researcher can ensure a consistent and rigorous approach to investigating the research question, ultimately enhancing the validity and reliability of the study's findings (Creswell & Creswell, 2018, p. 44). In this study, the research paradigm adopted is realism, which provides a suitable philosophical

foundation for the quantitative method employed to investigate the impact of Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, and organisational identification on employees' work engagement in Turkish Islamic banks. This section explains the realism paradigm and justifies its selection for the present study.

Recognising the limitations of the positivist research paradigm, the researcher, as a Muslim, embraces realism as a more inclusive and suitable approach for examining human behaviour and social phenomena, considering the importance of spiritual, cultural, and religious dimensions. Realism and positivism are two distinct research paradigms that share similarities but also have crucial differences. Both paradigms assume the existence of objective reality and emphasise using scientific methods to study and explain phenomena (Bryman, 2012). However, while positivism posits that only observable and directly measurable phenomena can be studied, realism acknowledges the existence of underlying structures and mechanisms that may not be directly observable but still impact the observed phenomena (Maxwell, 2012). Moreover, positivism tends to ignore the role of social, cultural, and religious factors in shaping reality, asserting that only empirical evidence generated through controlled experiments can provide valid knowledge (Ryan, 2018). As a Muslim, the researcher cannot accept the positivist paradigm due to its disregard for the significance of spiritual, cultural, and religious dimensions in understanding human behaviour and social phenomena. In contrast, realism provides a more comprehensive and detailed perspective by acknowledging the influence of these factors on objective reality (Bhaskar, 2008), making it a more suitable paradigm for the present study.

As a comprehensive alternative to positivism, realism is a research paradigm that asserts the existence of an objective reality independent of human perception and understanding (Bhaskar, 2008). It assumes that phenomena can be studied and explained by applying scientific methods and systematically observing their underlying structures and mechanisms (Wainwright, 1997). Realism can be divided into two main forms: critical realism and scientific realism. Critical realism emphasises the role of social structures and institutions in shaping reality, while scientific realism focuses on the existence of natural laws and mechanisms that govern observed phenomena (Maxwell, 2012).

The choice of realism as the research paradigm for this study is informed by several factors. First, realism aligns well with the quantitative method, as both approaches emphasise the objective measurement and analysis of relationships between variables (Creswell & Creswell, 2018). The realism paradigm supports the use of statistical techniques to identify patterns, trends, and causal relationships, which are central to the research questions and objectives of the present study (Field, 2013). Second, realism acknowledges the existence of an external reality that is not entirely dependent on individual perceptions and interpretations. This assumption is particularly relevant when examining the relationships between Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, organisational identification, and work engagement, as these factors are theorised to have a measurable impact on employee behaviour and performance, regardless of personal beliefs or subjective experiences (Luthans & Youssef-Morgan, 2017; Zeng et al., 2019).

Third, realism recognises the role of social, cultural, and historical contexts in shaping the reality we observe (Bhaskar, 2008). By acknowledging the existence of these contextual influences, realism allows the researcher to consider the potential impact of such factors on the relationships between the variables under investigation, thereby enhancing the validity and generalisability of the findings. This aspect of realism is crucial in the context of this study, as the Turkish Islamic banking sector operates within a specific cultural and historical setting that may influence employee behaviour and engagement. Finally, the realism paradigm allows for the generalisability of research findings, an essential aspect when investigating a specific sector, such as Islamic banks in Türkiye, and drawing conclusions that can be applied to similar contexts (Bryman, 2012). By adopting the realism paradigm, the researcher can generate robust and actionable insights that can inform management practices within the Turkish Islamic banking sector and potentially contribute to improved employee work engagement.

In conclusion, the realism paradigm is chosen for this study due to its alignment with the quantitative method, its emphasis on the objective analysis of phenomena, and its potential to generate generalisable insights. This philosophical foundation supports investigating the relationships between Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, organisational identification, and

work engagement, thereby contributing to a deeper understanding of the factors influencing employee performance in Turkish Islamic banks.

### **3.3 RESEARCH METHODOLOGY**

The quantitative method has been chosen for this research, as the objective is to systematically investigate the impact of Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, and organisational identification on the work engagement of employees in Turkish Islamic banks. This section aims to outline the rationale behind selecting the quantitative method over qualitative or mixed method approaches and provide a clear justification for this choice.

Quantitative, qualitative, and mixed methods are the three primary research methodologies employed in social science studies (Creswell & Creswell, 2018). Quantitative research is characterised by its focus on numerical data, statistical analysis, and the objective measurement of relationships between variables. It aims to identify patterns and trends, test hypotheses, and make predictions based on empirical evidence (Creswell & Creswell, 2018). Conversely, qualitative research focuses on exploring phenomena in depth, using non-numerical data, such as textual or visual materials, to gain an understanding of individual experiences, perceptions, and meanings. (Denzin & Lincoln, 2018). Mixed-method research, as the name suggests, combines both quantitative and qualitative approaches to provide a more comprehensive understanding of a research problem (Johnson & Onwuegbuzie, 2004).

In the present study, the quantitative method is preferred over qualitative or mixed methods for several reasons. First, the research questions are oriented toward examining the relationships between Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, organisational identification, and work engagement. These relationships can be effectively measured and analysed using numerical data and statistical techniques, making the quantitative approach more suitable (Field, 2013). Second, the quantitative method allows for the generalisability of the results, which is essential when investigating a specific sector, such as Islamic banks in Türkiye, and

drawing conclusions that can be applied to similar contexts (Bryman, 2012). Third, the quantitative approach enables the researcher to control for extraneous variables and potential biases, ensuring greater internal validity and reliability in the study's findings (Pallant, 2010).

In summary, the quantitative method is chosen for this research because it aligns with the research objectives and provides an efficient means to examine the relationships between the variables under investigation systematically. This approach enables the researcher to draw robust conclusions and generate actionable insights that inform management practices within the Turkish Islamic banking sector.

### **3.4 RESEARCH TECHNIQUES**

In this section, the researcher outlines the research design, which encompasses the types of data employed in the study and the specific quantitative approaches to be utilised. Furthermore, this section presents the study population and sample frame, followed by a detailed explanation and justification of the sampling design. Subsequently, the adequacy of the sample size is examined, and finally, the instrumentation, including the tools used to measure the dependent and independent variables in this study, is discussed. This serves as an introduction to the research techniques section of the doctoral study, providing a comprehensive overview of the methodology to be employed.

#### **3.4.1 Research Design**

The current study adopts a non-experimental research design, specifically utilising the survey method to measure and test the variables under investigation through statistical analysis (Creswell & Creswell, 2018). Essentially, the survey method involves

collecting data from various organisations, individuals, or other units of analysis to address research questions. The selection of the survey method for this study aligns with the research objective, which seeks to explore, hypothesise, and examine the relationships among the constructs being studied. Another reason for opting for the survey method is that the unit of analysis in this study is at the individual level. As Neuman (2014) explains, research focusing on individuals as the unit of analysis typically employs survey methods.

One of the key benefits of using the survey method is its extensive generalisability or external validity (Fowler, 2014). Data collected in field settings, as opposed to laboratory experiments, allows for the generalisation of observed associations from the sample to the broader population (Fowler, 2014). In the context of this study, which focused on the Turkish Islamic Bank sector, the findings not only offer generalisable insights for the entire Turkish Islamic Banking population but also contribute valuable understanding to other workforce sectors within the country. Specifically, this study employs a cross-sectional survey design, wherein both independent and dependent variables are measured simultaneously using a questionnaire. While longitudinal survey designs may offer higher degrees of external and internal validity compared to cross-sectional designs (Creswell & Creswell, 2018), this study opts for the latter due to budgetary and time constraints that would arise if a longitudinal design were to be implemented. Cross-sectional data is collected from employees of Turkish Islamic banks during this period, offering a snapshot of their work engagement and its contributing factors at a particular point in time.

The use of cross-sectional data is both practical and logical for this study, as it allows for the efficient collection of data within the designated timeframe (Sekaran & Bougie, 2016) while still providing valuable insights into the relationships between the variables under investigation. Moreover, cross-sectional data can serve as a foundation for future longitudinal research that seeks to explore the evolution of work engagement and its determinants over time (Spector, 2012). By employing primary and cross-sectional data, this study aims to provide a robust and context-specific understanding of the factors that influence work engagement within the Turkish Islamic banking sector.

### **3.4.2 Study Population and Sample Frame**

To investigate the influence of Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, and organisational identification on work engagement among employees in Turkish Islamic banks, examining the entire population of bank employees is impractical and resource-intensive. A more effective approach is to focus on a selected sample that represents the population. Thus, sampling entails drawing conclusions about the entire population by examining a subset of its elements (Cooper & Schindler, 2013). There were 18,249 employees in Turkish Islamic banks as of the end of 2022 (Babuşçu, 2023), so the population for this study is 18,249.

The sample for this research is derived from a population of employees working in six Turkish Islamic banks. The study's emphasis is on specialists, senior specialists, officers, and assistant managers, excluding managers, higher-ranking positions, and clerical staff. The rationale for focusing on these specific positions is that these employees are directly involved in the day-to-day operations of the banks and deal with their supervisors daily. They are, therefore, most likely to be affected by the Islamic work ethic, growth mindset, psychological capital, perceived support and organisational identification. Furthermore, these employees represent a significant portion of the workforce and have a direct impact on the overall performance of the organisation. The population encompasses employees working in both branches and head offices of these banks. Based on the desired confidence level, margin of error and estimated population size, approximately 1,000 surveys were distributed, resulting in a final sample size of 368 for this study. A detailed explanation of sampling size and its adequacy is presented in section 3.4.4.

### **3.4.3 Sampling Design**

Ensuring the generalisability of the results is crucial for this study. However, due to the confidential nature of the data in this particular research context, a non-probability

sampling method, specifically purposive sampling, is employed. Unlike probability sampling methods, non-probability sampling does not provide all units in the population with an equal chance of being selected (Bhattacharjee, 2012; Cooper & Schindler, 2013). However, given the constraints imposed by confidentiality concerns, this approach is both practical and necessary for this study.

In purposive sampling, participants are deliberately selected based on certain characteristics, experiences or insights that are particularly relevant to the research question (Bryman, 2012; Sekaran & Bougie, 2016). In this study, employees of Turkish Islamic banks who have particular experiences and insights into work engagement—such as officers, assistant specialists, specialists, senior specialists, and assistant managers, were selected. Due to the nature of the population, practicality and the fact that specific roles, such as managers and above, do not have direct day-to-day relationships with their supervisors, while clerks and interns may not have the relevant operational experience to be included in the study, a purposive sample was drawn. The study consists of a sample of employees from Turkish Islamic banks. To select the banks, a list of Turkish Islamic banks was first compiled using publicly available information (Babuşçu, 2023a). As of December 31, 2022, there were only six operating Islamic banks. The selection of these banks for the study was based on their size, with priority given to the largest ones. The size of the banks and the number of employees as of December 31, 2022, are as follows (Babuşçu, 2023; Babuşçu, 2023a):

- i. Kuveyt Türk Katılım Bankası (Size of Assets: 385 billion TRY) (5,834 employees)
- ii. Ziraat Katılım Bankası (Size of Assets: 213 billion TRY) (1,904 employees)
- iii. Vakıf Katılım Bankası (Size of Assets: 188 billion TRY) (2,384 employees)
- iv. Türkiye Finans Katılım Bankası (Size of Assets: 153 billion TRY) (3,735 employees)
- v. Albaraka Türk Katılım Bankası (Size of Assets: 146 billion TRY) (2,695 employees)
- vi. Türkiye Emlak Katılım Bankası (Size of Assets: 100 billion TRY) (1,697 employees)

The six Turkish Islamic banks serve as the primary source for participants, and the selection was further refined based on job positions, including specialists, assistant specialists, senior specialists, officers and assistant managers. These positions were selected based on their daily operational roles, and direct, ongoing interaction with supervisors — an essential factor for examining perceived supervisor support, one of the key variables in this study.

To facilitate sampling, the HR departments of the six banks were contacted to obtain their consent and interest in participating in the study. The HR departments were then asked to distribute the questionnaires via an online platform exclusively to employees in the specified positions. As the top management of these banks does not formally authorise such research, the questionnaires were distributed informally through internal channels and WhatsApp groups rather than official email communication. Despite these formal restrictions, the banks' management informally supported the study by assisting with the distribution of the questionnaires to employees.

In addition, the researcher used LinkedIn to reach some of the employees and distribute the questionnaire further. To ensure that all banks were as evenly represented as possible, the researcher monitored the Google Forms responses in real time after the questionnaire had been sent to the employees of each bank. This prevented any one bank from dominating the responses and ensured a balanced distribution across the six banks. For reasons of anonymity, the names of the banks were not included in the questionnaire. A differentiation by bank type was possible, as three public and three private banks were involved in the study.

The expected response rate for our investigation is 30-60%, which falls within the acceptable range for research in this field. A study by Baruch & Holtom (2008) analysed 490 articles published in top-tier management journals and found an average response rate of 52.7% for organisational studies. Another study by Anseel et al. (2010) reported a median response rate of 36.8% for organisational surveys in the field of industrial and organisational psychology. Considering these findings, it may be reasonable to expect a response rate of around 30% to 60% for this study. However, the researcher employed strategies to maximise the response rate, such as using engaging survey designs,

providing incentives, sending reminders, and ensuring confidentiality (Dillman et al., 2014).

To address ethical considerations and follow best practices, several measures were taken to safeguard participants' rights and interests.

- i. **Informed consent:** Before taking part in the study, all individuals were given a detailed overview of the research goals, procedures, potential risks, and benefits. Informed consent was obtained from each participant, making sure they understand their role and willingly agree to participate.
- ii. **Anonymity and confidentiality:** The study was structured to ensure the anonymity and confidentiality of all participants. Their personal information was not disclosed and any identifiable details from the data were removed. Results were presented collectively, preventing the identification of individual participants.
- iii. **Voluntary participation and withdrawal:** Participants were informed that their involvement in the study is completely voluntary and that they may withdraw at any moment without facing any negative consequences. Moreover, they were advised to decline to answer specific questions if they felt uncomfortable.
- iv. **Data storage and usage:** All collected data will be securely stored on the researcher's password-protected laptop for five years, after which it will be permanently deleted. The data will solely be used for this study and any related research and will not be shared or used for other purposes without participants' explicit consent.
- v. **Ethical approval:** In order to ensure compliance with ethical standards, an approval was obtained from the relevant authorities, such as the ethics committee, before data collection began. The author applied to the IIUM's Research Ethic Committee first. However, they informed the researcher that they could not provide ethical approval for this research due to the Turkish sample, they recommended that the researcher should contact a university in Türkiye to obtain approval from an ethics committee there. Following this recommendation, the researcher obtained approval from one of the institutions in Türkiye. Details can be found in APPENDIX IX. This step

provides an added layer of oversight and protection for participants involved in the study.

By adhering to these measures, ethical guidelines and best practices were followed, which protected the rights, interests, and well-being of participants while preserving the integrity and quality of the research.

One inherent challenge during the sampling process is the potential for nonresponse bias, which might limit the generalisability of the findings (Groves, 2006). Also, as this study specifically targets a subset of job positions, the sample may not entirely represent the diversity within the population (Bryman, 2012). Further, the adoption of the purposive sampling method introduces its own set of limitations and biases. In purposive sampling, selection bias can occur when the researcher's subjective criteria for selecting participants results in a sample that does not accurately represent the broader population (Etikan et al., 2016). Moreover, the lack of random selection means that the sample might not be fully representative of the broader population, potentially impacting the external validity of the findings (Sekaran & Bougie, 2016).

Despite these challenges, strategies can be implemented to maximise the quality and value of the data collected. The researcher carefully managed the data collection process, employing techniques to increase response rates such as engaging survey designs and consistent follow-ups (Dillman et al., 2014). Furthermore, it is crucial to openly acknowledge these methodological limitations in the analysis and interpretation of the findings, reminding the audience that the results might be best understood in the context of the specific sample rather than the broader population (Maxwell, 2012). As a result, while the purposive sampling approach may present potential limitations and biases, conscientious planning, execution, and interpretation can ensure valuable insights are gathered from this study.

#### **3.4.4 Adequacy of Sample Size**

Ensuring an appropriate sample size is a critical aspect of any research, as it contributes to the generalisability of the findings. A representative sample accurately reflects the characteristics of the population under study (Cooper & Schindler, 2013). Furthermore, the sample size has a considerable impact on the statistical significance of a study. Insufficient sample sizes may lead to less generalisable results, while excessively large sample sizes might cause statistical tests to become overly sensitive, resulting in erroneous findings (Hair et al., 2010).

Determining an appropriate sample size for structural equation modelling is a challenge frequently encountered by researchers. The literature presents various suggestions regarding the acceptability of sample size for SEM studies. For instance, several authors recommend that the sample size for SEM should exceed 200 (Byrne, 2016; Kline, 2016; Schumacker & Lomax, 2015). Hair et al. (2010) argue that a minimum sample size of 150 is suitable for models containing seven constructs or fewer. Meanwhile, Iacobucci (2010) posits that a sample size ranging between 50 and 100 is adequate for SEM studies.

Although there is much debate in the literature about sample size, the 5:1 sample size rule of Hair et al. (2010) is widely accepted and applied in research (Islam et al., 2020). The online questionnaires in this study consist of 60 questions in total, including 9 questions for the Utrecht Work Engagement Scale (UWES), 21 questions for Islamic Work Ethic Scale (IWES), 4 questions for the growth mindset scale, 12 questions for the Psychological Capital Questionnaire (PCQ), 8 questions for the Perceived Supervisor Support Scale (PSSS), and 6 questions for Organisational Identification scale, the minimum sample size for this study should be 300 (60\*5) (Hair et al., 2010).

To calculate the sample size for a known population, researchers may also employ the formula proposed by Krejcie & Morgan (1970)  $s = X^2 NP(1-P) \div d^2 (N-1) + X^2 P (1-P)$ . Krejcie & Morgan's (1970) table relating sample size to the total population offers guidance for identifying the appropriate sample size for the given population. In the context of this study, which focuses on a population of 18,249 Islamic Banking employees in Türkiye (Babuscu, 2023), based on the formula, the minimum sample size for this study should be 377 respondents.

According to Hair et al. (2010) and the formula proposed by Krejcie & Morgan (1970), a sample size ranging from 300 to 377 respondents would be considered

statistically valid and sufficient for this study. However, in order to ensure a proper representation of the population and enhance the study's validity, Pallant (2010) advises researchers to recruit more participants than the minimum required, especially when working with human subjects. As a result, the researcher received 373 responses, of which 368 were usable, and it meets the desired target. To account for possible non-responses, around 1,000 questionnaires were distributed — more than double the required sample size — to reach at least 70% of the target number of participants.

In conclusion, determining an appropriate sample size is essential for guaranteeing the generalisability and statistical significance of research findings. By applying Krejcie & Morgan (1970) formula and the general rule proposed by Hair et al. (2010), the researcher has arrived at a sample size of 368. This number accurately represents the population of Islamic Banking employees in Türkiye, thereby strengthening the validity of the study. Through careful consideration of these factors and the selection of an appropriate sample size, the researcher aims to present a reliable and meaningful analysis of the relationships between the variables under investigation.

### **3.4.5 Instrumentation**

This study aims to investigate the impact of the Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, and organisational identification on work engagement within the context of Türkiye's Islamic banks. To achieve this, multi-item scales derived from previous research are employed, which have been validated and proven reliable. The instruments used in this study were chosen based on an extensive literature review, and the validity and reliability of these instruments have been statistically tested.

The questionnaire comprises seven sections: Section A covers work engagement, Section B covers Islamic work ethic, Section C covers growth mindset, Section D covers psychological capital, Section E covers perceived supervisor support, Section F covers identification with the organisation, and Section G covers demographic

information. By placing the demographic section at the end of the questionnaire, participants can focus on the key questions in sections A to F before their attention diminishes. In the demographic section, participants are asked to provide information on gender, age, education level, position and work experience. The following sections focus on the instruments used to measure work engagement, Islamic work ethic, growth mindset, psychological capital, perceived supervisor support and identification with the organisation. All of these instruments are statistically valid and reliable according to the existing literature. For a comprehensive understanding of the questions in the questionnaire and their adoption or adaptation in this study, Table 3.1 presents the relevant information.

Table 3.1 The Source of the Questions Used in the Questionnaire

<b>Variable</b>	<b>No</b>	<b>Question in the questionnaire of this study</b>	<b>The original source from the literature</b>	<b>Adapted or Adopted</b>
WE	1	At my work, I feel that I am bursting with energy.	Schaufeli et al. (2006)	Adopted
WE	2	At my job, I feel strong and vigorous.	Schaufeli et al. (2006)	Adopted
WE	3	When I get up in the morning, I feel like going to work.	Schaufeli et al. (2006)	Adopted
WE	4	I am enthusiastic about my job.	Schaufeli et al. (2006)	Adopted
WE	5	My job inspires me.	Schaufeli et al. (2006)	Adopted
WE	6	I am proud of the work that I do.	Schaufeli et al. (2006)	Adopted
WE	7	I feel happy when I am working intensely.	Schaufeli et al. (2006)	Adopted
WE	8	I am immersed in my work.	Schaufeli et al. (2006)	Adopted
WE	9	I get carried away when I'm working.	Schaufeli et al. (2006)	Adopted
IWE	10	Laziness is a vice.	Ali (1992)	Adopted
IWE	11	Dedication to work is a virtue.	Ali (1992)	Adopted
IWE	12	Good work benefits both one's self and others.	Ali (1992)	Adopted

IWE	13	Justice in the workplace is necessary conditions for society's welfare.	Ali (1992)	Adapted
IWE	14	Generosity in the workplace is necessary conditions for society's welfare	Ali (1992)	Adapted
IWE	15	Producing more than enough to meet one's personal needs contributes to the prosperity of society as a whole.	Ali (1992)	Adopted
IWE	16	One should carry work out to the best of one's ability.	Ali (1992)	Adopted
IWE	17	Work is not an end in itself but a means to foster personal growth.	Ali (1992)	Adapted
IWE	18	Work is not an end in itself but a means to foster social relations.	Ali (1992)	Adapted
IWE	19	Life has no meaning without work.	Ali (1992)	Adopted
IWE	20	More leisure time is good for society. (R)	Ali (1992)	Adopted
IWE	21	Human relations in organizations should be emphasized.	Ali (1992)	Adapted
IWE	22	Human relations in organizations should be encouraged.	Ali (1992)	Adapted
IWE	23	Work enables man to control nature.	Ali (1992)	Adopted
IWE	24	Creative work is a source of happiness.	Ali (1992)	Adapted
IWE	25	Creative work is a source of accomplishment.	Ali (1992)	Adapted
IWE	26	Any man who works is more likely to get ahead in life.	Ali (1992)	Adopted
IWE	27	Work gives one the chance to be independent.	Ali (1992)	Adopted
IWE	28	A successful man is the one who meets deadlines at work.	Ali (1992)	Adopted
IWE	29	One should constantly work hard to meet responsibilities.	Ali (1992)	Adopted
IWE	30	The value of work is derived from the accompanying intention rather than its results.	Ali (1992)	Adopted
Growth Mindset	31	I have a certain amount of intelligence, and I can't really do much to change it.	Dweck (2000)	Adopted
Growth Mindset	32	My intelligence is something about me that I can't change very much.	Dweck (2000)	Adopted
Growth Mindset	33	To be honest, I can't really change how intelligent I am.	Dweck (2000)	Adopted

Growth Mindset	34	I can learn new things, but I can't really change my basic intelligence.	Dweck (2000)	Adopted
PsyCap	35	Copyrighted Item	Avey et al. (2011)	Adopted
PsyCap	36	Copyrighted Item	Avey et al. (2011)	Adopted
PsyCap	37	Copyrighted Item	Avey et al. (2011)	Adopted
PsyCap	38	If I should find myself facing a problem at work, I could think of many ways to get out of it.	Avey et al. (2011)	Adapted
PsyCap	39	Copyrighted Item	Avey et al. (2011)	Adopted
PsyCap	40	Copyrighted Item	Avey et al. (2011)	Adopted
PsyCap	41	Copyrighted Item	Avey et al. (2011)	Adopted
PsyCap	42	Copyrighted Item	Avey et al. (2011)	Adopted
PsyCap	43	Copyrighted Item	Avey et al. (2011)	Adopted
PsyCap	44	Copyrighted Item	Avey et al. (2011)	Adopted
PsyCap	45	Copyrighted Item	Avey et al. (2011)	Adopted
PsyCap	46	Copyrighted Item	Avey et al. (2011)	Adopted
PSS	47	My supervisor really cares about my well-being.	Rhoades et al. (2001)	Adapted
PSS	48	My supervisor strongly considers my goals and values.	Rhoades et al. (2001)	Adapted
PSS	49	My supervisor shows little concern for me. (R)	Rhoades et al. (2001)	Adapted
PSS	50	My supervisor cares about my opinions.	Rhoades et al. (2001)	Adapted
PSS	51	My supervisor is willing to help me if I need a special favour.	Rhoades et al. (2001)	Adapted
PSS	52	Help is available from my supervisor when I have a problem.	Rhoades et al. (2001)	Adapted
PSS	53	My supervisor would forgive an honest mistake on my part.	Rhoades et al. (2001)	Adapted
PSS	54	If given the opportunity, my supervisor would take advantage of me. (R)	Rhoades et al. (2001)	Adapted
OI	55	When someone criticises my organisation, it feels like a personal insult	Mael and Ashforth (1992)	Adapted
OI	56	I am very interested in what others think about my organisation	Mael and Ashforth (1992)	Adapted

OI	57	When I talk about my organisation, I usually say 'we' rather than 'they'	Mael and Ashforth (1992)	Adapted
OI	58	My organisation's successes are my successes.	Mael and Ashforth (1992)	Adapted
OI	59	When someone praises my organisation, it feels like a personal compliment.	Mael and Ashforth (1992)	Adapted
OI	60	If a story in the media criticised my organisation, I would feel embarrassed.	Mael and Ashforth (1992)	Adapted

Note. (R): reverse-coded

The following section discusses the pre-test, which is an expert review process, and then the translation process of the questionnaire. After that, sections contain details of the instruments used in this study, one by one.

#### ***3.4.5.1 Pre-Test***

Expert review, a conventional and widely used pretesting method, and it proves highly effective in the identification and rectification of problematic questionnaire items before deployment (Murphy et al., 2015). Without pretesting a survey questionnaire, several issues may arise, including unclear or ambiguous questions, questions that pose difficulties for respondents, questions irrelevant to the target population, and questions that exhibit bias or lead respondents (DeMaio & Landreth, 2004). These problems can result in data that is inaccurate or incomplete, ultimately impacting the validity and reliability of survey findings (DeMaio & Landreth, 2004; Murphy et al., 2015). Conducting pre-tests on a survey serves as a proactive measure to pinpoint and resolve these concerns before administering the survey to the target population, thus, enhancing the overall quality of collected data.

This study has opted to conduct a preliminary test to evaluate the survey's face and content validity. It was employed with a total of 5 experts, including 3 experts from the

Kulliyyah of Economics and Management Sciences (KENMS), one expert from the Institute of Islamic Banking and Finance (IIBF), and one HR Manager from one of the Turkish Islamic banks. Experts from KENMS specialise in areas such as organisational behaviour, management, and statistics. The expert from IIBF has extensive experience in the Islamic banking sector, and he has conducted numerous scholarly research studies related to Islamic banks. The other expert, currently serving as an HR manager at a Turkish Islamic Bank, brings valuable experience from the field of Islamic banking. They were provided with the questionnaire and the study details, and after their review, they returned with some feedback (see APPENDIX I).

The experts provided various suggestions for rewording and modifying certain items. For instance, they recommended changing some items in the growth mindset scale from using "you" and "your" to "I" and "my" to personalise the questions. Additionally, some experts suggested splitting a few items in the Islamic work ethic section, specifically the statement "Justice and generosity in the workplace are necessary conditions for society's welfare," into two separate items. This adjustment was made to ensure clarity as justice and generosity have distinct meanings. Furthermore, all experts unanimously agreed on using a 6-point Likert scale for the questionnaire. These expert opinions and comments were incorporated into the pilot questionnaire.

#### ***3.4.5.2 Translation of Questionnaires to Turkish and Back Translation***

After the expert review was completed and the final version of the instruments was ready, they were translated into Turkish, as the sample population consists of employees of Islamic banks in Türkiye. For this purpose, the back-translation method by Brislin (1970) was used to confirm that the Turkish translation is comprehensive and accurate. Firstly, a bilingual scholar in Türkiye, proficient in both Turkish and English, completed all of his postgraduate studies, including a PhD, in English, and has given lectures in both Turkish and English. He translated the original English questionnaire into Turkish. Then, a second bilingual scholar, who also works as an Assistant Professor in Türkiye

and is proficient in both Turkish and English, blindly translated the Turkish version of the questionnaire back into English to confirm the accuracy of the initial translation. Finally, another bilingual expert, who heads the foreign language department of another university in Türkiye, reviewed both translations and commented on necessary parts. With the completion of this translation process, the Turkish version of the questionnaire has been created. This is crucial, as the targeted respondents, employees of Turkish Islamic banks, may not have a strong command of the English language. Therefore, presenting the questionnaires in Turkish ensures comprehension and accurate responses.

#### ***3.4.5.3 Work Engagement***

In this study, Work Engagement was assessed using the 9-item Utrecht Work Engagement Scale (UWES-9), a shortened version of the original UWES-17 designed by Schaufeli et al. (2006) to measure work engagement. The original UWES comprised 17 items, which could be time-consuming and burdensome for participants. Consequently, researchers aimed to shorten the questionnaire while preserving its psychometric properties. The resultant UWES-9 questionnaire demonstrated acceptable psychometric properties and was recommended for use in studies on positive organisational behaviour. Across all 10 countries, the overall nine-item scale exhibited a Cronbach's alpha ranging from 0.85 to 0.92, while the internal consistency of the three subscales (vigour, dedication, and absorption) ranged from 0.76 to 0.89.

Similar to UWES-17, UWES-9 also has been used by many researchers in their work engagement research (Alessandri et al., 2018; De Clercq & Pereira, 2022; Inam et al., 2021; Lupsa et al., 2020; Nair et al., 2022; Peláez Zuberbühler et al., 2021). UWES-9 assesses three sub-factors of WE: vigour, dedication, and absorption. Each sub-factor is evaluated through a series of items rated on a six-point Likert scale, ranging from 1 (never) to 6 (always). Sample items include vigour (e.g., "When I get up in the morning, I feel like going to work"), dedication (e.g., "I am proud of the work I do at my job"), and absorption (e.g., "I am immersed in my work").

#### ***3.4.5.4 Islamic Work Ethic***

To assess the Islamic work ethic level of Turkish Islamic Banks' employees, this study used the Islamic Work Ethic Scale (IWES) developed by Ali (1992) was adapted. The scale has previously been tested in an Arab context, demonstrating its validity and reliability with a Cronbach's alpha coefficient of 0.83 (Ali, 1992). Notably, the original version of this scale consisted of 17 items. However, through the process of expert review and refinement, a few statements were separated into two distinct items, resulting in a total of 21 items for the questionnaire. These adjustments were made to enhance the clarity and precision of the scale. For instance, the statement 'Justice and generosity in the workplace are necessary conditions for society's welfare' was identified as double-barrelled, as it addressed two different concepts: justice and generosity. Consequently, these concepts were rephrased into two separate statements.

In the existing literature, numerous scholars have validated the use of this scale in their research within this field (Caniago & Mustoko, 2020; Gheitani et al., 2019; Kumar & Rose, 2012; Ridwansyah et al., 2023; Siddiq & Hadjiah, 2019; Tufail et al., 2017). Participants rated the items on a six-point Likert scale, where 1 represented 'strongly disagree,' and 6 represented 'strongly agree. Sample items from the scale include ("Laziness is a vice"), ("Any man who works is more likely to get ahead in life"), and ("One should constantly work hard to meet responsibilities").

#### ***3.4.5.5 Growth Mindset***

The Growth Mindset Scale, originally developed by Dweck in one of her seminal works (Dweck, 2000), has emerged as the most widely accepted, validated, and utilised tool across various contexts and countries for assessing whether an individual has a growth

mindset or a fixed mindset (Caniëls et al., 2018; Frondoza et al., 2020; Justus et al., 2022; Özduran & Tanova, 2017; Rissanen et al., 2019; Subandowo & Winardi, 2022; Zeng et al., 2019). Initially, this scale consisted of 8 items. However, during the expert review process, it was noted that the items had significant repetition.

Consequently, the researcher opted to use the 4-item version of this scale, which had already been employed and validated in the literature, as cited above. Some examples from the questionnaire are (“I have a certain amount of intelligence, and I can't really do much to change it”), and (“I can learn new things, but I can't really change my basic intelligence”). This scale uses a 6-point Likert format, where higher scores for each dimension indicate a fixed mindset, and lower scores indicate a growth mindset. However, items were reverse-coded to align with other instruments' scale designs for higher scores to represent a growth mindset. Therefore, after reverse-coding, higher scores represent a growth mindset, whereas lower scores represent a fixed mindset.

#### ***3.4.5.6 Psychological Capital***

The Psychological Capital Questionnaire (PCQ), developed by Luthans et al. (2007a), is the only known scale for measuring employees' psychological capital within the scope of this research. This scale comprises two versions: the original PCQ-24 for PsyCap assessment and an adapted version (PCQ-12) by Avey et al. (2011) derived from Luthans et al. (2007a). In this study, PCQ-12 is used to assess the psychological capital levels of employees in Turkish Islamic banks. PCQ-12 measures four positive psychological attributes: self-efficacy, resilience, optimism, and hope. Extensive research has consistently demonstrated strong internal reliability for this scale, with Cronbach's alpha coefficients falling within the range of 0.76 to 0.91 across the four distinct subscales (Avey et al., 2011).

In the existing literature, PCQ-12 has been used extensively by numerous researchers and undertaken statistical validation (Avey et al., 2011; Cheng et al., 2018; Gupta & Shaheen, 2017; Niswaty et al., 2021; Peláez Zuberbühler et al., 2021; Sekhar, 2022). The Psychological Capital Scale includes the dimensions of self-efficacy (item

numbers: 1, 2, 3), resilience (item numbers: 8, 9, 10), optimism (item numbers: (11, 12), and hope (item numbers: 4, 5, 6, 7). The scale utilises a 6-point Likert format, where higher scores for each dimension indicate higher levels of psychological capital. Sample item includes (“If I should find myself in a jam at work, I could think of many ways to get out of it”).

This scale is copyrighted; however, researchers can access it for free on the website <https://www.mindgarden.com>. The researcher obtained the necessary permission from this website and, in compliance with its copyright regulations, only a selection of questions is presented throughout this thesis (please see APPENDIX VIII).

#### ***3.4.5.7 Perceived Supervisor Support***

The Perceived Supervisor Support Scale originally developed by Rhoades et al. (2001) is used in this study. While this scale was initially designed to assess employees' perceptions of organisational support, it has since been adapted by scholars who modified the wording from “organisation” to “supervisor”. Consequently, it has been validated statistically in various contexts and countries (Haynie et al., 2022; Holland et al., 2017; Huo & Jiang, 2021; Jose & Mampilly, 2015; Kolodinsky et al., 2018; Zhu et al., 2019).

The scale employs a 6-point Likert format, where higher scores for each dimension indicate superior levels of perceived supervisor support. Sample items include statements such as (“My supervisor really cares about my well-being”), (“Help is available from my supervisor when I have a problem”), and (“My supervisor would forgive an honest mistake on my part”).

#### ***3.4.5.8 Organisational Identification***

Organisational Identification Scale, originally developed by Mael & Ashforth (1992), is applied in this research. The measure's statistical reliability and validity have been demonstrated by coefficient alpha values recorded in two separate US studies (Ashforth & Mael, 1989; Mael & Ashforth, 1992), and these values ranged from 0.83 to 0.89. The validity and reliability of this construct in the literature are consistently confirmed by evidence gathered

from various studies conducted in different contexts and countries (Avanzi et al., 2018; Bonaiuto et al., 2022; Lee & Suh, 2023; Liu et al., 2020; Uzun, 2018; Valle et al., 2020; Zhang et al., 2017).

The scale uses a 6-point Likert format, where higher scores for each dimension show a stronger identification with their respective organisations. This questionnaire has 6 items, and sample items include statements such as (“When someone criticises my organisation, it feels like a personal insult”), (“When someone praises my organisation, it feels like a personal compliment”), and (“If a story in the media criticised my organisation, I would feel embarrassed”).

### **3.5 PILOT STUDY**

Before initiating the actual data collection for this research, a pilot study was conducted to ensure the suitability of the questionnaires adopted from previous researchers in terms of design and functionality, as well as to identify any potential weaknesses (Teijlingen & Hundley, 2001). Conducting a pilot study is a crucial step in the research process, as it helps researchers identify potential problems, refine their instruments, and improve the overall quality of their study (Leon et al., 2011). The pilot study included the following scales:

- i. The Utrecht Work Engagement Scale (UWES) developed by Schaufeli et al. (2006)
- ii. The Islamic Work Ethic Scale (IWES) developed by Ali (1992)
- iii. The Growth Mindset Scale developed by Dweck (2000)
- iv. The Psychological Capital Scale adapted by Avey et al. (2011)
- v. The Perceived Supervisor Support scale developed by Rhoades et al. (2001)
- vi. The Organisational Identification Scale developed by Mael & Ashforth, (1992)

All of these scales have been validated in various contexts and countries and are relevant to the study's objective of examining the impact of Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, and organisational identification on work engagement among Turkish Islamic Bank employees (see APPENDIX II, and III).

The pilot study was conducted with a sample of employees who are part of the study population, specifically those working in Turkish Islamic banks. In the context of social sciences and survey research, Hill (1998) recommends a pilot study sample size ranging from 10 to 30 participants, while Connelly (2008) suggests that the pilot study sample should be approximately 10% of the actual sample size. Taking these recommendations into account and assuming that the sample size for the study should be around 400 before the data collection phase starts, the minimum sample size for this pilot study was 40 participants to make the pilot study more robust. This approach helped ensure that the pilot study participants are representative of the target group, enabling them to provide valuable feedback on the applicability of the questionnaires within the context of the banking sector (Dörnyei & Taguchi, 2009).

The pilot study was conducted using Google Forms and employed the purposive sampling method. It was distributed online to employees of Turkish Islamic Banks, and a total of 48 respondents completed the questionnaire. Following the pilot study's conclusion, feedback from the participants was gathered and analysed to identify any issues or areas for improvement. This analysis encompassed potential adjustments like rephrasing questions, modifying the response format, or refining the instructions for clarity, as recommended by Dörnyei & Taguchi (2009). According to the reports provided by the pilot study's respondents, the average time taken to complete the questionnaire was approximately 10 minutes.

To assess the reliability of the 6 constructs, Cronbach Alpha value was calculated. According to Hair et al. (2010), a Cronbach Alpha value of 0.70 or higher is considered acceptable. They also suggested that Cronbach's Alpha values between 0.7 and 0.8 are considered good, while values exceeding 0.8 are regarded as very good (Hair et al., 2010). After conducting the reliability test, the obtained statistics confirm that the measure exhibits internal consistency. Specifically, the overall Cronbach Alpha value for the pilot questionnaire, which comprises all 60 items, is 0.947. This result indicates an exceptionally high level of reliability for the scales. Additionally, each of the six constructs included in the pilot questionnaire has a Cronbach's Alpha value exceeding 0.70, in line with the abovementioned criterion for acceptability. This affirms that the instruments demonstrate an appropriate level of reliability. The reliability values for each construct are presented in Table 3.2 below.

Table 3.2 Reliability Test Results for the Pilot Study

Study Constructs	Items	Cronbach's Alpha
Work Engagement	9	0.941
Islamic Work Ethic	21	0.92
Growth Mindset	4	0.959
Psychological Capital	12	0.907
Perceived Supervisor Support	8	0.841
Organisational Identification	6	0.887
Overall Cronbach's Alpha Value	60	0.947

### 3.6 DATA COLLECTION PROCEDURES

The data collection procedure for this study, which investigates the impact of Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, and organisational identification on work engagement among employees in Turkish Islamic banks, consists of several steps as outlined below:

- i. Obtain Permissions and Ethical Approval: Before data collection, necessary permissions such as ethical approval were obtained from the relevant authorities (see APPENDIX IV as an example). This step ensures that the study complies with ethical guidelines and respects the rights and privacy of the participants.
- ii. Participant Selection: Using a purposive sampling method, the questionnaire was distributed to around 1,000 respondents from employees working in six Turkish Islamic banks. The study focused on officers, assistant specialists, specialists, senior specialists, and assistant managers, excluding managers, higher-ranking positions, and clerical staff. The population encompassed employees working in these banks' branches and head offices.

- iii. Pilot Study: A pilot study, consisting of 48 participants, was conducted to assess the appropriateness and validity of the instruments within the context of the Turkish Islamic banking sector. Feedback from the pilot study was used to refine the questionnaires before the main data collection starts.
- iv. Distribution of Questionnaires: The refined questionnaires were distributed to the selected participants through online platforms such as the banks' internal communication channels and additionally via WhatsApp and LinkedIn platforms in order to reach more relevant respondents. Participants were provided with instructions on completing the questionnaires and were informed about the purpose of the study, their rights and the confidentiality of their responses (see APPENDIX V, and VI).
- v. Data Collection: Participants were given a specific timeframe to complete the questionnaires. Gentle reminders were sent to encourage timely completion and increase the response rate. Upon receiving the completed questionnaires, the researcher reviewed the responses to ensure their accuracy and completeness.

By following this comprehensive data collection procedure, the study aims to ensure that the data collected is accurate, reliable, and valid for assessing the Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, organisational identification, and work engagement in the context of Turkish Islamic banks.

### **3.7 DATA ANALYSIS PROCEDURES**

After data collection, statistical analyses using SPSS (Statistical Package Social Sciences) version 23 and AMOS version 24 were applied to the collected data. These analyses are descriptive analysis, exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and structural equation modelling (SEM). SEM is selected for its ability to effectively examine complex relationships among multiple variables, making it well-suited for the current research model, which involves the interplay of various factors.

### 3.7.1 Factor Analysis

Factor analysis (FA) is a valuable statistical method utilised in data reduction and summarisation. Its primary purpose is to simplify a large number of observed variables into a more manageable set of factors while investigating the correlation patterns between these variables (Tabachnick & Fidell, 2007). In the context of this study on the influence of Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, and organisational identification on work engagement among employees of Turkish Islamic banks, factor analysis can be employed to condense the multitude of variables into a smaller set of factors that impact work engagement. There are two primary categories of factor analysis: exploratory factor analysis and confirmatory factor analysis. In the early stages of this research, EFA can be applied, and CFA is used in later stages of research.

EFA was used for the work engagement and PsyCap. EFA is particularly useful in the early stages of research when there is limited knowledge about the underlying processes of the variables (Costello & Osborne, 2005). EFA is appropriate for this study as it allows for uncovering the underlying factor structure for each construct, providing valuable insights into the relationships between the variables and their impact on work engagement in employees of Turkish Islamic banks.

Although Islamic work ethic, growth mindset, perceived supervisor support, and organisational identification constructs have only one dimension, using EFA for the other two constructs—work engagement and PsyCap—enabled the identification of the key factors that contribute to each construct and validate their dimensionality. EFA is relevant for this study as it helps to ensure the validity and reliability of the measurement scales for these constructs (Hair et al., 2010).

Statistical software, such as SPSS, can perform EFA using various extraction methods like principal components, principal axis factoring, alpha factoring, image factoring, maximum likelihood, generalised least squares, and unweighted least squares (Field, 2013). These extraction methods are followed by either orthogonal or oblique rotation to facilitate result interpretation (Tabachnick & Fidell, 2007). In the context of

this doctoral study, an appropriate rotation method can be chosen for work engagement, and PsyCap constructs. By employing EFA in the initial stages of the research and selecting an appropriate rotation method, the interpretation of the results can be simplified, and their theoretical meaningfulness and relevance to the study can be maintained.

### **3.7.2 Confirmatory Factor Analysis**

After using exploratory factor analysis in the initial stages of this study to uncover the underlying factor structure for each construct and validate their dimensionality, confirmatory factor analysis (CFA) can be employed in the later stages of the research. CFA is a type of factor analysis that tests the hypothesised relationships between observed variables and their underlying latent constructs based on a priori knowledge or theory (Brown, 2015). In the context of this Ph.D. study, which examines the influence of Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, and organisational identification on work engagement among employees of Turkish Islamic banks, CFA can be utilised to assess the factor structure and the measurement model derived from EFA.

CFA is particularly relevant for this study as it allows for hypothesis testing and model comparison to determine how well the measurement model fits the observed data. This process helps to ensure the validity and reliability of the measurement scales for the constructs of work engagement and PsyCap (Hair et al., 2010). Additionally, CFA enables the assessment of convergent validity, discriminant validity, and construct reliability, which are essential for establishing the robustness of the measurement model in the research context (Kline, 2016).

There are various statistical software programs available for performing CFA, such as LISREL, Mplus, Stata, and AMOS (Kline, 2016). In this study, the AMOS programme was chosen for several reasons. First, AMOS is user-friendly and offers a graphical interface for model specification, which makes it easier for researchers to

navigate (Arbuckle, 2013). Second, AMOS integrates seamlessly with IBM SPSS, facilitating smooth data management and analysis (Byrne, 2016). Finally, AMOS provides a comprehensive range of estimation techniques and model fit indices, such as the chi-square statistic, comparative fit index (CFI), and root mean square error of approximation (RMSEA) (Brown, 2015). By examining these fit indices, the researcher can determine how well the proposed model represents the observed data and make necessary modifications to improve model fit if needed.

In conclusion, applying CFA in the later stages of this research with the AMOS programme contributed to a comprehensive understanding of the relationships between the variables of interest, including Islamic work ethic, growth mindset, psychological capital, organisational identification, and perceived supervisor support, and their impact on work engagement in employees of Turkish Islamic banks. By combining EFA and CFA, this study ensured a strong theoretical foundation and a well-fitting measurement model, which is essential for the subsequent examination of structural relationships among the constructs.

### **3.7.3 Structural Equation Modelling**

Structural Equation Modelling (SEM) is a comprehensive statistical technique that combines elements of factor analysis, path analysis, and multiple regression to simultaneously investigate complex relationships among multiple observed and latent variables (Kline, 2016). SEM allows for the estimation of direct, indirect, and total effects between variables while accounting for measurement error, making it a powerful tool for examining theoretical models in various fields, including social, behavioural, and management sciences (Hair et al., 2019). In the context of this study, SEM is employed to examine the relationships between Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, organisational identification, and work engagement among employees of Turkish Islamic banks.

### ***3.7.3.1 Justification for Using SEM***

In this study, which investigates multiple constructs and necessitates sophisticated techniques for data analysis, SEM has been selected as the primary statistical tool. SEM offers several advantages over other traditional multivariate techniques, making it an appropriate choice for this research. Firstly, SEM enables the simultaneous analysis of multiple relationships, which is crucial for understanding the complex interplay of variables such as Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, organisational identification and work engagement (Kline, 2016). The confirmatory approach of SEM aligns with the objectives of this study, aiming to examine the relationships between these variables.

Secondly, SEM allows for the incorporation of latent variables, essential when dealing with constructs like psychological capital and work engagement that cannot be directly observed (Hair et al., 2010). This capability to analyse both observed and latent variables simultaneously offers a more comprehensive understanding of the relationships among constructs (Hoyle, 2023). Thirdly, SEM provides the ability to test the overall model fit, which ensures that the proposed relationships between variables are consistent with the collected data (Byrne, 2016). This feature sets SEM apart from other statistical techniques by incorporating the calculation of measurement errors (error terms) directly into the data analysis process (Kline, 2016), allowing for more accurate estimates of the relationships among the constructs under investigation. The integration of EFA and CFA in the previous sections laid a strong foundation for employing SEM in this study. EFA facilitated the identification of key factors and the validation of the dimensionality of the constructs (Costello & Osborne, 2005), while CFA confirmed the factor structure and measurement model derived from EFA (Brown, 2015). Consequently, the measurement model was ready to be integrated into the SEM analysis. Moreover, user-friendly SEM software programs such as AMOS enable researchers to model multivariate relations using a variety of methods (Kline, 2016), making SEM a practical choice for this research.

In conclusion, SEM is an appropriate and powerful statistical tool for this study due to its confirmatory approach, ability to analyse both observed and latent variables, and the accuracy of its estimates. By employing SEM, the researcher can gain a deeper understanding of the relationships between Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, organisational identification, and work engagement. This ultimately contributes to the literature and inform management practices within the Turkish Islamic banking sector.

### ***3.7.3.2 Analysis Procedures in SEM***

The SEM analysis was carried out using AMOS version 24, which is the same software used for the CFA (Byrne, 2016). In order to assess the degree to which the proposed theory aligns with the collected data within the context of this study, a two-step SEM analysis, recommended by Anderson & Gerbing (1988) was conducted. This process involves specifying and validating the measurement model (the CFA model) and subsequently testing the structural model. The two-step approach aligns with the six-stage process of SEM proposed by Hair et al. (2010), ensuring a systematic and rigorous analysis. The first four stages cover the CFA model, while the final two stages address the structural model. Hair et al. (2019) emphasise the importance of establishing a valid measurement model before testing the structural model, recommending refinement of measures or collecting new data if the measurement model cannot be validated.

A crucial distinction between the measurement and structural models, although they may appear visually similar, lies in the differentiation between exogenous and endogenous constructs. This distinction is made only in the structural model, not the measurement model (Hair et al., 2010). In essence, the measurement model represents correlational relationships among constructs, whereas the structural model identifies specific relationships among them. In the graphical representation of SEM, constructs in the measurement model are connected via two-headed arrows, while in the structural model, constructs are connected using single-headed arrows with error terms assigned to each endogenous construct.

The two-step SEM analysis is particularly relevant and convincing for this study, as it allows for a comprehensive examination of the complex relationships between Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, organisational identification, and work engagement. By first validating the measurement model, the analysis ensures a solid foundation for testing the structural model, thereby increasing the reliability and validity of the research findings.

In conclusion, the two-step SEM analysis offers a rigorous and systematic approach to examine the proposed theory in relation to the collected data within the context of this study. By validating the measurement model before testing the structural model, this approach contributes to the overall strength and validity of the research findings, ultimately providing valuable insights into the relationships between Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, organisational identification, and work engagement in the Turkish Islamic banking sector.

### ***3.7.3.3 Model Fit Assessment***

The assessment of model fit is a critical aspect of SEM analysis. Various fit indices are available to evaluate how well the proposed model represents the observed data (Hair et al., 2010). In this study, the following fit indices was considered, and cut-off points for fit indices is presented in Table 3.3 below:

- i. Normed chi-square (ChiSq/df): The value should be less than 5.0 (Hair et al., 2010).
- ii. Comparative fit index (CFI): Values of 0.90 or higher indicate a good model fit (Hair et al., 2010).
- iii. Root means square error of approximation (RMSEA): Values of 0.08 or lower indicate an acceptable fit, while values of 0.05 or lower indicate a good fit (Hair et al., 2010).

Table 3. 3 Cut-off Points for Fit Indices

<b>Fit Indexes</b>	<b>Name of Index</b>	<b>Acceptance Level</b>
Absolute Fit	Root Mean Square Error of Approximation (RMSEA)	The value should be less than 0.08
Parsimonious Fit	Normed chi-square (ChiSq/df)	The value should be less than 5.0
Incremental Fit	Comparative fit index (CFI)	The value should be less than 0.90

*Source: Hair et al. (2010)*

By assessing these fit indices, the researcher can determine the adequacy of the proposed model in representing the observed data. If the initial model does not fit the data well, adjustments can be made based on modification indices and theoretical justification to improve the model fit (Byrne, 2016).

In conclusion, employing SEM in this study allows for a comprehensive examination of the complex relationships among the variables of interest, including Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, organisational identification, and work engagement among employees of Turkish Islamic banks. The use of SEM, combined with EFA and CFA, ensures a solid theoretical foundation, a well-fitting measurement model, and a rigorous examination of the structural relationships among the constructs (Hair et al., 2010). This approach contributes to a better understanding of the factors influencing work engagement in the specific context of Turkish Islamic banks, providing valuable insights for both practitioners and researchers in the field.

### **3.8 MEDIATION ANALYSIS**

In research, a mediating variable serves to explain the mechanism by which an independent variable shows an influence on a dependent variable, thus explaining the "how" or "why" behind the observed relationship (Hair et al., 2010). To demonstrate mediation, three consecutive conditions must be met: first, there must be a direct relationship in which the independent variable significantly influences the dependent variable; second, the independent variable must significantly influence the mediator; and third, the mediator in turn must significantly influence the dependent variable (Hair et al., 2010).

In this study, it is hypothesised that organisational identification mediates the relationship between perceived supervisor support and work engagement. To rigorously test this hypothesis, the bootstrapping method is used, a non-parametric resampling technique that estimates mediation effects by generating thousands of simulated subsamples from the dataset (Cheung & Lau, 2008; Preacher & Hayes, 2008). In contrast to traditional approaches, bootstrapping does not assume normality of the data distribution, which makes it more robust for detecting indirect effects. Mediation effects are categorised into three different types (Hair et al., 2010): no mediation, in which the direct effect of the independent variable on the dependent variable remains unchanged after the introduction of the mediator; partial mediation, in which the effect of the independent variable becomes weaker but remains statistically significant after the mediator is taken into account; and full mediation, in which the direct effect of the independent variable becomes statistically insignificant, meaning that the mediator fully explains the relationship. By applying the bootstrapping method, this study ensures a more accurate and reliable assessment of mediation effects and contributes to a more nuanced understanding of the relationships analysed.

### **3.9 CHAPTER SUMMARY**

In summary, this chapter has outlined the research design and quantitative approach underpinned by a realism paradigm employed in this study. The study aims to investigate the impact of Islamic work ethic, growth mindset, psychological capital,

perceived supervisor support, and organisational identification on work engagement among employees in Turkish Islamic banks. A purposive sampling method was used, with around 1,000 questionnaires distributed. After taking into account the usable responses returned, the final sample size was 368. Data was collected using questionnaires containing 60 items. All instruments to be used in this study have been adopted or adapted from previous research, where their reliability has already been established. Furthermore, a pilot study was conducted to assess the appropriateness and validity of the instruments within the context of the Turkish Islamic banking sector.

The procedures for data collection and the preference for SEM have been elaborated in this chapter. A pilot study with a sample size of 48 participants was conducted to evaluate the applicability of the questionnaires within the context of the banking sector. Feedback from the pilot study was used to refine the questionnaires before the main data collection commences.

Additionally, this chapter has provided a brief description of each statistical technique performed during data analysis. These techniques include exploratory factor analysis, confirmatory factor analysis, and SEM to examine the relationships between the variables and test the research hypotheses.

By adhering to rigorous methodological guidelines and employing a purposive sampling method, this study aims to contribute valuable knowledge and insights into the factors influencing work engagement within the Turkish Islamic banking sector.

## **CHAPTER FOUR**

### **FINDINGS AND DATA ANALYSIS**

#### **4.1 INTRODUCTION**

This study examines the impact of Islamic work ethic, growth mindset, PsyCap, perceived supervisor support, and organisational identification on work engagement among employees of Turkish Islamic banks. This chapter provides a comprehensive overview of the study's quantitative survey data, including data entry, response rate, data screening, statistical assumptions, demographic profile, descriptive analysis, exploratory factor analysis, confirmatory factor analysis, structural equation model, and hypothesis testing.

#### **4.2 DATA ENTRY**

This section describes the process of uploading data from Google Forms to SPSS software. The data must be in Excel format for upload to SPSS. To achieve this, the researcher downloaded the Google Form data in Excel format. Subsequently, all characters were converted to English characters, as any Turkish special characters were manually replaced by the researcher. Next, each question construct was arranged in a logical order and labelled with the corresponding constructs' initials. Finally, the prepared Excel file was uploaded to SPSS.

### **4.3 RESPONSE RATE**

This study used a purposive sampling method for data collection due to the confidentiality of the bank employees' information. First, official emails that included the questionnaire and an explanation about the distribution of the online questionnaire were sent to the official email addresses of six Turkish Islamic Banks. However, the banks did not directly distribute the questionnaire themselves. Instead, they informed the researcher that they could not distribute the questionnaire due to management decisions. They offered to send the questionnaires informally to their employees through WhatsApp groups and internal communication channels. This online questionnaire reached around 1,000 employees of six Turkish Islamic Banks. A total of 373 respondents completed the questionnaires, resulting in a response rate of 37.3%. This response rate falls within the range commonly reported in the literature, which is 30% to 60%. As discussed in the methodology chapter, a study by Baruch & Holtom (2008) analysed 490 articles published in top-tier management journals and found an average response rate of 52.7% for organisational studies. Another study by Anseel et al. (2010) reported a median response rate of 36.8% for organisational surveys in the field of industrial and organisational psychology. Considering these findings, a response rate of around 30% to 60% is reasonable for this study, and the achieved response rate of 37.3% falls within this limit.

### **4.4 DATA SCREENING AND PRELIMINARY ANALYSIS**

As highlighted by Kline (2016), Hair et al. (2009), and Pallant (2010) the first stage of data screening in this study involves the important process of dealing with missing data to ensure the cleanliness of the data and its suitability for statistical analysis. Pallant (2010) emphasises the importance of addressing missing data, inconsistencies and illogical entries at an early stage to avoid potential inaccuracies in the study results. In line with best practice, this study prioritises data screening and various cleaning processes before the actual analysis, including handling missing data, identifying

outliers, checking normality and assessing multicollinearity. These steps, recommended by Badara & Saidin (2014) and Desimone et al. (2015), help to refine the data set, fulfill the assumptions of the multivariate analysis, and ultimately increase the reliability of the subsequent statistical analyses.

#### **4.4.1 Missing, Illogical, Inconsistent, or Illegal Data Analysis**

Missing data, which is unavoidable in most datasets, is due to problems such as faulty software or confusing survey items. The severity depends on the amount and sample size, with a small amount in a large sample being considered safe by Tabachnick & Fidell (2007). While a small percentage of missing data (< 5%) may be insignificant, higher rates pose a challenge, especially if the mechanism of data loss is not random or unpredictable (Sekaran & Bougie, 2016). Non-ignorable missing data (MNAR) leads to bias and impairs generalisability (Kline, 2016; Tabachnick & Fidell, 2007) while ignorable missing data can occur as missing at random (MAR) or missing completely at random (MCAR).

Sekaran & Bougie (2016) recommend the exclusion of cases with a high proportion of missing values, especially when the proportion of unanswered questions in a questionnaire exceeds 25%. This problem, which is a serious obstacle in research, occurs when respondents leave items blank or are excluded from the sampling frame (Brick & Kalton, 1996; Saunders et al., 2019). Researchers suggest strategies for dealing with missing values, such as identifying patterns and reasons for missing values and introducing appropriate processing methods like imputation techniques. Imputation techniques involve imputing values based on participant response patterns or assigning mean values (Pigott, 2001). Another strategy is to ignore missing values during analysis, which reduces sample size and can lead to bias, but this is not a problem with large datasets (Sekaran & Bougie, 2016). Each strategy has its advantages and disadvantages. Careful handling of this challenge is critical to the integrity of subsequent analyses.

The study received 373 responses. One respondent did not answer the questionnaire after clicking 'NO' to the consent question which is not included in the sample. Two respondents used a 6-point scale to complete the entire questionnaire and were therefore excluded. Additionally, one respondent was a current employee of Clerc, and two were retired employees, making their responses ineligible for this study as it only includes non-management and non-clerical staff. No other issues were found with the responses, and no crucial values were missing. A total of 368 participants were accepted for this study. Once the researcher had confirmed that the number of missing data was negligible, he moved on to the next phase of data screening, which is analysing the outliers.

Additionally, Pallant (2010) suggested that all negatively worded items in scales need to be reverse coded, as reverse coding is essential for accurate interpretation of Likert scale data. This should be performed before reporting any statistical results. The items IWE11, PSS3, PSS8, and GM1 to GM4 were reverse-coded in SPSS to match them with other positively worded items. For example, item GM1 states: “I have a certain amount of intelligence and I can't really do much to change it.” A high score (such as 6 on a Likert scale, indicating strong agreement) on this statement indicates a belief in unchanging intelligence and thus shows a fixed mindset. However, as this item aims to assess the level of growth mindset, it was reverse-coded to align with the positive direction of the other items. Similarly, the other growth mindset items — GM2 to GM4 — and the other items — IWE11, PSS3, and PSS8 — were also reverse-coded to ensure consistency in the data interpretation. Table below shows the reverse-coded items.

Table 4.1: Reverse-Coded Items

Reverse-Coded Item	Rationale for negative coding
IWE11	Ensure consistency with positively worded items
GM1	Ensure that a high score reflects a growth mindset
GM2	Ensure that a high score reflects a growth mindset
GM3	Ensure that a high score reflects a growth mindset
GM4	Ensure that a high score reflects a growth mindset
PSS3	Ensure consistency with positively worded items
PSS8	Ensure consistency with positively worded items

#### 4.4.2 Identification of Outliers

Identifying outliers in a data set is a crucial step in ensuring the reliability and validity of a statistical analysis (Field, 2013). Outliers are data points that fall outside the expected range of the variable and can significantly skew the results, leading to misleading interpretations (Tabachnick & Fidell, 2007). Checking for outliers is particularly important in this study because constructs, which represent the underlying theoretical concepts, are often measured by multiple variables. The presence of outliers in any of these variables can distort the overall representation of the construct and potentially lead to inaccurate conclusions about the relationships between the constructs (Hair et al., 2022).

To identify outliers, this study followed the methods described by Field (2013). First, boxplots were analysed for each construct to visually assess the distribution of data points. Boxplots generally represent the distribution of the data set, where points beyond the whiskers may indicate outliers. Next, to determine the potential impact of outliers, the difference between the mean and the 5% trimmed mean (a less outlier-sensitive measure of central tendency) was examined. Pallant (2010) suggests that significant differences between these means indicate that outliers have influenced the

data. In these cases, the outliers should be deleted. If the difference is very small, the outliers can be retained. The specific process of outlier detection for each construct is explained in more detail in the following section.

#### 4.4.2.1 Work Engagement

This study examined work engagement as the dependent variable. Figure 4.1 presents a boxplot of the work engagement scores. Ten outliers were identified. To assess the potential impact of these outliers, the mean and trimmed mean were compared (see Table 4.2). The difference between these means was minimal (0.1025), suggesting that the outliers did not substantially influence the overall distribution of work engagement scores. Following Pallant (2010), the researcher decided to retain the outliers in the analysis, as small mean differences are unlikely to distort the results.

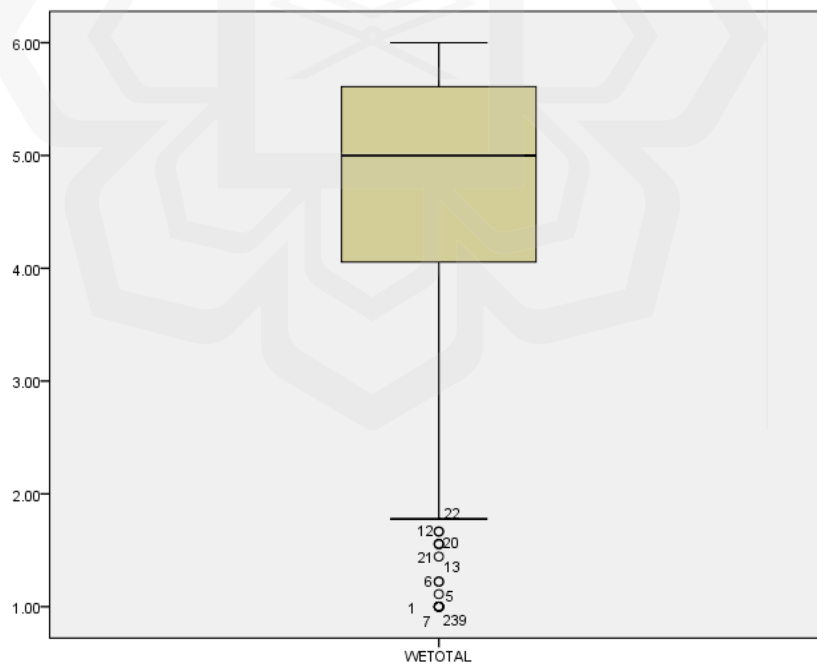


Figure 4.1: Outlier Analysis of Work Engagement

Table 4.2: Trimmed Mean for Work Engagement

Descriptive		
	Statistics	Std. Error
Mean	4.6117	.06688 5%
Trimmed Mean	4.7142	

#### 4.4.2.2 Islamic Work Ethic

One of the independent variables in this study is the Islamic work ethic. The boxplot in Figure 4.2 shows that there were 13 outliers detected. Upon comparison of their mean and trimmed mean, the difference was minimal (0.0811) (see Table 4.3), and retaining the outliers is regarded as acceptable, as these minor differences are unlikely to compromise the final analysis of the results. (Pallant, 2010).

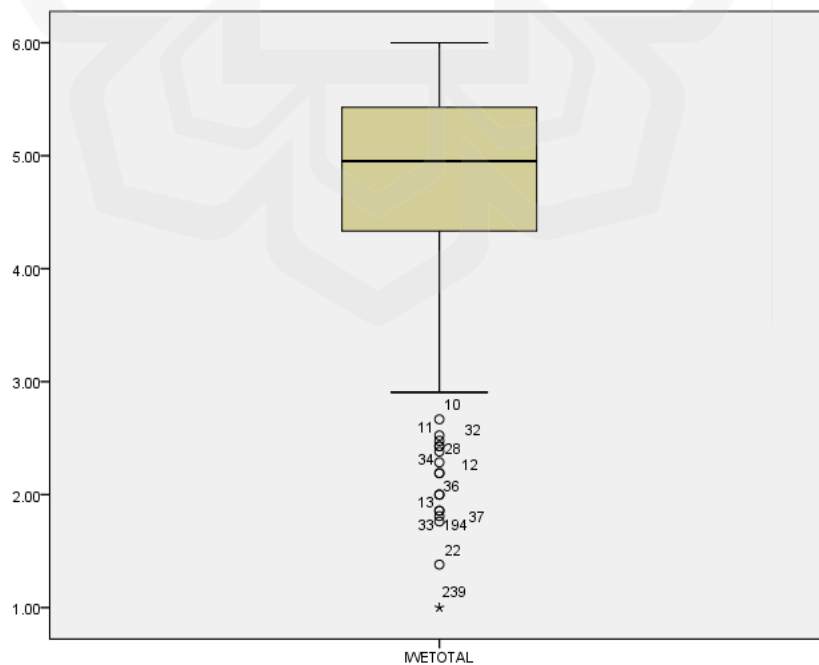


Figure 4.2: Outlier Analysis of Islamic Work Ethic

Table 4.3: Trimmed Mean for Islamic Work Ethic

Descriptive		
	Statistics	Std. Error
Mean	4.7979	.04780 5%
Trimmed Mean	4.8790	

#### 4.4.2.3 Growth Mindset

The second independent variable is the growth mindset, and its boxplots show that there are no outliers, as you can see in Figure 4.3. Also, the difference between the mean and the trimmed mean is minimal and poses no threat to future analysis (Pallant, 2010) (see Table 4.4).

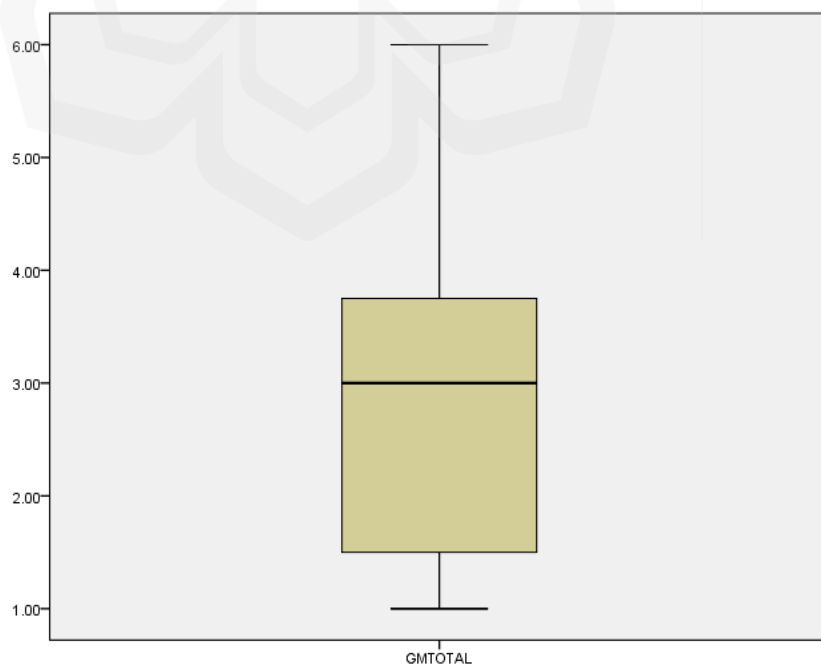


Figure 4.3: Outlier Analysis of Growth Mindset

Table 4.4: Trimmed Mean for Growth Mindset

Descriptive		
	Statistics	Std. Error
Mean	4.2174	07666 5%
Trimmed Mean	4.2971	

#### 4.4.2.4 Psychological Capital

The fourth independent variable is psychological capital and the boxplots in Figure 4.4 show that there are a total of 13 outliers. However, as the difference between the trimmed mean and the mean is minimal, the outliers are retained (see Table 4.5).

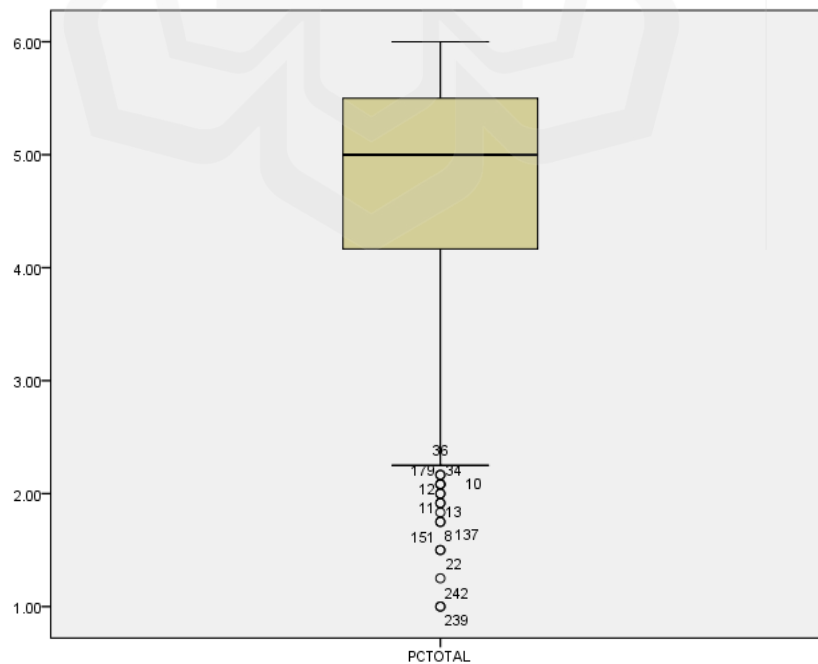


Figure 4.4: Outlier Analysis for Psychological Capital

Table 4.5: Trimmed Mean for Psychological Capital

Descriptive		
	Statistics	Std. Error
Mean	4.7831	0.05309 5%
Trimmed Mean	4.8875	

#### 4.4.2.5 Perceived Supervisor Support

The fifth variable is perceived supervisor support, and its boxplots in Figure 4.5 indicate that 6 outliers were found. As the trimmed mean and the mean values are very close to each other, the outliers are retained (see Table 4.6).

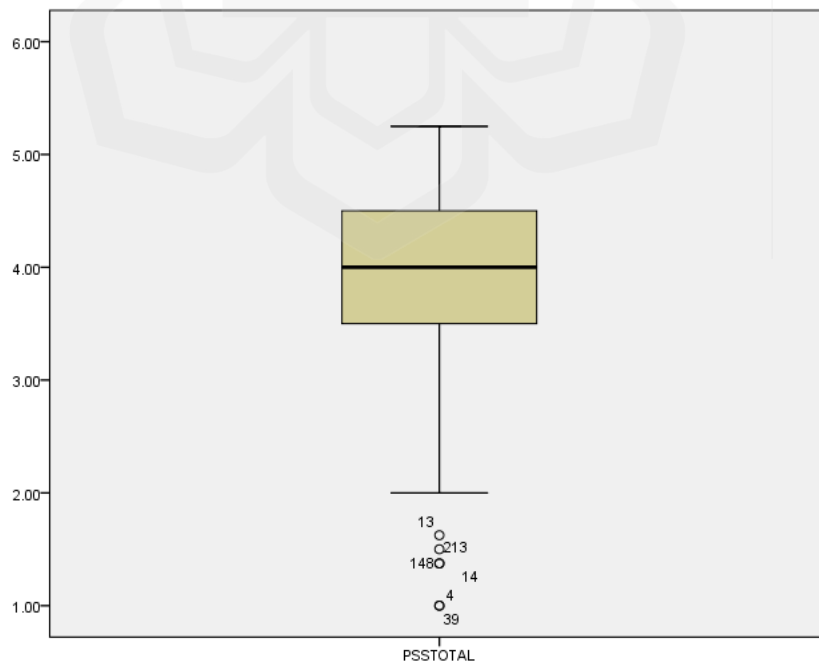


Figure 4.5: Outlier Analysis for Perceived Supervisor Support

Table 4.6: Trimmed Mean for Perceived Supervisor Support

Descriptive		
	Statistics	Std. Error
Mean	3.8804	0.04234 5%
Trimmed Mean	3.9335	

#### 4.4.2.6 Organisational Identification

The final independent variable is organisational identification, and the boxplots in Figure 4.6 show that there are no outliers found as the trimmed mean and the mean are very close (see Table 4.7).



Figure 4.6: Outlier Analysis for Organisational Identification

Table 4.7: Trimmed Mean for Organisational Identification

Descriptive		
	Statistics	Std. Error
Mean	4.2799	.06216 5%
Trimmed Mean	4.3432	

## 4.5 STATISTICAL ASSUMPTIONS

### 4.5.1 Normality Test

One of the first analyses of the data involves performing a normality test before proceeding with the statistical analysis. Normality refers to the degree to which the distribution of the sample data resembles a normal distribution (Hair et al., 2010). Ensuring normality is critical because many statistical tests, such as t-tests, ANOVA, and regression analyses, assume that the data follow a normal distribution. This validation is essential for the reliability of these tests (Tabachnick & Fidell, 2013).

Deviations from normality, especially if the variables are skewed in the opposite direction, can lead to less reliable results. Measures such as skewness and kurtosis help to assess normality, with skewness examining symmetry and kurtosis examining peak shape (Field, 2013; Hair et al., 2009; Tabachnick & Fidell, 2013). Typically, skewness values close to zero and kurtosis values around 3 indicate a normal distribution (Hair et al., 2019; Tabachnick & Fidell, 2013). However, these thresholds can vary depending on sample size, so it is important to consider them flexibly (Tabachnick & Fidell, 2013).

In addition to statistical measures, visual tools such as histograms and Q-Q plots are important to identify normality issues that are not obvious through skewness and

kurtosis alone (Field, 2013; Tabachnick & Fidell, 2007). In this study, the skewness and kurtosis values are shown in Table 4.11 below (in the 4.7 Descriptive Statistics section) and do not show any significant problem with normality. Furthermore, the Q-Q plots displayed in Appendix VII indicate no major deviations from the diagonal line, providing additional confirmation of normality (Hair et al., 2009). Conducting these tests and evaluations not only validates the assumptions necessary for parametric testing but also provides a deeper understanding of the data distribution and ensures the robustness of subsequent analyses.

#### 4.5.2 Test of Multicollinearity

In research models, correlations between independent variables and the dependent variable are expected. However, multicollinearity—excessive correlation among independent variables—can pose a challenge (Hair et al., 2022). Assessing multicollinearity before hypothesis testing is crucial, as it can inflate standard errors, diminish the reliability of model coefficients, and complicate the interpretation of individual variable effects (Tabachnick & Fidell, 2013).

A common method for detecting multicollinearity is to analyse the tolerance and the variance inflation factor (VIF). According to Hair et al. (2010), the tolerance value should be greater than 0.1 and the VIF less than 10. Table 4.8 below shows the results of the multicollinearity test, which confirm that there are no problems with multicollinearity as all values are within the acceptable range.

Table 4 8: Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF

Islamic Work Ethic	0.618	1.618
Growth Mindset	0.939	1.065
Psychological Capital	0.650	1.538
Perceived Supervisor Support	0.674	1.483
Organisational Identification	0.717	1.395
Dependent Variable: Work Engagement		

### 4.5.3 Test of Correlation

As this study aims to investigate the relationship between IWE, GM, PsyCap, PSS, OI, and WE, correlation analysis provides an initial understanding of how these variables are related. A Pearson correlation analysis was conducted to examine the relationships between these constructs. Table 4.9 below shows the correlations.

As can be seen in the table, there are positive correlations between IWE, GM, PC, PSS, OI, and WE. This suggests that higher levels of these variables may be associated with higher levels of work engagement. In addition, all correlations are statistically significant ( $p < 0.05$ ), which indicates meaningful relationships between the constructs (Cohen, 2013).

Table 4.9: Correlation Values of Constructs

Correlations		
		WE

IWE	Pearson Correlation	0.541**
	Sig. (2 Tailed)	0.000
	N	368
GM	Pearson Correlation	0.147**
	Sig. (2 Tailed)	0.005
	N	368
PC	Pearson Correlation	0.545**
	Sig. (2 Tailed)	0.000
	N	368
PSS	Pearson Correlation	0.486**
	Sig. (2 Tailed)	0
	N	368
OI	Pearson Correlation	0.486**
	Sig. (2 Tailed)	0.000
	N	368

Note. \*\* Correlation is significant at the 0.01 level (2-tailed)

#### 4.6 DEMOGRAPHIC PROFILE OF THE RESPONDENTS

In this study, respondents completed a demographic profile section in the questionnaire. The profile included information on gender, age, level of education, job title, work locations, departments, duration of work for the current position, type of Islamic bank, and department (see Table 4.10).

Table 4.10: Demographic Information

Demographic Information		Sample size (n = 368)	
		Number of Respondents	Percentage (%)
<b>Gender</b>	Male	272	73.90%
	Female	96	26.10%
	<b>Total</b>	<b>368</b>	<b>100%</b>
<b>Age</b>	between 18-25	17	4.60%
	between 26-35	159	43.20%
	between 36-45	172	46.70%
	between 46-54	17	4.60%
	55 and above	3	0.80%
	<b>Total</b>	<b>368</b>	<b>100%</b>
<b>Education</b>	high school	3	0.80%
	diploma	6	1.60%
	bachelor's degree	233	63.30%
	master's degree	122	33.20%
	PhD degree	4	1.10%
	<b>Total</b>	<b>368</b>	<b>100%</b>
<b>Job Title</b>	officer	13	3.50%
	asst. specialist	29	7.90%
	specialist	55	14.90%
	senior specialist	48	13.00%
	asst. manager	223	60.60%
	<b>Total</b>	<b>368</b>	<b>100%</b>
<b>Work Location</b>	Head Office	145	39.40%
	Branch	223	60.60%
	<b>Total</b>	<b>368</b>	<b>100%</b>
<b>Duration of Work for Current Position</b>	less than one year	44	12.00%
	1-2 year	83	22.60%
	3-5 years	118	32.10%
	6-10 years	71	19.30%
	10 years and above	52	14.10%
	<b>Total</b>	<b>368</b>	<b>100%</b>
<b>Type of Islamic Bank</b>	Public	218	59.20%
	Private	150	40.80%

	<b>Total</b>	<b>368</b>	<b>100%</b>
<b>Department</b>	sales and marketing related	199	54.10%
	operation related	56	15.20%
	foreign trade related	14	3.80%
	credit related	20	5.40%
	hr related	15	4.10%
	treasury related	16	4.30%
	other	48	13.00%

The survey yielded a sample of 368 respondents from Turkish Islamic banks, with a clear majority of males (73.9%). In terms of age, the survey mainly captured the perspectives of mid-career professionals. The largest group (43.2%) was aged between 26 and 35, with another large proportion aged between 36 and 45 (46.7%). Younger (18-25) and older (55+) age groups made up a much smaller proportion of the sample (4.6% and 0.8% respectively).

The respondents were well educated, with a bachelor's degree being the most common qualification (63.3%). A significant proportion also had a master's degree (33.2%). This high level of education is consistent with the increasing complexity of the financial services industry and the potential for specialisation in Islamic banking products and services.

This educational background is also reflected in the job titles, which reveal a hierarchical structure within the banks. Assistant managers formed the largest group (60.6%), with specialists (14.9%) and senior specialists (13.0%) are also well represented. Entry level positions were less common, with officers (3.5%) and assistant specialists (7.9%) making up a smaller proportion. This distribution indicates a well-established hierarchy within the Turkish Islamic banks included in the sample.

The survey included respondents from both branches (60.6%) and head offices (39.4%). This distribution reflects the importance of branch networks for customer service and relationship management in Islamic banking. In terms of experience in their current roles, most respondents had been in their position for 3-5 years (32.1%). This was followed by those with 1-2 years' experience (22.6%). A slightly larger proportion

of respondents worked in public Islamic banks (59.2%) compared to private banks (40.8%).

Sales and marketing emerged as the dominant department within the banks surveyed, with a significant proportion of respondents (54.1%) working in this department. This focus on sales and marketing reflects the importance of customer acquisition and product promotion in a competitive financial services industry. Operations was the second largest department (15.2%), while all other departments (foreign trade, credit, human resources, treasury) made up a smaller proportion of the sample, generally in the single digits.

Overall, survey respondents represented a wide range of backgrounds, including gender, age, education level, job title, work location, work experience, type of Islamic bank and department. This diversity strengthens the validity of the results as the data reflects the perspectives of a broad cross-section of the target population. The next section presents descriptive statistics of this study's constructs.

#### **4.7 DESCRIPTIVE STATISTICS OF THE LATENT VARIABLES**

The survey data showed varying responses to the constructs of work engagement, Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, and organisational identification. Below, a detailed analysis of the individual constructs is presented (see Table 4.11).

##### **4.7.1 Work Engagement**

The descriptive analysis showed that respondents' engagement at work was generally positive. The mean scores for the nine items measuring work engagement ranged from 4.40 to 4.84 on the 6-point Likert scale, with moderate standard deviations. The slight

negative skewness observed for most items indicates a tendency towards higher work engagement scores. These results suggest that respondents generally feel energised, enthusiastic, and immersed in their work role.

#### **4.7.2 Islamic Work Ethic**

The survey data showed that respondents were strongly in favour of the Islamic work ethic. Mean scores for each question ranged from 3.92 to 5.32. Standard deviations were generally low, indicating limited variability in responses. The negative skewness for most items indicates a clustering of agreement with the statements representing Islamic work values. These results emphasise the importance that respondents place on virtues such as hard work, commitment and the belief that work benefits both the individual and society.

#### **4.7.3 Growth Mindset**

The survey results, while based on reverse-coded questions, suggest a neutral or slightly growth-oriented mindset regarding intellectual development. This is because the mean scores for all four growth mindset questions (GM1-GM4) range from 4.10 to 4.33. In reverse-coded scales, higher scores indicate stronger agreement with the growth mindset statements. Since the means are all above 3, respondents, on average, disagreed more with the statements presented, which were designed to reflect a fixed mindset. This suggests a slight tendency towards a growth mindset. However, it is important to consider the standard deviations (ranging from 1.517 to 1.566), which indicate some variation in responses. The negative skewness scores (-0.438 to -0.644) suggest that a portion of the respondents may hold a stronger growth mindset than the average scores suggest.

#### **4.7.4 Psychological Capital**

There was a strong sense of psychological capital among respondents. The mean scores for the 12 items measuring psychological capital ranged from 4.45 to 5.10 on the 6-point Likert scale. Moderate standard deviations and generally negative skewness values indicate a clustering of responses with higher scores on this scale. These results indicate that the respondents possessed a high degree of psychological capital, encompassing self-efficacy, hope, resilience, and optimism.

#### **4.7.5 Perceived Supervisor Support**

The respondents stated that they generally perceived the support from their superiors as positive. The average scores on the 8-question scale ranged from 4.22 to 4.80, with responses varying moderately. The largely negative skewness scores indicate a strong tendency to agree with the positive statements about supervisor support. These results indicate supportive, caring, and helpful leadership behaviour.

#### **4.7.6 Organisational Identification**

The survey data shows a moderate to strong identification of the respondents with their organisation. The mean of the 6-point organisational identification scale was between 3.66 and 4.67 on the 6-point Likert scale. The negative skewness of most items indicates a slight tendency to agree with statements that indicate a sense of belonging and connection with the organisation. This result suggests that respondents see a positive

connection between their personal identity and the mission or values of their organisation.

Table 4.11: Descriptive Statistics of Latent Variables

Code	Items	Mean	SD	Skewness	Kurtosis
	<b>Work Engagement</b>				
WE1	At my work, I feel that I am bursting with energy.	4.60	1.395	-1.059	0.318
WE2	At my job, I feel strong and vigorous.	4.61	1.394	-1.059	0.299
WE3	When I get up in the morning, I feel like going to work	4.40	1.486	-0.778	-0.435
WE4	I am enthusiastic about my job.	4.67	1.339	-0.974	-0.252
WE5	My job inspires me	4.47	1.435	-0.841	-0.117
WE6	I am proud of the work that I do	4.63	-1.481	-0.941	-0.120
WE7	I feel happy when I am working intensely.	4.63	1.440	-0.989	-0.109
WE8	I am immersed in my work.	4.84	1.371	-1.387	1.256
WE9	I get carried away when I'm working.	4.75	1.388	-1.279	0.939
	<b>Islamic Work Ethic</b>				
IWE1	Laziness is a vice.	4.50	1.363	-0.646	-0.303
IWE2	Dedication to work is a virtue.	4.64	1.241	-0.759	-0.158
IWE3	Good work benefits both one's self and others.	5.09	1.058	-1.185	1.126
IWE4	Justice in the workplace is a necessary condition for society's welfare.	5.32	1.145	-1.421	1.942

IWE5	Generosity in the workplace is a necessary condition for society's welfare	5.04	1.145	-1.421	1.942
IWE6	Producing more than enough to meet one's personal needs contributes to the prosperity of society as a whole.	5.10	1.075	-1.438	2.174
IWE7	One should carry work out to the best of one's ability.	5.30	1.067	-1.872	3.644
IWE8	Work is not an end in itself but a means to foster personal growth.	4.87	1.161	-1.187	1.357
IWE9	Work is not an end in itself but a means to foster social relations.	4.75	1.185	-0.959	0.674
IWE10		4.40	1.416	-0.744	-0.228
IWE11	More leisure time is good for society. (R)	3.92	1.267	-0.104	-1.051
IWE12	Human relations in organizations should be emphasized.	5.24	1.045	-1.524	2.217
IWE13	Human relations in organizations should be encouraged.	5.24	1.054	-1.606	2.584
IWE14	Work enables man to control nature.	4.51	1.318	-0.831	0.101
IWE15	Creative work is a source of happiness.	5.02	1.105	-1.276	1.677
IWE16	Creative work is a source of accomplishment	5.00	1.104	-1.216	1.384
IWE17	Any man who works is more likely to get ahead in life.	4.79	1.240	-1.104	0.836
IWE18	Work gives one the chance to be independent	4.73	1.311	-1.143	0.791

IWE19	A successful man is the one who meets deadlines at work.	4.75	1.239	-1.055	0.790
IWE20	One should constantly work hard to meet responsibilities.	4.41	1.303	-0.720	-0.035
IWE21	The value of work is derived from the accompanying intention rather than its results.	4.57	1.306	-0.785	-0.057
	<b>Growth Mindset</b>				
GM1	I have a certain amount of intelligence, and I can't really do much to change it.	4.33	1.530	-0.644	-0.489
GM2	My intelligence is something about me that I can't change very much.	4.23	1.517	-0.438	-0.802
GM3	To be honest, I can't really change how intelligent I am.	4.20	1.566	-0.529	-0.702
GM4	I can learn new things, but I can't really change my basic intelligence.	4.10	1.550	-0.442	-0.753
	<b>Psychological Capital</b>				
PC1	Copyrighted Item	4.94	1.167	-1.047	0.548
PC2	Copyrighted Item	4.95	1.150	-1.040	0.504
PC3	Copyrighted Item	5.10	1.101	-1.332	1.512

PC4	If I should find myself facing a problem at work, I could think of many ways to get out of it.	4.94	1.231	-1.329	1.603
PC5	Copyrighted Item	4.86	1.191	-1.165	1.252
PC6	Copyrighted Item	4.97	1.123	-1.300	1.883
PC7	Copyrighted Item	4.71	1.188	-1.030	1.057
PC8	Copyrighted Item	4.55	1.348	-0.815	0.070
PC9	Copyrighted Item	4.60	1.279	-0.998	0.773
PC10	Copyrighted Item	4.88	1.203	-1.235	1.488
PC11	Copyrighted Item	4.57	1.292	-0.841	0.298
PC12	Copyrighted Item	4.45	1.384	-0.815	0.106
	<b>Perceived Supervisor Support</b>				
PSS1	My supervisor really cares about my well-being.	4.23	1.468	-0.613	-0.479
PSS2	My supervisor strongly considers my goals and values.	4.22	1.459	-0.562	-0.506
PSS3	My supervisor shows little concern for me. (R)	4.38	1.271	-0.717	0.392
PSS4	My supervisor cares about my opinions.	4.38	1.360	-0.740	-0.038

PSS5	My supervisor is willing to help me if I need a special favour.	4.44	1.386	-0.700	-0.293
PSS6	Help is available from my supervisor when I have a problem.	4.48	1.422	-0.753	-0.268
PSS7	My supervisor would forgive an honest mistake on my part.	4.46	1.330	-0.779	0.009
PSS8	If given the opportunity, my supervisor would take advantage of me. (R)	4.80	1.252	-1.074	0.999
	<b>Organisational Identification</b>				
OI1	When someone criticises my organisation, it feels like a personal insult	3.66	1.512	-0.128	-0.916
OI2	I am very interested in what others think about my organisation	4.13	1.413	-0.515	-0.371
OI3	When I talk about my organisation, I usually say 'we' rather than 'they'	4.67	1.341	-0.995	0.578
OI4	My organisation's successes are my successes.	4.62	1.321	-0.833	0.174
OI5	When someone praises my organisation, it feels like a personal compliment.	4.40	1.387	-0.675	-0.203
OI6	If a story in the media criticised my organisation, I would feel embarrassed.	4.24	1.437	-0.579	-0.365

#### 4.8 EXPLORATORY FACTOR ANALYSIS

While Exploratory Factor Analysis is not strictly necessary for studies where the primary aim is not to explore new dimensions (Hair et al., 2022), it was conducted in this research to verify that the constructs of "work engagement" and "psychological capital" align with established theoretical frameworks within the Turkish Islamic banking sector. EFA was used to confirm that these constructs fit with the literature and to ensure accurate measurement. The analysis employed Maximum Likelihood as the extraction method and Varimax as the rotation method to facilitate clear factor interpretation (Field, 2013; Hair et al., 2022). Constructs without defined dimensions were excluded from the EFA to maintain focus on those with theoretical significance.

The results of the EFA confirmed that the constructs of work engagement and psychological capital are consistent with the theoretical dimensions outlined in the literature. This validation supports the reliability and validity of the measurement instruments used in the study, reinforcing the robustness and theoretical coherence of the research findings (Hair et al., 2019; Tabachnick & Fidell, 2013).

#### **4.8.1 Sampling Adequacy Tests**

Before conducting the exploratory factor analysis, it was appropriate to check the adequacy of the sample and the presence of correlations between the variables (Hair et al., 2019). This assessment was performed using the Kaiser-Meyer-Olkin (KMO) measure of sample adequacy and the Bartlett's test for sphericity (see Table 4.12). As suggested by Tabachnick & Fidell (2013), the KMO value should be at least 0.60, indicating a sufficient sample size, and the Bartlett's test for sphericity should be significant ( $p < 0.05$ ), demonstrating the presence of correlations between the variables. As shown in Table 4.12 shows a KMO of 0.944 for all the constructs of this study. In addition, the Bartlett's test for sphericity is significant ( $p < 0.000$ ), which confirms the suitability of the factor analysis for the data.

Table 4.12: KMO and Barlett's Test for All Constructs

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.944
Bartlett's Test of Sphericity	Approx. Chi-Square	1880.765
	df	1225
	Sig.	.000

#### 4.8.2 Communalities Score

A value of greater than 0.50 is required to ensure that a particular variable has communalities with others and can therefore be grouped together (Hair et al., 2010). However, Sekaran & Bougie (2016) suggested that communality values greater than 0.40 can also be considered acceptable for further analysis. Communality scores for work engagement ranged from 0.749 to 0.962 and for the psychological capital items from 0.401 to 0.928, indicating that the items within each factor fit well with each other (Pallant, 2007).

#### 4.8.3 Proportion of Variance Explained (PVE)

For the work engagement construct, a total of 3 factors explained 91.32% of the variance. Furthermore, for the psychological capital construct, a total of 4 factors explained 82.85% of the variance. In line with the recommendations for the interpretation of factor loadings, items with loadings above 0.50 were retained (Hair et al., 2019) except for PC8, as its values are very close to 0.5 and it also represent the “Resilience” dimension of PsyCap.

#### 4.8.4 Dimensions of Work Engagement

According to the literature, work engagement is a three-dimensional construct comprised of vigour, dedication and absorption (Bakker et al., 2023; Schaufeli, 2021). While Hair et al. (2019) suggest retaining factors with eigenvalues greater than one, this research prioritises the established three-dimensional structure of work engagement. Therefore, EFA was used to extract three factors that explain 91.32% of the variance in the nine variables. These extracted factors are consistent with the known dimensions proposed by previous researchers (Bakker et al., 2008; Bakker & Demerouti, 2008; Schaufeli & Bakker, 2010) and are labelled vigour, dedication and absorption.

The factor loadings for each dimension are high, ranging from 0.697 to 0.908. This exceeds the threshold of 0.5 recommended by Hair et al. (2019) and indicates strong associations between the items and their underlying constructs (see Table 4.13). In addition, the Cronbach's alpha values for vigour, dedication, and absorption are all high (0.952, 0.952 and 0.948 respectively), demonstrating excellent internal consistency within each dimension

Table 4.13: Exploratory Factor Analysis of Work Engagement

Code	Work Engagement	Dimensions		
		Vigour	Dedication	Absorption
WE1	At my work, I feel that I am bursting with energy.	0.802		
WE2	At my work, I feel that I am bursting with energy.	0.824		
WE3	When I get up in the morning, I feel like going to work.	0.697		
WE4	I am enthusiastic about my job.		0.804	
WE5	My job inspires me.		0.855	

WE6	I am proud of the work that I do.		0.776	
WE7	I feel happy when I am working intensely..			0.777
WE8	I am immersed in my work.			0.908
WE9	I get carried away when I'm working.			0.940
<b>Cronbach's Alpha</b>		<b>0.952</b>	<b>0.952</b>	<b>0.948</b>
<b>Total Variance explained 91.322%</b>				
<b>Kaiser- Meyer- Olkin Measure (KMO) 0.894</b>				

#### 4.8.5 Dimensions of Psychological Capital

According to the literature, psychological capital is a four-dimensional construct comprised of self-efficacy, hope, resilience and optimism (Giancaspro et al., 2022; Loghman et al., 2023; Luthans & Broad, 2020; Peláez Zuberbühler et al., 2021). Although Hair et al. (2019) suggest retaining factors with eigenvalues greater than one, the established four-dimensional structure of PsyCap is favoured in this study. Therefore, an exploratory factor analysis was used to extract four factors that explain 82.85% of the variance in the twelve variables. These extracted factors are consistent with the well-known dimensions proposed by previous researchers (Ampofo, 2021; Rozkwitalska et al., 2022; Sönmez, 2021) and are labelled self-efficacy, hope, resilience and optimism.

The factor loadings for each dimension are high and range from 0.494 to 0.851. Although the loading of the P8 variable (0.494) is slightly below the threshold of 0.5 recommended by Hair et al. (2019), it is very close and represents the dimension "resilience", a core component of PsyCap (see Table 4.14). It is therefore retained. The remaining factor loadings indicate strong associations between the items and their underlying constructs. In addition, the Cronbach's alpha values for self-efficacy, hope, resilience and optimism are all high (0.947, 0.896, 0.823 and 0.904 respectively), demonstrating excellent internal consistency within each dimension.

Table 4.14: Exploratory Factor Analysis of Psychological Capital

Code	Psychological Capital	Dimensions			
		Efficacy	Hope	Resilience	Optimism
PC1	Copyrighted Item	0.792			
PC2	Copyrighted Item	0.765			
PC3	Copyrighted Item	0.708			
PC4	If I should find myself facing a problem at work, I could think of many ways to get out of it.		0.631		
PC5	Copyrighted Item		0.763		
PC6	Copyrighted Item		0.773		
PC7	Copyrighted Item		0.705		
PC8	Copyrighted Item			0.494	
PC9	Copyrighted Item			0.666	
PC10	Copyrighted Item			0.820	
PC11	Copyrighted Item				0.851
PC12	Copyrighted Item				0.736
<b>Cronbach's Alpha</b>		<b>0.947</b>	<b>0.896</b>	<b>0.823</b>	<b>0.904</b>
<b>Total Variance explained 82.850%</b>					
<b>Kaiser- Meyer- Olkin Measure (KMO) 0.913</b>					

#### 4.9 CONFIRMATORY FACTOR ANALYSIS

Among the various statistical techniques, SEM stands out for its ability to analyse complex multi-equation models and provides a rigorous method for validating theoretical relationships (Kline, 2016). Following EFA, which identifies potential underlying dimensions, CFA was used to test the relationships between the constructs

and their associated dimensions (Brown, 2015). In this study, the complex, multidimensional constructs under investigation such as work engagement and psychological capital warranted the use of second-order CFA. This approach simplifies the analysis of complicated constructs with multiple measurement structures (Chen et al., 2005).

The next sub-sections present the CFA for individual constructs, namely work engagement, Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, and organisational identification, and lastly for the full model.

#### **4.9.1 Assessing the Individual Measurement Model of Work Engagement**

The model, which comprises three dimensions of work engagement (vigour, dedication, and absorption) was subjected to a second-order confirmatory factor analysis. Figure 4.7 shows the goodness-of-fit (GOF) indices for the default measurement model of work engagement, including the factor loadings. For an acceptable model fit, the factor loadings should ideally be 0.7 or higher, with a minimum value of 0.5 (Hair et al., 2010). A thorough examination of the individual item loadings for each construct was conducted. The default WE model shows strong results as all items have loadings above 0.8. The results of the second-order CFA were satisfactory, as shown here:  $\chi^2 = 69.518$  (df = 24),  $\chi^2/df = 2.897$ , CFI = 0.989 and RMSEA = 0.072 (see Table 4.15).

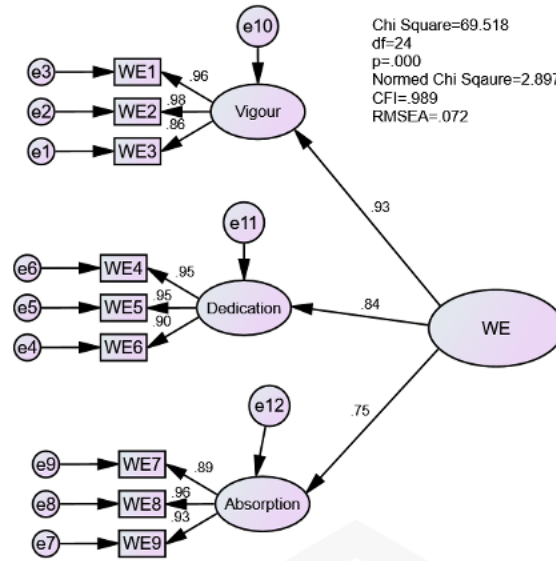


Figure 4. 7: Second Order Measurement Model of Work Engagement

Table 4.15: Goodness of Fit Evaluation of the Second Order Measurement Model of Work Engagement

Name of Category	Required Value	Obtained Value	Comments
Absolute fit	RMSEA $\leq$ 0.08	0.072	Minimum requirement achieved
Incremental fit	CFI $\geq$ 0.90	0.989	Minimum requirement achieved
Parsimonious fit	Chisq/df $\leq$ 5	2.897	Minimum requirement achieved

#### 4.9.2 Assessing the Measurement Model of Islamic Work Ethic

As can be seen in Figure 4.8 below, the initial run did not fit well, and the default measurement model of Islamic Work Ethic was poorly modeled [Incremental Fit (CFI) = 0.768, Parsimonious Fit (CMINDF) = 10.001 and Absolute Fit (RMSEA) = 0.157].

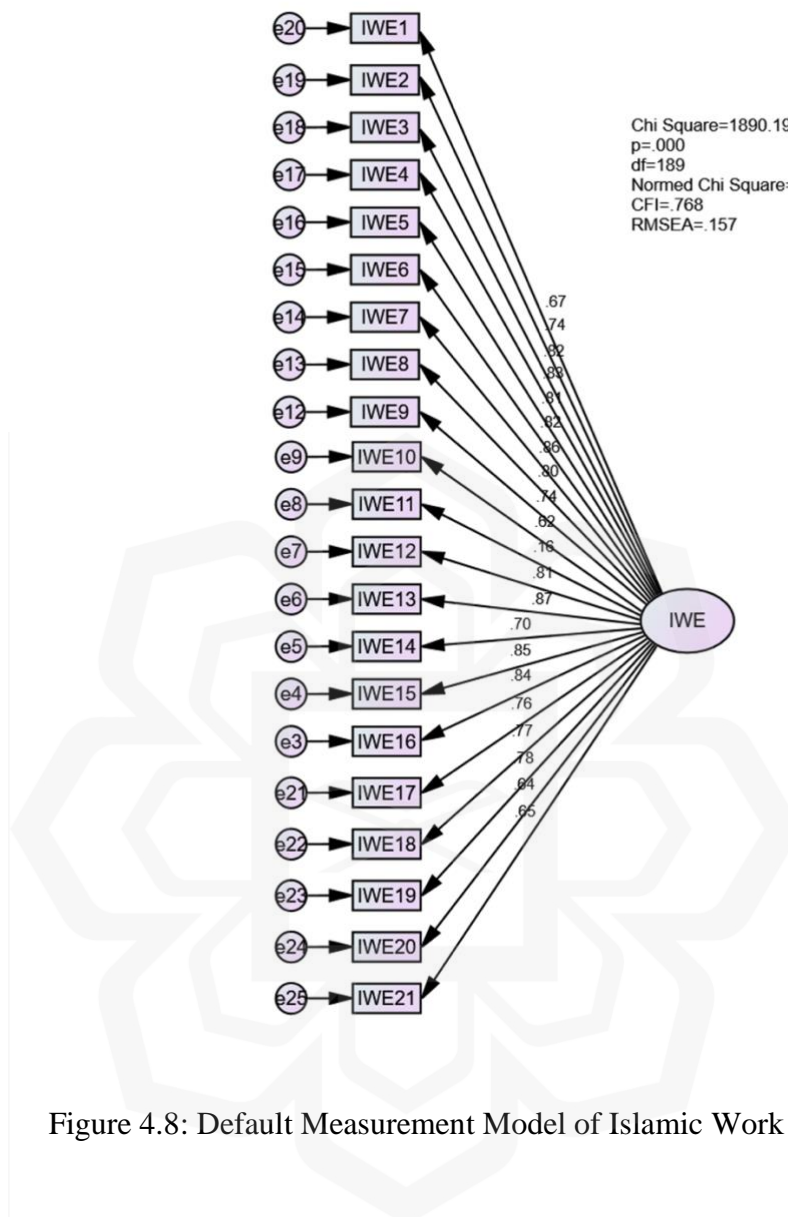


Figure 4.8: Default Measurement Model of Islamic Work Ethic

Following Schumacker & Lomax (2010), the Modification Indices (MI) for error terms were reviewed. Given that MI values above 10 can significantly improve model fit (Byrne, 2016), error covariances exceeding this threshold were freely estimated by linking the corresponding items with double-headed arrows, and item numbers IWE11 was dropped due to low factor loading (0.16) and the model was re-specified (Byrne, 2016; Kline, 2016; Schumacker & Lomax, 2010). Re-specification of the model resulted in improved and acceptable model fit with CFI = 0.958, CMIN/DF = 3.284 and

RMSEA = 0.079 as can be seen in Figure 4.9 below, and Table 4.16 shows the goodness of fit evaluation of Islamic work ethic construct.

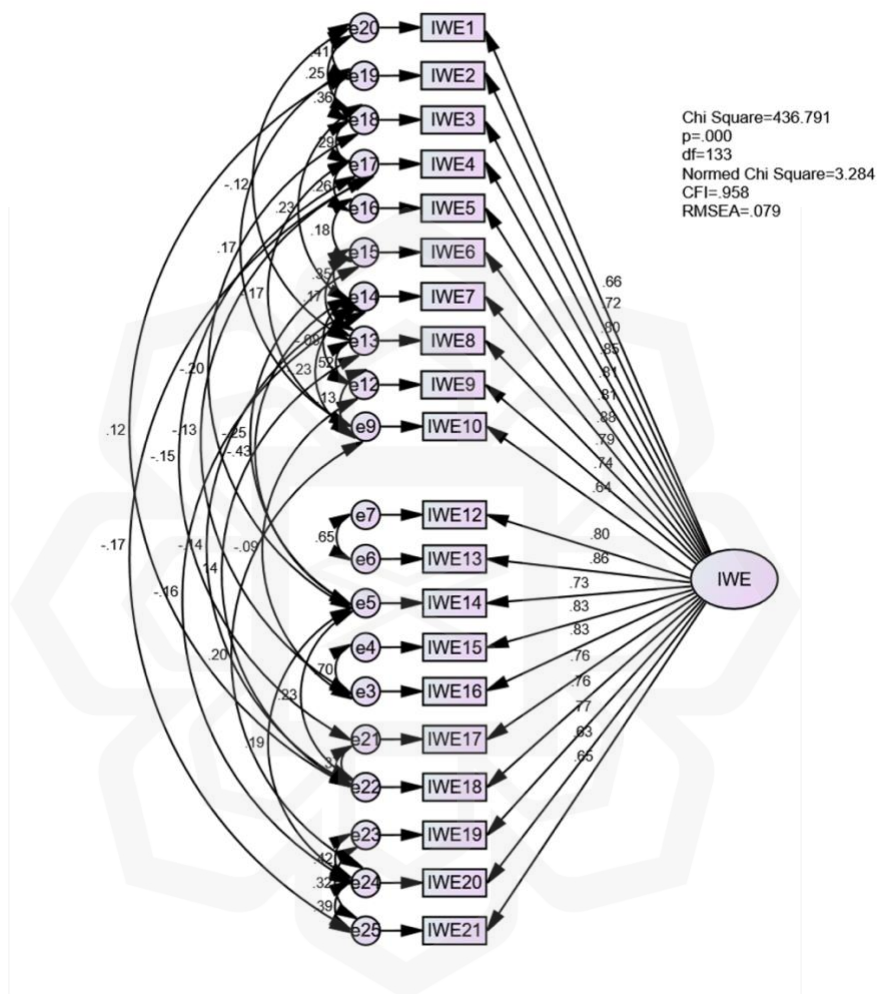


Figure 4.9: Modified Measurement Model of Islamic Work Ethic

Table 4.16: Goodness of Fit Evaluation of the Islamic Work Ethic

Name of Category	Required Value	Obtained Value	Comments
Absolute fit	RMSEA ≤ 0.08	0.079	Minimum requirement

			achieved
Incremental fit	CFI $\geq$ 0.90	0.958	Minimum requirement achieved
Parsimonious fit	Chisq/df $\leq$ 5	3.284	Minimum requirement achieved

### 4.9.3 Assessing the Measurement Model of Growth Mindset

The initial confirmatory factor analysis for growth mindset did not meet the minimum fit requirements, as shown in the figure below, with values of CFI = 0.993, CMIN/DF = 7.289, and RMSEA = 0.131 as can be seen in Figure 4.10 below.

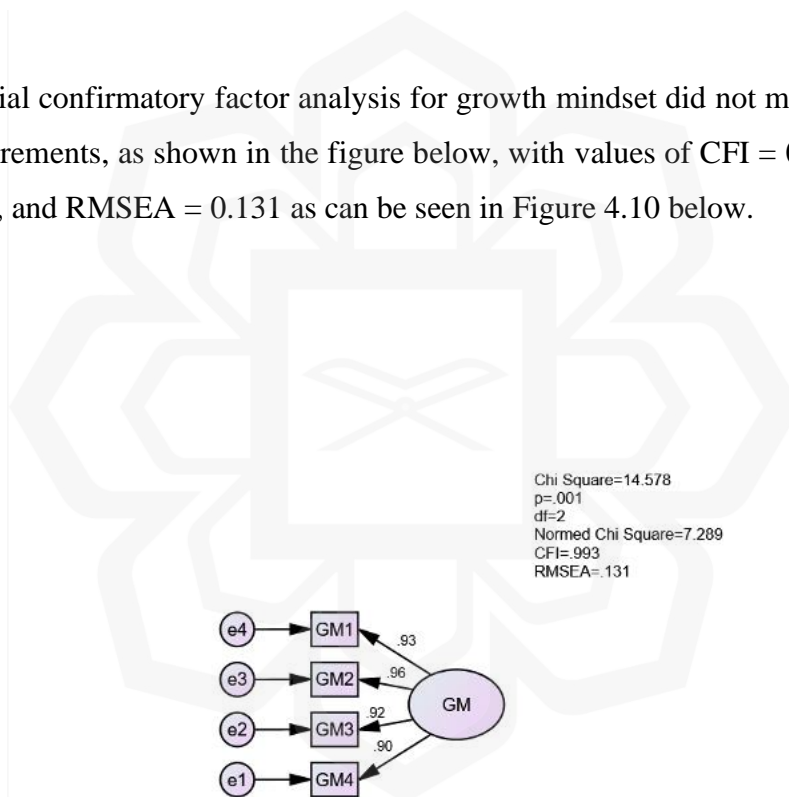


Figure 4.10:Default Measurement for Growth Mindset

While the factor loadings were all above 0.7, indicating adequate factor loadings, the modification indices suggested potential improvements in model fit. In particular,

the error terms e1 and e2 were correlated (indicated by a double-headed arrow) to improve the fit. After this re-specification, the model achieved an acceptable fit with CFI = 1.000, CMIN/DF = 1.140 and RMSEA = 0.020 as can be seen in Figure 4.11 below, and Table 4.17 shows the goodness of fit evaluation of the growth mindset.

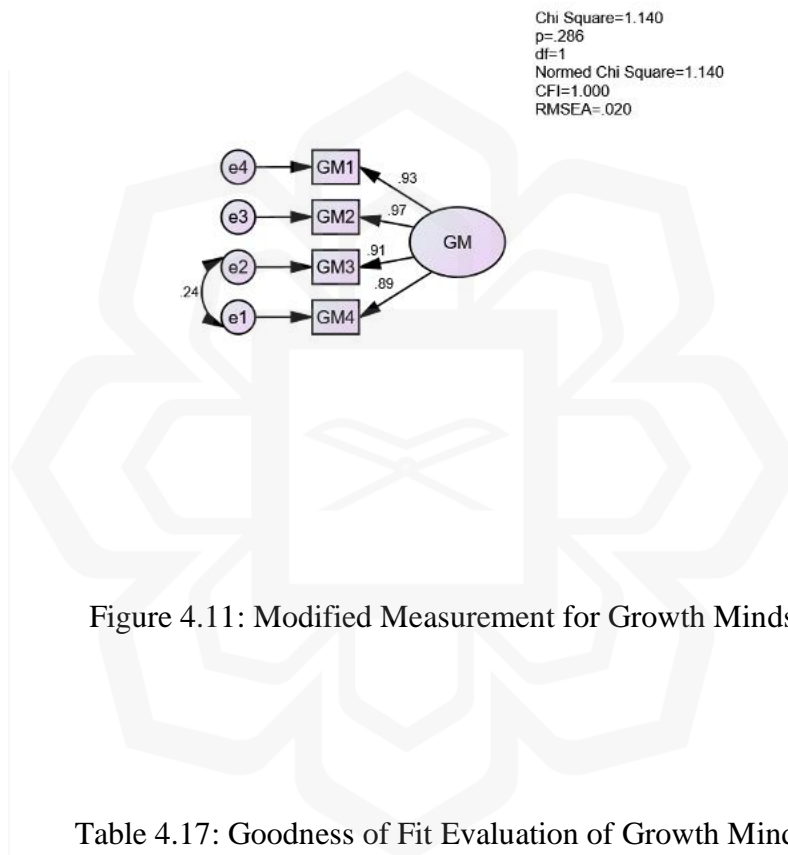


Figure 4.11: Modified Measurement for Growth Mindset

Table 4.17: Goodness of Fit Evaluation of Growth Mindset

Name of Category	Required Value	Obtained Value	Comments
Absolute fit	RMSEA $\leq$ 0.08	0.02	Minimum requirement achieved
Incremental fit	CFI $\geq$ 0.90	1	Minimum requirement achieved

Parsimonious fit	Chisq/df ≤ 5	1.140	Minimum requirement achieved
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#### 4.9.4 Assessing the Measurement Model of Psychological Capital

The model, which comprises four dimensions of PsyCap (efficacy, hope, resiliency, and optimism), was subjected to a second-order confirmatory factor analysis. The figure shows the goodness-of-fit indices for the default measurement model of psychological capital, including the factor loadings. For an acceptable model fit, the factor loadings should ideally be 0.7 or higher, with a minimum value of 0.5 (Hair et al., 2010). A thorough examination of the individual item loadings for each construct was conducted. The second-order CFA were satisfactory (see Table 4.18), as shown here: CFI = 0.984, CMIN/DF = 2.186, and RMSEA = 0.057 as can be seen in Figure 4.12.

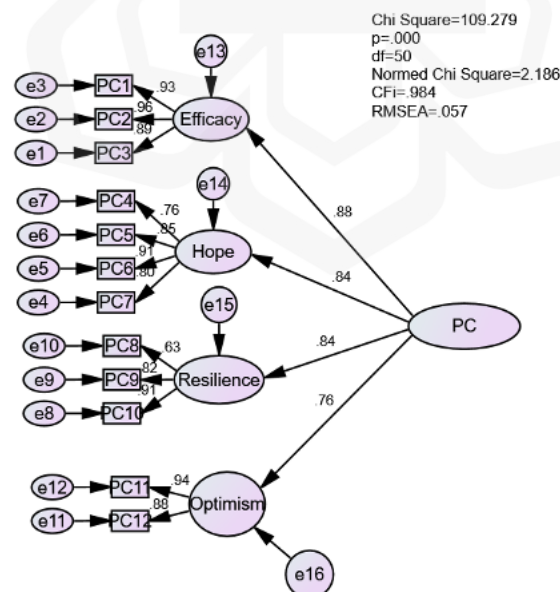


Figure 4.12: Second-Order CFA for PsyCap

Table 4.18: Goodness of Fit Evaluation of the Second Order Measurement Model of PsyCap

Name of Category	Required Value	Obtained Value	Comments
Absolute fit	$RMSEA \leq 0.08$	0.057	Minimum requirement achieved
Incremental fit	$CFI \geq 0.90$	0.984	Minimum requirement achieved
Parsimonious fit	$Chisq/df \leq 5$	2.186	Minimum requirement achieved

#### 4.9.5 Assessing the Measurement Model of Perceived Supervisor Support

The initial confirmatory factor analysis for perceived supervisor support did not meet the minimum fit requirements, as shown in Figure 4.13 below, with values of CFI = 0.874, CMIN/DF = 23.404, and RMSEA = 0.247 as can be seen in Figure 4.5 below.

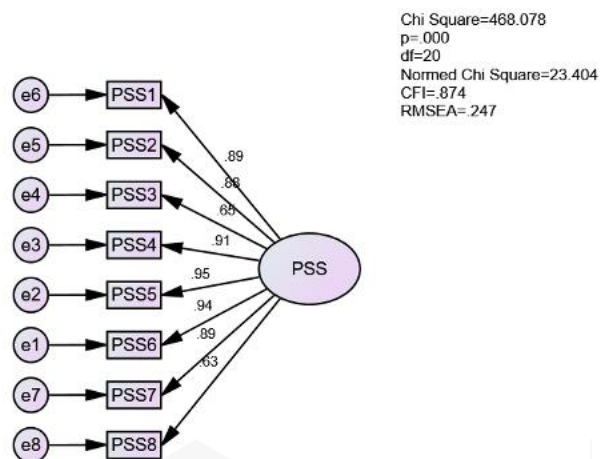


Figure 4.13: Default Measurement Model of Perceived Supervisor Support

While the factor loadings were all above 0.6, indicating adequate factor loadings, the modification indices suggested potential improvements in model fit. Until the model reached a satisfactory level, the error terms were correlated by connecting them with a double-headed arrow to improve the fit. After this re-specification, the model achieved an acceptable fit with CFI = 0.991, CMIN/DF = 3.256 and RMSEA = 0.078 as can be seen in Figure 4.14 below, and Table 4.19 shows the goodness of fit evaluation of the perceived supervisor support.

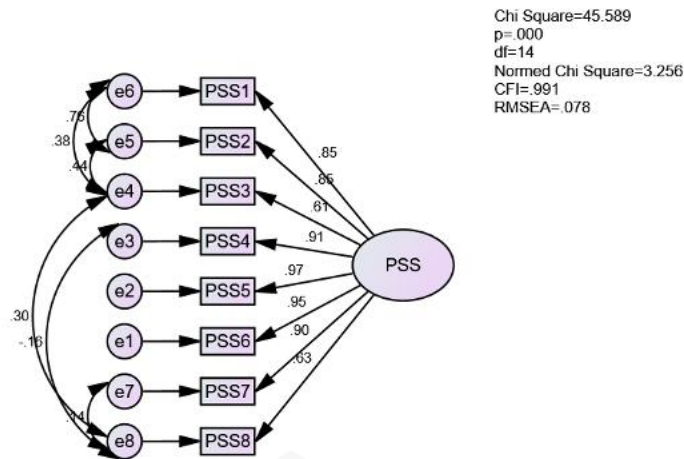


Figure 4.14: Modified Measurement Model of Perceived Supervisor Support

Table 4.19: Goodness of Fit Evaluation of the Measurement Model of Perceived Supervisor Support

Name of Category	Required Value	Obtained Value	Comments
Absolute fit	RMSEA $\leq$ 0.08	0.078	Minimum requirement achieved
Incremental fit	CFI $\geq$ 0.90	0.991	Minimum requirement achieved
Parsimonious fit	Chisq/df $\leq$ 5	3.256	Minimum requirement achieved

#### 4.9.6 Assessing the Measurement Model of Organisational Identification

The default confirmatory factor analysis for perceived supervisor support did not meet the minimum fit requirements, as shown in Figure 4.15 below, with values of CFI = 0.918, CMIN/DF = 16.875, and RMSEA = 0.208.

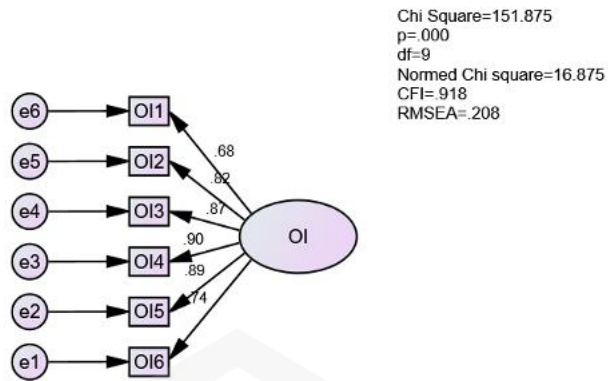


Figure 4.15: Default Measurement Model of Organisational Identification

While the factor loadings were all above 0.6, indicating adequate loadings, the modification indices indicated potential improvements in model fit. To reach a satisfactory level, the error terms were correlated by connecting them with a double-headed arrow to improve the fit. After this re-specification, the model achieved an acceptable fit with values of CFI = 0.998, CMIN/DF = 1.933 and RMSEA = 0.050, as shown in Figure 4.16 below. Table 4.20 also shows the goodness of fit evaluation for organisational identification.

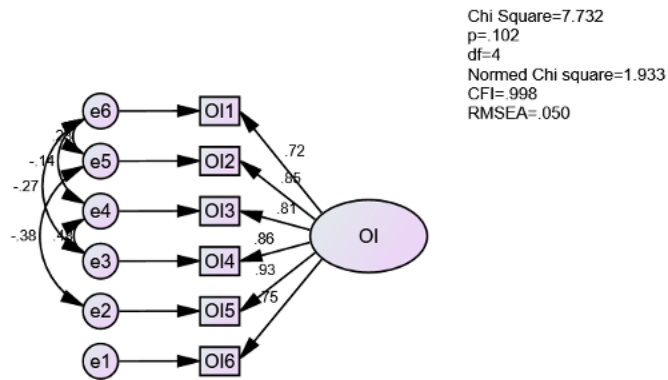


Figure 4.16 :Modified Measurement Model of Organisational Identification

Table 4.20: Goodness of Fit Evaluation of the Measurement Model of Organisational Identification

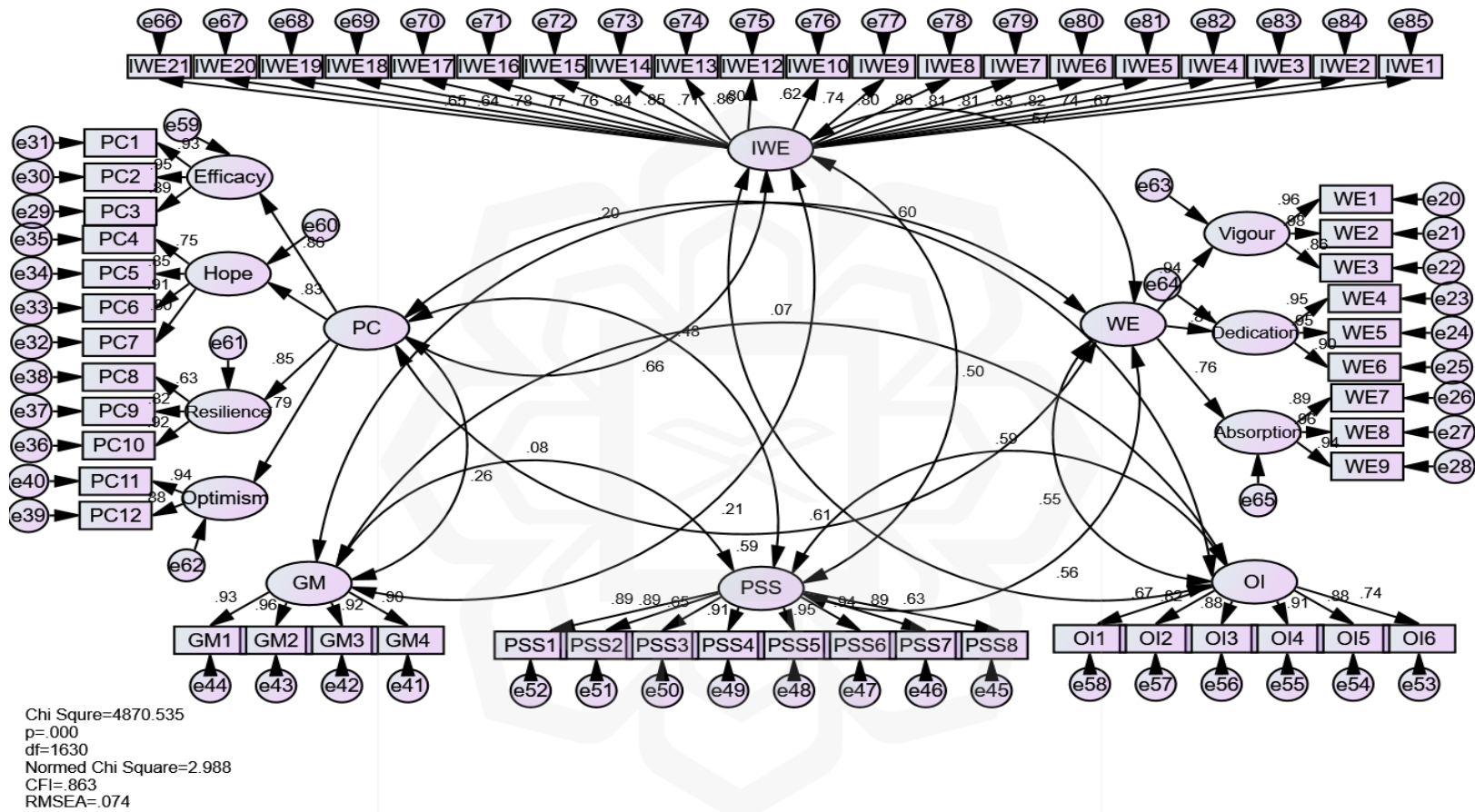
Name of Category	Required Value	Obtained Value	Comments
Absolute fit	RMSEA $\leq$ 0.08	0.050	Minimum requirement achieved
Incremental fit	CFI $\geq$ 0.90	0.998	Minimum requirement achieved
Parsimonious fit	Chisq/df $\leq$ 5	1.933	Minimum requirement achieved

#### 4.9.7 Assessing the Overall Measurement Model

After conducting CFA for all constructs individually, it is also important to assess them as an overall research model. In the first attempt, the default measurement model did not produce satisfactory goodness-of-fit values: CFI = 0.863, CMIN/DF = 2.988, and

RMSEA =0.074, as shown in Figure 4.17 below. The issue was not with RMSEA or CMIN/DF but with the CFI value, which should be greater than 0.9.

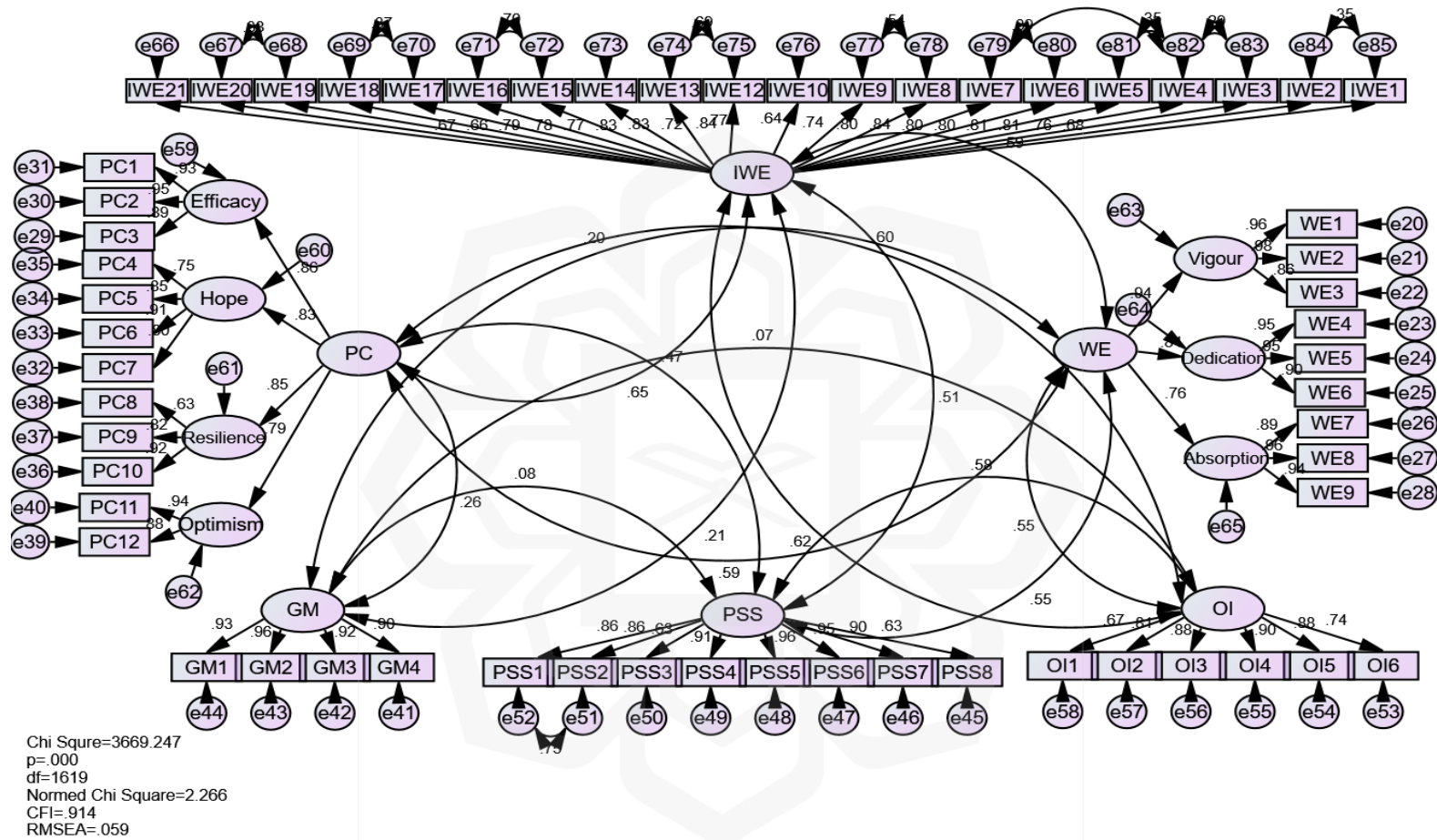




Note. [IWE: Islamic Work Ethic, PC: Psychological Capital, GM: Growth Mindset, PSS: Perceived Supervisor Support, OI: Organisational Identification, WE: Work Engagement

Figure 4.17: Overall Default Measurement Model

In order to improve the CFI value, the researcher therefore examined the modification indices for possible adjustments to achieve a better fit of the model. Several pairs of error terms — namely e51-e52, e82-e83, e84-e85, e81-e82, e79-e80, e79-e82, e77-e78, e74-e75, e71-e72, e69-e70 and e67-e68 — could be connected with a double-headed arrow to improve the model fit. According to Hair et al. (2019), error terms in modification indices should only be connected if there is a theoretical justification for doing so. This principle was carefully considered before the modifications were made. The adjustments were considered appropriate as each error term belonged to theoretically related constructs and dimensions. As Islamic work ethic is a unidimensional construct, all related error terms were justifiable. In addition, e51-e52 falls within the PSS domain, so the association is reasonable. After these adjustments, the model fit improved with values of CFI = 0.914, CMIN/DF = 2.266 and RMSEA = 0.059, as shown in Figure 4.18 below. Table 4.21 also shows the goodness of fit assessment for the overall research model.



Note. [IWE: Islamic Work Ethic, PC: Psychological Capital, GM: Growth Mindset, PSS: Perceived Supervisor Support, OI: Organisational Identification, WE: Work Engagement]

Figure 4.18: Modified Overall Measurement Model

Table 4.21: Goodness of Fit Evaluation for Overall Measurement Model

Name of Category	Required Value	Obtained Value	Comments
Absolute fit	$RMSEA \leq 0.08$	0.059	Minimum requirement achieved
Incremental fit	$CFI \geq 0.90$	0.914	Minimum requirement achieved
Parsimonious fit	$Chisq/df \leq 5$	2.266	Minimum requirement achieved

#### 4.9.8 Reliability Analysis

To assess the internal consistency between the variable items, Cronbach's alpha was used as a measure of reliability. Reliability, as defined by Hair et al. (2019) indicates the extent to which the items of a scale consistently measure the intended construct. A Cronbach's alpha value of 0.70 or higher is widely accepted as a threshold for adequate reliability and allows for further analysis (Nunnally, 1978). Kline (2016) further describes the thresholds for reliability, with values around 0.90 indicating excellent reliability, values around 0.80 indicating very good reliability and values around 0.70 indicating adequate reliability. The Cronbach's alpha values for the constructs of the study are listed in Table 4.22.

Table 4.22: Cronbach's Alpha Values of the Constructs

Variables	# Items	Cronbach's Alpha	Comments
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Work Engagement	9	0.951	Excellent
Islamic Work Ethic	19	0.932	Excellent
Growth Mindset	4	0.962	Excellent
Psychological Capital	12	0.936	Excellent
Perceived Supervisor Support	8	0.954	Excellent
Organisational Identification	6	0.923	Excellent

#### 4.9.9 Discriminant Validity

The complete measurement model, which comprises 58 items and 6 latent variables, was created to analyse the intercorrelations between the latent variables. To assess discriminant validity, the Fornell-Larcker criterion was applied, according to which the square root of the AVE for each construct must be greater than its correlations with other constructs (Fornell & Larcker, 1981). Table 4.23 shows that the items in bold represent the square root of the AVE values taken from Table 4.24 below, while the other values represent the correlations between the constructs. Since the bolded values are higher than the corresponding correlation values, the results indicate good discriminant validity.

Table 4.23: Discriminant Validity Results

Constructs	WE	IWE	GM	PC	PSS	OI
WE	<b>0.933</b>					
IWE	0.583	<b>0.769</b>				
GM	0.203	0.213	<b>0.927</b>			
PC	0.594	0.472	0.264	<b>0.869</b>		
PSS	0.546	0.662	0.082	0.474	<b>0.852</b>	

OI	0.554	0.625	0.072	0.610	0.579	<b>0.819</b>
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#### 4.9.10 The Confirmatory Factor Analysis (CFA) Results Reporting

The assessment of the reliability and validity of the CFA model was conducted to ensure the consistency and accuracy of the measurement items in capturing the studied constructs. As Hair et al. (2019) emphasise, reliability refers to the extent to which the indicators within a construct measure the same underlying phenomenon, reflecting their internal consistency.

In this study, both Cronbach's alpha and composite reliability (CR) were used to assess the reliability of the model. For each construct, Cronbach's alpha values were derived from SPSS reliability analysis, while CR values were calculated using the formulae of Raykov (1997) (Figure 4.19). The results presented in Table 4.24 confirm the reliability of the model, as all constructs have Cronbach's alpha and CR values that exceed the recommended threshold of 0.70 (Nunnally, 1978).

$$CR = \frac{(\sum \lambda)^2}{[(\sum \lambda)^2 + \sum (1 - \lambda^2)]}$$

$$AVE = \frac{\sum \lambda^2}{[\sum \lambda^2 + \sum (1 - \lambda^2)]}$$

Source: Raykov (1997)

Figure 4.19: AVE and CR Equation

Table 4.24: CFA Analysis Reporting

Constructs	Items	Loadings	Cronbach's Alpha	CR	AVE
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<b>WORK ENGAGEMENT</b>	Vigour	WE1	0.96	<b>0.951</b>	<b>0.983</b>	<b>0.870</b>			
		WE2	0.98						
		WE3	0.86						
	Dedication	WE4	0.95						
		WE5	0.95						
		WE6	0.90						
	Absorption	WE7	0.89						
		WE8	0.96						
		WE9	0.94						
<b>ISLAMIC WORK ETHIC</b>	IWE1	0.67	<b>0.932</b>	<b>0.964</b>	<b>0.591</b>				
	IWE2	0.75							
	IWE3	0.82							
	IWE4	0.84							
	IWE5	0.82							
	IWE6	0.82							
	IWE7	0.87							
	IWE8	0.81							
	IWE9	0.75							
	IWE10	0.62							
	IWE12	0.80							
	IWE13	0.86							
	IWE14	0.70							
	IWE16	0.82							
	IWE17	0.76							
	IWE18	0.76							
	IWE19	0.78							
	IWE20	0.64							
	IWE21	0.65							
	<b>GROWTH MINDSET</b>	GM1				0.93	<b>0.962</b>	<b>0.961</b>	<b>0.860</b>
		GM2				0.96			
GM3		0.92							
GM4		0.90							
<b>PSYCHOLOGICAL CAPITAL</b>	Efficacy	PC1	0.93	<b>0.936</b>	<b>0.808</b>	<b>0.755</b>			
		PC2	0.95						
		PC3	0.89						

		PC4	0.75			
		PC5	0.81			
		PC6	0.95			
	Hope	PC7	0.90			
		PC8	0.63			
		PC9	0.82			
	Resiliency	PC10	0.92			
		PC11	0.94			
	Optimism	PC12	0.88			
		PSS1	0.89			
		PSS2	0.89			
		PSS3	0.65			
	<b>PERCEIVED SUPERVISOR SUPPORT</b>	PSS4	0.91	<b>0.954</b>	<b>0.954</b>	<b>0.726</b>
		PSS5	0.95			
		PSS6	0.94			
		PSS7	0.89			
		PSS8	0.63			
		OI1	0.67			
		OI2	0.82			
		OI3	0.88			
	<b>ORGANISATIONAL IDENTIFICATION</b>	OI4	0.90	<b>0.923</b>	<b>0.923</b>	<b>0.671</b>
		OI5	0.88			
		OI6	0.74			

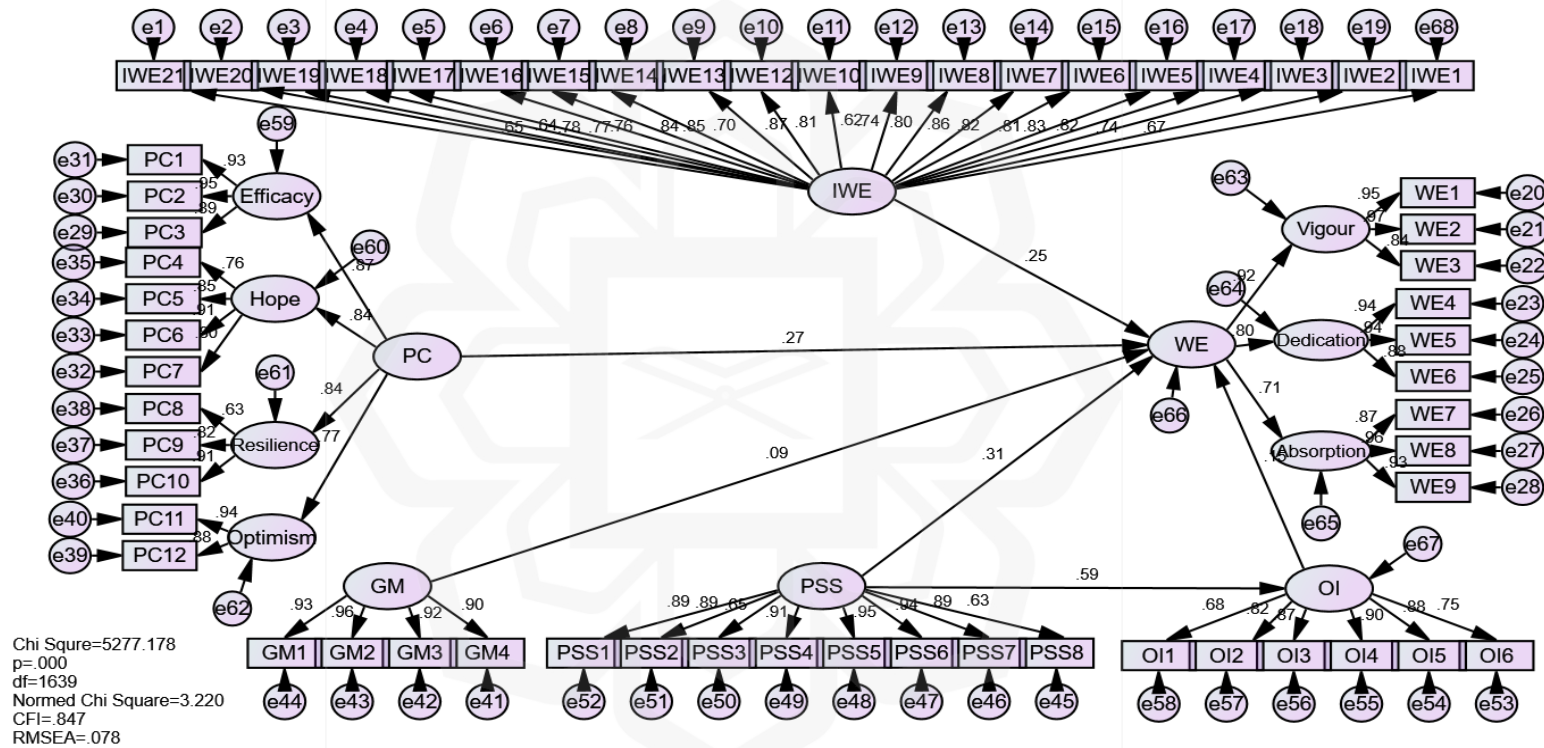
Table 4.24 summarises the results of the measurement models and shows the reliability and validity of the constructs. To determine the convergent validity and reliability, the average variance extracted (AVE) and the CR were calculated. AVE values above 0.5 and CR values of 0.7 or higher are considered an indicator of good convergent validity and reliability (Hair et al., 2019). The calculations adhered to the equations proposed by Raykov (1997) (Figure 4.19). Table 4.24 summarises the CFA results and shows loading estimates, Cronbach's alpha, CR, and AVE for each construct. While the lowest standardised loading

was 0.62 (IWEI0), seven other loadings were below the benchmark of 0.7 (IWE1, IWE20, IWE21, PC8, PSS3, PSS8 and OI1). The AVE values ranged from 0.591 for IWE to 0.870 for WE, while the CR values ranged from 0.808 for PC to 0.983 for WE.

It is noteworthy that all constructs exceeded the thresholds of 0.50 and 0.70 for AVE and CR, respectively (Hair et al., 2019). Overall, these calculations, based on the formulae in Figure 4.19, provide considerable evidence of unidimensionality, validity and reliability (Table 4.24).

#### **4.10 STRUCTURAL EQUATION MODEL**

Structural equation modelling with AMOS 24 was used to evaluate the hypothetical model and test the hypotheses of the study. SEM enables the simultaneous assessment of both measurement and structural components, facilitating a comprehensive investigation of the proposed theoretical framework (Kline, 2016). The maximum likelihood estimation (MLE) method was used for the analysis, which is known for its effectiveness and robustness when the data fulfil the assumptions of multivariate normality (Schumacker & Lomax, 2015). The study focused specifically on the main goodness-of-fit indices: RMSEA ( $< 0.08$ ), Normed Chi-square ( $< 5$ ), CFI ( $\geq 0.90$ ) in line with established guidelines (Hair et al., 2019; Kline, 2016). The initial structural model did not achieve acceptable goodness of fit indices (Figure 4.20). The goodness of fit indices for this model were RMSEA = 0.078, CFI = 0.847 and Normed Chi-square = 3.220. Although RMSEA was a satisfactory level, CFI and Normed Chi-square were not satisfactory.

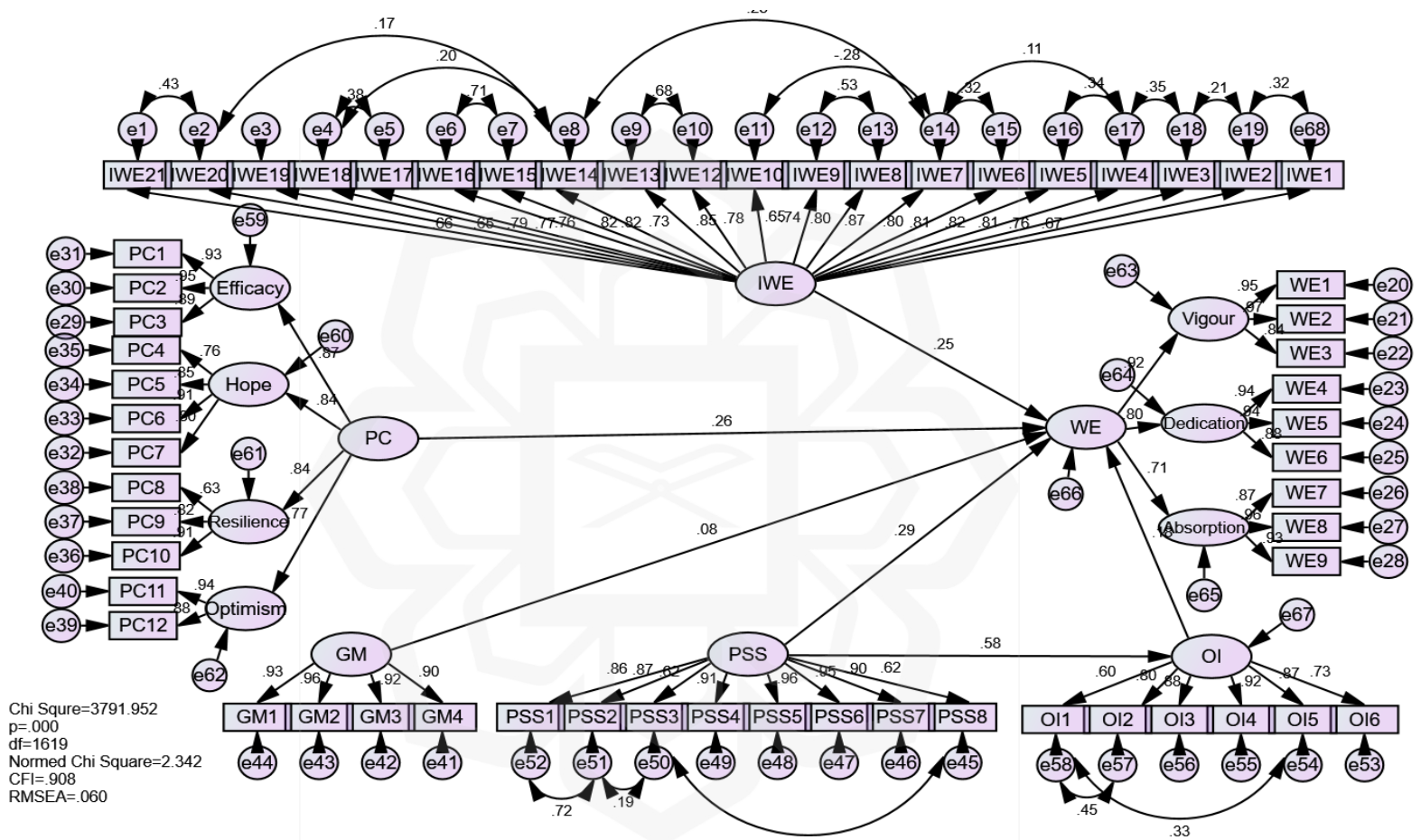


Note. [IWE: Islamic Work Ethic, PC: Psychological Capital, GM: Growth Mindset, PSS: Perceived Supervisor Support, OI: Organisational Identification, WE: Work Engagement]

Figure 4.20: Default Structural Model of the Study

Following the recommendations of Byrne (2016), Kline (2016), and Zainudin (2012), changes were made based on modification indices until a satisfactory model fit was achieved. The required pairs of error terms (e1-e2, e2-e8, e4-e5, e2-e8, e6-e7, e9-e10, e8-e14, e11-e14, e12-e13, e14-e15, e14-e17, e16-e17, e17-e18, e18-e19, e19-e68, e51-e52, e50-e51, e57-e58, e45-e50, e54-e58) were connected by a double-headed arrow. According to Hair et al. (2019), error terms in modification indices should only be connected if there is a theoretical justification for doing so. This principle was carefully considered before the modifications were made. The final model (Figure 4.21) showed an excellent fit with RMSEA = 0.060, CFI = 0.908 and Normed Chi-square = 2.342 (Table 4.25), exceeding the recommended thresholds.

The results of the SEM analysis, shown in Figure 4.21 and Table 4.25, confirm the fit of the model, with all selected fit indices meeting or exceeding the acceptance criteria. This indicates that the model effectively captures the structural relationships between the constructs of Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, organisational identification and work engagement. The next section presents the details of the hypothesis testing for each hypothesis.



Note. [IWE: Islamic Work Ethic, PC: Psychological Capital, GM: Growth Mindset, PSS: Perceived Supervisor Support, OI: Organisational Identification, WE: Work Engagement

Figure 4.21: Revised Structural Model of the Study

Table 4.25: Structural Model's Fit Indices

<b>Model fit Indices</b>	<b>Hypothesised Model</b>	<b>Recommended Values</b>	<b>Comments</b>
CMIN/DF	2.342	< 5.0	Achieved
RMSEA	0.060	< 0.08	Achieved
CFI	0.908	> 0.90	Achieved

#### 4.11 HYPOTHESIS TESTING

SEM was used to test the proposed framework for this study. The hypotheses were evaluated based on the statistical values obtained from the results of the hypothesis tests. A total of seven hypotheses were generated, six of which focussed on direct effects and one on mediating effects. The direct hypotheses are presented first; the hypothesis on the mediating relationship is presented in the following sections.

The results of the hypothesis tests for direct effects are presented in Table 4.26 and include the estimates, critical ratio (C.R.) and significance levels. According to Hair et al. (2019), P value plays a decisive role in the SEM hypothesis test. A path is considered statistically significant if its P value is below 0.05 (Hair et al., 2019; Weston & Gore, 2006). In SEM analysis, C.R. values greater than 1.96 are often considered to indicate a statistically significant relationship, although p-values are the primary indicator of significance (Hair et al., 2019). It is important to recognise that C.R. can be influenced by sample size, and it is recommended to focus on p-values to draw reliable conclusions. As shown in Table 4.26, five of the six hypothesised direct paths were significant, while one was not significant. The C.R. values are above 1.96, except for the pathway between GM and WE, which is not supported as its p-value is above 0.05 (0.081).

Table 4.25: Hypothesis Testing

Variable	Relationship	Variable	Estimate	S.E.	C.R.	P
Work Engagement	<---	Islamic Work Ethic	0.234	0.052	4.474	***
Work Engagement	<---	Growth Mindset	0.049	0.028	1.744	0.081
Work Engagement	<---	Psychological Capital	0.235	0.051	4.643	***
Work Engagement	<---	Perceived Supervisor Support	0.301	0.068	4.402	***
Organisational Identification	<---	Perceived Supervisor Support	0.774	0.088	8.794	***
Work Engagement	<---	Organisational Identification	0.140	0.049	2.863	0.004

Note. \*\*\* Statistically significant at  $p < 0.001$  level.

#### 4.11.1 Hypothesis 1: There is a Positive Relationship Between Islamic Work Ethic and Work Engagement

The first hypothesis investigated the potential positive relationship between Islamic work ethic and work engagement of employees working in Turkish Islamic banks. The hypothesised relationship between Islamic Work Ethic and Work Engagement was tested using AMOS version 24, software for SEM. As predicted, the path coefficient for this relationship was 0.239, with a standard error (S.E.) of 0.052 and a critical ratio (C.R.) of 4.474 ( $p < 0.001$ ) (see Table 4.27). This statistically significant positive path coefficient ( $p < 0.05$ ) supports hypothesis 1. The high critical ratio (C.R. = 4.474) indicates a very low probability ( $p < 0.001$ ) that such a strong relationship is observed by chance.

The positive path coefficient of 0.239 indicates that higher levels of Islamic work ethic are associated with higher levels of work engagement among employees in Turkish Islamic banks. This result is consistent with the theoretical underpinnings of both constructs. This finding is also consistent with previous studies in the literature (Aprianita & Nurhayati, 2021; Azman et al., 2022; Farid et al., 2017, 2019; Muthuswami & Umarani, 2023; Sahabuddin et al., 2024; Siddiq & Hadjiah, 2019; Tufail et al., 2017). The Islamic work ethic emphasises dedication, commitment and meaningfulness of work, which can contribute to more motivation and engagement in the context of Turkish Islamic banks. Therefore, hypothesis 1 is accepted.

Table 4.26: The Regression Weight for IWE in Predicting WE

Hypothesis Path	Standardised Estimates	S.E.	C.R.	P	Comment
H1: IWE → WE	0.239	0.052	4.474	***	Supported

Note. \*\*\*  $p < 0.001$ , IWE: Islamic Work Ethic, WE: Work Engagement,

#### 4.11.2 Hypothesis 2: There is a Positive Relationship Between Growth Mindset and Work Engagement

The second hypothesis examined the potential positive relationship between growth mindset and work engagement among employees in Turkish Islamic banks. The hypothesised relationship was tested using AMOS version 24, software for structural equation modelling. The analysis yielded a path coefficient of 0.086, with a S.E. of 0.028 and a C.R. of 1.744 ( $p = 0.081$ ) (see Table 4.28). This statistically non-significant positive path coefficient ( $p = 0.081$ ) does not support hypothesis 2. A p-value below

0.05 is usually considered statistically significant, which means that the observed relationship is probably not due to chance (Hair et al., 2019). In this case, the p-value of 0.081 indicates that the author cannot accept the hypothesis that there is a positive relationship between growth mindset and work engagement, as this is a very weak relationship, and it is not statistically significant.

Although the path coefficient is positive (0.086), it indicates a very weak correlation between the two variables. This result is inconsistent with theoretical expectations and some previous research (Abu Samah et al., 2019; Liu et al., 2023; Nalipay et al., 2021; Nandini et al., 2022; Subandowo & Winardi, 2022; Zeng et al., 2019) which report positive relationships between growth mindset and work engagement. However, it is important to note that other studies (Caniëls et al., 2018; Cavanagh et al., 2018) also found no significant positive relationship. This suggests that the influence of growth mindset on work engagement may be more complex and may vary in different cultural contexts.

Due to the non-significant p-value and weak positive path coefficient, hypothesis 2 is not supported. Future research could investigate possible moderating factors that influence the relationship between growth mindset and work engagement, especially in the specific context of Turkish Islamic banks.

Table 4.27: The Regression Weight for GM in Predicting WE

Hypothesis Path	Standardised Estimates	S.E.	C.R.	P	Comment
H2: GM → WE	0.086	0.028	1.744	0.081	Not Supported

Note. GM: Growth Mindset, WE: Work Engagement

### 4.11.3 Hypothesis 3: There is a Positive Relationship Between Psychological Capital and Work Engagement

The third hypothesis examined the potential positive relationship between PsyCap and work engagement of employees in Turkish Islamic banks. The hypothesised relationship between PsyCap and work engagement was tested using AMOS version 24, software for SEM. The analysis yielded a path coefficient of 0.294 with an S.E. value of 0.051 and a C.R. of 4.643 ( $p < 0.001$ ) (see Table 4.29). This statistically significant positive path coefficient ( $p < 0.05$ ) supports hypothesis 3. A p-value below 0.05 indicates a statistically significant relationship, meaning it is unlikely to be due to chance (Hair et al., 2019). The high C.R. (4.643) further strengthens this conclusion.

The positive path coefficient of 0.294 indicates that a higher level of PsyCap is associated with a higher level of work engagement. This result is consistent with the theoretical foundations of both constructs. PsyCap's emphasis on positive self-belief and resourcefulness may contribute to higher levels of motivation and engagement, particularly in the context of Turkish Islamic banks. This is in line with previous research (Giancaspro et al., 2022; Lupsa et al., 2020; Niswaty et al., 2021; Peláez Zuberbühler et al., 2021; Rozkwitalska et al., 2022; Saleem et al., 2022; Wirawan et al., 2020) that reported positive relationships between PsyCap and work engagement. Based on the statistically significant p-value and positive path coefficient, therefore, hypothesis 3 is supported.

Table 4.28: The Regression Weight for PC in Predicting WE

Hypothesis Path	Standardised Estimates	S.E.	C.R.	P	Comment
H3: PC → WE	0.294	0.051	4.643	***	Supported

Note. \*\*\*  $p < 0.001$ , PC: Psychological Capital, WE: Work Engagement

#### 4.11.4 Hypothesis 4: There is a Positive Relationship Between Perceived Supervisor Support and Work Engagement

The fourth hypothesis examined the possible positive relationship between perceived supervisor support and employee work engagement in Turkish Islamic banks. The hypothesised relationship was tested using AMOS version 24, a software program for SEM. The analysis yielded a path coefficient of 0.260, with a S.E. value of 0.068 and a C.R. of 4.402 ( $p < 0.001$ ) (see Table 4.30). A p-value below 0.05 indicates a statistically significant relationship (Hair et al., 2019). This statistically significant positive path coefficient ( $p < 0.05$ ) supports hypothesis 4.

The positive path coefficient of 0.260 indicates that a higher level of perceived supervisor support is associated with higher work engagement. This result is consistent with the theoretical foundations of the two constructs. Perceived supervisor support, which emphasises the provision of valuable resources and emotional support to employees, may contribute to higher levels of motivation and engagement, especially in the context of Turkish Islamic banks. This is in line with previous research (Abualigah et al., 2023; Haynie et al., 2022; Heyns et al., 2022; Holland et al., 2017; Jin & McDonald, 2017; Matsuo, 2022; Molino et al., 2021; Tauetsile, 2021) that found positive associations between perceived supervisor support and work engagement. Due to the statistically significant p-value and the positive path coefficient, hypothesis 4 is therefore supported.

Table 4.29: The Regression Weight for PSS in Predicting WE

Hypothesis Path	Standardised Estimates	S.E.	C.R.	P	Comment
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H4: PSS → WE	0.260	0.068	4.402	***	Supported
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Note. \*\*\*  $p < 0.001$ , PSS: Perceived Supervisor Support, WE: Work Engagement

#### 4.11.5 Hypothesis 5: There is a Positive Relationship Between Perceived Supervisor Support and Organisational Identification

The fifth hypothesis investigated the relationship between perceived supervisor support and organisational identification amongst employees of Turkish Islamic banks. AMOS 24, a software package for SEM, was used for the analysis. The researcher assessed the path coefficient, S.E., C.R., and p-value to determine whether the hypothesis was acceptable. The analysis yielded a path coefficient of 0.578, with an S.E. value of 0.088 and a C.R. of 8.794 ( $p < 0.001$ ) (see Table 4.31). A p-value below 0.05 indicates a statistically significant relationship (Hair et al., 2019). This statistically significant positive path coefficient ( $p < 0.05$ ) supports hypothesis 5.

The positive path coefficient of 0.578 indicates that a higher level of perceived supervisor support is associated with higher organisational identification. This result is consistent with the theoretical underpinnings of the two constructs. Perceived supervisor support, which emphasises the provision of valuable resources and emotional support to employees, may contribute to higher employee identification with the organisation, especially in the context of Turkish Islamic banks. This is in line with previous research (Atzori et al., 2008; Avanzi et al., 2018; Kazmi & Javaid, 2022; Uzun, 2018; Valle et al., 2020; Van Knippenberg et al., 2007; Zappalà et al., 2019) which found a positive relationship between perceived supervisor support and organisational identification. Due to the statistically significant p-value and the positive path coefficient, hypothesis 5 is therefore supported.

Table 4.31: The Regression Weight for PSS in Predicting OI

Hypothesis Path	Standardised Estimates	S.E.	C.R.	P	Comment
H5: PSS → OI	0.578	0.088	8.794	***	Supported

Note. \*\*\*  $p < 0.001$ , PSS: Perceived Supervisor Support, OI: Organisational Identification,

#### 4.11.6 Hypothesis 6: There is a Positive Relationship Between Organisational Identification and Work Engagement

This hypothesis, the last to examine direct relationships between the constructs, explores the relationship between organisational identification and work engagement. As with the previous analyses, AMOS 24, a software package for structural equation modelling was used. The researcher assessed the path coefficient, S.E., C.R., and p-value to determine if the hypothesis was supported. The analysis yielded a path coefficient of 0.183, with an S.E. value of 0.049 and a C.R. of 2.863 ( $p = 0.004$ ) (see Table 4.32). As already mentioned, a p-value below 0.05 indicates a statistically significant relationship (Hair et al., 2019). This statistically significant positive path coefficient ( $p < 0.05$ ) supports hypothesis 6.

The positive path coefficient of 0.183 indicates that a higher level of organisational identification is associated with higher work engagement. This result is consistent with the theoretical underpinnings of the two constructs. Organisational identification, which emphasises individuals strongly identify with their organisation and align themselves with its values, their increased dedication translates into a motivation and engagement, especially in the context of Turkish Islamic banks. This is in line with previous research (Bonaiuto et al., 2022; Buil et al., 2019; He et al., 2014; Karanika-Murray et al., 2015; Lee & Suh, 2023; Nabhan & Munajat, 2023; Zhang et al., 2017) that found a positive

relationship between organisational identification and work engagement. Due to the statistically significant p-value and the positive path coefficient, hypothesis 6 is therefore supported.

Table 4.30: The Regression Weight for OI in Predicting WE

Hypothesis Path	Standardised Estimates	S.E.	C.R.	P	Comment
H6: OI → WE	0.183	0.049	2.863	0.004	Supported

Note. OI: Organisational Identification, WE: Work Engagement

#### 4.12 TESTING THE MEDIATING EFFECTS

A mediator is a variable that clarifies the relationship between an independent variable and a dependent variable (Hair et al., 2019). If the addition of a mediator variable leads to an unchanged and significant correlation between the independent and dependent variables, there is no mediation effect (Preacher & Hayes, 2008). Partial mediation occurs when the correlation between the independent and dependent variables is reduced but remains significant after the addition of the mediating variable. Full mediation occurs when the addition of the mediating variable leads to a non-significant relationship between the independent and dependent variables (Mackinnon et al., 2012).

##### 4.12.1 Hypothesis 7: Organisational Identification Mediates the Relationship Between Perceived Supervisor Support and Work Engagement

To test hypothesis 7, a mediation test is quite important as it examines the mediation role of OI between PSS and WE. A bootstrapping method was employed using AMOS 24. The bootstrapping approach is considered the most effective and robust method for obtaining interval estimates for mediation effects across different scenarios (Cheung & Lau, 2008; Preacher & Hayes, 2008). AMOS produces bootstrapped bias-corrected 95% confidence intervals for indirect effects with zero excluded as well as the maximum likelihood estimation method (Cheung & Lau, 2008; Preacher & Hayes, 2008). Preacher & Hayes (2008) also suggested using a minimum of 1000 resamples for bootstrap analysis. Therefore, all these options are adopted in this study. Table 4.33 outlines the findings of the mediation analysis through bootstrapping.

Table 4.31: The Bootstrapping Results for Total Indirect Effects

Effects	Paths	Effects Coefficients	Bootstrapping		Mediation Type
			BC 95% CI		
			Lower	Upper	
Direct effects with both mediators	PSS→WE	0.391***	0.212	0.589	/
Indirect effects with the mediator	PSS→OI→WE	0.238***	0.140	0.392	Partial
Total Effects	Direct + Indirect	0.629***	0.463	0.879	/

Note. \*\*\* Statistically significant at .000 level, / Not applicable

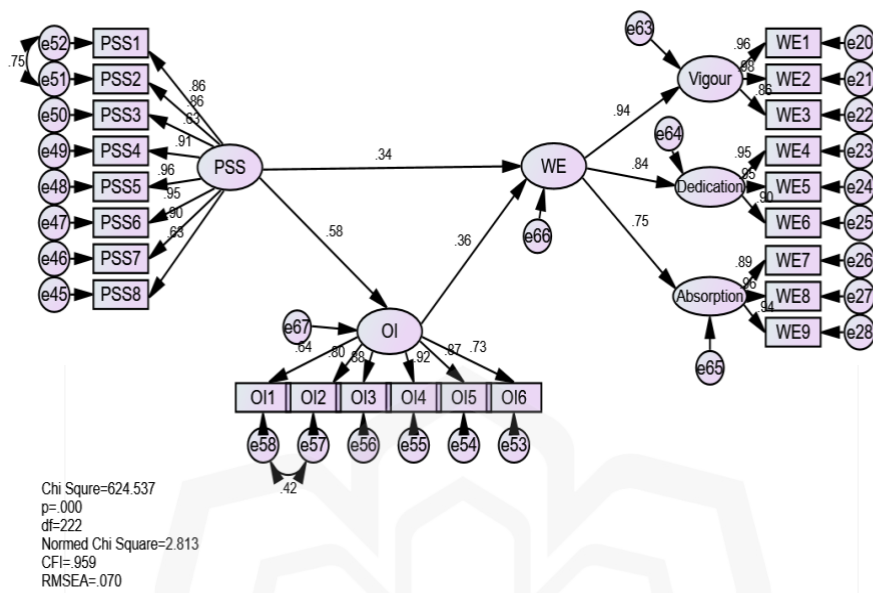
In this mediation analysis, the researcher analysed the values of the indirect, direct, and total effects of the independent variables on the dependent variable by following Hair et al. (2019) and Preacher & Hayes (2008). These values are shown in Table 4.34. According to the results, the p-values of the direct, total, and indirect paths ( $p=0.001$ ) are all significant, which means that mediation is taking place as the indirect path is significant, however, having the direct path is still significant, therefore, it is a partial

mediation. To assess whether it was full or partial mediation, two different models were created: one without the direct path from the independent variable to the dependent variable (Figure 4.22) and another that included all paths (Figure 4.23).

Table 4.32: Hypothesis Test for OI as a Mediator Between PSS and WE

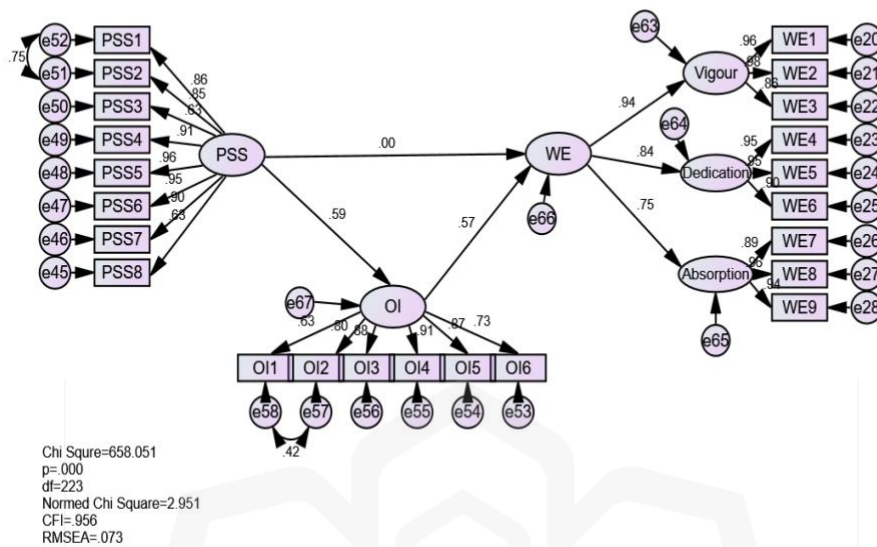
Hypothesis Path	Direct Effect	Indirect Effect	Total Effect	Comment
H7: PSS→OI→WE	0.391 (p=0.001)	0.238 (p=0.001)	0.629 (p=0.001)	Supported

Note. PSS: Perceived Supervisor Support, OI: Organisational Identification, WE: Work Engagement



Note. PSS: Perceived Supervisor Support, OI: Organisational Identification, WE: Work Engagement

Figure 4.22: The Structural Model with Direct Path (PSS to WE)



Note. PSS: Perceived Supervisor Support, OI: Organisational Identification, WE: Work Engagement

Figure 4.23: The Structural Model with Constrained Path (PSS to WE)

The analysis revealed a significant indirect effect of PSS on WE mediated by OI. The product of the path coefficients of PSS to OI (0.59) and OI to WE (0.57) were statistically significant ( $p = 0.001$ ), indicating that employees who perceived greater supervisor support tended to identify more strongly with the organisation, which in turn led to higher work engagement. However, the direct effect of PSS on WE remained significant even after adding the mediator (0.34) ( $p = 0.001$ ), suggesting that partial mediation had taken place. Interestingly, the fit indices of the model improved slightly after the direct path was added (CFI increased from 0.956 to 0.959, RMSEA decreased from 0.073 to 0.070). These results suggest that although identification with the organisation plays a partial mediating role in explaining the relationship between perceived supervisor support and work engagement, it is likely that other factors also influence work engagement.

#### 4.13 SUMMARY OF THE HYPOTHESES TESTS

After all hypotheses were tested, Table 4.35 was created to show the summary of the results of this study. All hypotheses were confirmed, with the exception of hypothesis 2, which investigated the direct relationship between growth mindset and work engagement. It was not confirmed.

Table 4.33: Summary Results of Hypotheses Tests

No	Hypotheses	Results
H1	There is a positive relationship between Islamic work ethic and work engagement	Supported
H2	There is a positive relationship between growth mindset and work engagement	Not Supported
H3	There is a positive relationship between psychological capital and work engagement	Supported
H4	There is a positive relationship between perceived supervisor support and work engagement	Supported
H5	There is a positive relationship between perceived supervisor support and organisational identification	Supported
H6	There is a positive relationship between organisational identification and work engagement	Supported
H7	Organisational identification mediates the relationship between perceived supervisor support and work engagement	Supported

#### 4.14 SUMMARY OF THE CHAPTER

This chapter presents a detailed analysis of the survey data that examines the impact of Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, and organisational identification on work engagement in Turkish Islamic

banks. The systematic approach to data collection, response rate, and thorough screening procedures ensured the reliability and validity of the results of the study. The hypothesis tests revealed significant positive effects of Islamic work ethic, psychological capital, perceived supervisor support, and organisational identification on work engagement, while the growth mindset did not show a direct significant effect. In addition, organisational identification was found to partially mediate the relationship between perceived supervisor support and work engagement. These findings highlight the importance of organisational (job) and psychological (personal) factors in promoting employee engagement in the context of the Islamic banking sector.



## **CHAPTER FIVE**

### **DISCUSSION ON RESEARCH FINDINGS AND CONCLUSIONS**

#### **5.1 INTRODUCTION**

This conclusion chapter expands on the research findings presented in the previous chapter and provides a more detailed discussion and elaboration. It begins with a brief overview of the study, followed by a discussion of each confirmed hypothesis. Additionally, the chapter explores the rationale for hypotheses that were not supported by the data. It also includes the implications and recommendations of the study, discusses the limitations of the study, and suggests future research directions. The chapter concludes with a summary.

#### **5.2 OVERVIEW OF THE STUDY**

Due to the low engagement rates globally and Türkiye's below-average performance, combined with the Turkish Islamic banking sector's need for engaged employees to achieve its growth aspirations, this study was conducted. The present study pursued certain objectives: (a) to examine the impact of Islamic work ethic, growth mindset, psychological capital, and organisational identification as personal resources on work engagement; (b) to assess the impact of perceived supervisor support as a job resource on work engagement; and (c) to examine the mediating role of organisational identification in the relationship between perceived supervisor support and work engagement. To achieve these objectives, the researcher surveyed 368 employees working in different Turkish Islamic banks.

The results showed that 6 out of 7 hypotheses were supported. Islamic work ethic, psychological capital and organisational identification as personal resources were shown to be significantly and positively related to work engagement. In addition, perceived supervisor support as a job resource was also found to have a positive and significant relationship with work engagement. It was also found that organisational identification plays a mediating role between perceived supervisor support and work engagement. This emphasises the dual role of organisational identification as a personal resource that is not only directly related to work engagement, but also mediates the relationship between a job resource and work engagement. However, the hypothesis regarding growth mindset, another personal resource, did not show a positive significant relationship in this sample. This opens avenues for further research to find out why growth mindset may be important for work engagement in some contexts but not in others. These findings need to be discussed to explain what this research has contributed to the existing literature. Therefore, the results are discussed in the next section.

The comparison of the effect size also provides information about which construct had a stronger influence on work engagement. In descending order of effect size, the constructs were psychological capital, perceived supervisor support, Islamic work ethic, organisational identification and growth mindset. This indicates that psychological capital (PsyCap) as a personal resource was more effective than the perceived supervisor support as a job resource. Although typically effective, other personal resources such as Islamic work ethic and organisational identification did not show a greater impact than the job resource (perceived supervisor support) in the context of the Islamic banking sector in Türkiye. In particular, growth mindset had the least effect and was not significantly related to work engagement.

### **5.3 DISCUSSION OF THE FINDINGS**

The comparison of effect sizes shows the varying degree of influence each construct has on work engagement and provides valuable insights into the relative importance of personal and job resources in the context of the Islamic banking sector in Türkiye.

PsyCap, a personal resource, was found to be the most significant predictor of work engagement, surpassing even the job resource of perceived supervisor support. This suggests that fostering employees' psychological resources — such as self-efficacy, hope, resilience and optimism — plays a critical role in increasing their work engagement. These findings are consistent with the wider literature which suggests that personal resources enable individuals to cope more effectively with challenges and therefore contribute to higher levels of engagement (Mazzetti et al., 2021).

Interestingly, perceived support from the supervisor was still effective, but not as effective as PsyCap. This emphasises that while supportive leadership is important, internal factors such as an employee's psychological resilience and optimism may carry more weight in promoting work engagement. Islamic work ethic and organisational identification, both personal resources, also contributed positively to work engagement but did not outperform the job resource of supervisor support. This may suggest that while employee alignment with ethical principles and a sense of belonging to the organisation are important, external support systems (such as supervisor support) remain critical in motivating employees to engage.

On the other hand, the lack of a significant relationship between growth mindset and work engagement is particularly notable. Although a growth mindset is generally associated with positive outcomes such as learning and adaptability, its limited impact in this study may suggest that a growth mindset alone in the Islamic banking sector is not sufficient to drive engagement if it is not accompanied by other motivational or structural factors. This could suggest that employees in this sector may place more emphasis on tangible resources or support systems rather than relying solely on a belief in personal development.

The following sections discuss each of these constructs in more detail, beginning with their individual impacts on work engagement and then discussing the mediating role of organisational identification between perceived supervisor support and work engagement.

### 5.3.1 The Impact of Islamic Work Ethic on Work Engagement

As the first objective of the study is to examine the relationship between IWE and WE, the findings related to this objective are discussed in this section. The results of this study provide strong evidence of a positive relationship between Islamic work ethic and work engagement among employees in Turkish Islamic banks. The empirical analysis conducted using SEM with AMOS version 24 shows a significant path coefficient of 0.234, indicating a significant relationship between IWE and WE. This statistically significant relationship ( $p < 0.001$ ) confirms the first hypothesis and highlights the crucial role of Islamic work ethic in promoting employee engagement in this specific organisational context.

The positive path coefficient (0.234) indicates that a stronger adherence to Islamic work ethic is associated with a higher level of work engagement. The high critical ratio (C.R. = 4.474) and low probability ( $p < 0.001$ ) confirm the strength and reliability of the observed relationship and reduce the likelihood that these results are due to chance. This emphasises the theoretical and practical relevance of Islamic work ethic as a crucial personal resource for promoting work engagement in the Islamic banking sector. This result is consistent both with the theoretical framework of the Job Demands-Resources model, which emphasises the motivational process, and the findings from previous studies (Aprianita & Nurhayati, 2021; Azman et al., 2022; Farid et al., 2017, 2019; Muthuswami & Umarani, 2023; Sahabuddin et al., 2024; Siddiq & Hadjiah, 2019; Tufail et al., 2017).

The JD-R theory posits that people with a high level of personal resources, such as self-efficacy and intrinsic motivation, are more likely to show a higher level of engagement (Bakker et al., 2023; Mazzetti et al., 2021). These resources act as antecedents that directly influence employee engagement by reinforcing their beliefs, attitudes, and behaviours in the workplace (Bakker, 2022; Mazzetti et al., 2023). In the context of Turkish Islamic banks, the Islamic work ethic, which emphasises principles such as dedication, commitment, and meaningfulness of work, acts as a significant personal resource. Employees who have internalised these values are likely to find their work more meaningful and motivating, leading to higher levels of engagement. This is

particularly important in Islamic banking, where ethical and religious principles are deeply embedded in individual and organisational practises. This suggests that management practises in Islamic banks should actively support and cultivate these ethical values in order to maintain high levels of employee engagement.

In conclusion, the acceptance of hypothesis 1 provides convincing evidence that Islamic work ethic is a significant factor for employee work engagement in Turkish Islamic banks. This relationship emphasises the essential role of personal resources in the workplace. It also confirms the importance of incorporating cultural and religious values into employee engagement strategies. Future research should further explore the details of this relationship in different contexts and consider additional factors that may mediate or moderate the influence of Islamic work ethic on work engagement.

### **5.3.2 The Impact of Growth Mindset on Work Engagement**

The investigation of the second hypothesis, which related to the second objective of the study, aimed to examine the potential positive relationship between growth mindset and work engagement among the employees of Turkish Islamic banks. Using SEM with AMOS version 24, the analysis yielded a path coefficient of 0.049, with a standard error of 0.048 and a critical ratio of 1.744 ( $p = 0.081$ ). The observed  $p$ -value of 0.081 (which is above the commonly accepted threshold of 0.05 for statistical significance (Hair et al., 2019)) suggests that the relationship between growth mindset and work engagement is likely due to chance rather than a true effect. Therefore, this result assumes that there is no significant relationship between the two variables. This result deviates from theoretical expectations and some previous studies (Abu Samah et al., 2019; Liu et al., 2023; Nalipay et al., 2021; Nandini et al., 2022; Subandowo & Winardi, 2022; Zeng et al., 2019), which found a positive relationship between growth mindset and work engagement.

The weak positive path coefficient (0.049) indicates a minimal correlation between growth mindset and work engagement in this context. While a positive correlation was

hypothesised based on JD-R theory, which identifies personal resources such as growth mindset as potential enhancers of work engagement, the empirical results of this study suggest otherwise. This inconsistency may highlight the complexity of the relationship between growth mindset and work engagement, which various contextual factors could influence.

Adding to this complexity, some studies (Caniëls et al., 2018; Cavanagh et al., 2018) also found no significant positive relationship between growth mindset and work engagement. These mixed results suggest that the influence of growth mindset on work engagement may not be universal and could vary in different cultural and organisational contexts. In the context of Turkish Islamic banks, other factors might minimise the impact of growth mindset on employee engagement.

The lack of a significant relationship in this study prompts further investigation into possible moderating variables that may influence the relationship between growth mindset and work engagement. Cultural factors, organisational practises and individual differences could all play a role in shaping this relationship. For example, the specific cultural context of Turkish Islamic Banks, characterised by a particular work ethic and organisational norms, could interact in complex ways with personal attributes such as growth mindset.

To summarise, the second hypothesis is not supported by the empirical data, as growth mindset does not show a significant positive relationship with work engagement among Turkish Islamic Banks' employees. This finding emphasises the need for future research to explore different models that include contextual factors in which growth mindset may play a different role in relation to work engagement. Understanding these details can help develop effective strategies to boost work engagement by promoting a growth mindset, tailored to specific cultural and organisational settings.

### **5.3.3 The Impact of Psychological Capital on Work Engagement**

The investigation of the third hypothesis, which is related to the third objective of this study, aimed to examine the potential positive relationship between psychological capital and work engagement among employees in Turkish Islamic banks. Although the relationship between psychological capital and work engagement has been investigated in many different countries and contexts, the context of Turkish Islamic banks has not been explored and this study aimed to fill this gap with this hypothesis. The hypothesised relationship was tested using SEM with AMOS version 24 and yielded a path coefficient of 0.260, with a standard error of 0.051 and a critical ratio of 4.643 ( $p < 0.001$ ). The high critical ratio and the low probability that these results are due to chance are solid evidence of the strength and reliability of the relationship between PsyCap and work engagement. With a statistically significant p-value of less than 0.005 (Hair et al., 2019), the positive path coefficient supports hypothesis 3 and indicates a significant relationship between PsyCap and work engagement.

The positive path coefficient of 0.260 indicates that a higher level of PsyCap is associated with a higher level of employee work engagement. This result is consistent with the theoretical foundations of Job Demands-Resources theory, which identifies personal resources such as PsyCap as key factors that promote employee engagement through motivational processes (Bakker et al., 2023; Mazzetti et al., 2021, 2023). PsyCap, which encompasses self-efficacy, optimism, hope and resilience, equips employees with the positive self-belief and resourcefulness they need to stay motivated and engaged at work, especially in the unique context of Turkish Islamic banks where they deal with many internal and external challenges (Albaraka Türk, 2021; Kuveyt Türk, 2021; Vakıf Katılım, 2022; Ziraat Katılım, 2021).

This finding is consistent with previous research (Giancaspro et al., 2022; Niswaty et al., 2021; Pap et al., 2022; Peláez Zuberbühler et al., 2021; Rozkwitalska et al., 2022; Saleem et al., 2022; Wirawan et al., 2020) that has also found positive significant relationship between PsyCap and work engagement. The consistency of these results with the existing literature confirms the role of PsyCap as an important personal resource for promoting work engagement.

One possible explanation for this result lies in the value-orientated nature of Turkish Islamic banks, which operate according to principles that are consistent with Islamic finance. The employees of these banks may feel a stronger sense of purpose and

intrinsic motivation due to the ethical and socially responsible foundations of their work. PsyCap, particularly hope and optimism, may be particularly relevant in this environment, as employees who believe in the moral impact of their work are more likely to stay engaged.

In addition, resilience plays a crucial role in Turkish Islamic banking, where employees often deal with economic fluctuations, regulatory changes and customer expectations based on both financial and religious considerations (Türkiye Finans, 2022; Vakıf Katılım, 2022; Ziraat Katılım, 2022). Employees with a high PsyCap are better equipped to deal with these challenges and maintain their engagement despite uncertainty. Moreover, self-efficacy is essential for employees who manage complex Islamic banking products such as murabaha, ijarah and sukuk. Employees with high self-efficacy have more confidence in their ability to execute these financial instruments, leading to higher job satisfaction and engagement.

To summarise, the acceptance of hypothesis 3 shows that psychological capital is a strong determinant of employee work engagement in Turkish Islamic banks. This relationship emphasises the importance of promoting PsyCap in the organisation to increase employee engagement. Future research should investigate other factors that may mediate or mitigate this relationship to gain a more detailed understanding of how PsyCap contributes to work engagement in different cultural and organisational contexts.

#### **5.3.4 The Impact of Perceived Supervisor Support on Work Engagement**

As the fourth objective of the study is to examine the relationship between PSS and WE, the findings related to this objective are discussed in this section. This study investigated the potential positive relationship between perceived supervisor support and work engagement among employees in Turkish Islamic banks. Using SEM with AMOS version 24, the analysis revealed a statistically significant positive path coefficient ( $\beta = 0.294$ , S.E. = 0.068, C.R. = 4.402,  $p < 0.001$ ). The high critical ratio and low p-value

provide robust evidence of the strength and reliability of the relationship between perceived supervisor support and work engagement. This result supports hypothesis 4, which indicates a positive significant relationship between perceived supervisor support and work engagement.

The positive path coefficient indicates that employees with a higher level of perceived supervisor support tend to have higher work engagement. This is consistent with the Job Demands-Resources theory, which views supervisor support as a crucial job resource that promotes employee engagement through motivational processes. Perceived supervisor support involves providing valuable resources and emotional support to employees, which contributes significantly to their motivation and engagement, especially in the context of Turkish Islamic banks.

Perceived supervisor support is a well-researched job resource; however, the specific context of Turkish Islamic banks had not yet been sufficiently investigated. That was why perceived supervisor support was included in this conceptual model of this study. This study contributes by providing empirical evidence of the positive relationship between perceived supervisor support and work engagement in this unique setting. The findings are consistent with previous research (Abualigah et al., 2023; Haynie et al., 2022; Heyns et al., 2022; Holland et al., 2017; Jin & McDonald, 2017; Matsuo, 2022; Molino et al., 2021; Tauetsile, 2021), which also found a positive relationship between perceived supervisor support and work engagement. This agreement strengthens the understanding of PSS as an important job resource for promoting work engagement. Such support equips them with the tools to navigate workplace challenges (job demands) and maintain high levels of engagement.

To summarise, the assumption of hypothesis 4 confirms that perceived supervisor support is an important determinant of work engagement among employees in Turkish Islamic banks. This highlights the importance of fostering supportive supervisor relationships in organisations to increase work engagement of employees. Future research should investigate factors that might mediate or moderate this relationship to gain a deeper understanding of how PSS contributes to work engagement in different cultural and organisational contexts.

### **5.3.5 The Impact of Perceived Supervisor Support on Organisational Identification**

As the fifth objective of the study is to examine the relationship between PSS and OI, the findings related to this objective are discussed in this section. The relationship between perceived supervisor support and organisational identification was examined among employees of Turkish Islamic banks. SEM with AMOS version 24 revealed a strong positive relationship between the two constructs (path coefficient = 0.578, S.E. = 0.088, C.R. = 8.794,  $p < .001$ ), which supports the hypothesis.

While PSS is a well-established job resource, its relationship with organisational identification had not been sufficiently investigated in the unique context of Turkish Islamic banks. This study contributes to the literature by empirically demonstrating this relationship. The findings are consistent with previous research (Atzori et al., 2008; Avanzi et al., 2018; Kazmi & Javaid, 2022; Uzun, 2018; Valle et al., 2020; Van Knippenberg et al., 2007; Zappalà et al., 2019).

A higher level of perceived supervisor support is significantly associated with stronger organisational identification. This is consistent with the JD-R model, which posits that job resources such as supervisor support promote personal resources such as identification with the organisation (Bakker & Demerouti, 2007; Xanthopoulou et al., 2007). Employees who perceive greater support from their superiors are more likely to identify with their organisation (Kazmi & Javaid, 2022; Uzun, 2018; Zappalà et al., 2019). This is particularly relevant in Turkish Islamic banks where compliance with Islamic finance principles is fundamental. Supervisors not only provide managerial support but also serve as mentors who reinforce the institution's ethical and faith-based financial practices. By aligning their guidance with Islamic banking, supervisors help employees integrate these principles into their professional roles and fosters a deeper sense of belonging.

The significant relationship between PSS and OI emphasises the importance of supportive supervisor relationships in strengthening employee identification. Such relationships create an environment where employees feel more connected to the organisation's mission, which is essential in faith-based structure of Islamic banking. As the principles of Islamic banking emphasise ethical finance and Shariah-compliant transactions, employees may experience stronger identification with their organisation if they feel that their supervisors uphold and promote these values. Supervisor support in this context goes beyond traditional leadership — it also includes guiding employees in ethical decision-making, ensuring adherence to Islamic finance principles and reinforcing a shared sense of purpose for the organisation. This multi-faceted role of supervisors strengthens the organisation's identity and ultimately promotes employee engagement and motivation. Future research should explore the underlying mechanisms of this relationship and investigate possible moderators or mediators.

### **5.3.6 The Impact of Organisational Identification on Work Engagement**

Since the sixth objective of the study is to investigate the relationship between OI and WE, the results related to this objective are discussed in this section. SEM with AMOS version 24 was used to analyse the relationship between organisational identification and work engagement among employees of Turkish Islamic banks. The results revealed a strong positive relationship between the two constructs (path coefficient = 0.183, S.E. = 0.049, C.R. = 2.863,  $p = 0.004$ ), which supports hypothesis 6 and indicates a significant relationship between OI and WE.

The positive path coefficient of 0.183 shows that a higher level of organisational identification is associated with a higher level of employee work engagement. This result is consistent with the theoretical foundations of the Job Demands-Resources theory and social identity theory. Organisational identification has been studied extensively within the framework of social identity theory; however, its role as a personal resource within the framework of JD-R theory had been studied less frequently. The present study fills this gap by examining organisational identification

as a personal resource that enhances work engagement, thus contributing to the existing body of knowledge in a novel context.

This view underlines that a strong identification of employees with their organisation and alignment with its values leads to greater motivation and engagement. Such identification helps employees to cope with the challenges and demands of their working environment and thus maintain a high level of engagement by serving as a personal resource in the context of JD-R theory (Bakker & Demerouti, 2007; Xanthopoulou et al., 2007, 2012). The findings are consistent with previous research (Bonaiuto et al., 2022; Buil et al., 2019; He et al., 2014; Karanika-Murray et al., 2015; Lee & Suh, 2023; Nabhan & Munajat, 2023; Zhang et al., 2017), which also found positive relationships between organisational identification and work engagement. In the case of Turkish Islamic banks, strong organisational identification is particularly important as these institutions operate within a faith-based financial framework. Employees who identify strongly with the Islamic identity of their bank are likely to find their work more meaningful, leading to a higher level of engagement. This sense of purpose motivates employees to go beyond simply fulfilling job requirements and actively contribute to the bank's ethical finance mission. The consistency of these findings with the existing literature confirms the role of organisational identification as an important personal resource in promoting work engagement.

In summary, the assumption of hypothesis 6 shows that organisational identification is a strong determinant of work engagement among employees in Turkish Islamic banks. This relationship highlights the importance of fostering strong organisational identification within the companies to increase employee engagement. Given the regulatory and ethical obligations of Islamic finance, fostering organisational identification can also increase employees' intrinsic motivation as they align their job responsibilities with their personal and religious values. For Islamic banks, strengthening organisational identification can therefore be a strategic tool to maintain a committed workforce that upholds the ethical and customer-centric principles of Islamic finance. Future research should investigate additional factors that may mediate or moderate this relationship to better understand how organisational identification contributes to work engagement in different cultural and organisational contexts.

### **5.3.7 The Mediating Role of Organisational Identification Between Perceived Supervisor Support and Work Engagement**

To address the final objective of this study, the mediating role of organisational identification in the relationship between perceived supervisor support and work engagement among employees of Turkish Islamic banks was investigated. It fills a gap in the Job Demands-Resources theory by examining OI as a personal resource that mediates the relationship between PSS and WE. The results show that OI partially mediates the relationship. Supervisor support not only influences WE directly but also reinforces it indirectly by fostering stronger organisational identification. This illustrates the dual pathway through which supervisor support fosters employee engagement.

This study makes two important contributions to the JD-R framework. First, it extends the role of personal resources (organisational identification) by showing that it can act as a mediator between job resources (perceived supervisor support) and work engagement. This extension is theoretically supported by the founders of JD-R theory, who stated that personal resources can mediate the relationship between job resources and work engagement (Bakker & Demerouti, 2007; Xanthopoulou et al., 2007, 2012). Traditionally, organisational identification has been analysed through the lens of social identity theory. However, this study emphasises its additional function as a bridge (a personal resource role) within the JD-R model, linking resource availability (job resources) to work engagement. Secondly, the study contextualises these findings within the environment of Turkish Islamic banks. The dynamics between supervisors and employees in such settings may differ due to cultural and organisational factors. By examining this relationship in this specific context, the study provides valuable insights into how the JD-R model can be applied in different work environments.

The findings are consistent with previous research showing positive relationships between PSS and OI (Atzori et al., 2008; Avanzi et al., 2018; Kazmi & Javaid, 2022; Uzun, 2018; Valle et al., 2020; Van Knippenberg et al., 2007; Zappalà et al., 2019), and OI and WE (Bonaiuto et al., 2022; Buil et al., 2019; He et al., 2014; Karanika-Murray

et al., 2015; Lee & Suh, 2023; Nabhan & Munajat, 2023; Zhang et al., 2017). By validating these relationships in Turkish Islamic banks, this study extends the possibility of their generalisability and provides a detailed understanding of how PSS and OI interact to improve WE.

In summary, supervisor support has a dual effect on employee engagement: it influences it directly and indirectly through organisational identification. This study emphasises the importance of both aspects in increasing work engagement in Turkish Islamic banks. Future research should investigate other factors that influence this mediation process in order to gain a deeper understanding of the drivers of employee engagement in different contexts.

#### **5.4 RESEARCH CONTRIBUTIONS AND IMPLICATIONS**

The findings of this study contribute to the body of knowledge in the organisational behaviour literature in several ways. First, the application of JD-R theory highlights its suitability for examining the relationship between Islamic work ethic, growth mindset, psychological capital, perceived supervisor support, organisational identification and work engagement, as evidenced by support for 6 of the 7 hypotheses. This aligns with Bakker et al. (2023), who argue that strong job and personal resources predict work engagement even when job demands are high. By demonstrating that four personal resources and one job resource predict work engagement in the Turkish Islamic banking sector, this study not only confirms the broad applicability and usefulness of the JD-R model but also provides additional evidence for its validity. Specifically, compared to previous JD-R studies that primarily focused on Western contexts (Bakker et al., 2023; Bakker & Demerouti, 2024), this research extends the model's applicability to a non-Western, Islamic banking context, demonstrating the robustness of JD-R theory in different cultural settings.

Secondly, the study identified the Islamic work ethic as a strong personal resource in the context of Turkish Islamic banks, which are located in a predominantly Muslim

region. Traditionally, JD-R theorists focus on self-efficacy, optimism and proactive work behaviour as personal resources (Bakker et al., 2023; Mazzetti et al., 2021, 2023). While these remain valid, this study suggests that other potentially powerful personal resources may exist outside the current theoretical framework. The finding that the Islamic work ethic acts as a statistically significant personal resource in a Muslim society provides valuable insights for extending the JD-R model. However, the study found that growth mindset, another potential personal resource, did not significantly predict work engagement. While this unexpected finding does not support the original hypothesis, it opens the door for future research to examine the cross-cultural relationship between growth mindset and work engagement. Further research could include the inclusion of moderating or mediating variables in another model. This focus on growth mindset, even if it is not significant in a particular context, can also be a valuable contribution to the JD-R literature. The finding in relation to the Islamic work ethic, highlights the role of IWE as a direct personal resource factor in relation to work engagement. Although some previous studies have investigated this relationship, the role of IWE was not clearly defined in these studies and the theoretical framework was not consistent (Farid et al., 2017; Rahmawaty et al., 2022). In the model of this study, IWE is emphasised as a culturally specific personal resource. In a Muslim environment, IWE emerges as a significant personal resource in the JD-R theoretical framework. While previous studies have recognised the influence of cultural factors, this research provides empirical evidence of a distinct, religiously rooted personal resource within the JD-R model and calls for a reassessment of its universality.

Thirdly, this study contributes to the JD-R literature by examining the role of organisational identification as a personal resource. To the best of the author's knowledge, this is the first study to examine it within the JD-R framework. Traditionally, organisational identification has been associated with social identity theory. However, this study shows its significance as a personal resource in Turkish Islamic banking. Furthermore, the study identifies an additional contribution: the role of organisational identification as a mediator between perceived supervisor support and work engagement. This finding provides valuable insights for accepting it as a personal resource and its mediating role in relation to job resources and work engagement and thus contributes to the expansion of the JD-R model.

Fourth, this study fills a gap in the JD-R literature by applying it to the under-researched context of Turkish Islamic banks. This unique application of the JD-R model has yielded interesting and important findings. The integration of all possibly relevant job and personal resources, including well-established concepts such as psychological capital and perceived supervisor support, provided a comprehensive framework for examining work engagement in this unique setting. In this way, this study contributes to the JD-R literature by providing new perspectives on the applicability of the model in a specific cultural and institutional context.

In addition to theoretical advancements, this study also offers practical implications for Islamic banks seeking a more engaged and productive workforce. Firstly, emphasising core principles of Islamic work ethic, such as social responsibility, ethical behaviour and service to the community, can promote a more meaningful work environment that motivates employees beyond just a pay cheque. Bank management can do this by providing them with a work environment that encourages these types of ethical behaviours. This includes integrating Islamic principles into daily operations, such as ensuring transparency in financial transactions, adhering to Shariah-compliant practices and promoting fairness and justice in the workplace. In addition, Islamic banks should emphasise the concept of 'falah' (success in this world and the hereafter) in their corporate culture, aligning employees' goals with overall spiritual values. Secondly, investing in programmes that can foster established personal resources such as psychological capital (self-efficacy, hope, optimism, resilience) empowers employees and enables them to deal with challenges effectively. By providing a supportive supervisory environment and strong organisational identification, Turkish Islamic banks can adopt a dual strategy to increase employee engagement, leading to higher motivation, performance and overall effectiveness. Understanding the importance of both direct support from supervisors and making employees identify themselves with their works can lead to more effective employee engagement strategies. Training supervisors in effective communication and support strategies further strengthens the work environment. Finally, cultivating a positive and inclusive organisational culture fosters a sense of belonging, and alignment with the company's mission and vision, which acts as a personal resource and increases engagement.

The study emphasises the importance of continuous improvement. By monitoring employee engagement and looking for ways to improve the identified factors, Islamic banks can ensure a sustainable and high-performing workforce. In addition, the application of the study to Turkish Islamic banks shows that further research is needed in other regions to investigate the influence of cultural characteristics on work engagement in Islamic banks.

From an Islamic perspective, the findings also suggest that fostering a work environment that is consistent with Islamic values not only increases individual employee engagement but also contributes to broader societal well-being. Islamic banks, as institutions rooted in ethical finance, have a responsibility to promote social justice and economic equality. By placing Islamic work ethic at the forefront, they can serve as role models for other organisations in promoting ethical business practices.

For policy makers and the Turkish Ministry of Finance, this study emphasises the importance of creating a regulatory framework that promotes the integration of Islamic ethical principles in the banking sector. Policies that support transparency, accountability and social responsibility in Islamic banks can strengthen public trust and contribute to the stability of the financial system. In addition, the Ministry can support initiatives that support research and education in Islamic finance and management to raise a deeper understanding of the Islamic work ethic and its impact on business performance. The Ministry can also promote training programmes for employees of Islamic banks that focus on integrating Islamic values into daily banking operations.

For society, this study suggests that by prioritising ethical behaviour and social responsibility, Islamic banks can contribute to a fairer and more equitable economic system. By fostering a work environment that promotes employee engagement and well-being, Islamic banks can also contribute to the overall quality of life in the community. By being examples of ethical businesses, they also contribute to the moral fabric of society.

To summarise, this study provides valuable insights for both the development of JD-R theory and its practical application in Islamic banks. By utilising the findings of the study, Islamic banks can create a work environment that promotes employee

engagement, higher work performance, organisational efficiency and ultimately better customer service and satisfaction.

## **5.5 RESEARCH LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH**

Although this study makes an important contribution to understanding the factors that influence work engagement in Turkish Islamic banks, several limitations must be acknowledged. Firstly, the study employed a cross-sectional design, which inherently limits the ability to establish causality between variables. The data was gathered at a single time point, hindering definitive conclusions about causality direction. Future research should consider longitudinal studies to track changes over time and establish causal relationships more reliably.

Secondly, the use of self-report measures leads to potential biases, such as common method bias. Participants may have given answers that they thought were socially acceptable, rather than their true experiences and feelings. This inherent limitation could affect the accuracy and reliability of the results. To address concerns about common method bias, Harman's single-factor test was conducted. All 60 items that measured the six studied constructs were subjected to a single factor analysis to examine whether more than 50 percent of the variance could be explained by only one factor (Podsakoff et al., 2003). The results indicated that common method bias was not a significant threat to the study's findings, as the first factor extracted explained only 40.3% of the variance. Future studies could benefit from including multiple sources of data, such as supervisor ratings or objective performance measures, to mitigate these biases and gain a more comprehensive view of the variables.

Thirdly, the study focused exclusively on employees at Turkish Islamic Banks, which may limit the generalisability of the results to other cultural or organisational contexts. The unique cultural and religious environment of the Turkish Islamic Banks may affect the transferability of the results to other settings. Future studies should

examine these relationships in other cultural and organisational contexts to improve the generalisability of the results.

Although the sample size of 368 employees was sufficient for the statistical analyses conducted, a larger and more diverse sample could provide a more comprehensive understanding of the relationships. The inclusion of employees from different regions, departments and hierarchical levels within the banks could lead to more representative results and increase the robustness of the findings.

This study focused on a specific set of personal resources (Islamic work ethic, growth mindset, psychological capital and organisational identification) and one job resource (perceived supervisor support). However, other potentially influential variables were not considered. Factors related to the contemporary workplace, such as technological advancement and artificial intelligence (AI), could also play an important role in influencing employee wellbeing and engagement, particularly in relation to organisational culture and individual personality traits. Future research that incorporates these variables would allow for a more comprehensive understanding of the determinants of work engagement.

The hypothesis regarding the influence of growth mindset on work engagement was not supported in this study. This unexpected finding suggests that further research is needed on the contextual factors that may influence this relationship. Future research could investigate possible moderating or mediating variables that may influence the impact of growth mindset on work engagement in different contexts. This could provide deeper insights into the complexity of the role of growth mindset at work.

Finally, the context-specific results of the study underline the importance of considering cultural and organisational characteristics when examining work engagement. The cultural and ethical environment of Turkish Islamic banks likely influenced the observed relationships. Future studies should examine how these factors interact with personal and job resources in different contexts to determine whether these findings can be generalised to other organisational contexts.

In conclusion, while this study enhances the understanding of work engagement in Turkish Islamic banks and extends JD-R theory, it also highlights several areas for further research. Addressing these limitations in future studies may lead to a deeper

understanding of the factors that influence work engagement in different cultural and organisational contexts. This approach will not only broaden the theoretical framework but also provide practical implications for improving work engagement strategies in different areas.

## **5.6 CHAPTER SUMMARY**

This chapter discusses the results of the study on employee engagement in Turkish Islamic banks. The study investigated the impact of personal resources (Islamic work ethic, growth mindset, psychological capital and organisational identification) and job resources (perceived supervisor support) on work engagement. The results showed that six out of seven hypotheses were supported. In particular, Islamic work ethic, psychological capital and organisational identification were positively related to work engagement. Perceived supervisor support was also positively related to work engagement, and organisational identification played a mediating role between perceived supervisor support and work engagement. However, the hypothesis regarding growth mindset did not show a significant positive relationship.

The chapter also addresses the limitations of the study, such as the cross-sectional design, self-report bias and the limited generalisability of the results. It suggests directions for future research, including conducting longitudinal studies, using multiple data sources, and examining the influence of other variables, such as technological advancements and artificial intelligence, on employee well-being and engagement. These future research directions aim to gain a more comprehensive understanding of the determinants of work engagement.

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## APPENDIX I

### AN EXAMINATION OF QUESTIONNAIRE EVALUATION BY EXPERT REVIEWERS (A SAMPLE)

#### TOPIC: EXAMINING THE ROLE OF PERSONAL RESOURCES, AND PERCEIVED SUPERVISOR SUPPORT ON WORK ENGAGEMENT AMONG TURKISH ISLAMIC BANK EMPLOYEES

Dear Expert,

This document contains 6 constructs and 60 items related to work engagement in Turkish Islamic banks. We need your expert judgment on the *Degree of Relevance and Clarity* of each item to the measured constructs and also your opinion on the *Essentiality* of the inclusion of the selected items towards measuring the constructs of the study. We therefore kindly request that your review should be based on the definition, relevance, clarity, and essentiality of the items intended to measure the constructs as provided below. Please be as objective and constructive as possible in your review and use the following rating scales:

Degree of relevance	Clarity	Judgement (Essentiality)
1= the item is not relevant to the measured construct	1=The wordings in the item are not clear	1 = Not necessary to the measured construct
2 = the item is somewhat relevant to the measured construct	2= The wordings in the item are somewhat clear	2 = Useful but not essential to the measured construct
3 = the item is quite relevant to the measured construct	3=The wordings in the item are clear	3 = Essential to the measured construct
4 = the item is highly relevant to measured construct	4=The wordings in the item are very clear	

#### ISLAMIC WORK ETHIC CONSTRUCT

**Definition of Islamic Work Ethic:** A set of beliefs and values that emphasize the importance of hard work, honesty, fairness, and social responsibility in the workplace (A. J. Ali, 1992).

- This scale is adopted from Ali (1992).
- 6 point-Likert scale will be used from 1 “strongly disagree” to 6 “strongly agree”.  
As for the scale (1 to 6), pls check the scale used by Ali (1992). If the source did not use 6-point scale, you must justify why this one is using 6-point. Same advice to all the constructs below

Questions (Islamic Work Ethic)	Relevance	Clarity	Judgement (Essentiality)	Comments
<i>This construct measures the Islamic work ethic level of Turkish Islamic banks employees</i>				
1. Laziness is a vice.	① ② ③ ④	① ② ③ ④	① ② ③	All are good
2. Dedication to work is a virtue	① ② ③ ④	① ② ③ ④	① ② ③	ok
3. Good work benefits both one's ...is it grammatically correct? self and others.	① ② ③ ④	① ② ③ ④	① ② ③	
4. Justice and generosity...justice vs generosity. This is double barrel because they both have different meanings. Should remove one or break into 2 separate items in the workplace are necessary conditions for society's welfare.	① ② ③ ④	① ② ③ ④	① ② ③	
5. Producing more than enough to meet one's personal needs contributes to the prosperity of society as a whole.	① ② ③ ④	① ② ③ ④	① ② ③	ok
6. One should carry work out...sounds awkward to the best of one's ability.	① ② ③ ④	① ② ③ ④	① ② ③	
7. Work is not an end in itself but a means to foster personal growth and social relations....again this is double barrel. They mean different things	① ② ③ ④	① ② ③ ④	① ② ③	
8. Life has no meaning with- out...spelling work.	① ② ③ ④	① ② ③ ④	① ② ③	
9. More leisure time is good for society. (R)	① ② ③ ④	① ② ③ ④	① ② ③	ok
10. Human relations in organizations should be	① ② ③ ④	① ② ③ ④	① ② ③	

emphasized and encouraged....again double barrel				
11. Work enables man to control nature..be more specific to avoid confusion.	① ② ③ ④	① ② ③ ④	① ② ③	
12. Creative work is a source of happiness and accomplishment. Double barrel	① ② ③ ④	① ② ③ ④	① ② ③	
13. Any man who works is more likely to get ahead in life.	① ② ③ ④	① ② ③ ④	① ② ③	Ok
14. Work gives one the chance to be independent.	① ② ③ ④	① ② ③ ④	① ② ③	Ok
15. A successful man is the one who meets deadlines at work.	① ② ③ ④	① ② ③ ④	① ② ③	Ok
16. One should constantly work hard to meet responsibilities.	① ② ③ ④	① ② ③ ④	① ② ③	Ok
17. The value of work is derived from the accompanying intention rather than its results.	① ② ③ ④	① ② ③ ④	① ② ③	Ok

(R): To be reverse coded

## GROWTH MINDSET CONSTRUCT

**Definition of Growth Mindset:** The implicit belief by individuals in the malleability of basic personal traits and characteristics, such as intelligence and ability, which can be cultivated through effort, practice, and instruction. (C. Dweck, 2006).

- This scale is adopted from Dweck (2000).
- 6 point-Likert scale will be used from 1 “strongly disagree” to 6 “strongly agree”.

Questions (Growth Mindset)	Relevance	Clarity	Judgement (Essentiality)	Comments
<i>This construct measures the</i>				

<i>whether Turkish Islamic banks employees have growth mindset or fixed mindset</i>				
18. <b>You</b> have a certain amount of intelligence, and you can't really do much to change it.  Use I instead of you to make the respondents personalize the questions	① ② ③ ④	① ② ③ ④	① ② ③	Replace you/your with I/my
19. Your intelligence is something about you that you can't change very much.  Use my, not your.	① ② ③ ④	① ② ③ ④	① ② ③	
20. No matter who you are, you can significantly change your intelligence level.  Again...not you	① ② ③ ④	① ② ③ ④	① ② ③	
21. To be honest, <b>you</b> can't really change how intelligent you are	① ② ③ ④	① ② ③ ④	① ② ③	
22. <b>You</b> can always substantially change how intelligent you are	① ② ③ ④	① ② ③ ④	① ② ③	
23. <b>You</b> can learn new things, but you can't really change your basic intelligence.	① ② ③ ④	① ② ③ ④	① ② ③	
24. No matter how much intelligence <b>you</b> have, you can always change it quite a bit.	① ② ③ ④	① ② ③ ④	① ② ③	
25. <b>You</b> can change even your basic intelligence level considerably.	① ② ③ ④	① ② ③ ④	① ② ③	

**PSYCHOLOGICAL CAPITAL CONSTRUCT**

**Definition of Psychological Capital:** An individual's positive psychological state of development that is characterised by (1) having confidence (efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resiliency) to attain success" (Luthans, Youssef, et al., 2007, p. 3).

- This scale is adopted from Luthans et al. (2007)
- 6 point-Likert scale will be used from 1 "strongly disagree" to 6 "strongly agree".

Questions (Psychological Capital)	Relevance	Clarity	Judgement (Essentiality)	Comments
<i>This construct measures the psychological capital level of Turkish Islamic banks employees</i>				
26. Copyrighted Item	① ② ③ ④	① ② ③ ④	① ② ③	All are ok
27. Copyrighted Item	① ② ③ ④	① ② ③ ④	① ② ③	
28. Copyrighted Item	① ② ③ ④	① ② ③ ④	① ② ③	
29. If I should find myself in a jam at work, I could think of many ways to get out of it.	① ② ③ ④	① ② ③ ④	① ② ③	
30. Copyrighted Item	① ② ③ ④	① ② ③ ④	① ② ③	
31. Copyrighted Item	① ② ③ ④	① ② ③ ④	① ② ③	
32. Copyrighted Item	① ② ③ ④	① ② ③ ④	① ② ③	
33. Copyrighted Item	① ② ③ ④	① ② ③ ④	① ② ③	
34. Copyrighted Item	① ② ③ ④	① ② ③ ④	① ② ③	
35. Copyrighted Item	① ② ③ ④	① ② ③ ④	① ② ③	
36. Copyrighted Item	① ② ③ ④	① ② ③ ④	① ② ③	
37. Copyrighted Item	① ② ③ ④	① ② ③ ④	① ② ③	

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### PERCEIVED SUPERVISOR SUPPORT CONSTRUCT

**Definition of Perceived Supervisor Support:** The degree to which employees form impressions that their superiors care about their well-being, value their contributions, and are generally supportive (Eisenberger et al., 2002, p. 565).

- This scale is adapted from Rhoades et al. (2001) by changing the words in the questions from "organisation" to "supervisor".
- 6 point-Likert scale will be used from 1 "strongly disagree" to 6 "strongly agree".

<b>Questions (Perceived Supervisor Support)</b>	<b>Relevance</b>	<b>Clarity</b>	<b>Judgement (Essentiality)</b>	<b>Comments</b>
<i>This construct measures the perceived supervisor support level of Turkish Islamic banks employees</i>				
38. My supervisor really cares about my well-being.	① ② ③ ④	① ② ③ ④	① ② ③	All are ok
39. My supervisor strongly considers my goals and values.	① ② ③ ④	① ② ③ ④	① ② ③	
40. My supervisor shows little concern for me. (R)	① ② ③ ④	① ② ③ ④	① ② ③	
41. My supervisor cares about my opinions.	① ② ③ ④	① ② ③ ④	① ② ③	
42. My supervisor is willing to help me if I need a special favour.	① ② ③ ④	① ② ③ ④	① ② ③	
43. Help is available from my supervisor when I have a problem.	① ② ③ ④	① ② ③ ④	① ② ③	
44. My supervisor would forgive an honest mistake on my part.	① ② ③ ④	① ② ③ ④	① ② ③	
45. If given the opportunity, my supervisor would take advantage of me. (R)	① ② ③ ④	① ② ③ ④	① ② ③	

(R): To be reverse coded

### **ORGANISATIONAL IDENTIFICATION CONSTRUCT**

**Definition of Organisational Identification:** A perceived oneness with an organisation and the experience of the organisation's successes and failures as one's own (Mael & Ashforth, 1992, p. 103).

- This scale is adopted from Mael & Ashforth (1992).
- 6 point-Likert scale will be used from 1 "strongly disagree" to 6 "strongly agree".

<b>Questions (Organisational Identification)</b>	<b>Relevance</b>	<b>Clarity</b>	<b>Judgement (Essentiality)</b>	<b>Comments</b>
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<i>This construct measures the organisational identification level of Turkish Islamic banks employees</i>				
46. When someone criticises my organization ( <del>name of organisation</del> ), it feels like a personal insult	① ② ③ ④	① ② ③ ④	① ② ③	
47. I am very interested in what others think my organization about ( <del>name of organisation</del> )	① ② ③ ④	① ② ③ ④	① ② ③	
48. When I talk about my <del>this</del> organisation, I usually say 'we' rather than 'they'	① ② ③ ④	① ② ③ ④	① ② ③	
49. This organisation's successes are my successes.	① ② ③ ④	① ② ③ ④	① ② ③	
50. When someone praises my <del>this</del> organisation, it feels like a personal compliment.	① ② ③ ④	① ② ③ ④	① ② ③	
51. If a story in the media criticised my <del>the</del> organisation, I would feel embarrassed.	① ② ③ ④	① ② ③ ④	① ② ③	

## WORK ENGAGEMENT CONSTRUCT

**Definition of Work Engagement:** A positive, fulfilling, work-related state of mind that is characterised by vigour, dedication, and absorption" (W. B. Schaufeli & Bakker, 2004a).

- This scale is adopted from Schaufeli & Bakker (2004b)
- 6 point-Likert scale will be used from 0 "never" to 5 "always"

<b>Questions (Work Engagement)</b>	<b>Relevance</b>	<b>Clarity</b>	<b>Judgement (Essentiality)</b>	<b>Comments</b>
<i>This construct measures the work engagement level of Turkish Islamic banks employees</i>				

52. At my work, I feel that I am bursting with energy.	① ② ③ ④	① ② ③ ④	① ② ③	All are ok
53. At my job, I feel strong and vigorous.	① ② ③ ④	① ② ③ ④	① ② ③	
54. When I get up in the morning, I feel like going to work.	① ② ③ ④	① ② ③ ④	① ② ③	
55. I am enthusiastic about my job.	① ② ③ ④	① ② ③ ④	① ② ③	
56. My job inspires me.	① ② ③ ④	① ② ③ ④	① ② ③	
57. I am proud of the work that I do.	① ② ③ ④	① ② ③ ④	① ② ③	
58. I feel happy when I am working intensely.	① ② ③ ④	① ② ③ ④	① ② ③	
59. I am immersed in my work.	① ② ③ ④	① ② ③ ④	① ② ③	
60. I get carried away when I'm working.	① ② ③ ④	① ② ③ ④	① ② ③	

**Additional Questions:**

1. What are your general comments on the **clarity** and **comprehensiveness** of the **entire items to measure the respective constructs**?

For each item, it is best to use the first pronouns and not second one in order to create the sense of personalization among the respondents in answering the questions.

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## APPENDIX II

### PILOT STUDY QUESTIONNAIRE (ENGLISH VERSION)

#### EXAMINING THE IMPACT OF PERSONAL RESOURCES AND PERCEIVED SUPERVISOR SUPPORT ON WORK ENGAGEMENT AMONG TURKISH ISLAMIC BANKS' EMPLOYEES

Dear Participant

Thank you very much for agreeing to participate in this pilot study. My name is Osman Kelesoglu, I am a PhD candidate in Business Administration at the International Islamic University Malaysia (IIUM) under the supervision of Assoc. Prof. Dr. Rodrigue Ancelot Harvey Fontaine and Assoc. Prof. Dr. Ashurov Sharofiddin. The participants of my thesis study are employees of Participation Banks operating in Turkiye.

As this is a pilot study, your comments will be extremely valuable to improve the questionnaire. At the end of the questionnaire, I would like you to evaluate how much time you spent to complete the questionnaire, whether the time was uncomfortable for you and whether the questions were understandable. The answers to the questions of this questionnaire are not right or wrong, only your opinion about the questions is important. However, the validity of this research depends on your honesty in answering the questions. All information obtained from this study will be kept strictly confidential and will only be used for research purposes. Please be assured that neither the participant nor the organisation can be identified in this study.

Thank you for taking the time to answer these questions. Please be assured that the data from this research is for academic purposes only and will remain completely confidential. Please do not hesitate to contact me if you require any further information.

Thank you and I wish you good work.

Yours sincerely,

Osman Kelesoglu

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#### **Section A: Work Engagement**

Instruction: Considering your role in the Bank you work for, please select the response that best reflects your level of agreement, and tick  on your most appropriate answer.

<b>Work Engagement</b>		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
		1	2	3	4	5	6
1.	At my work, I feel that I am bursting with energy.						
2.	At my job, I feel strong and vigorous.						
3.	When I get up in the morning, I feel like going to work.						
4.	I am enthusiastic about my job.						
5.	My job inspires me.						
6.	I am proud of the work that I do.						
7.	I feel happy when I am working intensely.						
8.	I am immersed in my work.						
9.	I get carried away when I'm working.						

### **Section B: Islamic Work Ethic**

Instruction: Considering your role in the Bank you work for, please select the response that best reflects your level of agreement, and tick  on your most appropriate answer.

<b>Islamic Work Ethic</b>		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
		1	2	3	4	5	6
10.	Laziness is a vice.						
11.	Dedication to work is a virtue.						
12.	Good work benefits both one's self and others.						
13.	Justice in the workplace is necessary conditions for society's welfare.						
14.	Generosity in the workplace is necessary conditions for society's welfare						
15.	Producing more than enough to meet one's personal needs contributes to the prosperity of society as a whole.						

16.	One should carry work out to the best of one's ability.						
17.	Work is not an end in itself but a means to foster personal growth.						
18.	Work is not an end in itself but a means to foster social relations.						
19.	Life has no meaning without work.						
20.	More leisure time is good for society. (R)						
21.	Human relations in organizations should be emphasized.						
22.	Human relations in organizations should be encouraged.						
23.	Work enables man to control nature.						
24.	Creative work is a source of happiness.						
25.	Creative work is a source of accomplishment.						
26.	Any man who works is more likely to get ahead in life.						
27.	Work gives one the chance to be independent.						
28.	A successful man is the one who meets deadlines at work.						
29.	One should constantly work hard to meet responsibilities.						
30.	The value of work is derived from the accompanying intention rather than its results.						

### Section C: Growth Mindset

Instruction: Considering your role in the Bank you work for, please select the response that best reflects your level of agreement, and tick  on your most appropriate answer.

<b>Growth Mindset</b>		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
		1	2	3	4	5	6
31.	I have a certain amount of intelligence, and I can't really do much to change it.						
32.	My intelligence is something about me that I can't change very much.						
33.	To be honest, I can't really change how intelligent I am.						
34.	I can learn new things, but I can't really change my basic intelligence.						

### **Section D: Psychological Capital**

Instruction: Considering your role in the Bank you work for, please select the response that best reflects your level of agreement, and tick  on your most appropriate answer.

<b>Psychological Capital</b>		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
		1	2	3	4	5	6
35.	Copyrighted Item						
36.	Copyrighted Item						
37.	Copyrighted Item						
38.	If I should find myself facing a problem at work, I could think of many ways to get out of it.						
39.	Copyrighted Item						
40.	Copyrighted Item						
41.	Copyrighted Item						
42.	Copyrighted Item						
43.	Copyrighted Item						
44.	Copyrighted Item						
45.	Copyrighted Item						
46.	Copyrighted Item						

### **Section E: Perceived Supervisor Support**

Instruction: Considering your role in the Bank you work for, please select the response that best reflects your level of agreement, and tick  on your most appropriate answer.

<b>Perceived Supervisor Support</b>		Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6
47.	My supervisor really cares about my well-being.						
48.	My supervisor strongly considers my goals and values.						
49.	My supervisor shows little concern for me. (R)						
50.	My supervisor cares about my opinions.						
51.	My supervisor is willing to help me if I need a special favour.						
52.	Help is available from my supervisor when I have a problem.						
53.	My supervisor would forgive an honest mistake on my part.						
54.	If given the opportunity, my supervisor would take advantage of me. (R)						

## Section F: Organisational Identification

Instruction: Considering your role in the Bank you work for, please select the response that best reflects your level of agreement, and tick  on your most appropriate answer.

<b>Organisational Identification</b>		Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6
55.	When someone criticises my organisation, it feels like a personal insult						
56.	I am very interested in what others think about my organisation						

57.	When I talk about my organisation, I usually say 'we' rather than 'they'						
58.	My organisation's successes are my successes.						
59.	When someone praises my organisation, it feels like a personal compliment.						
60.	If a story in the media criticised my organisation, I would feel embarrassed.						

### Section E: Demographic Questions

Instruction: Please tick  on the most appropriate answer for your case. This background information about yourself is important for this research.

1.	I am a...	1. Male	
		2. Female	
2.	Based on my latest birthday, my current age is....	_____ (please state your age)	
3.	My highest qualification is....	1. SPM/ Certificate	School
		2. Diploma	
		3. Degree	
		4. Masters	
		5. PhD	
4.	My position level in the company is...	1. Officer	
		2. Assistant Specialist	

		3. Specialist	
		4. Senior Specialist	
		5. Assistant Manager	

		6. Others: _____ (please specify)	
5.	I have been in this position for...	1. 1 year or less	
		2. 2 - 5 years	
		3. 6 - 10 years	
		4. 11 – 15 years	
		5. More than 15 years	
6.	The type of Islamic Bank	1. Public	
		2. Private	

### Section F: Demographic Questions

Instruction: Please tick  on the most appropriate answer for your case. As this is a pilot study, your feedback will be valuable to improve the questionnaire. Therefore, I respectfully request you to provide the following information about this questionnaire.

1	On average, how many minutes did it take you to answer this questionnaire?	5-10 minutes	
		10-15 minutes	
		15-20 minutes	
		Other	
2	Do you think the length of this questionnaire is ideal?	Yes	
		No	
3	Do you think the questions were understandable?	Yes	
		No	
4	Do you think the general organisation of the survey was appropriate?	Yes	
		No	
5	If you would like to suggest any improvements to the survey, please feel free to write your comments in the space provided.	Comments if you have any:	

**END OF QUESTIONNAIRE**

**THANK YOU**



## APPENDIX III

### PILOT STUDY QUESTIONNAIRE (TURKISH VERSION)

#### TÜRKİYE'DE FAALİYET GÖSTEREN KATILIM BANKALARI ÇALIŞANLARI ARASINDA KİŞİSEL KAYNAKLARIN VE ALGILANAN YÖNETİCİ DESTEĞİNİN İŞE BAĞLILIK ÜZERİNDEKİ ETKİSİNİN İNCELENMESİ

Sayın Katılımcı,

Bu pilot çalışmaya katılmayı kabul ettiğiniz için çok teşekkür ederim. Adım Osman Keleşoğlu, Malezya Uluslararası İslam Üniversitesi'nde (IIUM) Doç. Dr. Rodrigue Ancelot Harvey Fontaine ve Doç. Dr. Ashurov Sharofiddin danışmanlığında İşletme alanında doktora adayım. Tez çalışmamın katılımcıları Türkiye'de faaliyet gösteren Katılım Bankaları çalışanlarıdır.

Bu bir pilot çalışma olduğundan yorumlarınız anketi geliştirmek için son derece değerli olacaktır. Anketin sonunda, anketi doldurmak için ne kadar süre harcadığınızı, sürenin sizi rahatsız edip etmediğini ve soruların anlaşılır olup olmadığını değerlendirmenizi rica ederim. Bu anketin sorularına verilen cevaplar, doğru veya yanlış değildir, sadece sizin ilgili sorular hakkındaki düşünceleriniz önemlidir. Ancak bu araştırmanın geçerliliği, soruları yanıtlarken göstereceğiniz dürüstlüğe bağlıdır. Bu çalışmadan elde edilen tüm bilgiler çok gizli tutulacak ve sadece araştırma amacıyla kullanılacaktır. Lütfen bu çalışmada hem katılımcının hem de kuruluşun kimliğinin tespit edilemeyeceğinden emin olunuz.

Bu soruları yanıtlamak için ayırdığınız zaman için teşekkür ederim. Lütfen bu araştırmanın verilerinin sadece akademik amaçlı olduğundan ve tamamen gizli kalacağından emin olunuz. Daha fazla bilgiye ihtiyaç duymanız halinde lütfen benimle iletişime geçmekten çekinmeyin.

Teşekkür eder, iyi çalışmalar dilerim.  
Saygılarımla,  
Osman Keleşoğlu  
Doktora Öğrencisi, İşletme,  
Ekonomi ve Yönetim Bilimleri Fakültesi, IIUM

Tel: +6011 3614 4653  
Whats App: +90551 049 5859  
E-posta: osmankelesoglu28@gmail.com

Lütfen tüm soruları size uygun bir şekilde cevaplayınız ve hiçbir soruyu cevapsız bırakmayınız.

#### **Bölüm-1: İşe Bağlılık**

Açıklama: Çalıştığınız Bankadaki görevinizi göz önünde bulundurarak, katılım düzeyinizi en iyi yansıtan yanıtı seçiniz ve size en uygun yanıtı  olarak işaretleyiniz.

<b>İşe Bağlılık</b>		Hiçbir Zaman 1	Nadiren 2	Bazen 3	Sıklıkla 4	Çok Sık 5	Her Zaman 6
1.	İşimi yaparken enerji dolu hissederim.						
2.	İşimde kendimi güçlü ve dinç hissederim.						
3.	Sabah kalktığımda, işe gitmek istediğimi hissederim.						
4.	İşimi hevesle yaparım.						
5.	İşim bana ilham verir.						
6.	Yaptığım işten gurur duyarım.						
7.	Yoğun bir şekilde çalıştığımda kendimi mutlu hissederim.						
8.	Çalışırken kendimi işime veririm.						
9.	Çalışırken yaptığım işe kendimi kaptırırım.						

## **Bölüm-2: İslami İş Etiği**

Açıklama: Çalıştığınız Bankadaki görevinizi göz önünde bulundurarak, katılım düzeyinizi en iyi yansıtan yanıtı seçiniz ve size en uygun yanıtı  olarak işaretleyiniz.

<b>İslami İş Etiği</b>		Tamamen Katılmıyorum 1	Katılmıyorum 2	Biraz Katılmıyorum 3	Biraz Katılıyorum 4	Katılıyorum 5	Tamamen Katılıyorum 6
10.	Tembellik bir kabahattir.						
11.	İşe adanmışlık bir erdemdir						
12.	İyi iş hem kişinin kendisine hem de başkalarına fayda sağlar.						
13..	İşyerinde adalet toplumun refahı için gereklidir.						
14.	İşyerinde cömertlik toplumun refahı için gereklidir.						

15.	Kişinin kişisel ihtiyaçlarını karşılamaya yetecek miktardan fazlasını üretmesi, bir bütün olarak toplumun refahına katkıda bulunur.						
16.	Kişi işini elinden gelen en iyi şekilde yapmalıdır.						
17.	Çalışma kendi başına bir amaç değil, kişisel gelişimi teşvik eden bir araçtır.						
18.	Çalışma kendi başına bir amaç değil, sosyal ilişkileri teşvik eden bir araçtır						
19.	Çalışma olmadan hayatın bir anlamı yoktur.						
20.	Daha fazla boş zaman toplum için iyidir.						
21.	İş yerlerinde insan ilişkileri önemsenmelidir.						
22.	İş yerlerinde insan ilişkileri teşvik edilmelidir.						
23.	Çalışmak, insanın kendisi dışındaki dünyayı kontrol etmesini sağlar.						
24.	Yaratıcı çalışma mutluluk kaynağıdır.						
25.	Yaratıcı çalışma başarı kaynağıdır.						
26.	Çalışan her insanın hayatta ilerleme olasılığı daha yüksektir.						
27.	Çalışmak insana bağımsız olma şansı verir.						
28.	Başarılı bir kişi, işini zamanında yapan kişidir.						
29.	Kişi sorumluluklarını yerine getirmek için sürekli olarak çok çalışmalıdır.						
30.	İşin değeri, sonuçlarından ziyade hangi niyetle yapıldığına bağlıdır.						

### Bölüm-3: Gelişim Odaklı Zihniyet

Açıklama: Çalıştığımız Bankadaki görevinizi göz önünde bulundurarak, katılım düzeyinizi en iyi yansıtan yanıtı seçiniz ve size en uygun yanıtı  olarak işaretleyiniz.

<b>Gelişim Odaklı Zihniyet</b>		Tamamen Katılmıyorum	Katılmıyorum	Biraz Katılmıyorum	Biraz Katılıyorum	Katılıyorum	Tamamen Katılıyorum
		1	2	3	4	5	6
31.	Belirli seviyede bir zekaya sahibim ve bunu değiştirmek için yapabileceğim çok fazla bir şey de yok.						
32.	Zekâm benimle ilgili çok fazla değiştiremeyeceğim bir şeydir.						
33.	Dürüst olmak gerekirse, ne kadar zeki olduğumu gerçekten değiştiremem.						
34.	Yeni şeyler öğrenebilirim, ancak temel zekamı gerçekten değiştiremem.						

#### **Bölüm-4: Psikolojik Sermaye**

Açıklama: Çalıştığınız Bankadaki görevinizi göz önünde bulundurarak, katılım düzeyinizi en iyi yansıtan yanıtı seçiniz ve size en uygun yanıtı  olarak işaretleyiniz.

<b>Psikolojik Sermaye</b>		Tamamen Katılmıyorum	Katılmıyorum	Biraz Katılmıyorum	Biraz Katılıyorum	Katılıyorum	Tamamen Katılıyorum
		1	2	3	4	5	6
35.	Copyrighted Item						
36.	Copyrighted Item						
37.	Copyrighted Item						
38.	Kendimi iş yerinde bir sorunla karşı karşıya bulursam, bundan kurtulmanın birçok yolunu düşünebilirim.						
39.	Copyrighted Item						
40.	Copyrighted Item						
41.	Copyrighted Item						
42.	Copyrighted Item						
43.	Copyrighted Item						
44.	Copyrighted Item						
45.	Copyrighted Item						
46.	Copyrighted Item						

### **Bölüm-5: Algılanan Yönetici Desteği**

Açıklama: Çalıştığınız Bankadaki görevinizi göz önünde bulundurarak, katılımdüzeyinizi en iyi yansıtan yanıtı seçiniz ve size en uygun yanıtı  olarak işaretleyiniz.

<b>Algılanan Yönetici Desteği</b>		Tamamen Katılmıyorum	Çoğunlukla Katılmıyorum	Katılmıyorum	Katılıyorum	Çoğunlukla Katılıyorum	Tamamen Katılıyorum
		1	2	3	4	5	6
47.	Yöneticim benim iyiliğimi gerçekten önemser.						
48.	Yöneticim hedeflerimi ve değerlerimi son derece önemser.						
49.	Yöneticim benim için çok az özen gösterir.						

50.	Yöneticim fikirlerime önem verir.						
51.	Yöneticim özel bir iyiliğe ihtiyacım olduğunda bana yardım etmeye isteklidir.						
52.	Bir sorunum olduğunda yöneticimden yardım alabilirim.						
53.	Yöneticim benim tarafımdan yapılan dürüst bir hatayı affeder.						
54.	Eğer fırsat verilirse, yöneticim benden faydalanır.						

### Bölüm-6: Örgütsel Özdeşleşme

Açıklama: Çalıştığınız Bankadaki görevinizi göz önünde bulundurarak, katılım düzeyinizi en iyi yansıtan yanıtı seçiniz ve size en uygun yanıtı  olarak işaretleyiniz.

Örgütsel Özdeşleşme		Tamamen Katılmıyorum	Çoğunlukla Katılmıyorum	Katılmıyorum	Katılıyorum	Çoğunlukla Katılıyorum	Tamamen Katılıyorum
		1	2	3	4	5	6
55.	Birisi çalıştığım kurumu eleştirdiğinde, bunu kişisel bir hakaret gibi algıları.						
56.	Başkalarının çalıştığım kurum hakkında ne düşündüğü beni çok ilgilendirir.						
57.	Çalıştığım kurum hakkında konuşurken genellikle 'onlar' yerine 'biz' derim.						
58.	Çalıştığım kurumun başarılarını kendi başarımlarım gibi kabul ederim.						
59.	Birisi çalıştığım kurumu övdüğünde, bu kişisel bir iltifat gibi gelir.						
60.	Medyada çalıştığım kurumu eleştiren bir haber çıkarsa kendimi mahcup hissederim.						

### Bölüm-7: Demografi Soruları

Açıklama: Demografik bilgileriniz hakkında aşağıdaki soruları lütfen cevaplandırınız.

1.	Ben bir...	1. Erkeğim	
		2. Kadınıam	
2.	En son doğum gününe göre şu anki yaşım...	_____ (Lütfen yaşınızı belirtiniz)	
3.	En son mezun olduğum eğitim seviyesi türü	1. Lise	
		2. Ön-Lisans	
		3. Lisans	
		4. Yüksek Lisans	
		5. Doktora	
4.	İşteki unvanım	1. Yetkili Yardımcısı	
		2. Yetkili-1/Uzman Yrd.	

		3. Yetkili-2/Uzman			
		4. Yönetmen Yardımcısı/Yönetmen-1			
		5. Yönetmen/Yönetmen-2			
		6. Diğer: _____ (lütfen belirtiniz)			
		5.	Ne zamandır bu pozisyonda çalışmaktasınız?	1. 1 yıl veya daha az	
				2. 2-5 yıl arası	
		3. 6-10 yıl arası			
		4. 11-15 yıl arası			
		5. 15 yıldan fazla			

6.	Katılım Bankası Türü	1. Devlet Katılım Bankası	
		2. Özel Katılım Bankası	

### Bölüm-8: Anketle İlgili Genel Sorular


Açıklama: Bu bir pilot çalışma olduğu için geri bildirimleriniz anketi geliştirmek için değerli olacaktır. Bu nedenle, bu anket hakkında aşağıdaki bilgileri vermenizi saygılarımla rica ederim.

1	Bu anketi cevaplamanız ortalama kaç dakika sürdü?	5-10 dk arası	
		10-15 dk arası	
		15-20 dk arası	
		Diğer	
2	Sizce bu anketin uzunluğu ideal midir?	Evet	
		Hayır	
3	Sizce sorular anlaşılır mıydı?	Evet	
		Hayır	
4	Sizce anketin genel düzeni uygun muydu?	Evet	
		Hayır	
5	Ankette herhangi bir iyileştirme önermek isterseniz, lütfen yorumlarınızıyan taraftaki boşluğa yazmaktan çekinmeyin.	Varsa Yorumlarınız:	


**ÇOK TEŞEKKÜR EDERİZ.**

## APPENDIX IV

### IIUM LETTER FOR TURKISH ISLAMIC BANKS

 **الجامعة الإسلامية العالمية ماليزيا**  
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA  
KUALA LUMPUR  
Faculty of Economics and Business

**LEADING THE WAY**  
KHAIRAN - AMANAH - IDEAL - BAKHSAN UL-ILMUN



**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**REQUEST FOR PERMISSION TO COLLECT DATA**

**NAME OF STUDENT: OSMAN KELESOGLU**  
**MATRIC NUMBER: G2120613**


I hope this letter finds you in good health. I am writing to inform you that the above-named student is a Ph.D. candidate in the Kulliyah of Economics and Management Sciences (KENMS) at the International Islamic University of Malaysia. Mr. Kelesoglu is working on his Ph.D. thesis, and he requires your valuable assistance for his data collection as part of his research.

Mr. Kelesoglu's research focuses on personal resources and perceived supervisor support in relation to work engagement among Turkish Islamic Banks' employees. To accomplish his research objectives effectively, he is seeking your cooperation and approval to collect data at your esteemed company. The data collected will be instrumental in enhancing the quality of his Ph.D. thesis and contributing to the body of knowledge in this field.

All data collection activities will be conducted in strict accordance with ethical research standards. The confidentiality of any sensitive information will always be maintained. Your support and assistance in facilitating this research endeavor would be highly appreciated.

In appreciation of your help, a summary of the data collected, the statistical analysis, and the key findings will be forwarded at the end of the thesis for your records.

Thank you and best regards,

  
21/11/23

Assoc. Prof. Dr. Rodrigue Ancelot Harvey Fontaine

Department of Business Administration  
Kulliyah of Economics and Management Sciences  
International Islamic University of Malaysia

ridhwan\_fontaine@iium.edu.my

**DR. RODRIGUE ANCELOT HARVEY FONTAINE**  
Assistant Professor  
Department of Business Administration  
Kulliyah of Economics and Management Sciences  
International Islamic University Malaysia  
P.O. Box 10, Gombak Campus, 50728 Kuala Lumpur

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## APPENDIX V

### FINAL QUESTIONNAIRE (ENGLISH VERSION)

#### **EXAMINING THE IMPACT OF PERSONAL RESOURCES AND PERCEIVED SUPERVISOR SUPPORT ON WORK ENGAGEMENT AMONG TURKISH ISLAMIC BANKS' EMPLOYEES**

Dear Participant

Thank you very much for agreeing to participate in this study. My name is Osman Kelesoglu, I am conducting my PhD research in Business Administration at the International Islamic University Malaysia (IIUM) under the supervision of Assoc. Prof. Dr. Rodrigue Ancelot Harvey Fontaine and Assoc. Prof. Dr. Ashurov Sharofiddin. The participants of my thesis study are the employees of Participation Banks operating in Türkiye.

The answers given to the questions of this questionnaire are not right or wrong, only your thoughts about the relevant questions are important. However, the validity of this research depends on your meticulousness in answering the questions. All information obtained from this study will be kept strictly confidential and will only be used for research purposes. Please be assured that both the participant and the organisation will never be identified in this study.

Thank you for taking the time to answer these questions. Please be assured that the data from this research will be used for academic purposes only and will remain completely confidential. Please do not hesitate to contact me if you require any further information. You are completely free to participate in the study or withdraw from the study at any time.

I would like to remind you of this information, thank you and wish you good work.

Yours sincerely,

Osman Kelesoglu

PhD Candidate, Business Administration,

Faculty of Economics and Management Sciences, IIUM

Tel: +6011 3614 4653

Whats App: +90551 049 5859

E-mail: osmankelesoglu28@gmail.com

Please answer all questions in a way that suits you and do not leave any question unanswered.

Please read the following statement and tick the box  if you agree with it.

I have read and understood the above statement and agree to participate in this academic study questionnaire.	
---	--

### Section A: Work Engagement

Instruction: Considering your role in the Bank you work for, please select the response that best reflects your level of agreement, and tick  on your most appropriate answer.

Work Engagement		Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6
1.	At my work, I feel that I am bursting with energy.						
2.	At my job, I feel strong and vigorous.						
3.	When I get up in the morning, I feel like going to work.						
4.	I am enthusiastic about my job.						
5.	My job inspires me.						
6.	I am proud of the work that I do.						
7.	I feel happy when I am working intensely.						
8.	I am immersed in my work.						
9.	I get carried away when I'm working.						

### Section B: Islamic Work Ethic

Instruction: Considering your role in the Bank you work for, please select the response that best reflects your level of agreement, and tick  on your most appropriate answer.

Islamic Work Ethic		Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6
10.	Laziness is a vice.						
11.	Dedication to work is a virtue.						
12.	Good work benefits both one's self and others.						

13.	Justice in the workplace is necessary conditions for society's welfare.						
14.	Generosity in the workplace is necessary conditions for society's welfare						
15.	Producing more than enough to meet one's personal needs contributes to the prosperity of society as a whole.						
16.	One should carry work out to the best of one's ability.						
17.	Work is not an end in itself but a means to foster personal growth.						
18.	Work is not an end in itself but a means to foster social relations.						
19.	Life has no meaning without work.						
20.	More leisure time is good for society.						
21.	Human relations in organizations should be emphasized.						
22.	Human relations in organizations should be encouraged.						
23.	Work enables man to control nature.						
24.	Creative work is a source of happiness.						
25.	Creative work is a source of accomplishment.						
26.	Any man who works is more likely to get ahead in life.						
27.	Work gives one the chance to be independent.						
28.	A successful man is the one who meets deadlines at work.						
29.	One should constantly work hard to meet responsibilities.						
30.	The value of work is derived from the accompanying intention rather than its						

results.						
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### Section C: Growth Mindset

Instruction: Considering your role in the Bank you work for, please select the response that best reflects your level of agreement, and tick  on your most appropriate answer.

Growth Mindset		Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6
31.	I have a certain amount of intelligence, and I can't really do much to change it.						
32.	My intelligence is something about me that I can't change very much.						
33.	To be honest, I can't really change how intelligent I am.						
34.	I can learn new things, but I can't really change my basic intelligence.						

### Section D: Psychological Capital

Instruction: Considering your role in the Bank you work for, please select the response that best reflects your level of agreement, and tick  on your most appropriate answer.

Psychological Capital		Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6
35.	Copyrighted Item						
36.	Copyrighted Item						
37.	Copyrighted Item						
38.	If I should find myself facing a problem at work, I could think of many ways to get out of it.						
39.	Copyrighted Item						
40.	Copyrighted Item						

41.	Copyrighted Item						
42.	Copyrighted Item						
43.	Copyrighted Item						
44.	Copyrighted Item						
45.	Copyrighted Item						
46.	Copyrighted Item						

### Section E: Perceived Supervisor Support

Instruction: Considering your role in the Bank you work for, please select the response that best reflects your level of agreement, and tick  on your most appropriate answer.

Perceived Supervisor Support		Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6
47.	My supervisor really cares about my well-being.						
48.	My supervisor strongly considers my goals and values.						
49.	My supervisor shows little concern for me.						
50.	My supervisor cares about my opinions.						
51.	My supervisor is willing to help me if I need a special favour.						
52.	Help is available from my supervisor when I have a problem.						
53.	My supervisor would forgive an honest mistake on my part.						
54.	If given the opportunity, my supervisor would take advantage of me.						

### Section F: Organisational Identification

Instruction: Considering your role in the Bank you work for, please select the response that best reflects your level of agreement, and tick  on your most appropriate answer.

<b>Organisational Identification</b>		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
		1	2	3	4	5	6
55.	When someone criticises my organisation, it feels like a personal insult						
56.	I am very interested in what others think about my organisation						
57.	When I talk about my organisation, I usually say 'we' rather than 'they'						
58.	My organisation's successes are my successes.						
59.	When someone praises my organisation, it feels like a personal compliment.						
60.	If a story in the media criticised my organisation, I would feel embarrassed.						

### Section E: Demographic Questions

Instruction: Please tick  on the most appropriate answer for your case. This background information about yourself is important for this research.

1.	I am a...	1. Male	
		2. Female	
2.	Based on my latest birthday, my current age is....	_____ (please state your age)	
3.	My highest qualification is....	1. SPM/ Certificate	School
		2. Diploma	
		3. Degree	
		4. Masters	
		5. PhD	
4.	My position level in the company	1. Officer	

	is...	2. Assistant Specialist	
		3. Specialist	
		4. Senior Specialist	
		5. Assistant Manager	
		6. Others: _____ (please specify)	
5.	I have been in this position for...	1. 1 year or less	
		2. 2 - 5 years	
		3. 6 - 10 years	
		4. 11 – 15 years	
		5. More than 15 years	
6.	The type of Islamic Bank	1. Public	
		2. Private	

**END OF QUESTIONNAIRE**

**THANK YOU**

## APPENDIX VI

### FINAL QUESTIONNAIRE (TURKISH VERSION)

#### TÜRKİYE'DE FAALİYET GÖSTEREN KATILIM BANKALARI ÇALIŞANLARI ARASINDA KİŞİSEL KAYNAKLARIN VE ALGILANAN YÖNETİCİ DESTEĞİNİN İŞE BAĞLILIK ÜZERİNDEKİ ETKİSİNİN İNCELENMESİ

Sayın Katılımcı,

Bu pilot çalışmaya katılmayı kabul ettiğiniz için çok teşekkür ederim. Adım Osman Keleşoğlu, Malezya Uluslararası İslam Üniversitesi'nde (IIUM) Doç. Dr. Rodrigue Ancelot Harvey Fontaine ve Doç. Dr. Ashurov Sharofiddin danışmanlığında İşletme alanında doktora adayım. Tez çalışmamın katılımcıları Türkiye'de faaliyet gösteren Katılım Bankaları çalışanlarıdır.

Bu bir pilot çalışma olduğundan yorumlarınız anketi geliştirmek için son derece değerli olacaktır. Anketin sonunda, anketi doldurmak için ne kadar süre harcadığınızı, sürenin sizi rahatsız edip etmediğini ve soruların anlaşılır olup olmadığını değerlendirmenizi rica ederim. Bu anketin sorularına verilen cevaplar, doğru veya yanlış değildir, sadece sizin ilgili sorular hakkındaki düşünceleriniz önemlidir. Ancak bu araştırmanın geçerliliği, soruları yanıtlarken göstereceğiniz dürüstlüğe bağlıdır. Bu çalışmadan elde edilen tüm bilgiler çok gizli tutulacak ve sadece araştırma amacıyla kullanılacaktır. Lütfen bu çalışmada hem katılımcının hem de kuruluşun kimliğinin tespit edilemeyeceğinden emin olunuz.

Bu soruları yanıtlamak için ayırdığınız zaman için teşekkür ederim. Lütfen bu araştırmanın verilerinin sadece akademik amaçlı olduğundan ve tamamen gizli kalacağından emin olunuz. Daha fazla bilgiye ihtiyaç duymanız halinde lütfen benimle iletişime geçmekten çekinmeyin.

Teşekkür eder, iyi çalışmalar dilerim.  
Saygılarımla,

Osman Keleşoğlu  
Doktora Öğrencisi, İşletme,  
Ekonomi ve Yönetim Bilimleri Fakültesi, IIUM  
Tel: +6011 3614 4653  
Whats App: +90551 049 5859  
E-posta: osmankelesoglu28@gmail.com

Lütfen tüm soruları size uygun bir şekilde cevaplayınız ve hiçbir soruyu cevapsız bırakmayınız.

Lütfen aşağıdaki ifadeyi okuyun ve sizin için uygunsa  kutucuğu işaretleyin.

Yukarıdaki açıklamayı okudum, anladım ve bu akademik çalışma anketine katılmayı kabul ediyorum.	
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### Bölüm-1: İşe Bağlılık

Açıklama: Çalıştığınız Bankadaki görevinizi göz önünde bulundurarak, katılım düzeyinizi en iyi yansıtan yanıtı seçiniz ve size en uygun yanıtı  olarak işaretleyiniz.

<b>İşe Bağlılık</b>		Hiçbir Zaman 1	Nadiren 2	Bazen 3	Sıklıkla 4	Çok Sık 5	Her Zaman 6
1.	İşimi yaparken enerji dolu hissedirim.						
2.	İşimde kendimi güçlü ve dinç hissedirim.						
3.	Sabah kalktığımda, işe gitmek istediğimi hissedirim.						
4.	İşimi hevesle yaparım.						
5.	İşim bana ilham verir.						
6.	Yaptığım işten gurur duyarım.						
7.	Yoğun bir şekilde çalıştığımda kendimi mutlu hissedirim.						
8.	Çalışırken kendimi işime veririm.						
9.	Çalışırken yaptığım işe kendimi kaptırırım.						

## **Bölüm-2: İslami İş Etiği**

Açıklama: Çalıştığınız Bankadaki görevinizi göz önünde bulundurarak, katılım düzeyinizi en iyi yansıtan yanıtı seçiniz ve size en uygun yanıtı  olarak işaretleyiniz

<b>İslami İş Etiği</b>		Tamamen Katılmıyorum 1	Katılmıyorum 2	Biraz Katılmıyorum 3	Biraz Katılıyorum 4	Katılıyorum 5	Tamamen Katılıyorum 6
10.	Tembellik bir kabahattir.						
11.	İşe adanmışlık bir erdemdir						
12.	İyi iş hem kişinin kendisine hem de başkalarına fayda sağlar.						
13..	İşyerinde adalet toplumun refahı için gereklidir.						

14.	İşyerinde cömertlik toplumun refahı için gereklidir.						
15.	Kişinin kişisel ihtiyaçlarını karşılamaya yetecek miktardan fazlasını üretmesi, bir bütün olarak toplumun refahına katkıda bulunur.						
16.	Kişi işini elinden gelen en iyi şekilde yapmalıdır.						
17.	Çalışma kendi başına bir amaç değil, kişisel gelişimi teşvik eden bir araçtır.						
18.	Çalışma kendi başına bir amaç değil, sosyal ilişkileri teşvik eden bir araçtır						
19.	Çalışma olmadan hayatın bir anlamı yoktur.						
20.	Daha fazla boş zaman toplum için iyidir.						
21.	İş yerlerinde insan ilişkileri önemsenmelidir.						
22.	İş yerlerinde insan ilişkileri teşvik edilmelidir.						
23.	Çalışmak, insanın kendisi dışındaki dünyayı kontrol etmesini sağlar.						
24.	Yaratıcı çalışma mutluluk kaynağıdır.						
25.	Yaratıcı çalışma başarı kaynağıdır.						
26.	Çalışan her insanın hayatta ilerleme olasılığı daha yüksektir.						
27.	Çalışmak insana bağımsız olma şansı verir.						
28.	Başarılı bir kişi, işini zamanında yapan kişidir.						
29.	Kişi sorumluluklarını yerine getirmek için sürekli olarak çok çalışmalıdır.						
30.	İşin değeri, sonuçlarından ziyade hangi niyetle yapıldığına bağlıdır.						

### Bölüm-3: Gelişim Odaklı Zihniyet

Açıklama: Çalıştığımız Bankadaki görevinizi göz önünde bulundurarak, katılım düzeyinizi en iyi yansıtan yanıtı seçiniz ve size en uygun yanıtı  olarak işaretleyiniz

Gelişim Odaklı Zihniyet		Tamamen Katılmıyorum 1	Katılmıyorum 2	Biraz Katılmıyorum 3	Biraz Katılıyorum 4	Katılıyorum 5	Tamamen Katılıyorum 6
31.	Belirli seviyede bir zekaya sahibim ve bunu değiştirmek için yapabileceğim çok fazla bir şey de yok.						
32.	Zekâm benimle ilgili çok fazla değiştiremeyeceğim bir şeydir.						
33.	Dürüst olmak gerekirse, ne kadar zeki olduğumu gerçekten değiştiremem.						
34.	Yeni şeyler öğrenebilirim, ancak temel zekamı gerçekten değiştiremem.						

#### Bölüm-4: Psikolojik Sermaye

Açıkla: Çalıştığımız Bankadaki görevinizi göz önünde bulundurarak, katılım düzeyinizi en iyi yansıtan yanıtı seçiniz ve size en uygun yanıtı  olarak işaretleyiniz

Psikolojik Sermaye		Tamamen Katılmıyorum 1	Katılmıyorum 2	Biraz Katılmıyorum 3	Biraz Katılıyorum 4	Katılıyorum 5	Tamamen Katılıyorum 6
35.	Copyrighted Item						
36.	Copyrighted Item						
37.	Copyrighted Item						
38.	Kendimi iş yerinde bir sorunla karşı karşıya bulursam, bundan kurtulmanın birçok yolunu düşünebilirim.						
39.	Copyrighted Item						
40.	Copyrighted Item						
41.	Copyrighted Item						

42.	Copyrighted Item						
43.	Copyrighted Item						
44.	Copyrighted Item						
45.	Copyrighted Item						
46.	Copyrighted Item						

### Bölüm-5: Algılanan Yönetici Desteği

Açıklama: Çalıştığınız Bankadaki görevinizi göz önünde bulundurarak, katılım düzeyinizi iyi yansıtan yanıtı seçiniz ve size en uygun yanıtı  olarak işaretleyiniz.

Algılanan Yönetici Desteği		Tamamen Katılmıyorum	Çoğunlukla Katılmıyorum	Katılmıyorum	Katılıyorum	Çoğunlukla Katılıyorum	Tamamen Katılıyorum
		1	2	3	4	5	6
47.	Yöneticim benim iyiliğimi gerçekten önemser.						
48.	Yöneticim hedeflerimi ve değerlerimi son derece önemser.						
49.	Yöneticim benim için çok az özen gösterir.						
50.	Yöneticim fikirlerime önem verir.						
51.	Yöneticim özel bir iyiliğe ihtiyacım olduğunda bana yardım etmeye isteklidir.						
52.	Bir sorunum olduğunda yöneticimden yardım alabilirim.						
53.	Yöneticim benim tarafımdan yapılan dürüst bir hatayı affeder.						
54.	Eğer fırsat verilirse, yöneticim beni istismar edebilir.						

### Bölüm-6: Örgütsel Özdeşleşme

Açıklama: Çalıştığınız Bankadaki görevinizi göz önünde bulundurarak, katılım düzeyinizi en iyi yansıtan yanıtı seçiniz ve size en uygun yanıtı  olarak işaretleyiniz.

<b>Örgütsel Özdeşleşme</b>		Tamamen Katılmıyorum	Çoğunlukla Katılmıyorum	Katılmıyorum	Katılıyorum	Çoğunlukla Katılıyorum	Tamamen Katılıyorum
		1	2	3	4	5	6
55.	Birisi çalıştığım kurumu eleştirdiğinde, bunu kişisel bir hakaret gibi algılarım.						
56.	Başkalarının çalıştığım kurum hakkında ne düşündüğü beni çok ilgilendirir.						
57.	Çalıştığım kurum hakkında konuşurken genellikle 'onlar' yerine 'biz' derim.						
58.	Çalıştığım kurumun başarılarını kendi başarımlarım gibi kabul ederim.						
59.	Birisi çalıştığım kurumu övdüğünde, bu kişisel bir iltifat gibi gelir.						
60.	Medyada çalıştığım kurumu eleştiren bir haber çıkarsa kendimi mahcup hissederim.						

### **Bölüm-7: Demografi Soruları**

Açıklama: Demografik bilgileriniz hakkında aşağıdaki soruları lütfen cevaplandırınız.

1.	Ben bir...	1. Erkeğim	
		2. Kadınımla	
2.	En son doğum gününe göre şu anki yaşım...	(Lütfen yaşınızı belirtiniz)	
3.	En son mezun olduğum eğitim seviyesi türü	1. Lise	
		2. Ön-Lisans	

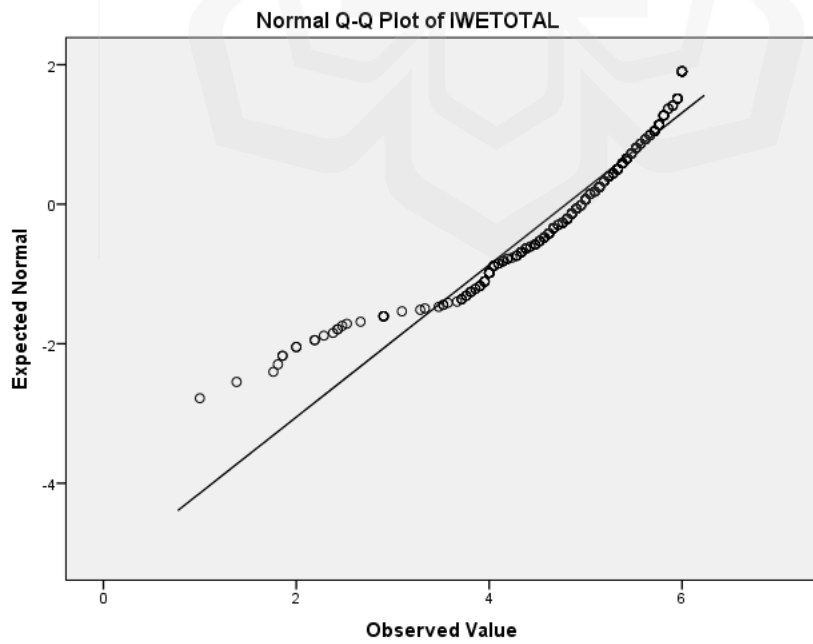
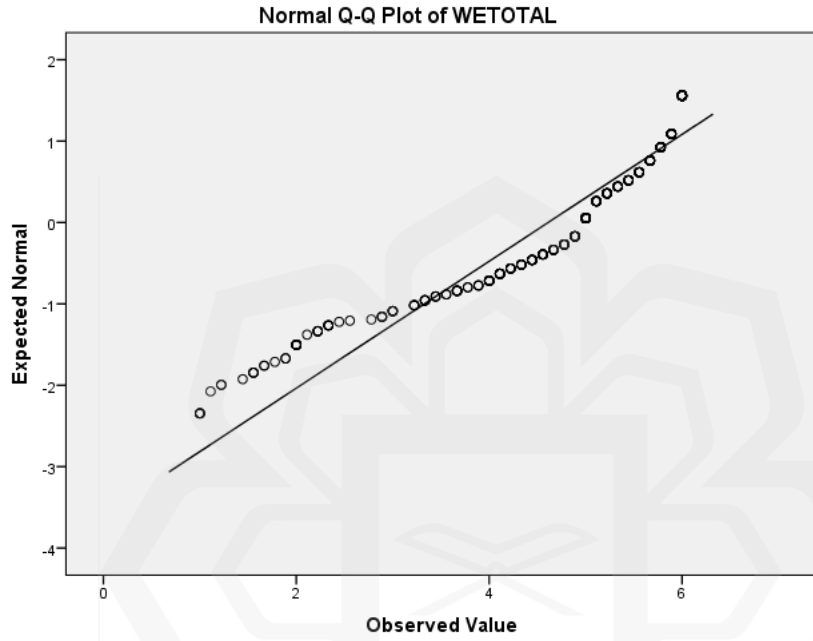
		3. Lisans	
		4. Yüksek Lisans	
		5. Doktora	
4.	İşteki unvanım	1. Yetkili Yardımcısı	
		2. Yetkili-1/Uzman Yrd.	

		3. Yetkili-2/Uzman	
		4. Yönetmen Yardımcısı/Yönetmen-1	
		5. Yönetmen/Yönetmen-2	
		6. Diğer: _____ (lütfen belirtiniz)	
5.	Ne zamandır bu pozisyonda çalışmaktasınız?	2. 1 yıl veya daha az	
		2. 2-5 yıl arası	
		3. 6-10 yıl arası	
		4. 11-15 yıl arası	
		5. 15 yıldan fazla	
6.	Katılım Bankası Türü	3. Devlet Katılım Bankası	
		4. Özel Katılım Bankası	

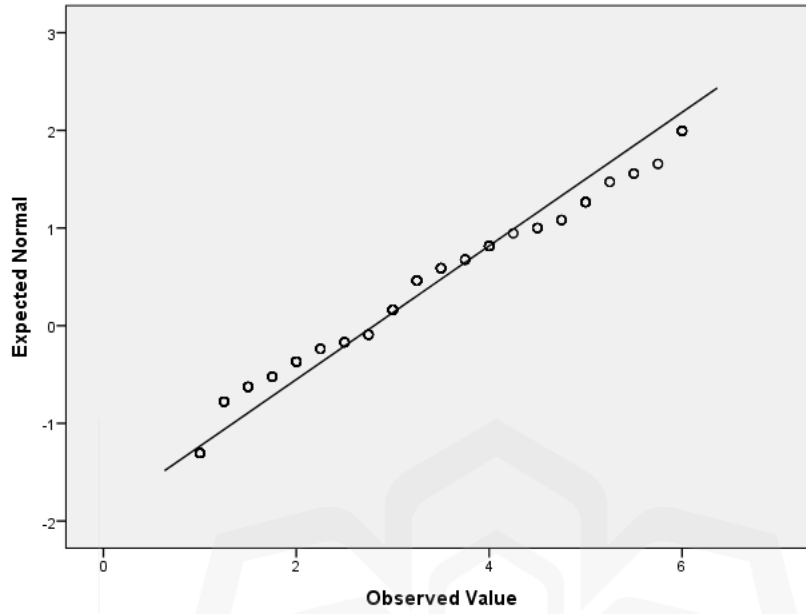
**ÇOK TEŞEKKÜR EDERİZ.**

## APPENDIX VII

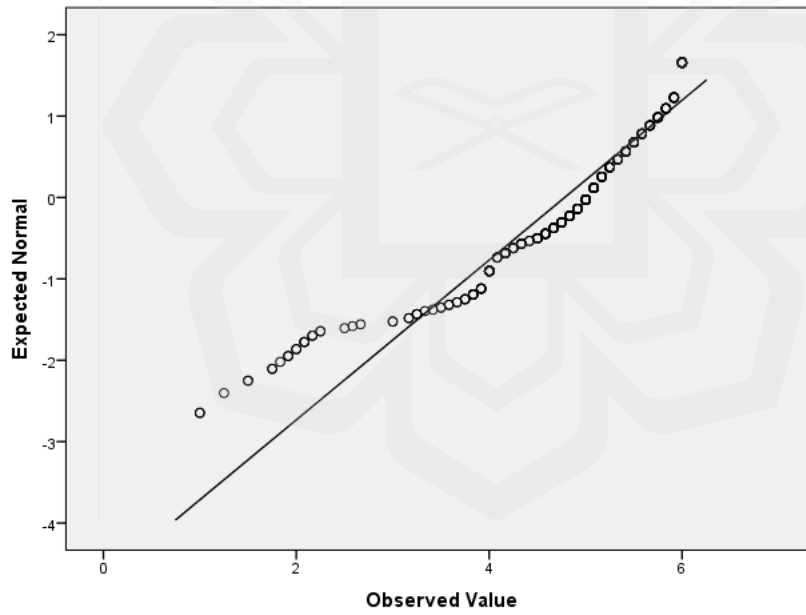
### NORMAL PROBABILITY PLOTS

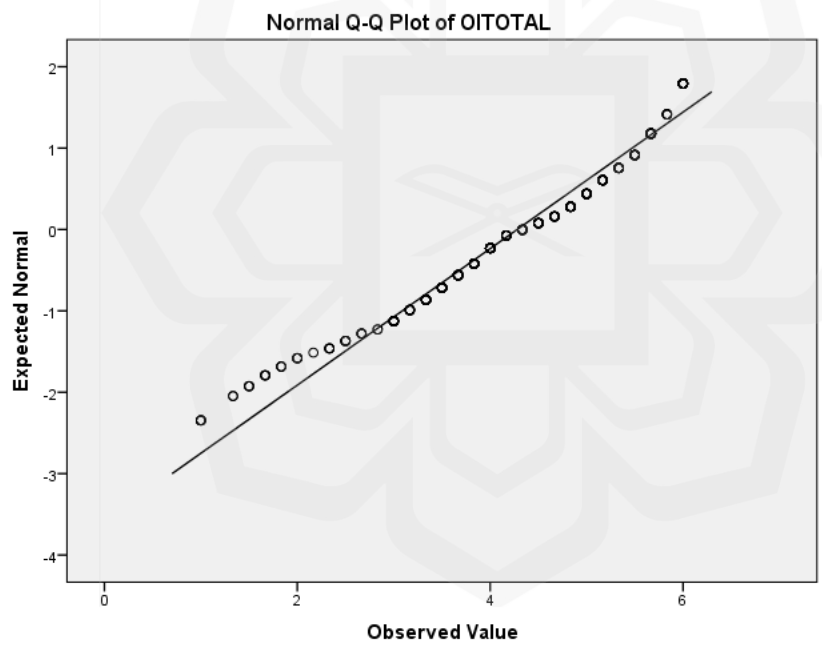
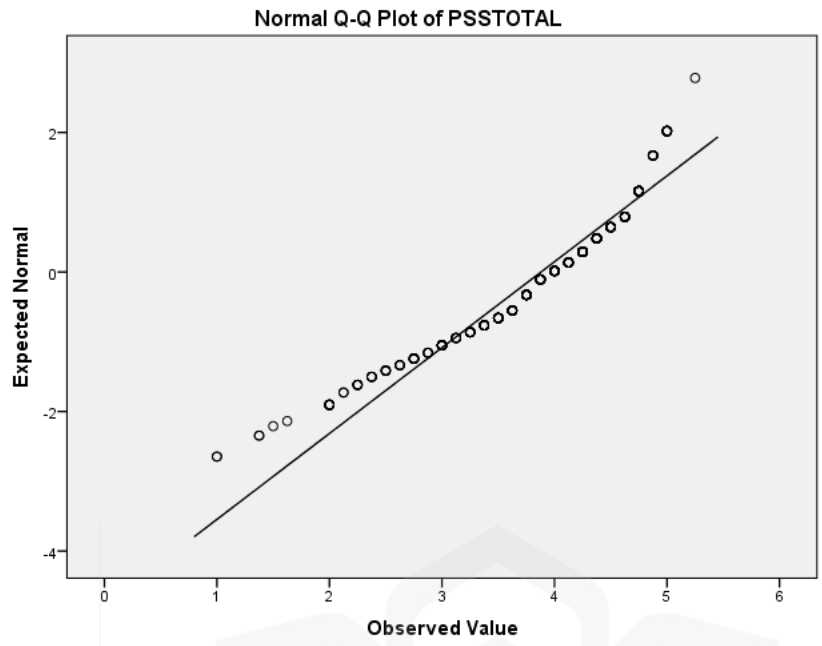


Normal Q-Q Plot of GMTOTAL



Normal Q-Q Plot of PCTOTAL





## APPENDIX VIII

### PERMISSION TO USE PSYCAP SCALE

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#### Psychological Capital Questionnaire

Self-Rater Form, Other Rater Form, Scoring Key

By Fred Luthans, Bruce J. Avolio & James B. Avey

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## APPENDIX IX

### ETHICS COMMITTEE APPROVAL

Evrak Tarih ve Sayısı: 22.04.2024 - 246751

T.C.  
KIRIKKALE ÜNİVERSİTESİ  
SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI  
ETİK KURULU TOPLANTISI

KARAR TARİHİ : 18/03/2024  
OTURUM NO : 03  
TOPLANTI SAATİ : 12.30

Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu, Kurul Başkanı Prof. Dr. Ali ÇETİN başkanlığında gündemdeki maddeleri görüşmek üzere toplanarak aşağıdaki kararları almıştır.

**GÜNDEM** 20-Osman Keleşoğlu tarafından yürütülen "TÜRKİYE'DE FAALİYET GÖSTEREN KATILIM BANKALARI ÇALIŞANLARI ARASINDA KİŞİSEL KAYNAKLARIN VE ALGILANAN YÖNETİCİ DESTEĞİNİN İŞE BAĞLILIK ÜZERİNDEKİ ETKİSİNİN İNCELENMESİ" konulu proje başvurusunun görüşülmesi,

**KARAR** 20-Osman Keleşoğlu tarafından yürütülen "TÜRKİYE'DE FAALİYET GÖSTEREN KATILIM BANKALARI ÇALIŞANLARI ARASINDA KİŞİSEL KAYNAKLARIN VE ALGILANAN YÖNETİCİ DESTEĞİNİN İŞE BAĞLILIK ÜZERİNDEKİ ETKİSİNİN İNCELENMESİ" konulu proje incelenmiş olup, Kırıkkale Üniversitesi Sosyal ve Beşeri Bilimler Araştırmalar Etik Kurulu Yönergesinde belirtilmiş olan Etik İlkelerine uygun olduğuna karar verildi.

BAŞKAN

Prof. Dr. Ali ÇETİN

ÜYE

Prof. Dr. Mehmet DİKKAYA

ÜYE

Prof. Dr. Eda YEŞİL

ÜYE

Prof. Dr. Sevgi YURT ÖNCEL

ÜYE

Prof. Dr. İbrahim MAZMAN

ÜYE

Prof. Dr. Aysun SUNGURHAN Doç. Dr. Neslin İHTİYAROĞLU

ÜYE

ÜYE

Doç. Dr. Kamil ŞAHİN

ÜYE

Dr. Öğr. Üyesi Fatma HIZIR ASRAV

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