



# The Influence of Psychological Capital and Role Clarity on Staff's Work Engagement in "Global English" Educational Institution

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**Keywords:** Psychological Capital, Role Clarity, Work Engagement, Job Demands–Resources, Educational Staff.

**Abstract:** This study examines the relationship between psychological capital and role clarity with work engagement among staff at the Global English Educational Institution. Grounded in the Job Demands–Resources (JD-R) framework, psychological capital is conceptualized as a personal resource comprising self-efficacy, hope, optimism, and resilience, while role clarity represents a job resource reflecting employees' understanding of responsibilities and expectations. A quantitative cross-sectional design was employed, involving 77 staff members, including teaching and administrative personnel, using a total sampling approach. Data were collected through standardized self-report questionnaires and analyzed using multiple linear regression. The findings indicate that psychological capital and role clarity are both significantly associated with work engagement ( $p < 0.05$ ). Psychological capital demonstrated a stronger statistical contribution compared to role clarity. Simultaneously, both variables explained 43.9% of the variance in work engagement, indicating a moderate level of explanatory power. These results suggest that both personal and job resources are relevant factors linked to employees' engagement levels. However, given the cross-sectional design and reliance on self-report data, the findings should be interpreted as correlational rather than causal. The study is also limited to a single institutional context, which may restrict generalizability. Overall, this study provides empirical support for the JD-R framework within an educational service setting and highlights the potential relevance of strengthening psychological capital and clarifying work roles, while emphasizing the need for further longitudinal and multi-context research.

## Introduction

In increasingly competitive organizational environments, particularly within the service and education sectors, human resources have become a critical determinant of institutional sustainability and performance. One psychological construct that has received growing scholarly attention is work engagement, defined as a positive, fulfilling, and work-related state characterized by vigor, dedication, and absorption (1). High levels of work engagement have been consistently associated with enhanced employee performance, organizational commitment, service quality, and reduced turnover intentions (2). This is particularly evident in educational service institutions, where staff engagement directly shapes the quality of learning environments and overall organizational effectiveness (1, 2). Conversely, low work engagement poses a serious organizational problem,

leading to decreased productivity, emotional withdrawal, and impaired interpersonal relations in the workplace (3). Empirical evidence indicates that disengaged employees contribute to significant productivity losses and diminished organizational effectiveness, particularly in labor-intensive service organizations where employee interaction and commitment are central to service delivery (4). In the Indonesian context, the challenge of sustaining employee engagement has been documented across multiple service sectors, reflecting the urgent need to identify contextually relevant predictors of work engagement (3–5). These challenges underscore the urgency of identifying psychological and organizational factors that can foster sustainable work engagement.

Despite its importance, many organizations continue to struggle with low employee engagement due to unresolved psychological and structural challenges. Prior research highlights psychological capital a personal

resource comprising self-efficacy, hope, optimism, and resilience as a key predictor of positive work attitudes and engagement (5). Employees with high psychological capital tend to demonstrate stronger motivation, persistence in the face of adversity, and emotional investment in their work (6). This relationship has been consistently supported in Indonesian organizational contexts across multiple sectors, including healthcare, banking, and education (5 – 8). However, personal resources alone may be insufficient when employees lack clarity regarding their roles. Role clarity, defined as the extent to which individuals understand their job responsibilities, expectations, and performance criteria, has been shown to significantly influence employee motivation, job satisfaction, and engagement (9). Role ambiguity, on the other hand, is associated with work stress, confusion, and reduced engagement. Evidence from educational service contexts further suggests that unclear role structures undermine staff confidence and diminish sustained engagement at work (10). Although existing studies have examined psychological capital and role clarity independently, research that simultaneously investigates their combined influence on work engagement particularly within educational service institutions remains limited.

Addressing this gap, the present study proposes an integrative framework that examines psychological capital as an internal personal resource and role clarity as an external job resource in predicting employees' work engagement. Grounded in the Job Demands–Resources (JD-R) model (9), this study argues that work engagement emerges from the interaction between individual psychological strengths and supportive organizational structures. Prior empirical studies have demonstrated that psychological capital significantly predicts work engagement across occupational contexts (10), while role clarity has been shown to strengthen engagement by reducing uncertainty and enhancing perceived meaningfulness of work. Notably, recent Indonesian studies confirm these relationships in educational and service settings, yet few have empirically tested both variables simultaneously within a single model (3, 9). Therefore, this study aims to examine the influence of psychological capital and role clarity on staff work engagement in an educational institution using a quantitative approach and multiple linear regression analysis. The findings are expected to contribute theoretically to the work engagement literature and provide practical implications for organizational strategies aimed at enhancing employee engagement and institutional sustainability.

## Methodology

### Study Design

This study employed a quantitative, cross-sectional research design with a correlational approach to examine the influence of psychological capital and role clarity on employees' work engagement. A quantitative design was selected because it enables objective measurement of psychological constructs and facilitates statistical testing of relationships among variables. The cross-sectional approach was considered appropriate as data were collected at a single point in time to capture employees'

perceptions within their natural organizational setting. Multiple linear regression analysis was applied to assess both the individual and combined effects of the independent variables on work engagement (11, 12). However, due to the cross-sectional nature of the study, the findings do not allow for causal inferences between variables.

### Population and Sample

The population of this study consisted of all employees of the Global English Educational Institution, totaling 77 individuals, including teaching and administrative staff. Given the relatively small population size and the objective of obtaining comprehensive and representative data, a total sampling technique was employed, whereby all members of the population were included as research participants. This approach minimized sampling bias and enhanced the internal validity of the findings (13). However, the use of a single institutional setting may limit the generalizability of the findings to broader populations.

### Research Variables

This study examined three main variables: work engagement, psychological capital, and role clarity. Work engagement was treated as the dependent variable and conceptualized as a positive, fulfilling psychological state characterized by vigor, dedication, and absorption, reflecting employees' physical, emotional, and cognitive involvement in their work. Psychological capital was examined as an independent variable and defined as an individual's positive psychological state comprising self-efficacy, hope, optimism, and resilience, which contributes to enhanced motivation, persistence, and performance at work. Role clarity was also treated as an independent variable and referred to the extent to which employees clearly understand their job responsibilities, authority, expectations, and performance standards, thereby reducing role ambiguity and facilitating effective role execution.

### Instruments and Data Collection

Data were collected using standardized self-report questionnaires administered directly to all participants. Each variable work engagement, psychological capital, and role clarity was measured using validated instruments adapted to the research context, covering the relevant dimensions of each construct. All instruments employed a four-point Likert scale ranging from strongly disagree to strongly agree (14). The instruments were adapted to fit the research context through a translation and back-translation process to ensure linguistic equivalence. A pilot test was also conducted to confirm clarity and suitability of the items for the participants. Construct validity was supported based on prior empirical use of the instruments, and item validity was evaluated through correlation analysis, ensuring that all items met acceptable validity criteria. As the data were collected using self-report questionnaires, there is a potential for common method bias, which should be considered when interpreting the findings.

### Data Analysis

Data analysis was conducted using SPSS version 25. Descriptive statistical analyses were first performed to

summarize the distribution and central tendencies of the study variables. Prior to hypothesis testing, classical assumption tests including tests of normality, linearity, multicollinearity, and heteroscedasticity were carried out to ensure that the assumptions underlying multiple linear regression analysis were met (15). Prior to hypothesis testing, classical assumption tests including tests of normality, linearity, multicollinearity, and heteroscedasticity were conducted. The normality test was assessed using a significance value greater than 0.05, multicollinearity was evaluated based on tolerance values above 0.10 and VIF values below 10, and heteroscedasticity was examined using significance values above 0.05. Hypotheses were subsequently tested using multiple linear regression analysis to examine both the partial and simultaneous effects of psychological capital and role clarity on work engagement. Statistical significance was determined at a p-value of less than 0.05.

**Ethical Considerations**

This study adhered to ethical research principles. Participation was voluntary, informed consent was obtained from all respondents, and confidentiality of personal information was strictly maintained. The research was conducted with formal approval from the Global English Educational Institution, and participants were informed of their right to withdraw from the study at any stage without any negative consequences.

**Results**

Prior to hypothesis testing, classical assumption tests were conducted to ensure that the data met the requirements for multiple linear regression analysis. The normality test indicated that the data were normally distributed, as significance values exceeded 0.05. Linearity tests confirmed significant linear relationships between psychological capital and work engagement, as well as between role clarity and work engagement ( $p < 0.05$ ). Multicollinearity diagnostics showed tolerance values above 0.10 and variance inflation factor (VIF) values below 10 for all independent variables, indicating the absence of multicollinearity. In addition, the heteroscedasticity test

revealed significance values greater than 0.05, suggesting that the model did not suffer from heteroscedasticity. These results confirm that the data met the assumptions required for regression analysis.

Descriptive statistics were used to examine the distribution of the study variables. As presented in **Table 1**, psychological capital, work engagement, and role clarity demonstrated mean scores within the upper range of their respective scales. This indicates that respondents generally exhibited relatively favorable levels of psychological resources, role understanding, and engagement at work. The categorization of “moderate to high” levels was based on the position of the mean scores relative to the possible range of each measurement scale.

Multiple linear regression analysis was conducted to test the proposed hypotheses. As shown in **Table 2**, psychological capital significantly predicted work engagement ( $\beta = 1.127, t = 5.743, p < 0.001$ ). Similarly, role clarity was found to have a significant positive effect on work engagement ( $\beta = 0.516, t = 3.386, p = 0.001$ ). These findings indicate that both psychological capital and role clarity independently contribute to increased levels of work engagement. Furthermore, the magnitude of the regression coefficients suggests that psychological capital has a relatively stronger influence on work engagement compared to role clarity.

The explanatory power of the regression model was assessed using the coefficient of determination. As presented in **Table 3**, the  $R^2$  value of 0.439 indicates that psychological capital and role clarity jointly explain 43.9% of the variance in work engagement. This reflects a moderate level of explanatory power, suggesting that other variables not included in the model may also contribute to variations in work engagement.

Overall, the model demonstrates a substantial explanatory capacity, confirming the combined importance of psychological capital and role clarity in explaining work engagement.

**Discussion**

This study found that psychological capital and role clarity are significantly associated with work engagement;

**Table 1.** Descriptive Statistics of Study Variables.

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Psychological	77	33	48	40.73	5.015
Work	77	68	112	91.88	10.941
Role	77	25	52	40.01	6.461

**Table 2.** Regression Analysis Result.

Predictor	$\beta$	t	p
Psychological Capital	1.127	5.743	< 0.001
Role Clarity	0.516	3.386	0.001

**Table 3.** Model Summary and Coefficient of Determination.

Variable	R	R Square	Percentage
Psychological Capital Role Clarity Work Engagement	0.663	0.439	43.9%

however, due to the cross-sectional design, these relationships should not be interpreted as causal.

Descriptive results indicated moderate to high levels of all variables, although this classification is relative and should be interpreted cautiously. Psychological capital functions as a personal resource within the JD-R framework and has been consistently linked to higher work engagement in recent studies (16–19). This finding is consistent with previous studies showing that employees with higher psychological capital tend to demonstrate stronger enthusiasm, dedication, and absorption in their work because they possess greater resilience, optimism, self-efficacy, and hope in dealing with job demands (20, 21). Similar findings have also been reported across different occupational settings, indicating that psychological capital is a robust predictor of work engagement in various organizational contexts. Role clarity supports engagement by reducing ambiguity and improving task focus, with recent evidence emphasizing the role of social and organizational factors in shaping clarity (22).

The model explains 43.9% of the variance in work engagement, indicating moderate explanatory power and suggesting that other factors, such as organizational conditions and leadership, may also contribute. Thus, the model provides a partial explanation. Compared to several previous studies reporting higher explanatory power, the present result suggests that work engagement may also be influenced by contextual factors not examined in this study, including organizational culture, supervisory support, workload, and work-life balance (23). Therefore, psychological capital and role clarity should be viewed as important, but not exclusive, predictors of work engagement.

These findings support the JD-R framework, although interaction effects were not tested. Limitations include the cross-sectional design, self-report data, and single-institution context, which may affect generalizability. Therefore, practical implications should be applied cautiously and verified through future longitudinal or experimental research.

## Conclusion

This study concludes that psychological capital and role clarity are significantly associated with work engagement among staff at the Global English Educational Institution. Psychological capital, as a personal resource, is linked to higher levels of energy, dedication, and involvement in work, while role clarity, as a job resource, is associated with reduced ambiguity and improved task focus. The combined contribution of both variables explains a moderate proportion of variance in work engagement, indicating that additional factors beyond the scope of this study may also play important roles. These findings are consistent with the Job Demands–Resources framework, which emphasizes the role of both personal and job resources in shaping engagement. However, the results should be interpreted with caution. The cross-sectional design does not allow causal conclusions, the use of self-report measures may introduce bias, and the single-institution setting limits broader generalization. Future research is recommended to employ longitudinal or experimental designs, include additional organizational variables, and examine diverse institutional contexts to

strengthen the robustness of findings. Overall, this study contributes empirical insight into work engagement in an educational service context while highlighting the importance of balanced interpretation and methodological awareness.

## Declaration

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**Contribution:** Data Curation, Formal analysis, Visualization, Writing - Original Draft, Writing - Review & Editing.

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### Conflict of Interest

The authors declare no conflicting interest.

### Data Availability

All data generated or analyzed during this study are included in this published article [and its supplementary information files]. Additional datasets are available in [repository name] at [DOI or link].

### Ethics Statement

Ethical approval was not required for this study.

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## Additional Information

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