

Impact of Sustainable Human Resource Management Practices on Secondary School Teacher Job Performance: A Conceptual Framework of Teacher Psychological Ownership

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This study proposed a mediation research framework that links employability, sense of personal responsibility, work life balance, training, health conditions offering and job performance for sustainable human resource management in secondary schools of Punjab Pakistan. Literature of SHRM proposed that organizations need dependable and psychologically empowered employees to run businesses in the future. SHRM is looked at as an extension of strategic HRM and present a new approach to managing human resources with a focus on social, physical and psychological wellbeing for long term HR development, renewal and regeneration. However, attributes of SHRM are still not clear and very limited literature is available on the relation of SHRM and job performance via the mediation role of psychological ownership. Hence, the current study proposed a conceptual framework to close this gap and to explore the impact of sustainable human resource management practices on public school teacher psychological ownership and the impact of psychological ownership on job performance of secondary school teachers in Punjab, Pakistan. Moreover, this study tries to examine the link occurring in the relationship between individual SHRM practices and PO more closely. Further, the research seeks to determine whether there is a link between PO and job performance. To attain this study

objective, a comprehensive review of literature on SHRM, PO and job performance was carried out. This conceptual model will help government agencies, HR managers, practitioners and decision makers to better understand of SHRM practices and focus on implementation of the identified practices to boost the job performance of their employees by enhancing the sense of employee's psychological ownership. Further, the scope of future study was to test and validate this model by collecting primary data from secondary school teachers of Punjab, Pakistan by using a Structural Equation Modelling (SEM) approach for hypothesis testing and to find out the effect of psychological ownership as a mediator between SHRM practices and job performance.

Key words: *Sustainable human resource management, psychological ownership, job performance.*

Introduction

Educational system all around the world have been experiencing reforms and changes for the provision of quality education especially in developing countries, for example, Kuwait, Bangladesh, Bhutan, India, African countries and Pakistan (Alsaleh, 2019; Babaci-Wilhite & Geo-JaJa, 2018; Dorji, Bailey, Paterson, Graham, & Miller, 2019; Kalpana, 2017; Shoeb, Ahmad, & Iftikhar, 2017). In addition, due to continuous development of new knowledge, information and technology on a global level organizations have been held accountable to realign and redevelop human resource management policies to achieve the goal of sustainable competitive advantage (Aibaghi-Esfahani, Rezaii, Koochmeshki, & Sharifi-Parsa, 2017).

Quality of education is dependent upon teacher performance, training, learning materials and educational infrastructure (Shoeb et al., 2017). It is very important for a strong education system, that all students must have motivated and well-trained teachers. A well-trained teacher can identify the weaknesses of students and support them and guide them by through differentiated learning experiences (Vally & Spreen, 2012; Verger, Edwards Jr, & Altinyelken, 2014; Ametorwo, 2016; Sandy, 2018; Rakab, 2018; Önder, 2018; Aslan & Efe, 2018; Guirguis, 2018).

To enhance the organizational performance through employee's development, the research suggests taht several human resource management practices be implemented. However, recently, researchers claim that sustainable human resource management is one of the recent management processes which mainly focus on the employability, enhance the sense of personal responsibility, work life balance, health and safety conditions offering and

sustainability training to raise the sustainability, social welfare and working life of human resources (Asis-Castro & Edralin, 2018).

Sustainable human resource management consists of several management practices, in addition to various beliefs and values that all employees in an organization need continuous development and equal treatment from the organization. SHRM (sustainable human resource management) can be defined as “administrative activities that are associated with continuous development (employability, enhance the sense of personal responsibility, work life satisfaction, health and safety and sustainable training of employees) and aims to raise working age of employees significantly” (Aibaghi-Esfahani et al., 2017; Ehnert, 2006; Wang & Yang, 2018; Likitrattanaporn, 2018; Zhang, 2018; Promsri, 2018).

Although there is various research that directly concerns sustainable human resource management practices, these practices are still considered unclear and vague (Jacob Cherian, 2017; Holloway, Romme & Demerouti, 2018). This is due to the fact that SHRM has different definitions according to the vision and concept of practitioners about the term sustainable human resource management. Limited studies were conducted to define and to test the relationship of sustainable human resource management practices and employee’s performance through mediation process, which is the main aim of this study.

The scope of this study includes secondary schools and teachers at those schools. As such, the study aims to investigate whether there is a positive relationship between effective implementation of sustainable human resource management practices and secondary school teacher job performance through the mediation role of teacher psychological ownership. When one organization applies sustainable human resource management practices in an effective way then the performance of associated organizations is enhanced through better performance of employees (Aedi & Herawan, 2019; Mazur, 2017; Tooranloo, Azadi, & Sayyahpoor, 2017).

Budginaitė, Barcevicus, and Espasa (2016), claim that sustainable human resource practices have significant positive impact on the performance of employees. According to Lee (2019), and Jerome (2013), human resource management practices have a significant positive influence on employee performance through the mediation process. Several categories of sustainable human resource management practices were considered as a predictor of psychological ownership and performance such as employability, sense of personal responsibility, work life balance, health conditions offered and sustainability training. This paper discusses sustainable human resource management practices and their influence on psychological ownership and the impact of psychological ownership on school teacher job performance.

Problem Statement

Education is the best resource mankind has ever known and the greatest force for social progress in the world (Smith, 2018). Furthermore, education provides a strong foundation for the development of groundwork, on which much of social and economic wellbeing of society is built (Qureshi, 2019). Moreover, education is one of the most important investments that a country can make in its people and for the future of the nation (Ahmed, 2018). A good education system is the source of human social and economic development (Ozturk, 2001; Shoeb et al., 2017).

The present education system of Pakistan is facing many challenges, such as (a) poor student outcomes specially in government schools, (b) extension of private schools' networks, (32000 to 64000) (c) low student retention rates in government schools, which is only 34% (d) decreased student enrolment in public schools. Current research indicates that lack of competitive human resources (Teachers) and poor performance are significant reasons behind identified issues in public schools (Durrani & Halai, 2018; Khan, 2018; Rafique, Sultan, Ahmad, & Imran, 2018; Sheikh, 2018; Shoeb et al., 2017; (A. K. Tahir Andrabi, Jishnu Das, 2018)).

This continuously, changing global landscape necessitates that educational institutes be diverse and adaptable in order to meet the challenges of quality education (Nair, 2019) in a knowledge economy. One of the most significant ways to improve the performance of education institutes is to engage competent and effective human resources (teachers), especially in the case of secondary schools' teachers who are the human resources (teachers) that have greatest impact on student and school performance (Kaplan & Owings, 2001; Shahzad, Khan, & Akhtar, 2016). Practitioners, policy makers, and parents agree that affective and efficient teachers are the key to improve public education (Shahzad et al., 2016; Houndjo, 2018).

Teachers are the real assets of a nation and that's why teacher performance is of great impact to the success of the teaching learning process. The research indicates that teacher basic capability ensures the success of students and of the educational system at large. Performance has always remained a prime requirement in the teaching profession (Stronge, 2010). Internationally there is a growing realization that that quality of education will not improve without teacher empowerment, motivation, professional development, use of sustainable human resource practices, and without an efficient and effectively governed system (Nation, 2016).

Literature shows that the performance of a teacher is affected by many factors such as working environment, managerial factors, demographic factors, job related factors and relationships with school heads and colleagues (Hasbay & Altındag, 2018). Recently,

researcher has had an increasing focus on the predictors of teacher's performance, especially in public schools (Ugwu & Amazue, 2014). Greater attention is being paid to the psychological factors such as, personality traits, engagement, interpersonal characteristics, self-efficacy, psychological contract fulfilment and psychological ownership, instead of merely the external organizational and working environmental factors when considering teacher efficacy (Kneipp, Kelly, Biscoe, & Richard, 2010; Parzefall & Hakanen, 2010; Polk, 2006; Roux, 2010; Stronge, 2007). Existing literature reveals that psychological ownership has emerged as one of the important constructs among organizational researchers in this field, and the need to create a feeling of ownership for the organization and job has received increased scholarly attention (Adil & Kamal, 2018; Ugwu & Amazue, 2014).

A most critical indicator of public secondary school teacher's poor performance is the low enrolment rate in public schools of Punjab, Pakistan. According to the Punjab education report (2017-2018) student retention rate in government schools after primary education is just 34% which means that most parents are not satisfied with the performance of public schools and they enrol their children into private schools in pursuit of quality education. Further, an extension of private schools numbers from 32000 to 64000 occurred during 2010 to 2016, this high growth private schools indicates poor perception of education standards in public schools and teachers competence are significant factors that influence choice of school sector (Tahir Andrabi, Jishnu Das, 2018; Tahir Andrabi, Asim Ijaz Khwaja, Tara Vishwanath, & Zajonc, 2008).

Hence, researchers proposed that there was a need to study the predictors of quality education and school teacher performance in public schools and that the government should then use this data to inform plans for improved practice. Thus, most recently, the concept of human resources as a suitable predictor of performance has attracted the attention of researchers and practitioners in the practical as well as theoretical sphere. Human resources (teachers) in secondary public schools has been given less significance and has not been investigated widely (Hallinger, 2017).

A literature analysis in the context of education and human resource (school leadership, teachers' performance, school leadership competence) has found that most of the research has its origin in English and Western cultures (Hallinger, 2018; Hallinger & Bryant, 2013; Hallinger & Leithwood, 1996; Mertkan, Arsan, Inal Cavlan, & Onurkan Aliusta, 2017). Further, the job of a school teacher is very complex, stressful, often overburdened and filled with ambiguity especially in developing countries (Kalpana, 2017; Kourmousi, Darviri, Varvogli, & Alexopoulos, 2015).

Teacher motivation, satisfaction, professional development, emotional intelligence and ownership of profession has all been identified as playing an important role in enhancing

school teacher performance. Research shows that Sustainable HRM practices such as, development, work life balance, health condition and employability along with teacher's psychological ownership can facilitate the achievement of enhanced school teacher performance (Ehnert, Parsa, Roper, Wagner, & Muller-Camen, 2016; Tahir Andrabi, 2018).

Stronge (2018) supported the seven most important skills for effective teaching, viz.; professional knowledge, instructional planning, instructional delivery, assessment for learning, learning environment, professionalism and student progress. Harris and Rutledge (2007) stated that personality and cognitive ability are positive predictors of performance. Studies have also found that it's the performance of the teacher, that leads to the performance of the student and the success of a country's education system of (Shahzad et al., 2016). In the public education system, secondary schools perform an important role in educating the new generation and prepare them to compete in higher education and play their role in the country's progress (Cuadra & Moreno, 2005; Staff, 1998). Many countries have taken this advancement in the education and educational infrastructure as an important government strategic goal (Alsaleh, 2019; Rodionov, Rudskaia, & Kushneva, 2014).

Furthermore a school teacher's high performance is significant in achieving quality education goals, boosting student learning capabilities and provision of a strong base for the significant contribution of students in the economic growth of Pakistan through quality education and knowledge. Previous studies have clearly shown that school teacher competence is a most significant factor influencing the learning of students and school performance ((Ashraf et al., 2015; Atta et al., 2011; Khan, 2018). Hence, researchers proposed that there is a need to improve the performance of school teachers in public schools to achieve the goal of quality education and student learning because this is currently the most neglected area in the context of education in Pakistan (Tahir Andrabi, 2018).

Moreover, researchers have currently focused on the secondary education system because secondary education provides the base for higher education and secondary education is a weapon of economic and social development for developing countries (Akiri & Ugborugbo, 2009; Hasbay & Altındag, 2018). Additionally, the role of competent teachers is very vital for the delivery of quality education and hence there is a need to explore the construct of school teacher performance for an effective and sustainable education system.

Therefore, this study integrates the SHRM practices, as factors that may influence school teacher job performance. Importantly, it has been reported that SHRM practices are the predictors of positive employee attitudes (Jacob Cherian, 2017), that affect employee performance. In other words, SHRM, can influence positive employee attitudes such as psychological ownership that may enhance employee performance. Therefore, the current

study assesses the role of psychological ownership as a mediator variable on the relationship between SHRM practices, emotional intelligence and school teacher job performance.

Finally, researchers have mentioned that any reform agenda of government to enhance the performance of school teachers and level of quality education in public schools will be successful without school teacher's ownership or dedication (Tahir Andrabi, 2018). Therefore, it is very important to study the role of sustainable HRM practices as emotional intelligence for the revival of quality education and to enhance the performance of school teacher through the mediation role of psychological ownership in public schools of Punjab, Pakistan.

Research Objectives

This research paper sought to investigate the following major objectives:

1. To explore the SHRM (sustainable human resource management) practices
2. To identify the mediating effect of psychological ownership on the relationship between teacher sustainable HRM practices (employability, a sense of personal responsibility, work life balance, training and health conditions offering and the job performance of secondary school teachers in Pakistan.
3. To identify the impact of PO on secondary school teacher job performance.

Literature review

Job Performance

Job performance is one of the most substantial dependent variables of interest to business, society, government and educators. Researchers have conceptualized job performance as a in a comprehensive definition that focuses on the behaviors and actions of the individuals, not on the results and outcomes of the actions and behaviors of the individuals (Rotundo & Sackett, 2002). Previous studies reveal the existence of a continuous relationship between wider organizational objectives and individual performance as a significant supposition that triggers a structural approach to performance management (Behn, 1995; Hood, 1991, 1995; Osborne & Gaebler, 1993; Pollitt, 2000; Wholey & Hatry, 1992). Therefore, job performance of school teacher is defined as “all the activities and actions performed by teachers for the achievement of educational goals known as teacher job performance”.

There are many new challenges in the school education sector that have emerged due to this world wide educational and technological advancement (Afshari, Bakar, Luan, Samah, & Fooi, 2009). These challenges have brought with them various obligations, methods and dimensions for school teachers to better service public-school student learning quality and performance (Herman, Heritage, & Goldschmidt, 2011; Kneipp et al., 2010; Nair, 2019).

Sustainable Human Resource Management Practices

The context of human resource management is important and has been a subsequent research focus in the last decade (S. E. Jackson, Schuler, & Jiang, 2014). However, this area is still undertheorized and scholars are trying to explore this construct more and extend the existing literature base of HRM through different theoretical perspectives (Lewis, Cardy, & Huang, 2018; Paauwe, 2009). Studies arguing the necessity to rethink human resource management, are a result of the fact that HRM literature specific to human resources is scarce. Furthermore, human resource practices themselves can be harmful for employees and hence, main stream HRM is not focused on employee wellbeing but on the link between HRM and performance (Stankevičiūtė & Savanevičienė, 2018a).

According to the scholars, sustainable human resource management is a gateway which is used to connect human resource management to sustainability (Wang, 2019). The research on sustainable human resource management indicates various sustainable HRM practices applied in different Swiss and Lithuanian organizations of Switzerland that have the following characteristics:

- a. Care of employees.
- b. Employee external partnership.
- c. Profitability
- d. Fairness and equality with employees
- e. Employee development

Organizations need more heterogeneous HRM practices, which simultaneously consider the environment, economy and society along with human aspects.

According to the researchers the framework of sustainable human resource management is the solution of huge employee related issues faced by the organizations such as scarcity of human resources, work related stress and health issues, employee sustainable development, engagement, retention and performance, because sustainable human resource management pays attention to employees' physical, psychological and social needs, preferences and health perspectives (Coutinho et al., 2018; Manuti & Giancaspro, 2019).

Following are the dimensions of sustainable HRM practices focused in current study.

Employability

Employability is an ability of a person which enables the employees to identify their careers and realize the importance of their careers (Aibaghi-Esfahani et al., 2017; Fugate, Kinicki, & Ashforth, 2004). According to Leroux and Lafleur (1995), a school teacher is employable when they demonstrate employability skills such as academic skills (communication,

thinking and learning), personal management skills (positive attitudes and behaviors, personal responsibility and adaptability), teamwork skills (work with others) (Business & Centre, 1992; Carnevale, 1988; Finn Jr, 1988; Fugate et al., 2004).

Conclusively, researchers of sustainable human resource management suggest that employability is the only solution to extend workers work life and their professional development, capabilities, abilities and the competency development of employees. If employers use the sustainable human resource management system and make investment on the capability development of employees, this will enhance the working capabilities of employees and extend their working lives, which develops a sense of organizational identification and trust in employees (Akkermans et al., 2019; Business & Centre, 1992; Fugate et al., 2004; Heijde & Van Der Heijden, 2006; Leroux & Lafleur, 1995; van der Klink et al., 2016).

Akkermans et al. (2019), stated that if employees perceive that the organization invests in human resources development then employees feel committed to remain with the organization over time. In this study it was concluded that employers investment in term of HR practices have a positive impact on employability and employability mediated the impact of HR investment and employees organizational commitment. Pervious studies show that commitment is a work related attitude like “organizational identification, internalization, psychological empowerment and psychological ownership” (Morrow, 1983). According to Pierce et al. (2001), internalization, identification and commitment and psychological ownership all have a sense of attachment with organizations as they share the same psychological constructs in the organizational context. Furthuremore, Van Dyne and Pierce (2004), state that psychological ownership is positively associated with employees’ behaviours.

Personal Responsibility

Personal responsibility is the second component of the sustainable human resource management model presented by Zaugg et al., (2001). According to the literature, personal responsibility has four dimensions (a) awareness and control over one’s thoughts and feelings (b) awareness about the choice of once behavior (c) awareness about the outcome result of the behavior used and (d) feel oneself accountable for the behavior used (Mergler & Shield, 2016; Mergler, 2007). In the context of this current study, if a teacher has a sense of personal responsibility, they will teach students more passionately, and start to ‘own’ their students because they feel responsible for the good or bad results of students (Zaugg et al., 2001; Mergler, 2007; Hellison, 2018).

According to Pierce et al. (2003), that assumption/ sense of personal responsibility of an employee may then lead to the feeling of psychological ownership as a result of self investment of time and energy, The same is suggested by Edward (1966), Kubzansky and Druskat (1993) as cited by Olckers and Du Plessis (2012) in their multidimensional framework of psychological ownership based on the theory of possession. Dittmar (1992), states that possession of target leads to a sense of responsibility and a sense of responsibility is a result of control of an object, and self-investment is the route to psychological ownership.

According to the theory of organizational support employees perception/ feelings are based on the support an organization provide to employees in term of HRM practices, care of employees, wellbeing and welfare (Eisenberger et al., 1986). Hence, if organization support its employees and gives them the control and autonomy on the job, then employees feel a greater sense of ownership.

Work Life Balance

Work-Life Balance is defined as “balance between the working and private life of an employee” (Bolt, 2003). According to Zaugg et al. (2001), work life balance plays a vital role in the sustainability of human resources. Furthermore, according to Dave and Purohit (2016), the construct of work life balance is under consideration by researchers on human resources since the last decade. Moreover it is of note that work life balance serves as a significant factor due to its deep impact on all the vital aspects of a person’s life. Therefore, in the context of this current study, work life balance is considered a dimension of sustainable human resource management that can test the impact of work life balance on the psychological ownership of secondary school teachers as proposed by Macke & Genari (2019).

According to the studies of Pierce et al. (2001, 2003), psychological ownership is a feeling or a state of psychological feelings, which emerges through the three types of practical experiences in an organization. According to Avey et al., (2009), the PO model indicates that those practical experiences are : control over object, knowledge and information about target, and investment of self time, energy and emotional attachment. Pervious studies reveals that very limited literature is available on the relation of work life balance and quality of work life in contrast with employees psychological ownership because psychological ownership is a new construct being used in human resource management sustainability and this construct needs to be further researched (Dawkins et al., 2017; Seçkin & Çoban, 2018). This justifies, why work life balance has been chosen as a sustainable human resource management practice in the existing framework of psychological ownership.

Work life quality increases ownership by employees and it can be expected that an increase in psychological ownership may arise because of the opportunities provided by the organization to its employees. Thereby, it is proposed that there is a positive relationship between employee work life balance and psychological ownership.

Sustainability Training

In working organizations, training is a process to develop the skills, knowledge and abilities of employees (Goldstein, 1991). Furthermore, research shows that training is a continuous on job and of job training process for the improvement of employee's calibre and capabilities and it is an attempt to improve employee current and future performance (Amin et al., 2013). Sustainability training of school teachers is necessary to ensure that teachers are a sustainable human resource and to empower them to compete with the modern era of technology in education and the use of modern techniques and skills in teaching. Training will make teachers capable to meet the challenges of sustainability and create ownership in them towards their job and profession Ehnert et al. 2016; Harris & Sass, 2011; Pellegrini et al., 2018; Wagner et al., 2003).

According to Pellegrini et al. (2018), sustainability training affected willingness of employees to adopt in-role and extra-role behaviours only in the presense of affective commitment (similar to psychological ownership) as a mediator. Furthermore, this study found that it would be helpful to researchers of sustainability if there was evidence found regarding basic insights on how to train employees to enhance their commitment for sustainability and how to design human resource practices and strategies to increase employee commitment (in current study ownership) feelings and behaviours.

Finally, from the above discussion, it can be concluded that training is very crucial for school teacher high performance and to enhance the sense of psychological ownership that boosts their knowledge (sustainability, students social and emotional behaviours, students mental health and advance teaching methods along with use of technology in teaching) and skills including (communication skills, motivational skills, management skills and language skills), abilities of classroom management, decipline of students and task performance. Hence, sustainability training has a significant positive relationship on school teacher psychological ownership

Health Conditions Offering (Care of employees)

A sustainable work system is based on sustainable human resources and human resources are sustainable when they feel healthy and organizations offer them better health conditions and a healthy work environment (Ehnert, 2006b). According to Mariappanadar (2012a),

employees of organizations face the side effects of organizational practices. This negative feedback and externality effects employee's mental health and physical abilities. Previous studies of sustainability construct state that organizations which take care of their employees and give them healthy working environment, are organizations that enjoy the loyalty and commitment of employees (Docherty, Forslin, & Shani, 2002).

School teachers in general, and more specifically in developing countries, face the issues of health, including physical health (heart diseases, vocal problems, diabetes and high blood pressure) and mental illness (stress and neural disorders) due to poor working conditions and work burden (Ali, 2018; Barnabé & Burns, 1994; Cooper & Marshall, 1976; Guglielmi & Tatrow, 1998; Ignat & Clipa, 2012; Kalpana, 2017; Kourmoussi et al., 2015; Liu & Onwuegbuzie, 2012).

Recent research has proposed that health condition offerings are the core component of sustainable human resource management (Zacher, 2015). Therefore, for long term work ability and for better performance, health is a major factor which is usually treated as a part of working environment. According to Maslow's theory of needs, health and safety are the basic needs and hence, if an organization fulfills the basic needs of its employees it will enhance the motivation level of employees. Health and safety conditions are part of school climate and working environment and it is proposed that a healthy working environment has a positive relationship with employees working attitudes and behaviours including (satisfaction, commitment, psychological attitudes, student success, healthy learning environment and teachers sustainable development and retention (Hasbay & Altindag, 2018). A healthy teacher is also a contributing factor to higher achievement for (Bajorek et al., 2014).

Hence, it is proposed that there is a significant positive relationship between health condition sense and teacher psychological ownership.

Psychological Ownership

The conceptual definition of psychological ownership is "a certain state of mind, in which an individual feels as though the target of ownership or a piece of it is "theirs" (i.e., 'It is MINE!')" (Pierce, Kostova, & Dirks, 2001). Studies have also found that psychological ownership can be a strong predictor of employee behaviors, attitudes and performance (Pierce, Kostova, & Dirks, 2003; Van Dyne & Pierce, 2004). Hence, teacher's psychological ownership can play a very significant role in raising the level of student learning and a quality education and the performance of teachers and public schools in general.

Types of Psychological Ownership

Researchers generally differentiate between two significant types of possession in the setting of organizational management. First, is organization based psychological ownership' or a sense of possession to the organization (e.g., "this is My organization"). Second, is job based psychological ownership which is related to the employee's psychological association with their job or role (e.g., "this is My job"), (Dawkins et al., 2017). The majority of the PO research reported that the positive relationships explains that 'employees are assumed to experience their organization and job through their job experience (Dawkins et al., 2017; Pierce et al., 2003; Van Dyne & Pierce, 2004).

Perviously, studies of human resource practices and organizational features that influenced the organizational commitment, suggested that psychological ownership is a predictor of organizational commitment (Fiorito, Bozeman, Young and Meurs (2007). According to Pierce, Rubenfeld and Morgan, (1991), a model of employee ownership leads to the social outcomes and social-psychological ownership. However, several studies of employees attitudes, satisfaction, commitment and Employees Stock Ownership Plan (ESOP) of companies, reveal diverse results of "not significance, neutral, and little variation, and lower level of commitment" relationships between employee stock ownership (employees ownership of companies shares) and their satisfaction and motivation with and commitment to their companies (Klein, 1987; Pendleton, Wilson & Wright, 1998; Dunn, Richardson & Dewe, 1991; Kruse, 1984; Long, 1982).

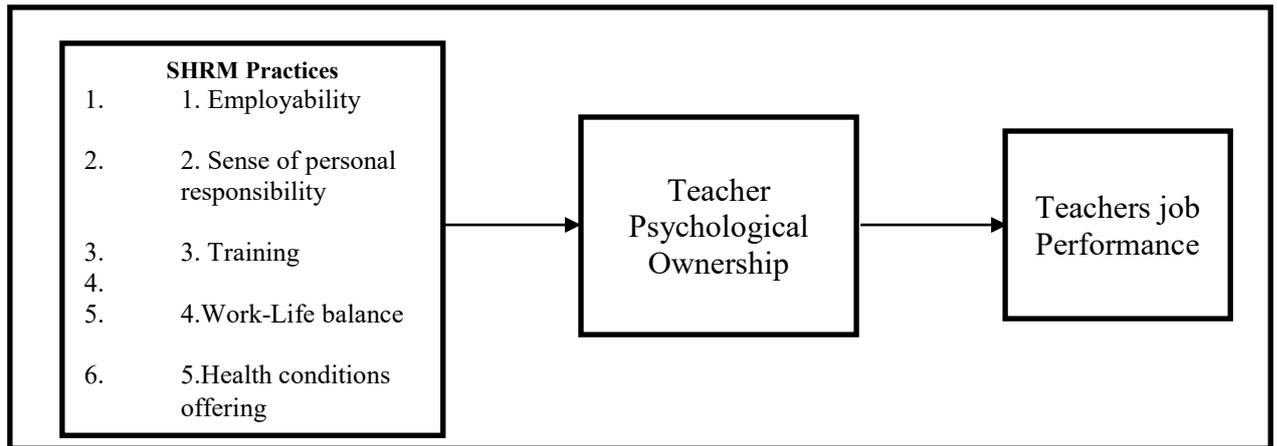
The findings of previous studies suggest that there is a mediating variable other than ownership between the actual ownership's unchanged behavior in two points of investigation, which must be driving the attitudinal change. Pierce et al., (1991) firstly identified that intervening variable as 'Psychological Ownership' which can play a significant role in the interface between employees share ownership and employee's satisfaction and commitment. Moreover, complex jobs are providing more chances to fulfil the motives of PO such as, self-efficacy, self-identity, and self-investment instead of simple jobs, where a person is not able to feel self-efficacy. Another study performed by Krell (1993), found that complex jobs also satisfy the motive of having a home or a place in which to dwell. Dwelling is referring to "being in the world". When an individual is at home, he knows his place in time and space. He further stated that inhabiting something is no longer an object for, but it becomes a part of the purpose.

A new study by Van Dyne and Pierce (2004), on "psychological ownership and feeling of possession comprises three field studies predicting employees attitudes and organizational citizenship behavior". Data was collected from 800 employees including managers and peers' observations of employee's behaviors. Study findings demonstrate that there is a positive relationship between psychological ownership and employee's attitudes (organizational

commitment, organizational based self-esteem and job satisfaction) and employee's work behaviors (organizational citizenship behavior and performance).

Hence, based on the above discussion, it is proposed that psychological ownership has a positive significant relation with employee's job performance.

Proposed Frame Work



Underpinning Theory

The current study proposes two theories to explain this model.

Dittmer's Theory of Possession

Dittmar's (1992) theory of possession primarily consists of a framework with three paradigms, starting from routes of psychological ownership to roots of PO, which leads to the human social and psychological needs. This means that the psychological effect of possession starts from the sense of control over an object, intimate knowing and a sense of self emotional attachment with object. The literature shows that the base of psychological ownership lies in psychological theories of possession (Olckers & Du Plessis, 2012). However, previous researcher suggested various models of motivation to test the behaviors of employees in organizations, such as Roodt (2004), who on the basis of meta-theoretical analysis proposed a motivational model for explaining the states of commitment. Furthermore, that model is adapted by Olckers and Du Plessis (2012), to explain the theoretical multidimensional framework of psychological ownership and this framework is based on the theory of possession given by Dittmar (1992).

This framework thoroughly differentiates the antecedents and consequences of psychological ownership. According to the theory of possession, "possessions specifically, perform the

function of identification symbol of material target, which further express the personal qualities of an individual on the one hand and their social standing on the other hand (Dittmar, 1992)". Moreover, Dittmar explains that employees feel power, sense of control or influence after possession of an object, as possession of a tangible or intangible object enhances the sense of self efficacy of employees (Pierce et al., 2003).

Dittmar (1992), stated that research on psychological possession or ownership is fragmented into three frameworks:

BIOLOGICAL: "The acquisitive instinct"

INDIVIDUAL-CENTRED: "functions possessions fulfill for individual"

SOCIAL CONSTRUCTIONIST: "Possessions as material symbols of identity"

The most significant framework which thoroughly explains the psychological aspects of ownership related to humans and society is the social constructionist framework which explains that possession of an tangible or intangible object will effect psychologically on the perception of self and others (Dittmar, 1991). Further work on this framework was completed by Luthans (2002) and Avey, Avolio, Crossley, and Luthans (2009), who stated that psychological ownership is associated with positive organizational behaviors. Further, Luthans (2002), define the POB (positive organizational behavior) as "the study and application of positively oriented human resources strengths and psychological orientated practices that can be measured, developed and effectively managed for performance improvement at their workplace".

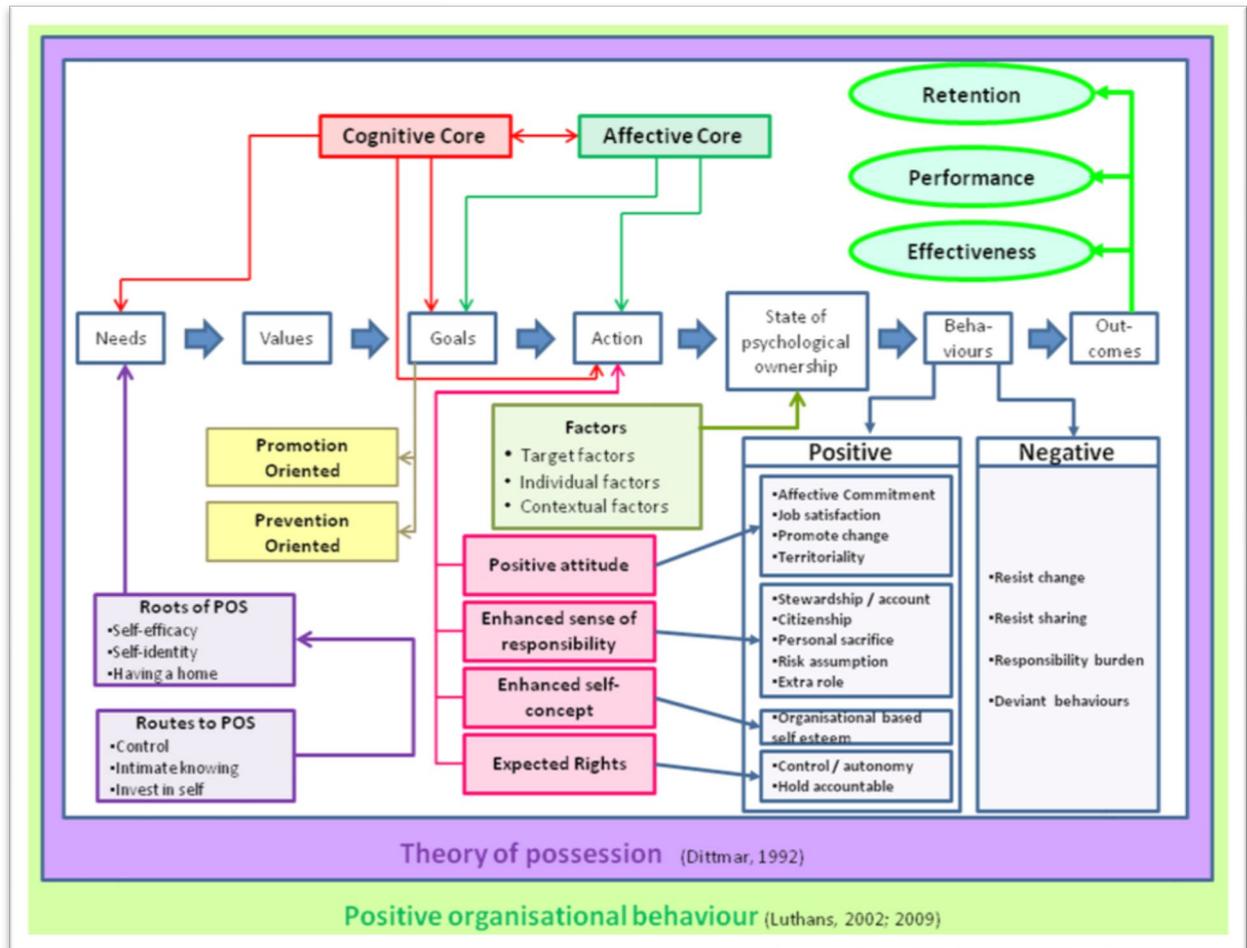
Hence, Dittmar (1992), introduced the term of psychological possession and later on this developed into psychological ownership. He, stated that "possession can effect on human perception and human perception of "mine" means this is "mine" or this object is mine identify the sense of self, specifically, psychological possession reflect the individual self identity, that properly convey the basic values of individuality. Similarly, sense of possession or pwnership provides an individual with a sense of belongingness or a sense of place, which are compulsory for requirement for the the feelings of pleasure, comfort and security (Olckers & Du Plessis, 2012).

Therefore, Dittmar's (1992), theory of possession provides the basis for framework of pasychological ownership. According to this theory, the routes of psychological ownership are embedded in the sense of possession of any tangible or intangible object, which provide the sense of control, intimate knowledge and emotional attachment to the object. Furthermore, thses routes lead to the second stage of psychological attachment involving self-efficacy, self-identity and having a home.

Moreover, these routes generate the salient needs of employees, followed by values and then by goals which trigger the employee's actions. These actions are influenced by emotional and cognitive content. In simple words fulfilment of basic needs will lead to the specific level of

psychological ownership that can result in either positive or negative employee behaviors. Further, these behaviours lead to specific outcomes (performance, effectiveness, and retention of employees) for organizations (Dittmar, 1992; Luthans, 2002; Roodt, 2004).

Figure 2.1. *Multidimensional framework of psychological ownership*



Source: Olckers and Du Plessis (2012), Dittmar (1992)

Organizational Support Theory

Organizational support theory is the underpinning theory for this research which states that “employees develop a general perception concerning the extent to which the organization values their contributions and care about their well-being (Eisenberger et al., 1986; Eisenberger & Stinglhamber, 2011; Shore & Shore, 1995). This theory explains the effect of sustainable human resource management practices (employability, personal responsibility, training, work life balance and health conditions offering) on attitudinal outcome (Psychological ownership) of POS (Perceived organizational support) and performance of employees (Kurtessis et al., 2017).

Previous literature, reveals that organizational support theory is successfully implemented for the prediction of POS antecedents (working conditions, organizational contexts, leadership and human resource management practices) and outcomes of POS (employees well-being, orientation of employees towards their organization and job (psychological ownership towards organization and job), and employees performance) (Rhoades & Eisenberger, 2002).

Furthermore, this theory successfully predicts the various relationships with relative magnitude, effect of process variables and mediational effects (Kurtessis et al., 2017). According to pervious studies, organizational support theory has for the past few years, mainly focused on employees attribution, social exchange and self-enhancement (Baran, Shanock, & Miller, 2012; Z. Chen, Eisenberger, Johnson, Sucharski, & Aselage, 2009; Eisenberger & Stinglhamber, 2011).

Baran et al. (2012) explain organizational support theory explain as the relationship between employee and employer on the basis of social exchange. Moreover, social exchange theorists believe that employment is an exchange of loyalty and effort between employee and employer for social rewards and tangible benefits, where when one person treats the other well the norm of reciprocity will apply in terms of favorable treatment in return (Rhoades & Eisenberger, 2002).

Based on the literature of organizational support theory, if organizations provide support to employees in terms of employability, development of a sense of personal responsibility, work-life balance, sustainability training and offer good health conditions, this will increase employee commitment to the organization and lead to enhanced employee performance (Kurtessis et al., 2017). The meta-analytical review studies of organizational support theory shows that OST also addresses the psychological and socio-emotional needs of employees. Firstly, according to the norm of reciprocity, perceived organizational support develops a sense of obligation to care about organizational sustainability and help the organization to achieve its objectives.

Conclusion

This study focuses an examination of the relationship between sustainable human resource management (employability, sense of personal responsibility, work-life balance, sustainability training and health conditions offering) and school teacher psychological ownership and the indirect/mediating effect of psychological ownership and job performance on public sector secondary school teachers of Punjab, Pakistan. Several previous scholars proved there was a relationship between sustainable HRM practices (employability, sense of personal responsibility, work-life balance, sustainability training and health conditions offered)

psychological ownership the mediating role of PO and the relationship between PO and employee job performance (Brown, Pierce, & Crossley, 2014; Costen & Salazar, 2011; Guglielmi & Tatrow, 1998; Leroux & Lafleur, 1995; Mas-Machuca, Berbegal-Mirabent, & Alegre, 2016; Mergler & Shield, 2016; van der Klink et al., 2016).

Such scholars suggest that if government implementation of SHRM practices is made in an effective way, then school teacher psychological ownership will be enhanced and higher levels of PO will lead to higher job performance of public secondary school teachers. The main conclusion is that secondary school teacher's psychological ownership will enhance with the implementation of SHRM practices. The strategy of SHRM mainly focuses on continuous professional development, a high sense of personal responsibility, satisfaction with working life, provision of equal opportunities for sustainability training, and offering better health conditions for the social, physical and psychological welfare of school teachers to enhance the sustainable development and high performance of public schools in Pakistan. In addition, psychological ownership plays the role of mediator in this relationship between SHRM practices and secondary school teacher job performance.

Several other factors which directly affect the job performance of secondary school teachers such as, organizational culture, career concern and level of participation have been neglected. It is recommended that future researchers study the impact of SHRM on school teacher job performance through a wider scope by investigating the impact of the aforementioned neglected factors on performance. Another focus of future research could be implementation of sustainable human resource management practices in other public business organizations to provide a better understanding of SHRM and the sense of psychological ownership.

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