

Article

# Optimizing ecosystem of educational institutions: Elevating via positive organizational behavior to enhance employee performance

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**Abstract:** This study examined the correlations between highly entangled variables such as leadership, work environment, effective communication, reward fairness, and physical facilities for faculty members. The data was gathered from faculty members of educational institutions in Pakistan using a survey questionnaire, and the sampling method was purposive sampling. For this study, data was obtained from a varied group of education professionals from several places in Pakistan, each with a distinct degree of education and experience. This study demonstrates how independent factors affect faculty performance and can have a further impact on organizational productivity. The findings indicated that good organizational behavior had a considerable favorable influence on faculty performance. The paper reviews significant literature on the proposed factors and makes recommendations for further research.

**Keywords:** communication; leadership; physical facilities positive organizational behavior (POB); reward and recognition; work culture

## 1. Introduction

Positive organizational behavior (POB) is “the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today’s workplace” (Luthans, 2002a). Employee management has evolved from the skill stage, where personnel management began in the industrial age, progressing to the human resource management age (Luthans, 2002b). Almost all commercial organizations, whether profitable or unprofitable, rarely function in stable circumstances. For the sustainability of a corporation’s competitive edge, non-imitable assets, which are human resources, must be correctly utilized (Barney and Wright, 1998). Leadership may be well-defined in a variety of contexts and ways. (Schuler and MacMillan, 1984).

Almost all definitions of leadership aim to inspire, lead, or encourage an individual or group to follow a specific trend. Educational institutions, like any other organization, cannot compromise their leadership (Adesola and Baines, 2005). This is a system that urges and leads the teachers and other staff members to achieve the educational objectives. As with other institutions, the success of an educational institution is dependent on the leadership and dedication of all stakeholders (Baines et al., 2005). It is always a struggle for organizations to inspire and encourage their personnel through rewards, whether intrinsic or extrinsic, to achieve the greatest outcomes (Wiersma, 1992). It is difficult and fully challenging since the work environment is composite and is made up of a diverse workforce with different outlooks for reward and recognition (Hidi, 2016). So, motivating workers and enhancing their job motivation requires an in-depth study of individual metamorphoses and perceptions of acceptable rewards and incentives, as well as a

combination of extrinsic and intrinsic rewards (Eisenberger and Shanock, 2003). Fairness in remuneration is essential for motivating and boosting employee performance (Jackson et al., 2012). Fair remuneration is critical for motivating and improving employee performance (Jasso, 1983).

The organization should prioritize improving employee performance. To investigate the impact of the work environment on employee performance, it is necessary to understand organizational values and the many components of employee performance. This is because employee performance is significantly influenced by their work environment (Brayfield and Crockett, 1955). The work environment is portrayed as one of the primary tools for achieving competitive advantage, and it differs from others. So, the work environment may be viewed as an independent variable that influences many other dependent variables, particularly those that are directly connected to employees. In his landmark book “Human Resources Champions,” Ulrich (1997) explains this as follows: “Employee contribution becomes a critical business issue because in trying to produce more output with less employee input, companies have no choice but to try to engage not only the body but the mind and soul of every employee” (Cameron and Caza, 2004). The basic four D’s approach—damage, disease, disorder, and dysfunction—which focuses on preventing subpar work, low motivation, unwell-being, bad health, and alienation, is insufficient to achieve this goal. A crucial move away from the four D’s, which is where positive organizational behavior (POB) originates, is preferable. This particular topic includes five POB articles that focus on a wide range of favorably behaving engaged employees for the success of the organization (Hur et al., 2016).

To distinguish POB from other positive methods, it is first necessary to describe it properly. By doing so, the focus is drawn to four significant psychological capacity reserves that are defined by and meet the POB requirements. These include self-efficacy, resilience, hope, and optimism (Luthans, 2002b). The rationale for choosing these four resources of capabilities and their theoretical development stems from the conceptualization of the performance consequences that are employed in investigations (A. B. Bakker and Schaufeli, 2008). It was claimed by Luthans (2002b) that the inclusion criteria for people with psychological disorders are theoretical and research-based, measurable, treatable, and have an impact on performance in the workplace. This management-driven view is counterbalanced by Wright (2003) arguing that pursuing employee happiness and health as viable goals is the mission of POB. As claimed by Zwetsloot and Pot (2004), enhancing employee fitness and welfare is becoming a business value of strategic significance. For instance, increasing sound “investments” in employees who yield direct economic benefits to the company instead of costs, occupational health, and well-being measures. According to this viewpoint, a positive business value model of employee health and well-being can include the employee-centered opinion of Wright (2003) and the organization-centered opinion of Luthans (2002a) a strategy that has been dubbed “Integral Health Management” (Zwetsloot and Pot, 2004), that creates a win-win scenario for the company and its workers. Positive psychology circumstances and human resource qualities that are connected to employees’ well-being or performance growth are often the focus of POB research (Renwick, 2003).

This quantitative study aims to investigate the effects of positive organizational behavior on employee performance in Pakistani educational institutions by testing the notion of positive organizational behavior. The independent variable in this study is “positive organizational behavior,” and the dependent variable is “employee performance”. The controlling factors in this study include reward, work culture, reward systems, leadership, and physical facilities for college and university professors. The major source of data for this survey will be the questionnaire, which will be used as a tool for data collection. Establishing a pleasant workplace where workers feel at ease and can contribute to the success of the company is known as good organizational behavior. Positive reinforcement of employees may foster a positive work atmosphere, which in turn helps the organization accomplish its goals more efficiently because workers can work more productively in such an environment.

This study provides the framework to outline the goal and purpose of the research, which is based on a thorough understanding of college and university faculty members’ experiences with organizational behavior in the context of working with students and highly diverse management. The research topics are outlined to provide clarification on a few of the terms utilized in this investigation (Harmuth, 1969). In addition, the research design, participant selection, data collection, analysis, and interpretation are elaborated.

In Pakistan, positive organizational behavior has received less attention in educational institutions. This article will first discuss innovative approaches to emphasize positive organizational behavior in Pakistan. Second, as the approach is mainly utilized in wealthy nations, there are components of positive organizational behavior that have not been considered if it is done in underdeveloped nations. Educational institutions that prioritize positive organizational behavior and base their decisions on it may achieve enhanced performance. Lastly, the study’s quality standards and ethical considerations are elaborated.

Instead of announcing some new findings about the importance of positivity, as positive psychology does, POB highlights the need for more targeted theory development, research, and practical application of positive attributes, situations, and employee activities in organizations (Youssef, 2007).

This study will assist in developing effective strategies that will help both instructors and students. The sample size consists of 300 faculty members from various academic institutions in Pakistan. According to the subject, educational institutions will have the chance to focus more on positive organizational behavior. The research will produce very useful results that can be applied to any system operating in any type of educational setting. It will also help to reduce negative behaviors by promoting, valuing, and substituting positive, creative, and productive thoughts for negative ones to improve the organization’s capacity for work and productivity.

## **2. Literature review**

The positive organizational behavior (POB) platform, which was developed from recent publications and is made available here, lays forth the concepts of exceptionality, assessment, openness to progress, and application for improving

employee performance and leadership efficiency in addition to positivity. The ideas of POB must be and are now being experimentally assessed in professional contexts. Other applications include cross-cultural entrepreneurship (Luthans and Jensen, 2002) human resource development (Luthans and Jensen, 2002), and entrepreneurship. Scholars and professionals have concentrated on a constructive technique over time for the selection, development, and management of human resources in organizations.

Positive organizational behavior (POB), the platform that has been derived from current articles and offered here sets down the principles not only of positivity, but also exceptionality, evaluation, openness to growth, and application for leadership efficiency and employee performance development (Koeswayo et al., 2024). POB must be currently being empirically evaluated in workplace settings for the thoughts of POB and other applications such as cross-culturally, in entrepreneurship, and human resource development. Over the years, a positive methodology for choice, growth, and management of human resources in organizations has been focused on by both scholars and professionals (Haryanto et al., 2023). The benefits are positively leveraging a variety of high-performance work in terms of employment, remuneration, and motivation. Their fundamental structures, methods, and cultures have also been extensively researched and advocated for their support of competitiveness and organizational performance (Becker and Huselid, 1998).

## **2.1. Leadership behavior**

Leadership behavior is elaborated by Sosik et al. (1997) as the arrangement of leaders' behavior desires, whereas Sadler-Smith et al. (2003) define leadership behavior as a chain of attitudes, features, and abilities used by the managers in diverse circumstances according to individual and linked to organizational standards. Any leader may be more effective in a specific state of affairs but may not emerge as effective in diverse circumstances (Fiedler, 1966). The definition of several leadership styles that have developed many theories of leadership have been recognized (Bass, 1999). A procedure in which "leaders and followers raise one another to increase the levels of ethics and motivation" is transformational leadership which was described by Khanin (2007). This behavior discloses the positive significant relationship which is revealed in five aspects of studies on the effect of leadership style and organizational assurance (Ahmadimousaabad et al., 2013) The type of leadership behavior and factor of commitment can be different from the level of influences (Behrendt et al., 2017).

H1 = There is a positive relationship between leadership behavior and positive organizational behavior.

H0 = There is no relationship between leadership and positive organizational behavior.

## **2.2. Work environment**

It is undeniable that a workplace favorable for the well-being of the workers can facilitate them to fulfill their responsibilities with high efficiency. Three forms of the perceived work environment include technical environment, physical environment, and organizational environment leads to high efficiency and effectiveness of the institution (James and James, 1989). The importance of a positive and encouraging

work environment as in other organizations cannot be denied for educational institutions as well (Amabile and Gyskiewicz, 1989). This type of environment has a positive effect on the staff's attitude, behaviors, and mindset. An encouraging work environment keeps the morale of staff members high, which is necessary for the completion of assigned tasks productively and effectively (Al-Ajez and Hallas, 2011). This simple suitable management style and physical modifications can be easily incorporated into effective work settings (Iriqat, 2016). When employees have this confidence that the organization cares about them, they will respond with higher levels of effectiveness and productivity (Tracey et al., 1995).

H2 = There is a positive association between work environment and positive organizational behavior.

H0 = There is no association between work environment and positive organizational behavior.

### **2.3. Fairness of rewards**

In organizations where the number workforce is not too large, it is believed that a fair reward system is an essential factor that boosts morale and creates good relationships between managers and employees. Physical services, benefits, and gains of employees are part of employee relationships and are the forms of economic returns as Malhotra et al. (2007) define rewards. As Jasso (1983) stated employees provide or perform allocated duties by the employers, and in response the employers are also supposed to fulfill their promises with satisfactory wages and salaries (Hareendrakumar et al., 2020). The scope of organizational culture is stated by using the diverse models by organizational scholars (Tanford et al., 2018) and determining four possibilities of organizational culture into organizational values, beliefs, norms, and predictions. The research by Jackson et al. (2012) reveals the scope of organizational culture as organizational structure, organizational safety and the mutual obligation of welfare, communications, the conduct of the managers, employees' involvement in making decisions, and additionally, employees' responses and behaviors.

The capability to accomplish the organization's main objectives is the desired standard enforced by the majority of organizations today to reward their employees. It was discussed by Hwang et al. (2019) that, many organizations are incapable of inculcating the pleasure of working in accomplishing obligations and responsibilities if insufficient rewards are being promised (Haryanto et al., 2023b). Once more, reward offers an evident means of endorsing productive struggles and declaring to employees the organization's value and their efforts (Xu et al., 2021).

H3 = There is a positive correlation between fairness in reward and positive organizational behavior.

H0 = There is no association between fairness in reward and positive organizational behavior.

### **2.4. Effective communication**

An effective communication system plays a vital role in creating positive organizational behavior and can help to increase the productivity of any organization

(Quill, 1995). All organizations need a well-defined communication system so that all stakeholders of the organization can synchronize and share mutual ideas (Quick and Macik-Frey, 2007). An ill-designed communication system can affect an organization's information values and responses, or it may overload it with excessive information (Haryanto et al., 2023a). Effective and flexible communications can allow companies to meet the demands of different circumstances (Baig et al., 2022). Significant to this description are non-rigid outlines of engagements, the skill to examine a state, and the capability to select from a social catalog of conducts that are most effective and suitable for the circumstances (Hadi et al., 2020).

Thus, effective communication seems to be a vital part of communication capability. People with effective communication are ever more capable, effective, and appropriate in communication circumstances (Kalogiannidis, 2020). They are capable of adjusting to the stresses of conditions (Musheke and Phiri, 2021). By looking at the leadership between effective communication and competence, it can be determined that the self-discovery of effective communication was a solid interpreter of personal adjustment in any organization (Hung and Lin, 2013).

H4 = There is a positive association between effective communication and positive organizational behavior.

H0 = There is no correlation between effective communication and positive organizational behavior.

## **2.5. Physical facilities**

It was realized with time that knowledge delivery is not only conceivable in the four walls of the classroom from the teacher to the students, but rather atmosphere that offers the platform for perception to be demonstrated, direct experience, and improvement of the systematic approaches, abilities, among the individual well-being (Asiabaka, 2008). There is a series of literature on the importance of physical facilities towards the worth of education at different stages of the learning system, which certainly is desirable to the educators and displays the level of creativity and commitment of teachers towards effectiveness and productivity of the educational Institute (Babatope, 2010). Physical facilities assist the faculty members in doing their work in a good manner and support the learners to perform well. In this framework, the educational, physical, infrastructural, instructional, and educational amenities used are exchangeable, exceeding what is possible when they are not delivered (Wendel-Vos et al., 2007). Also, physical facilities are tangible possessions that are facilitated to maximize educational productivity in the coaching and learning procedure (Urwick and Junaidu, 1991).

H5 = There is a positive association between physical facilities and positive organizational behavior.

H0 = There is no connection between physical facilities and positive organizational behavior.

## **2.6. Performance**

The inventiveness, dedication, and ingenuity of employees determine the success of the organization. By encouraging enthusiasm and creativity among their workforce

and helping them reach their full potential, workers may significantly improve the performance of their organizations. POB gives companies the ability to view each employee more thoroughly, facilitating a better knowledge of the workforce and a strategy for changing employee behavior. Scholars have furnished an abstract framework for arranging and integrating their investigations on affirmative organizations (Younas et al., 2023). “The study of that which is positive, prosperous, and life-giving in organizations” is how POS is defined, which talks about how organizations measure their processes and outcomes.

The term “organizational” describes the basic and relational dynamics that are fostered inside and through organizations, with a focus on the environment that might lead to successful outcomes. Positive organizational science (POS) refers to the rigorous, theoretically based, and scientific examination of positive organizational settings (Ogwueleka and Ogbonna, 2018). Like POB but different from positive psychology, POS is primarily focused on the job and reaching work-related goals. While there is some overlap, POB primarily focuses on the psychological conditions and human strengths of individuals that affect employee performance (Luthans, 2002a) whereas POS primarily worries about the organizational framework’s positive attributes that influence employees’ well-being (Younas et al., 2023). This particular issue indirectly impacts the transition between POB and POS because it combines a positive organizational viewpoint (POS) with a positive individual perception (POB) to the fullest extent possible (Bakker and Schaufeli, 2008).

H6 = There is a positive association between positive organizational behavior and employee performance.

H0 = There is no association between positive organizational behavior and employee performance.

## **2.7. Theory of positive organizational behavior**

POB is relatively a new theory in the area of organizational behavior whose focus is positive attributes and outcomes in organizations. It is grounded in positive psychology principles (Luthans, 2002a), which emphasize strengths, virtues, and factors that contribute to individual and organizational productivity, this theory explores factors like positive emotions, hope, resilience, strength-based development, efficacy, employee well-being, positive relationships, OCB, and so on. (Luthans and Youssef, 2007).

This theory helps create a positive work environment by focusing on strengths and positivity rather than solely addressing problems and weaknesses. Fred Luthans, Kim Cameron, Jane Dutton, Adam Grant, and Martin Seligman worked to develop the theory of positive organizational behavior (Cunha et al., 2020). **Figure 1** below shows the theoretical framework of this study.

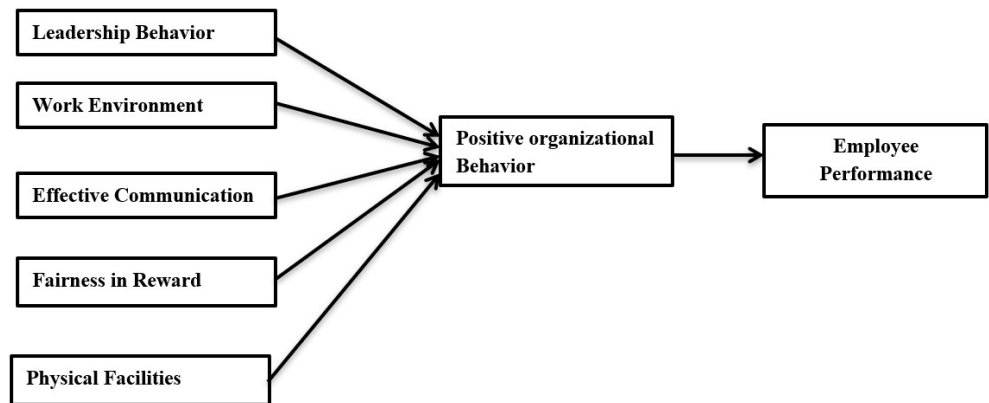


Figure 1. Theoretical framework.

### 3. Research methodology

The positivist paradigm forms the basis of this suggested study, which seems appropriate for this study. A quantitative research approach was used, which uses a cross-sectional design to gather primary data quantitatively through the use of a quantitative research technique (Park et al., 2020). Models, ideas, and hypotheses are frequently developed using a quantitative research technique. The specification and accuracy of the results will be improved by incorporating numerical data (Runfola et al., 2017). Faculty members were the intended group for this study, which focused on educational institutions. There were 300 people in the sample. A straightforward random sample method was used based on probability sampling techniques. 7 Items LMX leadership scale, 7 items work environment scale, 10 items scale for fairness in rewards, 8 items scale for effective communication, 9 items scale for physical facilities, 14 items scale for positive organizational behavior, and 10 items scale were used to measure the performance.

A self-administered, closed-ended online questionnaire was used to gather data. A 5-point Likert scale was employed to gather the data.

#### 3.1. Data analysis

For data analysis, SPSS was used. After the data collection and data cleaning process was completed, the collected data was inputted into SPSS for further analysis. Cronbach Alpha is calculated with the use of SPSS for factor analysis to measure reliability and internal consistency (Bonett and Wright, 2015). After applying the Cronbach Alpha to all factors, the value of every factor is greater than 0.07 (Christmann and Van Aelst, 2006), which shows that all the factors used in the questionnaire are reliable as shown in **Table 1** below.

As shown in the table, the value of alpha for all variables is greater than 0.70 which shows that all the items of the questionnaire are reliable, so the data collected through the questionnaire is reliable for further analysis.



**Table 1.** Reliability test.

	Sample Size	N Items	Alpha
Leadership Behavior	300	7	0.783
Work Environment	300	7	0.790
Fairness in Rewards	300	7	0.904
Effective Communication	300	8	0.941
Physical Facilities	300	7	0.876
POB	300	12	0.961
Performance	300	8	0.938

**Table 2** below shows the demographic profiles of the respondents.

**Table 2.** Demographic profiles of respondents.

Data	Frequency	%age
<b>Gender</b>		
Male	203	68.7%
Female	94	31.3%
<b>Age</b>		
20 Years or Less	2	0.7%
21–30 Years	128	42.7%
31–40 Years	122	40.7%
45 Years Plus	48	16.0%
<b>Qualification</b>		
Masters	86	28.7%
M. Phil/MS	152	50.7%
PHD	56	18.7%
Others	6	2.0%
<b>Designation</b>		
Lecturer or Less	124	41.3%
Asst. Prof	52	17.3%
Associate Prof.	16	5.3%
Prof	10	3.3%
Others	58	32.7%
<b>Experience</b>		
5 Years or Less	144	48.0%
6 Years–10 Years	46	15.3%
11 Years–15 Years	30	10.0%
15 Years Plus	62	20.7%
Others	18	6.0%

This table shows that the total number of respondents is 300 of which 203 are males and 97 are females, indicating the percentage of the respondents as 68.7% male and 31.3% female. The next variable age shows that the respondents aged 20 or less are 2, 21–30 are 128, 31–40 are 122, and above 45 are 48. The percentage of

respondents aged below 20 or less is 0.7%, 21–30 is 42.7%, 31–40 is 40.7%, and above 45 is 16%. The next variable qualification shows that the respondents with Masters are 86, M. Phil/ MS are 152, PHD are 56 and others are 6. The percentage of respondents who have a Master’s is 28.7%, M.Phil./MS is 50.7%, PHD is 18.7%, and others are 2.0%. The next variable shows that the respondent’s designation of lecturers or less is 124, Ass. Prof is 52, Associate Prof. is 16, Prof is 10 and others are 58. The percentage of respondents who are lecturers or less is 41.3%, Asst. Prof is 17.3%, Associate Prof is 5.3%, Prof is 3.3% and others is 32.0%. The next variable shows that the respondent’s experience of 5 years or less is 144, 6–10 are 46, 11–15 are 30, 15 years plus are 62 and others are 18. The percentage of respondents with experience of 5 years or less is 48.0%, 6–10 is 15.3%, 11–15 is 10.0%, 15 years plus is 20.7% and others are 6.0%.

## 4. Results

### 4.1. Correlation analysis

A correlation analysis is conducted to determine the relation between the different variables selected for the study (Cohen et al., 2013). The tabular representation is given in **Table 3** below. The table shows that leadership behavior has a positive moderate correlation with work performance by a value of 0.062 at the significance level of 0.452, the work environment has a positive perfect correlation with performance with a value of 0.574 at a significant level of 0.000, fairness of reward has a positive correlation with performance with the value of 0.481 at a significant level of 0.000, effective communication has a positive correlation with performance with a value of 0.570 at the significant level of 0.000, physical facilities have a positive correlation with performance with a value of 0.495 at the significant level of 0.000, and positive organizational behavior has a positive correlation with performance with a value of 0.650 at the significant level of 0.000.

**Table 3.** Correlation analysis.

Leadership Behavior		Work Environment	Fairness Of Reward	Effective Communication	Physical Facilities	POB	Performance
Leadership Behavior	1	0.415**	0.389**	0.344**	0.262**	0.283**	0.062
Work Environment		1	0.704**	0.730**	0.655**	0.734**	0.574**
Fairness Of Reward			1	0.770**	0.703**	0.833**	0.481**
Effective Communication				1	0.666**	0.826**	0.570**
Physical Facilities					1	0.766**	0.495**
POB						1	0.650**
Performance							1

\*\*Significant at 0.01 level of significance.

### 4.2. Regression analysis

The results as given below show that all the hypotheses are supported and it is seen that POB positively influenced the performance of the employees in the academic institutions, from the model 1 it can be seen that the value of ( $\Delta R^2 = 0.074, \beta = 0.283$

where  $P < 0.05$ ) this shows that leadership behavior positively associated with positive organizational behavior. Model 2 ( $\Delta R^2 = 0.536$ ,  $\beta = 0.734$  where  $P < 0.05$ ) shows that the work environment is positively associated with positive organizational behavior. Model 3 ( $\Delta R^2 = 0.692$ ,  $\beta = 0.833$  where  $P < 0.05$ ) shows that fairness in rewards is positively associated with positive organizational behavior. Model 4 ( $\Delta R^2 = 0.681$ ,  $\beta = 0.826$  where  $P < 0.05$ ) shows that effective communication is positively associated with positive organizational behavior. Model 5 ( $\Delta R^2 = 0.583$ ,  $\beta = 0.766$  where  $P < 0.05$ ) shows that physical facilities are positively associated with positive organizational behavior. Model 6 ( $\Delta R^2 = 0.419$ ,  $\beta = 0.650$  where  $P < 0.05$ ) shows that positive organizational behavior is positively associated with employee performance. **Table 4** below shows the multiple regression analysis.

**Table 4.** Multiple regression.

Model	Dependent	Independent	$R^2$	$\Delta R^2$	$\beta$
1	POB	CVs + LB	0.080	0.074	0.283
2	POB	CVs + WE	0.539	0.536	0.734
3	POB	CVs + FIR	0.694	0.692	0.833
4	POB	CVs + EC	0.683	0.681	0.826
5	POB	CVs + PF	0.586	0.583	0.766
6	Performance	CVs + POB	0.423	0.419	0.650

\*Significant at 0.05 level of significance.

CV = Control Variables; (Gender, Age, Qualification, Designation, Experience).

LB = Leadership Behavior; WE = Work Environment; FIR = Fairness in Rewards; EC = Effective Communication; PF = Physical Facilities; POB = Positive Organizational Behavior.

**Table 5** below shows the summary of all hypotheses. The results above show that all hypotheses are accepted, as all the values are significant at a significant level of 0.05.

**Table 5.** Hypotheses summary.

Hypothesis	$P$ -Value	$R^2$	Out-Com
There is a positive relationship between leadership behavior and positive organizational behavior	0.000	0.080	Accepted
There is a positive relationship between work environment and positive organizational behavior	0.000	0.539	Accepted
There is a positive relationship between communication and positive organizational behavior	0.000	0.694	Accepted
There is a positive relationship between fairness in reward and positive organizational behavior	0.000	0.683	Accepted
There is a positive relationship between physical facilities and positive organizational behavior	0.000	0.586	Accepted
There is a positive relationship between positive organizational behavior and employee performance	0.000	0.423	Accepted

## 5. Discussion

As was previously said, workers are positively and directly impacted by leadership behavior, the work environment, rewards equity, effective communication, and physical facilities. The effectiveness of educational institutions is positively impacted by both positive and good organizational behavior. Additionally, the findings of the statistical study mentioned above demonstrate a favorable link between them. Regarding earlier studies, a large number of them concentrated on the beneficial relationship between performance and positive organizational behavior. According to

earlier research, this field of study comprises (Luthans and Youssef, 2007) positive organizational behavior in thriving organizations. It is evident that positive organizational behavior significantly improves faculty performance at universities and colleges when comparing the findings of this study with those of the researcher. Therefore, the independent and dependent variables have a direct and positive connection.

As discussed earlier, leadership behavior, work environment, fairness of rewards, effective communication, and physical facilities have a positive and direct impact on positive organizational behavior in the performance of educational institutions. The above statistical analysis and its results also show that there is a positive correlation between them. As far as previous research is concerned, many researches focused on the positive correlation between positive organizational behavior and performance. Previous research studies show that positive organizational behavior is present in flourishing organizations (Luthans and Youssef, 2007). By comparing the results of this study with the researcher's results, then it would be clear that positive organizational behavior effectively helps to enhance the performance of faculty members at universities and colleges. So there is a direct positive relationship between independent and dependent variables.

Leadership behavior has a positive impact on POB because it helps managers to improve their leadership behavior which ultimately has a positive effect on employee performance. The work environment has a great influence on POB as a positive work environment can improve performance, while in contrast, a negative work environment can lead the organization towards low performance. From the above statistical analysis, it is clear that the work environment has a great impact on POB and employee performance as well.

Fairness of rewards is also another important independent variable that can help immensely build up POB behavior. It is clear from the above correlation and regression analysis that fairness in rewards has a great impact on POB and employee performance.

Effective communication has a great influence on POB as shown by the above correlation and regression analysis. Organizations with effective communication behave more positively which results in improved organizational output, rather than those having ineffective communication.

Physical facilities also play an important role in building up a positive culture in any organization as shown by the above regression and correlation analysis. From the above statistical analysis of regression and correlation, there is a strong correlation between independent variables (leadership Behavior, work environment, fairness of rewards, effective communication, physical facilities) with POB and dependent variable (performance). The challenge is to implement properly the above properties in an institute at a particular time which will be helpful to enhance the performance of the employees which can lead the institute towards success and prosperity.

## **6. Future research directions**

In this study, only faculty members were focused so it is suggested that future research should be done for management and other staff as well to give a clear picture

of positive organizational behavior's impact on the whole institute. This study can also be replicated to find out the positive organizational behavior in the school system. Each variable in this study can be studied separately in-depth. There are many other variables also which can also be used to measure the impact of POB on performance like emotions, power, organizational conflict, and so on. These variables can be considered for future research.

## 7. Conclusion

This comprehensive investigation of operations, encompassing leadership behavior, work environment, effective communication, fairness in rewards, and physical facilities, has uncovered valuable insights into non-profit organizations like academic institutions. The findings of this study elaborate interplay between these critical factors which can impact the performance of personnel at academic institutions.

A cornerstone leadership behavior provides direction and guidance that is crucial for organizational success. A more conducive work environment fosters a sense of belonging and facilitates productivity among all team members. Clarity in roles, tasks, and expectations can be effectively managed by effective communication skills. A culture of recognition, motivation, and equity can be maintained by ensuring the fairness in rewards system. Adequate physical facilities are necessary for the smooth functioning of operations and the well-being of the employees.

The pivotal role of POB as a mediator that promotes positivity, resilience, and well-being of the employees, catalyzing the enhancement and flourishing performance of the employees. Strategically addressing all these areas in an organization can create a nurturing ecosystem conducive to employee satisfaction and growth, and ultimately, improve the outcome of the whole system.

**Conflict of interest:** The author declares no conflict of interest.

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