

Examining Positivity as a Moderator Between Occupational Stress and Lack of Personal Accomplishment on Perceived Productivity among Primary School Academic Staff in Kuwait

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<p>Article history Submitted: 30 December, 2022 Revised: 23 January, 2023 Accepted: 3 February, 2023</p>	<p>Abstract This study aims to examine the effects of occupational stress and lack of personal accomplishment on the perceived productivity of academic staff in primary schools in the state of Kuwait with positivity as a moderator. To fulfil this objective, some reliable and validated measurement techniques were used to clarify the amount of stress, lack of personal accomplishment, productivity, as well as positivity of respondents, and to recognize the relationship between variables accordingly. The research adopted a stratified random sampling and selected 379 individuals from the English departments of primary schools throughout all Kuwait educational zones. The data was analyzed using SPSS and SmartPLS. Findings revealed that occupational stress and lack of personal accomplishment proved to significantly affect the perceived productivity of the English academic staff in primary schools in Kuwait. As for positivity, it fully moderated the correlation between occupational stress and perceived productivity, but it did not act as a moderating factor in the correlation between lack of personal accomplishment and perceived productivity. Both theoretical and practical implications of the study's findings were examined to reduce stress and lack of personal accomplishment and boost perceived productivity. Limitations and recommendations for future research were also highlighted.</p>
<p>Keywords: <i>Occupational Stress, Lack of Personal Accomplishment, Perceived Productivity, Positivity, Primary School Academic Staff.</i></p>	

1 Introduction

To maintain a competitive advantage, organizations must hold on to qualified human resources [1]. The academic staff in primary schools in Kuwait, like all educators all over the world, often experience work pressure, which can eventually lead to stress and burnout, causing deteriorating productivity [2]. Occupational stress is defined as an inevitable outcome of modern life. It is a strain-state which directly affects individuals' emotions, physical and mental status [3]. The feeling of lack of personal accomplishment, as a dimension of occupational burnout, is also one of the most adverse work consequences that is occurring constantly among workers of various professions, especially academics [4]. Stress and burnout are associated, by definition, with decreased productivity [5], [6], [7]. They are the main trigger of educators' productivity [2] and can lead to many serious consequences, like high rates of turnover [8], which can consequently result

in a poor organizational competitive advantage [9]. However, research evidence shows that there is a causal relationship between positivity and productivity because positivity increases productivity, which can reduce turnover [10], [11], [12], and it can also facilitate the use of productive coping mechanisms, thereby reducing stress and burnout levels [13].

The current study seeks to provide a database on the destructive influence of occupational stress and lack of personal accomplishment, as a dimension of occupational burnout, on the perceived productivity of the whole academic staff of Kuwait's primary schools (i.e., teachers and heads of departments). It draws attention to the effect of positivity when moderating the relationship between occupational stress and lack of personal accomplishment on perceived productivity and attempts to support the Arabic library and particularly the Kuwaiti one with a practical study, because, to the researchers' knowledge, there aren't many comparable studies there. This lends this work scholarly prestige due to the fact that it addresses a subject that needs further research in the Arab world, especially in Kuwait.

2 Literature Review and Hypotheses

Though a lot of models were developed about the stress and burnout concepts, few studies examined a unified theory about them [14], such as the "Job-Demand Resource Theory" by [15], as well as "Conservation of Resources Theory" by [16], as well as theories about positivity like the "Positive Orientation Theory" by [17] and the "Broad-and-built Theory of Positive Emotions" by [18]. These theories were proved theoretically and practically and used by previous research in this field. "COR theory" is a stimulating theory structured mainly on the essential principle that people struggle to gain, preserve, reinforce, and safeguard resources [19]. Thus, the exhaustion of worthwhile resources will come along with reduced psychological well-being [16], [20]. Therefore, to stop further resource loss and to acquire new resources, additional resources must be put to use [21]. Therefore, when positivity is utilized as a basic individual resource to cope with stressful situations [16], it mitigates the psychological implications of stress and burnout [22]. While "Positive Orientation Theory" assumes regarding oneself, his life, and future optimistically as a fundamental tendency that allows an individual to cope with life successfully even when faced with adversity [23]. It also shows that positivity is linked to less stress and burnout because it makes it easier to deal with stressors by making it easier to use effective coping strategies [24]. [25] posit that the theory of COR is a theory of coping, and coping is defined as the changes in thoughts and feelings that people make in response to stress. So, these two theories are related in an interesting way. As a result, the conceptual framework for this study will be based on "COR Theory" and "Positive Orientation Theory." Both theories assume that the most important personal resources (like positivity) are the person's outlook on all their life circumstances, or more specifically, "a positive view of themselves, life, and the future, as well as seeing events as expected and happening in their favour overall" [16], [17].

A review of literature revealed that "few studies were carried out on English academic staff members working in Kuwaiti governmental schools" [26]. Furthermore, it demonstrated a demand for empirical studies that address occupational stress and burnout as well as perceived productivity [27], [28], [29], as "future research is needed to figure out the depth of the problem and devise means to identify the phenomenon and apply adequate and effective coping strategies" [30]. Thus, the current study's main contribution is to frame positivity as a psychological resource and a social-cognitive moderator by which occupational stress and lack of personal accomplishment, as a dimension of burnout, might affect work productivity, as preliminary evidence suggests that positivity can have a central moderating effect on the other variables [31], [32], [33]. Moreover, in all the conducted research about the educational field, only teachers were chosen as respondents. There was, prior to this study, no research about all academic staff members (i.e., teachers and heads of departments) as respondents, such as [26], [33], [34], [35], and [36]. Therefore, all of the aforementioned gaps have motivated the researchers to carry out this study and examine whether positivity can moderate the connection between stress and lack of personal accomplishment on primary school academic staff's perceived productivity in Kuwait.

2.1 Occupational Stress (OS)

Occupational stress is the individual's reaction to environmental conditions that jeopardize to deplete personal valuable internal resources [16]. It is the awareness of the imbalance between the required demands (i.e., stressors) and the available individual capabilities to accomplish these demands [37], [38]. Multiple studies were conducted on the effect of occupational stress (OS), and all agreed on its detrimental effect on perceived productivity (PP). For instance, [39] concluded that stress influences workforce productivity negatively, and it is a challenge to the productivity of academic staff. [6] demonstrated that stress obstructs employees' effective performance and has a substantial effect on their productivity. [40] revealed that educators' productivity is negatively affected by stress. [41] posited that stressed-out workers in the textile industry are less productive. Therefore, it can be hypothesized that:

H1: Occupational Stress (OS) has a significant effect on Perceived Productivity (PP).

2.2 Lack of Personal Accomplishment (LPA)

Lack of personal accomplishment implies a decline in feeling successful and competent in achieving work goals and the inclination to underestimate an individual's work, which results in a negative self-assessment where an individual has a sense of inefficacy and productivity shortfall. It depicts the burnout's "self-evaluation dimension" [4]. A literature review proved that lack of personal accomplishment (LPA) can impact perceived productivity (PP) negatively. For example, [42] disclosed that personal accomplishment (PA) and job satisfaction have a bigger and more significant impact on the performance of individuals working in the banking sector. As a result, businesses must take action to lessen staff members' feelings of burnout. [43] posited that organizational productivity and lack of personal accomplishment (LPA) are significantly and negatively correlated. [44] concluded that "employee productivity at Isfahan's Shariati and Kharazmi Hospitals is significantly correlated with reduced personal achievement." [45] concluded that lack of personal accomplishment directly impacts job performance. Therefore, it can be hypothesized that:

H2 Lack of personal accomplishment (LPA) has a significant effect on Perceived Productivity (PP)

2.3 Positivity (POS)

Positivity is "the individual's positive judgment of himself, his future, and past experiences. It is a natural tendency towards positive self-esteem, high life satisfaction, and a high evaluation of the opportunity to achieve targets" [24]. Positivity enhances stress management [13]. It can boost productivity and reduce turnover and sick leave because it is "an evidence-based pathway" and not a "naive endeavour" which wastes organizations' time and resources [12]. Though no research so far has used positivity as a moderating factor in the correlation between stress and lack of personal accomplishment on productivity, figuring out probable moderators for some of these variables has been the pursuit of many researchers like [46], [47], [22], and [48]. Additionally, several researchers such as [32], [31], [33] recommended further research about the moderating effect of positivity. Therefore, positivity will be examined in this study as a moderator, in terms of its effect on the academic staff's perceived productivity in Kuwaiti primary schools.

Some studies assume that when variables are moderated by positivity, the relationship between them is unaffected, such as [22], who found that people encounter interpersonal stress equally regardless of their level of positivity. Besides, [49] who established that the association between positive practices and task performance is not moderated by the social climate (a particular kind of positivity). While several other studies argued that positivity significantly influences how dependent and independent variables are related when it intervenes as a moderator, such as [50], who postulated that the association between employee engagement and innovative work behaviour was significantly moderated by positive thinking. In addition to [47], who demonstrated that the adverse consequences of burnout on extra-role performance and quitting intentions are moderated by positivity. Therefore, it can be hypothesized that:

H3 Positivity (POS) moderates the relationship between Occupational Stress (OS) and Perceived Productivity (PP)

H4 Positivity (POS) moderates the relationship between Lack of Personal Accomplishment (LPA) and Perceived Productivity (PP).

3 Overview of the proposed research model

The conceptual framework demonstrates that there are two predictors of perceived productivity (PP) in the model, i.e., occupational stress (OS) and lack of personal accomplishment (LPA), as a dimension of occupational burnout, which were selected on the basis of previous research such as [39] and [2]. However, this study considers the possibility of a new successful exploration by including positivity (POS) as a moderator which can affect the association between OS and LPA on PP, as previous research proved the relationship between POS and the other variables separately [12], [13], [8]. Earlier debates about the importance of POS provided evidence that it was effective in producing better results among primary school academic staff members in Kuwait. Many researchers, such as [17] and [18], indicated similar findings. Furthermore, many researchers have recommended that future studies on POS, which can buffer OS and LPA and boost PP, be conducted [46], [47], [51], [52], [53]. Additionally, many researchers, such as [32], [31], and [33], recommended further research about using POS as a moderator. Therefore, POS will be investigated further to determine to what extent it might have an impact on how this relationship develops. A structural model for research was designed to help specify the investigated study hypotheses. Four hypotheses will be put to the test. Two of them deal with how OS and LPA directly affect PP, while the other two deal with how POS moderates the connection between OS and LPA on PP. The study's structural model, shown in Figure 1, depicts the expected direct and moderating effects.

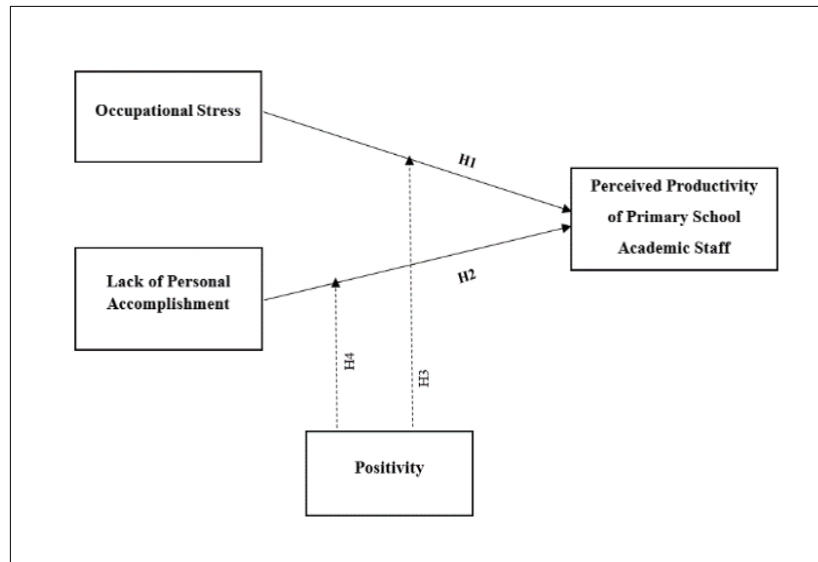


Figure 1: The Conceptual Framework of the Current Study, (Source: the authors)

4 Methodology

4.1 Data collection

The study's sample size was composed of a total of 379 primary school participants (heads of departments and teachers) from all of the educational zones in Kuwait, as the latest population size was 27.027 primary stage academic staff members [54]. Stratified random sampling was adopted due to the magnitude and heterogeneity of the research society [55]. Respondents were contacted through social media, electronic mail, or mobile phones.

4.2 Research instruments

The study used a questionnaire, which has been previously utilized in other studies. It was tailored to the study's nature and primary goals [56]. It was applied online due to the world pandemic (Covid 19). Prior to the main data collection, a pilot study was conducted with 30 randomly selected respondents. The analysis of the data was performed using SPSS and SmartPLS. Validity and reliability of the study instrument were determined using Cronbach's alpha and factor analysis. The complete set of scales used in the questionnaire had been proven to be accurate and valid by earlier research. It included 34 items. The levels of occupational stress, lack of personal accomplishment, perceived productivity, and positivity were measured by employing the "seven-point frequency Likert scale," with seven standing for "always" (100 percent), and one for "never" (0 percent).

5 Findings

Two steps were applied to assess the proposed model of this study: the measurement and the structural model (the outer and inner model). A brief illustration is given first about the profile of the respondents.

5.1 Respondents' profile

The first section collected data on respondents' background profiles, which included gender, academic qualification, job nature, years of experience, type of learner, age, and marital status. Demographic profiles' characteristics are shown in Table 1.

Table 1: Respondent Profile (Frequencies) (Source: the authors)

Item	Options	Frequency	Percentage
Gender	Male	110	29.03
	Female	269	70.97

Item	Options	Frequency	Percentage
Academic Qualification	Bachelor	364	96.04
	Master	12	3.17
	PhD	3	0.79
Job Nature	Head of Department	53	13.98
	Teacher	326	86.02
Years of Experience	1-5	98	25.85
	6-10	106	27.96
	11-20	71	18.74
	21-30	59	15.57
	31-38	45	11.88
Type of Learners	Boys	127	33.50
	Girls	252	66.50
Age	21-30	147	38.79
	31-40	119	31.39
	41-50	74	19.53
	51 and above	39	10.29
Marital	Single	108	28.49
	Married	236	62.27
	Widowed	12	3.17
	Divorced	23	6.07

5.2 Measurement model

SmartPLS 3.3. was used to evaluate the research model. Furthermore, the measurement model was examined, including the measurement's validity and reliability. Therefore, Occupational Stress, Perceived Productivity, and Positivity scored a low AVE value (0.693, 0.465, and 0.466). These values were under the AVE threshold criterion (0.5) [57]. Furthermore, Occupational Stress scored a low level of Cronbach Alpha, below 0.7 (0.693). Moreover, OS1, OS7, POS6, POS7, PP6, and PP7 scored a low factor loading (0.016, -0.006, 0.037, 0.014, -0.020, and 0.051 successively) and were less than 0.4, which is recommended by [58]. Thus, some adjustments were conducted in the second run, and OS1, OS7, POS6, POS7, PP6, and PP7 were excluded accordingly to attain acceptable levels of AVE, factor loading, and Cronbach Alpha [58]. In the second run, all variables attained the cutoff point, as illustrated in Table 2. (Figure 2 provides these results).

Table 2: Convergent Validity Results (Source: the authors)

Variables	Items	Factor Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Lack of personal accomplishment (LPA)	LPA1	0.800	0.901	0.926	0.715
	LPA2	0.801			
	LPA3	0.894			
	LPA4	0.852			
	LPA5	0.877			
Occupational Stress (OS)	OS2	0.788	0.832	0.875	0.585
	OS3	0.819			
	OS4	0.633			
	OS5	0.768			
	OS6	0.803			

Positivity (POS)	POS1	0.814	0.867	0.903	0.651
	POS2	0.820			
	POS3	0.828			
	POS4	0.714			
	POS5	0.850			
Perceived Productivity (PP)	PP1	0.759	0.867	0.904	0.653
	PP2	0.792			
	PP3	0.811			
	PP4	0.861			
	PP5	0.812			

OS1, OS7, POS6, POS7, PP6 and PP7 were omitted because of low AVE, Cronbach's Alpha, and factor loading, as follows:
 -OS AVE and Cronbach Alpha were 0.693 and 0.418 before deleting both of OS1 (factor loading 0.016) and OS7 (factor loading -0.006)
 -POS AVE was .465 before omitting POS6 (factor loading 0.037) and POS7 (factor loading 0.014)
 -PP AVE was 0.466 before omitting PP6 (factor loading -0.020) and PP7 (factor loading 0.051)

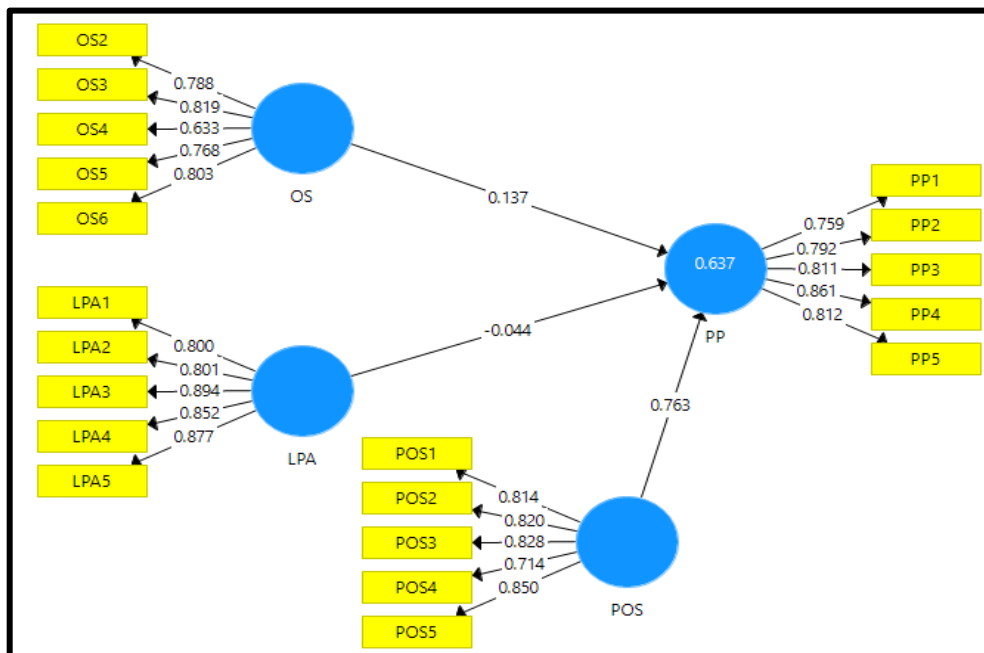


Figure 2: PLS algorithms results (Source: the authors)

The discriminant validity of each construct was then evaluated to determine how much it differs from other constructs. As for validity distinction (variables' correlation), the estimation of the model didn't transcend 0.95, as recommended by [59], and validity was examined by measuring the average variance square root, which was determined for each construct and for the correlations among constructs [60], [59]. Table 3 demonstrates Fornell and Larcker's results. It demonstrates further that no value was above the cut-off point 0.95 [60].

Table 3: Discriminant Validity/ Fornell and Larcker Criterion (Source: the authors)

	LPA	OS	POS	PP
LPA	0.846			
OS	0.684	0.765		
POS	0.350	0.310	0.807	
PP	0.317	0.344	0.791	0.808

Aside from that, the ratio of heterotrait to monotrait is basically "an estimation of the potential genuine relationship between two constructs, assuming accurate measurement and reliable data" [57], [61]. It represents the arithmetic mean of the indicators' average correlations that measure the very same construct (monotrait-heteromethod relationship). Furthermore, it is related to the mean of all indicators' correlations through constructions assessing other constructs (heterotrait-heteromethod relationship). Additionally, discriminant validity can be assessed using it [57]. [61] recommended 0.90 as an accepted level of HTMT. Table 4 demonstrates the HTMT for all constructs.

Table 4: HTMT Criterion (Source: the authors)

	LPA	OS	POS	PP
LPA				
OS	0.737			
POS	0.381	0.310		
PP	0.339	0.343	0.876	

5.3 Structural Model

The "structural model", or the "inner model" for PLS-SEM, represents a conceptual part of the "path model". Along with their route relationships, it includes the latent variables [57]. Evaluation of the structural model comes next, following measurement model evaluation. In line with PLS-SEM, evaluating the structural model requires six steps: "collinearity assessment" (first step), "path coefficients assessment" (second step), "coefficient of determination R² assessment" (third step), "predictive relevance Q² and blindfolding assessment" (fourth step), "effect size f² assessment" (fifth step), and "moderating effect assessment" (sixth step). Table 5 shows the PLS bootstrapping results, which include the p-values, t-values, and Beta values, along with the results of hypotheses (supported or not), VIF scores, f², BCIUL, and BCILL. Additionally, structural model and PLS bootstrapping results are summarized in Figure 3.

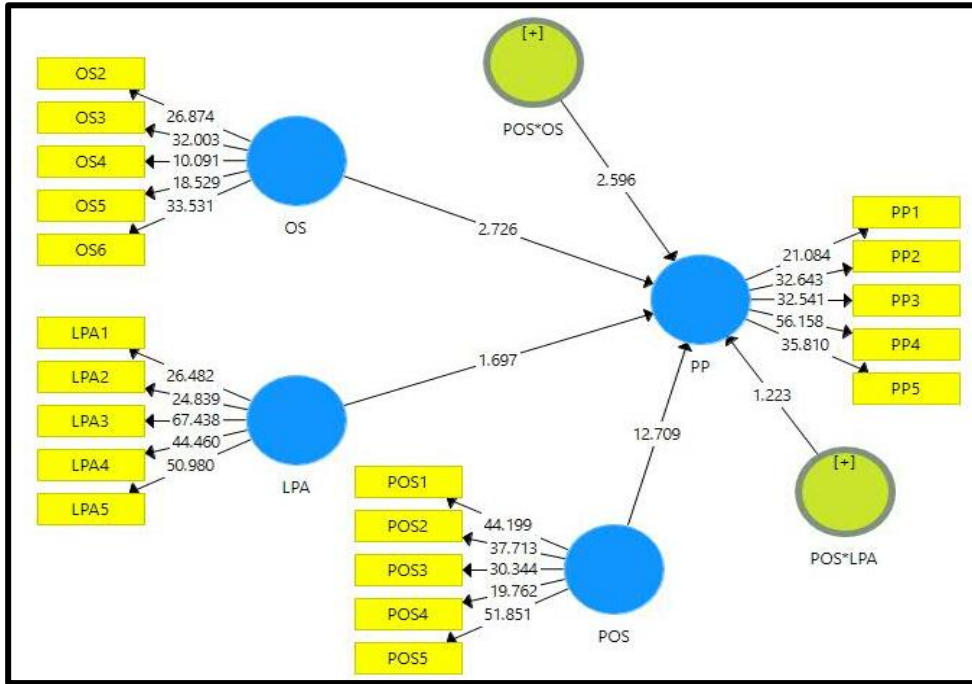


Figure 3: PLS Bootstrapping Results (Source: the authors)

Table 5: Summary of Structural Model/ PLS bootstrapping results (Source: the authors)

H	Hypothesis	Std. Beta	Std. Error	T values	P values	Decision	Confidence Intervals		f ²	Effect size	VIF	R ²	Q ²
							Lower	Upper					
H1	OS -> PP	0.215	0.042	2.726	P<0.01 (0.005)	Supported	0.045	0.183	0.191	Medium	1.952	0.651	0.408
H2	LPA -> PP	0.104	0.038	1.797	P<0.05 (0.045)	Supported	0.006	0.119	0.046	Small	2.037		

5.3.1 The structural model for collinearity issues assessment

Assessing collinearity issues is done first when evaluating the structural model. However, before analyzing a latent variable in the structural model, it is fundamental to guarantee that there are no collinearity issues among the constructs. Therefore, collinearity was assessed through VIF value measurement. The value of the threshold was 3.3, as recommended by [62] and [57]. Table 5 shows that the inner VIF values of the constructs are between 2.037 and 1.952 and less than 3.3. This means that there are no collinearity problems in this research.

5.3.2 The significance of the structural model relationships assessment

Data for all the model's path relationships was provided using the bootstrapping method in order to evaluate all hypotheses, as shown in Table 5. To construct a boot-strap sample and acquire standard errors to assess hypotheses, the PLS bootstrapping nonparametric test employs repetitive random sampling with substitution of the original sample [57]. In terms of resampling frequency, using bootstrapping with one thousand samples was recommended by [63]. The current study attempts to develop four hypotheses for construction. SmartPLS 3.3's bootstrapping tool was used to calculate T-statistics for each pathway to determine statistical significance. The bootstrapping employed a significant threshold of 0.05, a two-tailed test, and a thousand subsamples. "The critical value for the two-tailed test at a significance level of 5% (= 0.05) is 1.645." [58].

The standardized value of the path coefficients was between -1 and +1, according to the data in Table 5 (values ranged between 0.104 and 0.215). [57] found that calculated route coefficients close to +1 suggest strong and positive associations, while the relationship weakens as the number approaches zero. The T-test was then performed on the relationships, and it was discovered that they had T-values greater than or equal to 1.645. As a result, for H1 (= 0.215, t = 2.726, p-value = 0.005) and H2 (= 0.104, t = 1.797, p-value = 0.045), these connections are significant at 0.05, and both hypotheses are supported. Table 5 demonstrates these results.

5.3.3 *The coefficient of determination (R²) assessment*

Afterwards, the model’s predictive accuracy was assessed using the coefficient of determination's resulting value (R²). "R² value is related to the predictive power of the model, thus a greater score denotes a greater level of predictive accuracy, and it has a value between zero and one, " [57]. The SmartPLS algorithm was utilized to calculate the R² value as shown in Table 5 .

Furthermore, [57] detailed three different levels of R² scores. R² is regarded as significant if it is higher than 0.75. R² is regarded as moderate if it is higher than 0.50. R² is rated as weak if it is over 0.25 and undesirable if it is below 0.25. Thus, the score of R² for PP, as presented in Table 6, is considered moderate, according to [57], since it is above 0.50.

Table 6: Coefficient of determination R² (Source: the authors)

Construct	R ²	R ² Adjusted
PP	0.651	0.646

Overall, R² values in the current study are strikingly similar to the values stated in almost all the conducted research. For instance, [64] confirmed that as the value of R² was 0.511, this proves that this model is capable of predicting up to 51.1 percent of the factors that influence employees’ performance. In a social science study context, such a percentage is considered satisfactory.

5.3.4 *The effect size (f²) assessment*

f² value is related to the predictor constructs’ relative influence on endogenous components. Therefore, it is critical to report the effect size (substantive significance) as well as the p-value (statistical significance), as recommended by [65]. Additionally, the effect size was measured based on a guideline set by [66], which assumes that the value is small if it was 0.02, medium if it was 0.15, and large if it was 0.35. Table 5 shows that the f² value for H1 was medium because it was above 0.15, whereas the f² value for H2 was small because it was above 0.02.

5.3.5 *The predictive relevance (Q²) assessment*

In accordance with [57] recommendations, the blindfolding process was used to evaluate the predictive significance of the model. In relation to the endogenous latent variables, the model's predictive relevance was confirmed by the Q² value being above zero, as recommended by [57] and [67]. Therefore, no problems were found to be related to any of the indicator or predictor constructs in this investigation. The Q² value of all the endogenous constructs is provided in Table 7.

Table 7: Predictive Relevance Q² (Source: the authors)

Construct	Q ²
PP	0.408

5.3.6 *The moderation analysis assessment*

The hypothesis of moderation was evaluated along with direct effect hypotheses. The relationship between the independent and dependent variables can be altered or affected by a third construct known as a moderator [57], [68]. This study employed continuous data types for moderation, as well as SmartPLS 3.3 for assessment. The orthogonalizing approach [69], which is used in the moderation assessment, is based on the indicators. Hence, it demands the creation of all product indicators of the interaction terms [58]. Table 8 shows the R² with and without the moderator.

Table 8: Square Change (Source: the authors)

R ² included moderator	R ² excluded moderator
0.651	0.637

Creating an interaction between both variables, i.e., perceived productivity (PP) and positivity (POS) is the initial stage. As presented in Table 8, The R² for the main model (without the interaction) is 0.637, and with the interaction effect

model, the R² becomes 0.651, which indicates that the R²'s added variance is around 0.014. The effect size will then be determined using the following equation:

$$f^2 = (R^2 \text{ included moderator} - R^2 \text{ excluded moderator}) / (1 - R^2 \text{ included moderator})$$

$$f^2 = (0.651 - 0.637) / (1 - 0.651)$$

$$f^2 = 0.040$$

The benchmarks for small, medium, and large impact sizes are, respectively, 0.005, 0.01, and 0.025, according to [70] criteria. The effect magnitude is therefore large given that the value of f² was (0.040). While the interaction of POS*OS -> PP had a beta coefficient of 0.112 and a p-value of 0.005 (refer to Table 5), that of POS*LPA had a beta coefficient of 0.055 and a p-value of 0.111 (refer to Table 5). Thus, to obtain the significance of the relationship, the bootstrapping procedure was conducted. Table 9 demonstrates that the interaction term of POS*OS-> PP (t = 2.596) is significant for the one-tailed test with a significant level of 0.05. Consequently, it is possible to infer that H3 is supported, whereas the interaction term of POS*LPA (t = 1.223) for the one-tailed test with a significant level of 0.05 is insignificant. As a result, it can be deduced that H4 is rejected.

Table 9: Moderation Model Assessment (Source: the authors)

Hypothesis		Std. Beta	Std. Error	T values	f ² (For the moderation)	VIF	P values	Decision
H3	POS*OS -> PP	0.112	0.043	2.596	0.164	1.665	P<.01 (0.005)	Supported
H4	POS*LPA -> PP	0.055	0.045	1.223	0.006	1.719	P>.05 (0.111)	Rejected

Next, to further elaborate on the moderating phenomenon of Positivity (POS), interaction effect patterns were mapped out per [68]'s recommendation, to see how the moderator changes the relationship between Occupational Stress (OS), Lack of personal accomplishment (LPA), and Perceived Productivity (PP) [68]. Figure 4 highlights the lines of interactions that denote the existence of a moderation effect of Positivity (POS) on the correlation between Occupational Stress (OS) and Perceived Productivity (PP), whereas it denotes that there is no moderation effect of Positivity (POS) on the correlation between Lack of personal accomplishment (LPA) and Perceived Productivity (PP).

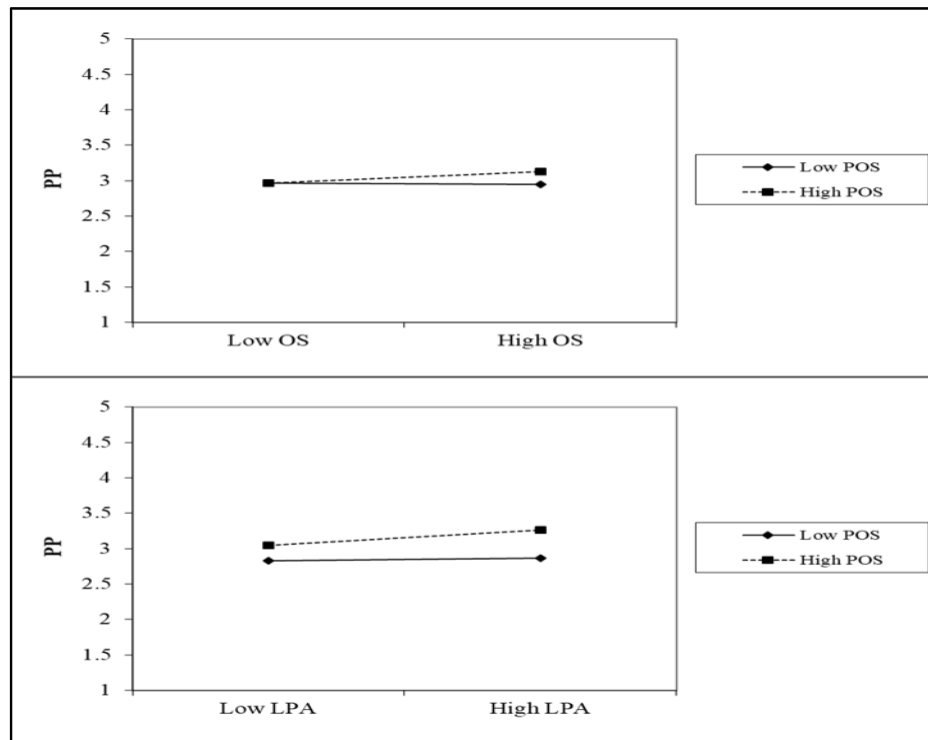


Figure 4: Moderation Effect of POS between OS, LPA, and PP (Source: the authors)

6 Discussions

- 7 The current study verified the premise that OS had a positive effect on the PP of the English academic staff in Kuwaiti primary schools, and the association between OS and PP was statistically significant and positive. As a result, PP of the English academic staff will continue to be influenced as long as they suffer from OS. This finding was supported by [41] and [39], who discovered that workers' productivity is negatively affected by occupational stress.
- 8 Moreover, LPA as a component of occupational burnout was anticipated to affect the PP of the English academic staff in Kuwaiti primary schools. This prediction was confirmed, and there was a statistically significant positive association between LPA and PP, which means that the primary school English academic staff PP will be affected when members of staff feel LPA. This finding was compatible with [71] and [44], who proved that there is a positive relationship between LPA and PP.
- 9 Furthermore, the current study's premise was supported, and POS had a significant moderating impact on the association between OS and PP of English academic staff working in Kuwaiti primary schools. Due to this, having POS among the English academic staff in Kuwait's primary schools is essential for them to be less stressed and more productive. This finding agrees with [47], who proved that the adverse consequences of burnout on extra-role performance and quitting intentions are moderated by positivity, as well as [50], who concluded that the association between employee engagement and innovative work behaviour was significantly moderated by positive thinking.
- 10 However, the current study assumed that POS would have a beneficial moderating effect on the link between LPA and PP of English academic staff in Kuwaiti primary schools, but this assumption was not substantiated, and that association was not significantly moderated by POS. As a result, whether the staff is positive or negative, their LPA will have the same effect on PP. This result agreed with [22], who found that people encounter interpersonal stress equally regardless of their level of positivity, as well as [49], who proved that the association between positive practices and task performance is not moderated by social climate (a kind of positivity).

11 Practical and theoretical implications

Several implications for human resource management can be drawn from the findings of the present study. It proposes that stress at work can reflect on workforce productivity. It suggests further that increasing the staff's impression of their personal accomplishment in the organizational context might reinforce their productivity.

For the goal of raising the productivity of the staff, school superiors, principals, and supervisors, as well as the staff itself, are recommended to reconsider work obligations to mitigate the level of occupational stress. Furthermore, consistent focus should be drawn on staff members to eliminate their negative impression regarding their personal accomplishment, accompanied by an ongoing encouragement and reward system to eliminate their feeling of lack of personal accomplishment.

Additionally, the English academic staff working in Kuwait's primary schools will experience increased occupational stress as a result of positivity's absence, which will negatively impact their perceived productivity. Therefore, primary school officials are required to manage their staff positivity to preserve a controlled level of occupational stress and a high level of perceived productivity.

They should ultimately work on improving the positivity of the English academic staff to make up for their lack of personal accomplishments. It's important to note, though, that keeping the staff positive isn't likely to make or break their lack of personal accomplishments.

However, a major substantial theoretical implication of the current study is its pursuit to enrich the currently available literature through conducting a comprehensive study dedicated to Kuwaiti primary schools and conceptualizing firmly the factors that could impact the English academic staff 's perceived productivity, which was not holistically covered by previously conducted studies.

The goal of the current study was to determine the variables that are associated with the English academic staff's perceived productivity in Kuwaiti primary schools. So, after a thorough look at the research, occupational stress and a lack of personal accomplishment were chosen as independent variables.

Furthermore, involving positivity as a moderator presented a novel conceptual implication by highlighting its incorporation into the underlying conceptions of the subject at hand, namely, "Conservation of Resources Theory" and "Positive Orientation Theory."

12 Limitation and future suggestions

This study did not examine all types of schools. It focused mainly on primary schools in Kuwait. Therefore, concentrating on other types of schools in Kuwait (i.e., middle, or high schools) using a methodical selection may generate diverse outcomes regarding the elements that influence perceived productivity.

Additionally, the study sample was confined to the English academic staff only. Thus, examining a bigger sample size could provide further possibilities regarding the analysis and results.

Moreover, the time frame of the current study was brief. So, the findings might be reinforced if the same study was done for a longer time using the same framework.

Furthermore, this study was limited to one method of research, which was the quantitative research method. Accordingly, applying the qualitative or mixed method (i.e., including interviewing) as a methodology for future studies might be beneficial in gaining further outcomes.

Overall, the current study was confined to two independent variables, i.e., "occupational stress" and "lack of personal accomplishment." However, there are other factors in the published literature which might affect perceived productivity. Consequently, conducting the exact study with some other predictor factors may yield additional factors affecting the English academic staff's perceived productivity in Kuwaiti primary schools.

13 Conclusion

The basic endeavour of this research is to unveil how independent variables, namely occupational stress and lack of personal accomplishment (a dimension of burnout) can directly affect the dependent variable, namely the English academic staff's perceived productivity (teachers besides heads of departments) in Kuwaiti primary schools, and how these independent variables can indirectly affect PP, when positivity moderates that relationship. It was established that both OS and LPA are significantly and positively correlated with PP. When it comes to POS as a moderating variable, it was found to have a positive moderating effect on the association between OS and PP, but no influence on the association between LPA and PP of the English academic staff in Kuwait's primary schools.

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