



An empirical mechanism of predicting thriving at work for positive behavioral outcomes

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Abstract: Thriving is a dynamic procedure of adaptation, which is influenced by several personal and social elements; however, this process emanates and shapes throughout the lifetime and can be categorized into behavioral, cognitive, or affective dimensions. This study specifically tests the thriving at work with three important outcome variables (well-being, voice behavior, and organizational commitment) and examines how new antecedent variables (self-efficacy, curiosity, and colleague support) transform individual's psychological states. Using hierarchical linear modelling and PROCESS macro on actual sample of 226 employees, strong support is found for all the theory-driven hypothesized statements including mediating mechanism of thriving at work. The finding of the study contributes to the better understanding of behavior and specifically to the most emerging construct of employees' thriving at work. The study concludes by stating theoretical and practical implications for workers' thriving and suggesting directions for further empirical investigations.

Keywords: Curiosity, self-efficacy, thriving at work, organizational commitment, voice behavior, colleague support, well-being

I. INTRODUCTION

Over the years, several novel concepts have been emerged in the domain of positive organizational scholarship due to its mounting significance in the organization's life which enhances the attractiveness of this field for academic scholars and practitioners (Paterson, Luthans, & Jeung, 2013). This inclusion of constructs from multidisciplinary areas is not only fabricating the structure of this field but is also amalgamating it with the diverse disciplines. The main focus of the present research is one of such integration between organizational sustainability and thriving.

The awareness of the social side of work and the mounting stress on healthy working environment has drastically evolved organization's way of doing business during the last five decades (de Lange, Busch, & Delgado-Ceballos, 2012). Corporate managers are becoming more conscious towards the need to expand their objectives beyond just meeting the conventional financial targets. Resultantly, the increasing number of intellectuals and practitioners are realizing the significance of sustainability of organizations and are paying the unprecedented attention towards social as well as environmental issues of their firms (El Bedawy, 2015; Fritz, Lam, & Spreitzer, 2011; Kira & Van Eijnatten, 2008; Spreitzer, Porath, & Gibson, 2012). To be sustainable, an organization must perform consistently and have the capabilities of being adaptive, proactive, resilient and highly innovative (Kira & Van Eijnatten, 2008). Additionally, sustainable organizations have threefold objective of accomplishing economical brilliance, social greatness and environmental excellence (Spreitzer et al., 2012). Despite of the heightened value of all of these objectives for an organization, there is limited research available on the social dimension of sustainability in comparison to the economical and environmental aspects (El Bedawy, 2015; Fritz et al., 2011; Pfeffer, 2010; Spreitzer et al., 2012).

In order to stay competitive and to maintain an efficient level of functional capacity in today's dynamic and intense business environment, it is absolutely essential for an organization to be equipped with the human capital which is vigorous, energetic, innovative, and hold a broad range of capabilities (Kira & Van

Eijnatten, 2008; Paterson et al., 2013; Spreitzer, 2007). Consequently, the business owners and organizational scholars unanimously agree that thriving workforce (El Bedawy, 2015; Fritz et al., 2011; Spreitzer et al., 2012) is critically vital for the sustainability of an organization (Pfeffer, 2010).

Kira and Eijnatten (2008) asserted in their study that generally employees carry out an action and take decision in their everyday routine after referring to multiple resources at work. They further argued that the extent to which they feel energized by their surrounding work environment affect the degree to which they made mindful choices and perform physical activities enthusiastically. Henceforth, the energetic aptitude of thriving employees provides them the opportunity to sustain the resources that can assist them in performing their job duties effectively and efficiently. In the same line, Carver (1998) supported the fact that energy, which is a component of a thriving, widens the cognitive and behavioral flexibilities as a result it enhances the desire and capacity to explore the things among individuals. According to Porath and colleagues (2012), thriving workforce with their energetic behavior and higher psychological functioning endorses the competitiveness and performance of its employing organization.

Previously, a number of studies have recommended that thriving brings several positive consequences to employees and the organizations such as it decrease absenteeism, increase job satisfaction and job performance, eliminate job burnout and promotes the healthy work environment (Abid, Zahra, & Ahmed, 2015; Abid, Khan, & Hong, 2016; Abid et al., 2016; Carmeli & Spreitzer, 2009; Paterson et al., 2013; Porath et al., 2012; Spreitzer et al., 2012).

Despite the fact that researchers have stressed the significance of thriving for the organizations (Gerbasi et al., 2015; Spreitzer & Porath, 2012), the research on thriving at workplace is quite limited (Niessen et al., 2012, Walumbwa et al., 2018). For instance, we have sparse knowledge about how and why personal/individual characteristics are associated with employee thriving at work (Fritz, Lam, & Spreitzer, 2011; Walumbwa et al., 2018). For fill this gap in the literature, the present study is an attempt to develop and assess a model that concurrently investigate the individual enablers, including self-efficacy, curiosity and colleague support that promote thriving at work and how thriving at work is linked to employee well-being, constructive voice behavior and organizational commitment. Investigating the mediating mechanism is significant because so far the literature on thriving at work has mainly concentrated on the beneficial outcome of thriving (Niessen et al., 2012). The antecedents of thriving at work and its mediating role is currently not well understood (Carmeli & Spreitzer, 2009; Niessen et al., 2012; Paterson et al., 2014).

In the following sections, we begin with an elucidation of our theoretical model (Fig. 1) and build up our hypotheses which are followed by hypotheses testing on data gathered from two sources (employees and managers). We finish up with theoretical and practical implications, study limitations and directions for future research.

II. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

What Is Thriving?

The notion of thriving has recently gained significant attention in the domain of organizational behavior (Abid, 2016; Abid et al., 2021; Paterson et al., 2014). Webster's Revised Unabridged Dictionary (2017) describes the term thriving as 'a person's capability to enthusiastically prosper, develop, flourish and grow up'. The term 'thriving' has its foundation with Benson (1990) (as cited by Benson & Scales, 2009) who alluded it as 'vital signs' which depicts the bundle of positive characteristics held by an individual. Carver (1998) referred thriving as 'a favorable reaction to challenging situation (as thriving indicates gains) rather than just a response to threatening situation (minimization of misfortune)'. He further added that psychological thriving persuades an individual to gain new knowledge, build on capabilities, enhances self-belief and develops interpersonal associations. According to Lerner et al. (2002), thriving can be referred to as 'enlargement of personal traits which is demonstrated through healthy development like Five Cs of PYD (positive youth development including confidence, character, competence, connection and caring). Thomas and Hall (2008) uttered that thriving is a 'person's experience of progression and development towards upward direction and it does not merely represent retaining or upholding the present status'. Moreover, Lenton et al. (2013) (as cited by Conway & Foskey, 2015) asserted that 'thriving individuals possess the positive blend of cognitions, emotions, and abilities to respond in a specific circumstance'. The organizational scholars defined thriving at work as a psychological state in which employees simultaneously experience a sense of vitality and learning at the workplace (Spreitzer et

al., 2005). It incorporates both affective (i.e., vitality) cognitive (i.e., learning) dimensions (Porath et al., 2012). It would be worthwhile to mention that, for an individual to thrive, the presence of both components of thriving (vitality and learning) is essential (Porath et al., 2012; Ren, Yunlu, Shaffer, & Fodchuk, 2015; Spreitzer et al., 2005).

A person does not thrive if he is gaining new knowledge and expertise, but at the same time, his energy level is depleted. Hence, the attainment of knowledge which produces burnout cannot be solely termed as thriving at the workplace. On the other hand, a person is also not thriving at work if he is experiencing vitality which is not escorted by growth of self or gaining of knowledge/ability. Thriving employees have high energy level and they demonstrate optimal psychological functioning (Porath et al., 2012). Thriving at work has significant influence on employees' physical fitness as Alfredsson, Spetz, and Theorell (1985) demonstrated in their study that the employees who sense that their growth at workplace is restrained, are more likely to suffer from heart diseases. A person's health is in favor of the firm and of the overall society. Afterwards, Abid (2016) presented and corroborated a more comprehensive multidimensional thriving scale derived from the tripartite attitudinal framework. He proposed that thriving of individual should be measured by assessing cognitive, affective, and behavioral dimensions as theorized by O'Leary and Ickovics (1994) who uttered that 'thriving is a dynamic procedure of adaptation, which is effected by several personal and social elements; however, this process emanates and modifies/shapes throughout the lifetime and can be categorized into *behavioral, cognitive, or affective* dimensions'. He stated that a construct might not be exhausted enough if it does not observe the behavioral dimension.

Antecedents of Thriving

Recently, the scholarly research on thriving at work grows immensely owing to the fact that people spend a considerable portion of their lives at their workplaces (Spreitzer et al., 2005). Prior studies have explored several factors that may influence thriving at workplace (Spreitzer et al., 2005; Spreitzer et al., 2012). Spreitzer et al. (2012) asserted that management can augment thriving by adapting some practices like information sharing about organization's overall strategies with their employees, providing them performance appraisal, discretionary decision making, eliminating incivility and promoting a climate that encourages diversity at the workplace. Socially embedded model of thriving proposed that factors like exploration, concentration on objective and tasks, and heedful interrelating are prominent predictors of thriving at workplace (Spreitzer et al., 2005). They further revealed that personal characteristics might enhance one's tendency to thrive at higher levels in comparison to others. Neissen et al. (2012) demonstrated in their studies that agentic work attitudes are among the key drivers of workplace thriving. The studies of Abid et al. (2015b, 2016b) also validated these findings. Carmeli and Spreitzer (2009) empirically exhibited that connectivity promotes employees' thriving as connectivity means having a strong association with co-workers while thriving is deeply embedded in the social system. Spreitzer et al. (2005) corroborated that as individuals learn and experience vitality when they have rewarding and fruitful relationship with others, therefore, social interactions are strongly associated with workplace thriving. Furthermore, Paterson et al. (2014) and Iverson (2017) proposed psychological capital as the promoter of workplace thriving. Thriving is a self-regulatory psychological condition and have an acquiescent nature so it can be build and modified with the help of stable personal traits like regulatory focus (promotion focus and prevention focus). Wallace et al. (2016) proposed that promotion focus enhances employee thriving. Walumbwa et al. (2017) argued core self-evaluation (i.e., dispositional trait) work as a driver of thriving at the workplace. They contended that when employees experience the feelings of competence and confidence in their capabilities, their engagement in work enhances that in turn is positively associated with thriving at the workplace. According to Abid et al. (2015b; 2016b), employees thrive as they perceive that their employing organization is conscious about the well-being of its workforce. Moreover, Jiang (2017) investigated in his study that employees with a proactive personality have higher thrive level in comparison to others. He proposed that as proactive employees are highly determined and zestful, so they are very motivated and energetic (high vitality) and are highly learning oriented. Hennekam (2017) verified the connection of extraversion and conscientiousness with thriving at work. According to (Kark & Carmeli, 2009), when employees operate in psychologically secure work environment, it is more probable that they experience the feelings of relatedness and thriving. Frazier and Tupper (2016) found the positive association between employee's psychological safety and workplace thriving. The study of Russo et al. (2015) revealed the work-family enrichment triggers thriving at workplace because work-family enrichment develops the feeling among individuals that they have enough amount of energy available to devote towards other essential activities which is crucial to promote vitality (i.e., a component of thriving).

Learning among individuals can be promoted by utilizing several personal and contextual factors and resources. Employee motivation towards their work and learning can be augmented through empowering leadership which is referred to as sharing authority or power with subordinate staff (Li et al., 2016). Power sharing with subordinates promotes self-confidence among employees, which in turn has positive consequences for employees' self-efficacy and self-esteem as well as it promotes the employees' psychological health. Hildenbrand, Sacramento, and Binnewies (2016), and Niessen et al. (2017), by following conservation of resources (COR) theory (Hobfoll, 1989, 2000), uttered in their studies that transformational leadership (as contextual factor) boosts the individuals to add in their pool of resources and assist them in thriving at work while Mortier, Vlerick, and Clays (2016) connected authentic leadership with workplace thriving.

Consequences of Thriving at Work

Research has demonstrated that thriving at work brings various significant outcomes for the individuals and for the organizations. Abid et al. (2015) argued that thriving at work contributes to employee creativity. Thriving through its both dimensions (i.e., vitality and learning) helps the employees in identifying and comprehending the problems and counters the challenging situations with novel and creative ideas (Carmeli & Spreitzer, 2009). Prior studies have found that thriving employees work proactively which promotes their in-role job performance (Abid, 2014; Hobfoll, 2002; Porath et al., 2012; Spreitzer et al., 2005). Moreover, Johns (2002) suggested that lack of thriving at the workplace result in higher absenteeism. According to Abid, (2014), when employees are unable to thrive, their learning at work suffer which makes the tasks uninteresting and also diminishes their energy level as a result employees choose to stay absent from work. Thriving employees are highly committed to their employing organization (Porath et al., 2012). Exchange theory recommended that employees and the firms are bound with the norm of reciprocity (Wayne et al. 1997). Learning opportunities provided by the management to its workforces result in augmented employees' commitment towards their employer (Abid, 2016). Thriving employees experience more positive emotions than the negative ones and exhibit satisfaction with their work and overall life situations which represent their highest well-being (Spreitzer et al. 2005). Researchers have also found the strong association between thriving and positive health (Abid, 2016; Christianson et al., 2005). The feelings of vitality, energy and learning among thriving individuals, wipe out the negative feelings of anxiety and depression while promoting their psychological health (Keyes, 2002; Spreitzer et al., 2005). Carmeli and Spreitzer (2009) contended in their study that thriving at work is a critical factor which stimulates constructive voice behavior. According to them, employees learning (cognitive dimension of thriving) and vitality at workplace (affective dimension of thriving) help in building up their competencies and expertise which in turn enhances their authority, persuade them to go beyond the status quo and raise constructive voice. Thriving at work also reduces the employees' turnover intention by providing them opportunities to grow in their careers (Abid, 2016; Abid, Zahra, & Ahmed, 2015; Spreitzer & Porath, 2013). Furthermore, Zheng & Lu (2013) linked thriving at work with organizational citizenship behavior, adaptive behavior.

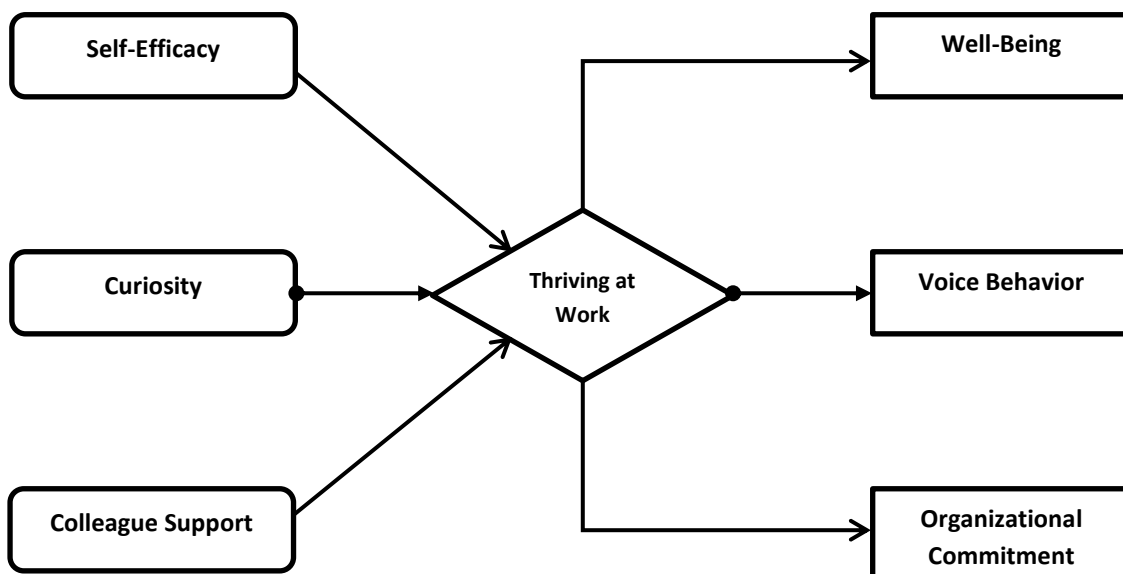


Figure 1: Theoretical Model

Self-Efficacy and Thriving at Work

Bandura (1982) introduced the concept of self-efficacy by describing it as an individual's perceptual judgment of how effectively he could carry out the actions required to deal with forthcoming situations. To this date this concept has been studied by various academicians of organizational studies (Chen, Gully, & Eden, 2001; Stajkovic & Luthans, 1998; Wood & Bandura, 1989). Over the years the description of self-efficacy has been elaborated and explained by many scholars, for example Stajkovic and Luthans (1998) and Wood and Bandura (1989) described it as an individual's self-confidence in their ability to motivate themselves, and to use their cognitive resources in order to successfully execute required actions. Self-efficacy also acts as a predictor of various human functions, for example, job attitudes, good health, high performance and less stress etc. (Bandura, 1997; Stajkovic & Luthans, 1998). It also helps employees to adapt to different work surroundings, be resilient to differing situations and to optimally function (thrive) at workplace (Ford & Smith, 2007).

Hypothesis 1. Self-efficacy is positively related to thriving.

Curiosity and Thriving at Work

Curiosity is an important personality trait that facilitates employees at workplace to adopt certain behavioral tendencies that are beneficial for the organization (Mussel, Spengler, Litman, & Schuler, 2012). These behavioral tendencies include acquiring knowledge (Mussel et al., 2012), mastering skills, effective problem solving, being energized in uncertain times (Arnone, Small, Chauncey, & McKenna, 2011) and being passionate about learning new things (Cicero, 1914 as cited by Loewenstein, 1994). Thereupon it can be said that curiosity is intrinsic in nature and is contingent upon getting information (Loewenstein, 1994) and strongly related with the need for relatedness, autonomy and competence (Deci, 1992). On the contrary, curious employees are not motivated by extrinsic factors such as monetary rewards and benefits. Kashdan and Silvia (2009), therefore, define it as the recognition, pursuit, and intense to explore novel, challenging, and uncertain events. As the curious individuals are intrinsically motivated to be innovative and gather information about mostly new things, it leads them to act on their impulses in order to achieve the goals that are set for them (Kashdan & Silvia, 2009).

Hypothesis 2. Curiosity is positively related to thriving.

Colleague Support and Thriving at Work

According to the Maslow's hierarchy of needs, the need for belongings is an integral desire for every individual. Similar need is faced by people at their workplace where they desire to have healthy relationships with their colleagues (Baumeister & Leary, 1995; Spreitzer et al., 2005) and bosses. Having good relationships, not only helps to satisfy the affective need of employees, but also motivates them to work harder and remain loyal and committed to the organization (Dutton, 2003; Quinn et al., 2012). These positive outcomes of colleague support make an employee remain connected to people around him, thereby creating a positive environment in which all the employees thrive. Team work becomes easier and more effective in such situations and organizations prosper due to the vitality that builds among its workforce (Abid et al., 2016).

Hypothesis 3. Colleague support is positively related to thriving.

Thriving and Well-Being

Sustaining the physical and psychological well-being of employees through thriving has become integral to organizations if they are to flourish in this dynamic business world (Porath et al., 2012; Spreitzer et al., 2005). Well-being here is referred to as an individual's perception of a positive life or his affective attitude towards a satisfaction in all life domains (Spreitzer et al., 2005). It is, hence, the idea of 'perfect life' by an individual. Likewise thriving is also psychological (Spreitzer et al., 2005) in nature, but it predicts the level of vitality an individual feels at his place of work (Kira & Balkin, 2014). This vitality is known to be linked with employee wellbeing and other related work outcomes (Collins, 2014; Raes, Bruch, & De Jong, 2013).

Hypothesis 4. Thriving is positively related to well-being.

Thriving and Constructive Voice Behavior

In the current times, learning has increasingly become very important to organizations at large. This rising emphasis on learning is due to the fact that it helps in building competencies in employees, which legitimizes them to move up the ladder of status quo (Carmeli & Spreitzer, 2009). Additionally, it enhances expertise and builds a strong base for very important behavior at workplace which is constructive voice behavior. It has been observed that thriving employees are more likely to engage in this form of behavior as they are constantly involved in making mental schemas (cognitive dimension of thriving) about their surroundings which leads them to identify problems quicker than other employees. Secondly, thriving employees are more energetic due to which they indulge in more citizenship behavior and are hence more motivated to resolve problems beyond their job duties (Carmeli & Spreitzer, 2009) like raising constructive voice (Spreitzer et al., 2005). The cut-throat competition requires every organization to hire thriving employees as they can give brilliant ideas, are good at forecasting problems and opportunities, are more dedicated to improve working conditions (Carmeli & Spreitzer, 2009) and can raise voice to remove negative outcomes or achieve positive outcomes. These attitudes help in the development of a friendly and supportive work climate which makes employees feel safe and respected at the organization, thereby making them loyal (Edmondson, 1999; Spreitzer, 2005).

Hypothesis 5. Thriving is positively related to constructive voice behavior.

Thriving and Organizational Commitment

Organizational commitment is defined as the relative strength of an individual's identification and involvement in a particular organization (Mowday, Porter, & Steers, 1982). Previous empirical studies suggest that personal, work experience, contextual and organizational factors serve as predictors for organizational commitment (Aubé, Rousseau, & Morin, 2007; Avolio, Zhu, Koh, & Bhatia, 2004; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). There are various organizational and personal factors that determine the organizational commitment; some of them might be extrinsic and some intrinsic. Thriving at work influences the attitudes and behaviors of the employees at work. Commitment with the organization is more likely to happen when the employees have the opportunity to learn at work and they feel cared for and supported (Ng, Butts, Vandenberg, DeJoy, & Wilson, 2006). On the other hand, commitment boosts when employees experience greater energy and feel that they are learning and growing at work. Exchange theory explains that in a shared liaison there is always an element of reciprocity (Wayne, Shore, & Liden, 1997). Hence, under the reciprocity ideology, organizations that provide learning opportunities to their employees, finds them to reciprocate it with loyalty and commitment. Therefore, when thriving individuals are present in the organization, their energy and vitality helps in developing a work climate that promotes learning and development.

Hypothesis 6. Thriving is positively related to commitment.

On the basis of above theory-driven line of reasoning among study variables in direct paths (H1-H6) leads to the derivation of our indirect hypotheses to complete the development of our model. All the indirect hypotheses are mentioned below;

Hypothesis 7. Thriving mediates the relationship between self-efficacy and well-being.

Hypothesis 8. Thriving mediates the relationship between self-efficacy and constructive voice behavior .

Hypothesis 9. Thriving mediates the relationship between self-efficacy and commitment.

Hypothesis 10. Thriving mediates the relationship between curiosity and well-being.

Hypothesis 11. Thriving mediates the relationship between curiosity and constructive voice behavior.

Hypothesis 12. Thriving mediates the relationship between curiosity and commitment.

Hypothesis 13. Thriving mediates the relationship between colleague support and well-being.

Hypothesis 14. Thriving mediates the relationship between colleague support and constructive voice behavior

Hypothesis 15. Thriving mediates the relationship between colleague support and commitment.

III. METHOD

Sample and Procedure

Data was collected by means of self-administered survey questionnaires from employees and their managers. The respondents were asked to provide personal information (including age, gender, marital status, formal education, organization, experience, and designation), and information related to study variables. The first author introduced the purpose of the research to the participants and sought their informed consent to participate in this study. A letter from the institution was issued to ensure the confidentiality of the responses. The procedures of data collection were identical for every organization. Employees were scheduled for 20 minutes from the organization paid time. The questionnaires were administered in English given that this language is the means of communication across these organizations. Moreover, employees with at least twelve years of education were approached for this study so that they could easily understand the survey questionnaire.

A heterogeneous sample of 226 working adults in diverse occupations (e.g. verification officer, sales representatives, teachers, and relationship officers) in the service sector were recruited. The sample consisted primarily of males, which were 73.5% (166), singles which were 49.1% (111), between the ages 18 to 57 years (mean age = 28.99, SD = 12.58), employees with 16 years or above formal education were 39.8% (90) of the total sample, with a work tenure between 1 to 20 years (mean = 14.40, SD = 4.77) in different fields.

Managers were asked to fill in the data for employee's constructive voice behavior. They were 56 managers in total between the age group of 23-58 years (mean age 31.23, SD = 18.52). Their level of education was between 14 to 20 years (mean = 16.87, SD = 1.40) and their work tenure ranged from 1 to 30 years (mean = 8.80, SD = 7.32) while their supervisory tenure was between 1 to 20 years (mean = 3.02, SD = 3.13). Span of control of managers ranges from 1 to 20 employees, whereas the average span of control is about 4 employees.

Measures

Curiosity

Curiosity was measured through Mussel et al. (2012) scale which is mostly used in organizational research. It is a ten item scale which was used with a 5-point Likert scale to gather data at Time 1. The scale was considered reliable with an alpha value of 0.77. A higher score indicated higher levels of curiosity.

Self-Efficacy

Self-efficacy was measured through an eight item scale of Chen, Gully, and Eden (2001). Sample item of this scale is "I am confident that I can perform effectively on many different tasks". A similar five point Likert scale as the commitment was used for this variable as well. The scale was reliable with an alpha value of 0.78.

Colleague Support

Peeters, Buunk, and Schaufeli (1995) developed a scale on social support which contained further sub-dimensions. One of the dimensions is colleague support which is measured through four items, one of which is "This month, my colleagues showed that they appreciated the way I do my work". The scale is considered reliable with a value of 0.73. A five point Likert scale (1 = strongly disagree, 5 = strongly agree) was used for measurement.

Well-Being

Satisfaction with Life Scale (SWLS) developed by Diener, Emmons, Larsen, and Griffin (1985) was used to measure the well-being of employees. It is one of the most frequently used scale for measuring subjective well-being and cognitive judgment (Watkins, Woodward, Stone, & Kolts, 2003) and is appropriate for group comparison and for people belonging to all age groups (Pavot & Diener, 1993; 2008). It is a scale with five items, one of which is "In most ways my life is close to my ideal". Seven point Likert scale is used (1 = strongly disagree, 7 = strongly agree) for measuring this construct and the scale is reliable with an alpha value of 0.75.

Constructive Voice Behavior

Constructive voice behavior of employees was measured through a six item scale made by Van Dyne and LePine (1998). Supervisors/Managers were asked to fill in this information for their employees using a five point Likert scale at Time 2. Sample item includes “This particular subordinate gets involved in issues that affect the quality of work life here in this group”. The reliability of this scale was 0.78.

Organizational Commitment

Commitment scale of Mowday, Steers, and Porter (1979) was used to measure the organizational commitment of employees. It contains three items, one of which is “I am proud to tell people who I work for”. A five point Likert scale (1 = strongly disagree, 5 = strongly agree) was used to measure the affective commitment through this scale which is considered reliable with an alpha coefficient of 0.72.

Thriving at Work

Thriving was measured through the tri-dimensional scale that was developed by Abid et al. (2021). A five point Likert scale (1 = strongly disagree, 5 = strongly agree) was used for measurement. Sample item includes “I continue to learn more as time goes by”. The reliability of this scale was 0.80.

Control Variables

Demographic variables like age, education level and work tenure were considered as control variables in the current study.

IV. RESULTS

We followed previous approaches of researchers to conduct data analysis (e.g. Butt, Abid, Arya, & Farooqi, 2018) and tested the proposed hypotheses. Specifically, the confirmatory factor analysis (CFA) was conducted using the IBM AMOS (maximum likelihood) software version 24 to test the factorial structure and the adequacy of our hypothesized seven-factor measurement model. Subsequent to the CFA, hypotheses were tested using the PROCESS macro analysis (Hayes, 2012). The PROCESS macro analysis was selected because based on bootstrap sampling it has been recognized as a solid and rigorous approach for detecting the significance of conditional indirect effects (Kisbu-Sakarya, MacKinnon, & Miočević, 2014).

Common Method Variance

In our study, the collected data are of self-reported nature (except voice behavior) using a survey questionnaire conducted in a specific time period. Therefore, it is important to determine the extent to which the common method variance poses threats to the validity of our study (Podsakoff & Organ, 1986). As suggested by Podsakoff et al. (2003), Harman’s one factor test was performed to examine common method variance. This analysis has ensured that all the items pertaining to the study variables were subjected to factor analysis. If a single factor accounts for more than 50% of the variance, it indicates that a common method variance exists. In this study, the first factor explained 15.44% of the variance, indicating that the common method variance does not pose a validity threat.

Confirmatory Factor Analysis

A total of two models were tested: a seven-factor measurement model (i.e. curiosity, organizational commitment, thriving at work, colleague support, self-efficacy, well-being, and voice behavior) were compared with other alternate one-factor model. The statistics set for our proposed seven-factor hypothesized model had an acceptable adjustment ($\chi^2 = 628.82$, $\chi^2/df = 1.436$, IFI = 0.90, CFI = 0.90, SRMR = 0.03, RMSEA = 0.04) (Hair et al., 2010; Hu & Bentler, 1999; Jöreskog & Sörbom, 1993) which was better than alternative model ($\chi^2 = 3748.66$, $\chi^2/df = 3.063$, IFI = 0.32, CFI = 0.31, SRMR = 0.06, RMSEA = 0.09).

Descriptive Analysis

The descriptive statistics (means, standard deviations, and correlations) of all the study variables are shown in Table 1. Correlational analysis provides initial support for the hypotheses by suggesting significant correlations of thriving with curiosity ($r = 0.45$, $p < 0.01$), commitment ($r = 0.29$, $p < 0.01$), colleague support ($r = 0.27$, $p < 0.01$), self-efficacy ($r = 0.24$, $p < 0.01$), well-being ($r = 0.22$, $p < 0.01$), and voice behavior ($r = 0.47$, $p < 0.01$).

Table 1. Descriptive Statistics and Correlation Matrix

Variables	Mean	SD	1	2	3	4	5	6	7	8	9	10
1. Age	28.99	12.58	-									
2. Education	14.40	4.77	.36**	-								
3. Tenure	6.51	8.56	.73**	.19**	-							
4. Curiosity	4.12	.42	-.09	-.09	-.07	(.77)						
5. Commitment	4.15	.51	-.05	-.03	.02	.24**	(.72)					
6. Thriving	4.18	.21	-.10	-.07	-.14*	.45**	.29**	(.80)				
7. Colleague Support	3.97	.54	-.05	.08	-.03	.17*	.08	.27**	(.73)			
8. Self-Efficacy	4.18	.42	-.02	-.09	-.02	.21**	.11	.24**	.23**	(.78)		
9. Well-Being	4.28	.75	.01	.02	-.01	.50**	.13*	.22**	.06	.04	(.75)	
10. Voice Behavior	4.07	.51	.01	.07	.01	.25**	.15*	.47**	.07	.14*	.18**	(.78)

Note: n= 226; Cronbach's alpha reliabilities are on the diagonal in parentheses.
*p <.05, **p <.01

Hypotheses Testing

Table 2 shows the relationships between the explanatory variables (self-efficacy, curiosity, and colleague support) and the criterion variable, which is, workplace thriving. Two steps are carried out to reach these results. In the first step, the age, education and tenure are used to see their effect on the criterion variable. In the second step, these variables are controlled and the independent variables are added to find out their effect on thriving.

Table 2. Hierarchical Linear Regression for Tri-Dimensional Thriving Scale

Variables	Model 1	Model 2	Model 3	Model 4
Control Variables				
Age	0.04	0.03	0.051	0.06
Education	-0.05	-0.03	-0.021	-0.08
Tenure	-0.16	-0.15	-0.142	-0.16*
Explanatory Variables				
Self-Efficacy		0.23***		
Curiosity			0.44***	
Colleague Support				0.27***
R²	0.02	0.08	0.21	0.09
Durbin-Watson	1.36	1.45	1.50	1.44

Note: * P < 0.10; ** P < 0.05; *** P < 0.01

Model 1 shows that there is no effect of the control variables (age, education, and tenure) on workplace thriving. Models 2 to 4 are concerned with hypotheses testing between self-efficacy, curiosity and colleague support on thriving. The test for autocorrelation showed satisfactory Durbin-Watson values for all the hypotheses being tested. The results predicted a significant positive impact of self-efficacy on thriving ($\beta = 0.23$, $P < 0.01$), supporting our Hypothesis 1. There was an overall increase of 7.6% in thriving of employees due to their self-efficacy. In line with Hypothesis 2, curiosity was also found to have a similar significant positive relationship with thriving ($\beta = 0.44$, $P < 0.01$), however, it brought about 21.3% increase in thriving of employees. Lastly, colleague support also had a significant positive effect on thriving ($\beta = 0.27$, $P < 0.01$), favored our Hypothesis 3, bringing an overall change of 9.4% in thriving of employees.

Table 3. Hierarchical Linear Regression for Well-Being, Voice Behavior and Commitment

Variables	Well-Being		Voice Behavior		Commitment	
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
Control Variables						
Age	0.02	0.01	-0.02	-0.04	-0.13	-0.14
Education	0.01	0.03	0.07	0.96	-0.00	0.02
Tenure	-0.02	0.01	0.01	0.08	0.12	0.16*
Explanatory Variables						
Thriving at Work		0.23***		0.48***		0.30***

R²	0.00	0.05	0.00	0.23	0.01	0.10
Durbin-Watson	1.71	1.80	1.84	1.99	1.62	1.65

Note: * P < 0.10; ** P < 0.05; *** P < 0.01

Table 3 depicts thriving as a predictor of well-being, voice behavior, and commitment (supporting Hypotheses 4 - 6) when age, education, and tenure are controlled and when they are included. Models 2 to 6 are focused on testing these two conditions. The results suggest that the control variables do not affect the thriving of employees in any way. They also show that there is no problem of autocorrelation in the models tested. Alternately, they show significant positive effect of thriving on well-being ($R^2 = 0.05$, $\beta = 0.23$, $P < 0.01$), employees' commitment ($R^2 = 0.10$, $\beta = 0.30$, $P < 0.01$) and voice behavior ($R^2 = 0.23$, $\beta = 0.48$, $P < 0.01$).

Mediation Testing

Table 4 provides the results of the mediating effects evaluated through SPSS PROCESS macro provided by Hayes (2012). The empirical findings suggested that self-efficacy was found to have an indirect effect on well-being through thriving, supporting H7. This indirect effect was positive ($\beta = .10$) and the formal two-tailed significance test indicated that indirect effect was significant (Sobel $z = 2.41$, $p < 0.05$). Bootstrap results verified the Sobel test with a bootstrapped 90% CI around the indirect effect not containing zero (.04, .20). In line with H8, self-efficacy was found to have an indirect effect on voice behavior through thriving. This indirect effect was positive ($\beta = .13$) and significant (Sobel $z = 3.27$, $p < 0.001$). The bootstrapping results favored Sobel test with 90% CI around indirect effect do not contain zero (.05, .21). Further, the results demonstrated that self-efficacy is indirectly related to commitment through thriving, favoring our H9. This indirect association was positive ($\beta = .08$) and significant (Sobel $z = 2.72$, $p < 0.05$). The bootstrap results were consistent with the Sobel test as bootstrapped 90% CI do not contain zero (.02, .14) while inconsistent with our H10, the process macro results revealed that the indirect association between curiosity and well-being was insignificant (-.10, .10).

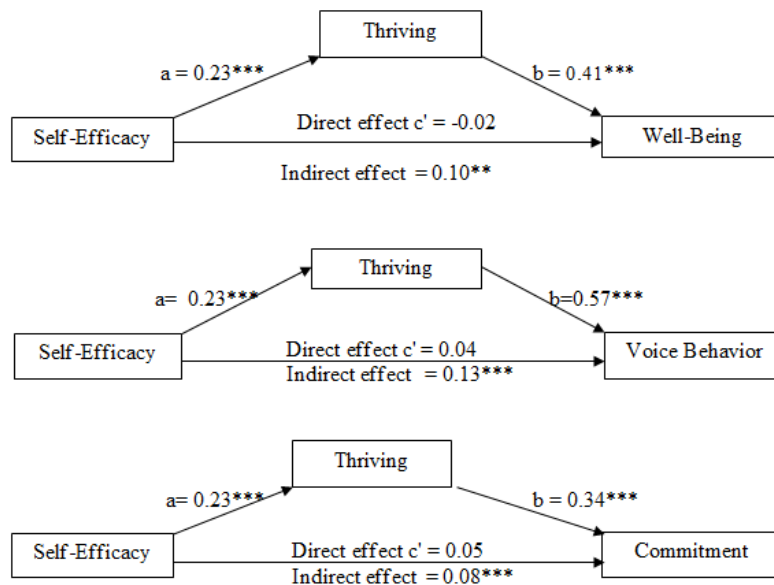


Figure 2: Self-efficacy as Predictor

Supporting our assumptions for H11, the indirect relationship between curiosity and voice behavior through thriving was positive ($\beta = .24$) and significant (Sobel $z = 2.72$, $p < 0.001$). Bootstrap results furthered the results as 90% CI around this indirect effect do not contain zero (.15, .34). Moreover, the association between curiosity and commitment through thriving was found positive ($\beta = .12$) and significant (Sobel $z = 2.89$, $p < 0.05$). The bootstrap outcomes favored Sobel test with 90% CI (.04, .20) excluding zero point.

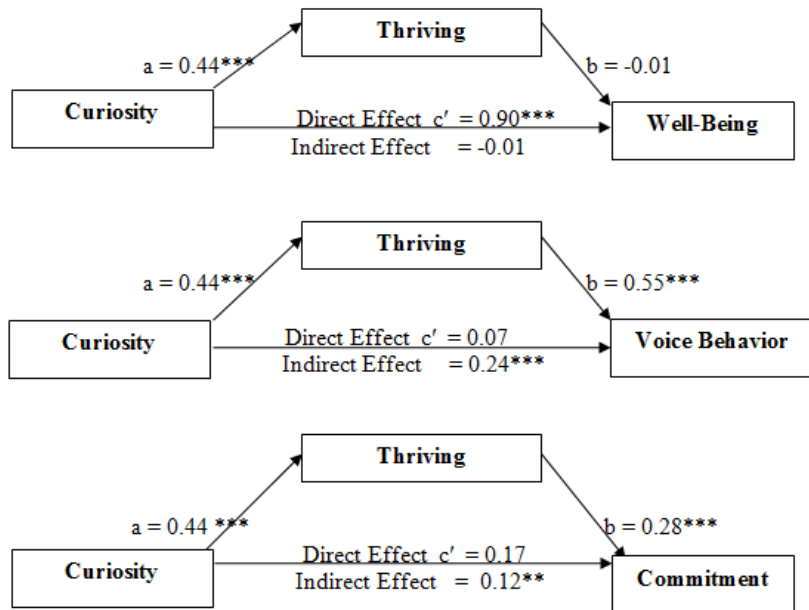


Figure 3: Curiosity as Predictor

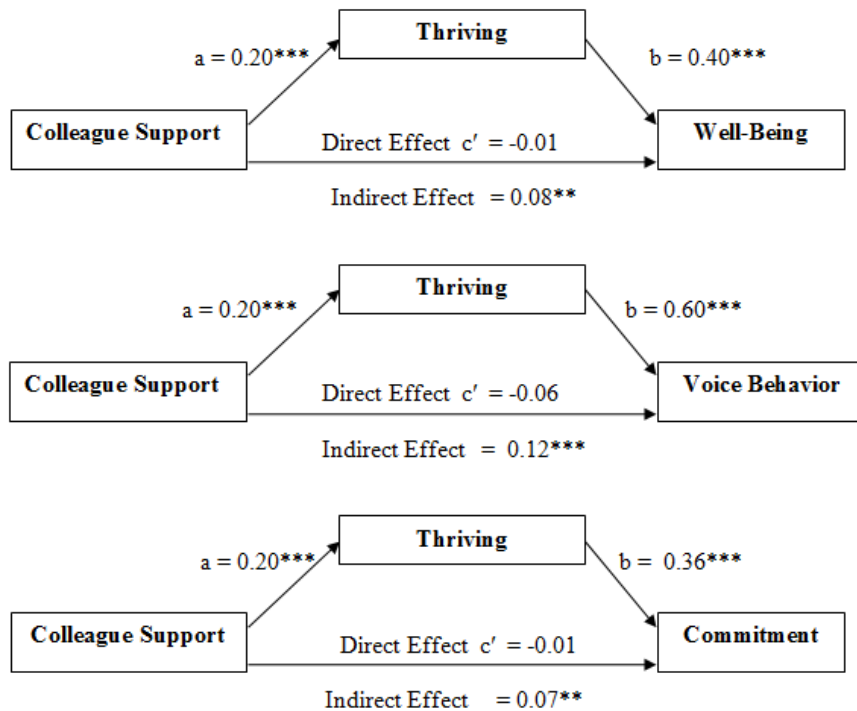


Figure 4: Colleague Support as Predictor

The results also maintain our H13, H14, H15 as that the indirect effect of colleague support on well-being [$\beta = .08$, Sobel $z = 2.52$, $p < 0.01$, bootstrap 90% CI (.02, .14), excluding zero], on voice behavior [$\beta = .12$, Sobel $z = 3.63$, $p < 0.001$, bootstrap 90% CI (.06, .19), excluding zero] and on commitment [$\beta = .07$, Sobel $z = 2.95$, $p < 0.05$, bootstrap 90% CI (.03, .12), excluding zero] via thriving was supported.

Table 4. Results of a Simple Mediation Models

Effects	Well-Being				Voice Behavior				Commitment				
	β (SE)	T	P	90% CI	β (SE)	t	P	90% CI	β (SE)	t	p	90% CI	
Self-Efficacy	a	.23 (.06)	3.66	.000		.23 (.06)	3.66	.000		.23 (.06)	3.66	.000	
	b	.41 (.12)	3.32	.001		.57 (.08)	7.53	.000		.34 (.08)	4.21	.000	
	C	.08 (.12)	.64	.524		.18 (.08)	2.17	.031		.13 (.08)	1.63	.103	
	c'	-.02 (.12)	-0.15	.878		.04 (.57)	0.57	.568		.05 (.08)	0.65	.516	
	ab	.94 (.04)		.016	[.04, .20]	.13 (.05)		.001	[.05, .21]	.08 (.03)		.007	[.02, .14]
Curiosity	a	.44 (.06)	7.48	.000		.44 (.06)	7.48	.000		.44 (.06)	7.5	.000	
	b	-.01 (.12)	-0.04	.967		.55 (.08)	6.70	.000		.28 (.09)	3.17	.002	
	C	.90 (.12)	7.70	.000		.31 (.08)	3.90	.000		.29 (.08)	3.71	.000	
	c'	.90 (.12)	7.70	.000		.07 (.08)	0.83	.410		.17 (.09)	1.98	.050	
	ab	-.01 (.06)		.097	[-.10, .10]	.24 (.06)		.000	[.15, .34]	.12 (.05)		.004	[.04, .20]
Colleague Support	a	.20 (.05)	4.13	.000		.20 (.05)	4.13	.000		.20 (.05)	4.13	.000	
	b	.40 (.12)	3.26	.001		.60 (.08)	7.88	.000		.36 (.08)	4.33	.000	
	C	.08 (.09)	0.86	.390		.07 (.06)	1.03	.306		.07 (.06)	1.12	.264	
	c'	-.01 (.10)	-0.02	.984		-.06 (.06)	-0.98	.329		-.01 (.06)	-0.03	.975	
	ab	.08 (.04)		.012	[.02, .14]	.12 (.04)		.000	[.06, .19]	.07 (.03)		.003	[.03, .12]

Note: n = 226. a= predictor relationship; b= mediator effect; c' = direct effect, ab= indirect effect; C = total effect

β = Unstandardized Regression Coefficient; SE = Standard Error; Bootstrap sample size = 1,000; Bootstrap LL = Lower Limit; UL = Upper Limit; CI = Confidence Interval.

V. DISCUSSION

Thriving is one of the most recent phenomena that gain considerable attention in the positive organizational scholarship and behavioral studies (Paterson et al., 2014; Walumbwa et al., 2018). However, despite the rising attention in this concept of thriving, little empirical evidence exists to endorse these claims leading one to wonder that thriving at work is just a flavor of mouth or the current management craze. This study sought to address this research deficit by testing a model of the antecedents and consequences of thriving at work. We elucidated how individual characteristics work as enablers of thriving at work by linking it to three predictor variables (self-efficacy, curiosity and colleague support) and investigated the consequences of thriving at work by testing the relationship with three outcome variables (well-being, commitment and constructive voice behavior). The main idea of carrying out this research was to examine the evidence from a field study whether these variables had associations

with the construct of thriving or not. The empirical results are largely in line with our hypothesized relationships. Below, we discuss theoretical and practical implications of our results.

Theoretical Implications

The results offer numerous theoretical implications. Perhaps the most vital contribution is a more rigorous attention on personal attributes as facilitators/promoters and outcomes of thriving at work. It serves as one of the first empirical investigation of the antecedents and consequences of employee thriving at work and makes a numerous contributions to this emerging and novel field.

Firstly, the present results added into the extant literature on thriving at work by outlining several antecedents that may promote employee thriving at workplace. Particularly, higher level of self-efficacy, curiosity and presence of colleague support foster thriving at work. Therefore, when an employee has elevated belief in his abilities and is eager to learn novel things, his search as well as motivation for new and innovative ideas enhances (Farmer & Tierney, 2017) which in turn are linked with employee learning and vitality both of which are important ingredients of thriving. Additionally, healthy and supportive co-workers' behavior enhance help employee to achieve high level of energy (i.e., vitality) which represent higher level of thriving. Receiving support from peers can alleviate emotional costs and burdens that employees may experience due to highly competitive and demanding work environment. Moreover, Employees experience vitality and comfort if they work in friendly work environment as a result they will thrive at higher rate.

Secondly, we advance the literature by highlighting potential benefits of thriving at work. Our study findings demonstrate that by promoting thriving among its workforce, the workers as well as organizations get benefit in the long run. We found that thriving employees enjoy high well-being, are more committed to their employing organization and show constructive voice behaviors. This study is theoretically significant as it advocate that thriving at work is an important mental and inspirational state that influences personal development (Spretizer et al., 2005) and resultantly employees attain higher levels of well-being and show loyalty towards their employer. Such employees reciprocate the organization by freely communicating constructive thoughts and suggestions useful for their work to higher authorities which depicts their constructive voice behavior. By providing these promising results, our study addressed the gap in the literature and increased our understanding of potential enablers and the consequences of thriving at work.

Practical Implications

These findings suggest that to increase employee thriving, organizations should develop practices or initiatives aimed at increasing self-efficacy, curiosity and supportive behavior towards colleagues. The managers can be instrumental here in terms of providing such environment which nourish and cultivate employee thriving at workplace.

This study also offers vital practical implications, particularly for HR management in organizations. First, our findings recommend that in order to capture the potential benefits of thriving at work, the management should actively concentrate on elements that may promote thriving at work. Particularly, organization can utilize our study findings to promote self-efficacy, curiosity and supportive behaviors boosting tactics within their training programs recognizing its positive impact on employee thriving. The managers can be instrumental here in terms of providing such environment and promoting the enablers which can nourish and cultivate employee thriving at workplace. Organizations can also get benefit by recruiting such employees who have high level of self-efficacy and curiosity, thus thrive at work.

To summarize, there are several ways through which organizations can promote thriving among employees. Many of these efforts require relatively little resources while some others need high investment. The important point is to take an initiative. The organizations which started with small steps, after finding fruitful consequences, maintained these initiatives even in difficult financial scenarios. Management should endeavor to set the stage for thriving by utilizing the enablers mentioned above, once set - they will get additional advantages as our results suggest that when employees thrive, they are likely to be high on their well-being, which emphasizes the significance of thriving at work as a technique that employees can utilize to cope up with everyday challenges and stressors at work. Enhanced employee well-being is not only valuable for organizational success but it also facilitates organizations in reducing high costs associated with poor well-being of employees (Spreitzer et al., 2012). Next, according to our findings thriving employees are more committed towards their employing organization and more likely to be engaged in constructive voice behaviors thus improving organization's overall competitiveness. In a

nutshell, we can say that thriving employees tend to create such environment that fosters more thriving at workplace. As a result, thriving generates positive spirals for employees themselves and for the organization as well. For instance, a contagion impact is probable among co-workers as people like to tag along the thriving employees which can create role model impact. Therefore by facilitating thriving at work employees, management and organization can prosper.

Limitations and Future Directions

In spite of having collected data from two sources and thereby avoiding issues of common source bias (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003), the present study's contributions should be interpreted in light of some potential limitations.

Our first limitation is the issue of causality. We do not employ a longitudinal or experimental research design to trace out the causality of the relationships. Well-being, commitment and voice behavior may contribute to thriving at work as these may promote vitality and eagerness to learn among employees. It may also be the case that higher thriving at work develops the feelings of self-efficacy among people. Future research should investigate more thoroughly the nature of causality and the causal direction by conducting longitudinal analyses and employing different methodological designs. This would explore the direction of the causal relationships among the variables. Second, we empirically examined our proposed model in the Pakistan. To generalize our study findings, further research should replicate our study findings in other cultures and country context. The relationships can also be investigated in different working contexts.

Third, our study respondents were mainly male employees, which may generate the generalizability issue for both genders. Future studies should replicate our study by employing sample comprised of an equal number of men and women or they can also collect data from female employees for conducting a comparative study. Further, although we controlled for factors like age, education level and work tenure, we were unable to control for other constructs that may have a connection with thriving at work including core self-evaluations, job satisfaction, innovation and personal development. Future research needs to address these potential limitations.

In addition, manager rating for employee in relation to constructive work behavior has its limitations, as managers rating may be biased for some employees (Yuan and Woodman, 2010). Future researchers should use the alternative verification method like peer rating. Practical implications of the study have been discussed in the next section.

VI. CONCLUSION

Our study significantly contributes to both theory and practice by offering further support to the importance of thriving at work and in addition empirically exhibiting several previously unexplored factors linked to the experience of thriving at work. In particular, we found that self-efficacy, curiosity and supportive colleague's behavior promote thriving at work which further leads towards higher subjective well-being, organizational commitment and constructive voice behavior. By and large, we contributed to the objective of getting better comprehension of the nature of thriving at work and its significance for organizations.

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