p-ISSN : 0216-683
e-ISSN : 2685-838X

Jembatan: Jurnal Ilmiah Manajemen
Vol. 19, No.1, April, 2022

Mediating Roles of Helping Behavior Between Self-Efficacy and Work Engagement Towards Technical and Social Performance

Tarman Budianto[1]
Pusdiklat Pegawai Kemendikbudristek, Indonesia (tarman_060708@yahoo.com)[1]

ABSTRACT: Several empirical studies have shown that helping behavior results in dysfunctional employees, such as stress, role overload, and the emergence of work-family conflict because of the time and energy that is allocated to helping others. However, other literature shows that helping behavior is considered an act of kindness that can result in high performance evaluations. This study aims to examine whether the helping behavior variable has a mediating role in the relationship between self-efficacy and work engagement towards technical and social performance. This study involved 261 widyaiswara (trainer) in Indonesia. Data analysis using bootstrapping technique. The results showed that helping behavior mediate in the relationship between: (1) self-efficacy and technical performance, (2) self-efficacy and social performance, (3) work engagement and technical performance, (4) work engagement and social performance. These findings validate and provide new empirical evidence that helping behavior has a positive impact on performance. Based on these findings, future research is recommended to explore further the influence of helping behavior in reducing relationship conflict, because conflict-free organizations never exist. These findings, practically can be a guide for leaders in improving performance, both technical performance and social performance, namely by increasing work engagement and self-efficacy, so that helping behavior can contribute to the achievement of employee performance and organizational goals.

Keywords: *Helping Behavior, Self-Efficacy, Work Engagement, Technical Performance, Social Performance.*

To Cite This Artikel
Budianto, T. (2022). *Mediating Roles of Helping Behavior Between Self-Efficacy and Work Engagement Towards Technical and Social Performance*. *Jembatan: Jurnal Ilmiah Manajemen* Vol. 19 No. 1, April 2022. DOI: https://doi.org/10.29259/jmbt.v19i1.17613

INTRODUCTION

George & Jones (1997) stated that helping behavior is a sub-dimension of Organizational Citizenship Behavior (OCB). Helping behavior is an important human resource factor because it can promote the achievement of organizational goals (Zhao & Guo, 2019). Helping behavior is the voluntary behavior of employees who help their co-workers in dealing with tasks and work problems (George & Jones, 1997). Therefore, helping behavior is a real representation of positive interpersonal relationships for employees.

Empirical literature on helping behavior still leaves gaps. Bolino & Turnley (2005) research found that helping behavior helping behavior results in dysfunctional employees, such as stress, role overload, and the emergence of work-family conflict because of the time and energy that is allocated to helping others (Bolino & Turnley, 2005). However, the results of research by Podsakoff et al. (2009) show that helping behavior is considered an act of kindness that can result in high performance. Helping behavior is considered an important part of the organization (Gardner, Gino, & Staats, 2012). The results of Koopman et al. (2016) who found that helping behavior had a good effect on not only affective commitment but also job satisfaction. This gap needs to be studied more deeply about how it actually affects employee performance.

An employee needs an adequate level of regulatory resources in carrying out helpful behavior, because they need to handle their own tasks as well as help solve co-workers' problems (Koopmann et. al, 2016). Social cognitive theory has the assumption that self-efficacy can affect personality function both on the dimensions of thinking, motivational dimensions and even on actions (Bandura 1997). Therefore, helping behavior can be an expression of employee self-efficacy in improving performance. While there is the potential for other factors to operate as drivers and motivators of a person in achieving desired goals and outcomes, this remains rooted in the core belief that employees have the power to produce effects by their own actions (Bandura, 2001). Several empirical studies have confirmed that self-efficacy has a substantial influence on behavior in an organizational context, for example: self-efficacy is associated with higher job involvement (Bakker 2011), and better job performance (Bandura, 1997).

In the work context, self-efficacy can have a good influence when it can build interpersonal relationships at work. Therefore, this interpersonal relationship becomes an important part in explaining more deeply about how self-efficacy influences performance. Therefore. This study proposes that helping behavior can be an expression of employee self-efficacy in improving performance. In other words, this study proposes that helping behavior can be a variable of the relationship of self-efficacy and performance.

Research Podsakoff et al. (2009) showed that helping behavior is an act of kindness that can result in high performance and has a positive effect on affective commitment and job satisfaction (Koopman et. al. 2016), so that helping behavior can erode various organizational constraints. Regarding organizational constraints, the research of Cristián et al. (2021) presented that work engagement was worse when an employee rated organizational constraints more highly than his teammates and had an impact on performance. This suggests that the negative effects of oral contraceptives are also exacerbated by perceived discrepancies with teammates and indicate the need to include social context in the study of perceptions of the work environment. Many professionals lose their work engagement as a result of their unrecognized talent or rigid organizational structure (Kodden, 2020), which can reduce performance. Therefore, work engagement needs to be actualized into a real behavior at work, one of which is by helping behavior. So this study proposes that helping behavior can be a variable of the relationship between self-efficacy and performance.

In order to obtain precise and in-depth findings, job performance in this study refers to the classification of job performance formulated by Abramis (1994), namely technical performance and social performance. So this study aims to examine whether the variable of helping behavior has a mediating role in the relationship between self-efficacy and work engagement towards technical and social performance.

LITERATURE AND HYPOTHESES

Self-efficacy, Helping behavior, and Technical Performance

Social cognitive theory assumes that self-efficacy affects personality function not only through thinking and motivation, but also various employee behaviors (Bandura 1997). Although there are various factors that can encourage employees to achieve the desired goals and results, they are rooted in self-confidence (Bandura, 2001). Several studies have presented various effects of self-efficacy on behavior in organizational contexts, for example: self-efficacy is associated with higher job involvement (Bakker 2011), and better job performance (Bandura, 1997). In the work context, self-efficacy can have a good influence when it can build interpersonal relationships at work. Therefore, this interpersonal relationship becomes an important part in explaining more deeply about how self-efficacy influences performance.

Previous research on organizational behavior has shown the importance of positive interpersonal relationships for employees (Fyson, 1999). A good relationship between employees is a stress reliever and can be a source of employee happiness (McCarthy, et al. 1990). Through relationships, individuals can receive instrumental assistance and get emotional support in carrying out tasks and facing various challenges in organizational life (Gutman, et.al. 2002). Helping behavior is one of the real representations of positive interpersonal relationships for employees. Helping behavior related to work is an important part of the organization (Gardner, Gino, & Staats, 2012). Bolino & Turnley (2005) found that helping behavior has the potential to cause dysfunctional employees, for example stress, excessive role enhancement and even work-family conflict because they have to work harder to help others. However, the results of research by Podsakoff et al., 2009 show that helping behavior is included in acts of kindness that can result in better performance. This research is reinforced by the research findings of Koopman, Lanaj, & Scott, (2016) which found that helping behavior has a positive effect on affective commitment and job satisfaction. Therefore, this study proposes that behavior helps mediate between self-efficacy and performance.

Regarding job performance, Abramis (1994) defines job performance as the effective execution of work tasks as well as contributing to the social work environment. So explicitly, Abramis (1994) divides job performance into technical performance and social performance. Technical performance is related to how employees handle job demands, make the right decisions, and perform various work tasks with minimal errors. Meanwhile, social performance is related to the ability of employees to interact with other employees at work, make compromises, and resolve conflicts. So that helping behavior is predicted to have a mediating role on self-efficacy and performance, both technical performance and social performance. Based on this, this research assumes that:

Hypothesis 1a: ***Self-efficacy improve technical performance through helping behavior.***

Hypothesis 1b: ***Self-efficacy improve social performance through helping behavior.***

Work Engagement, Helping behavior, and Technical Performance

Kahn (1990) for the first time conceptualized work engagement as fully engaging oneself both cognitively, physically and emotionally while carrying out their duties. The

level of employee work engagement can be seen from the extent to which these employees can enjoy, believe and feel that what they do is appreciated (Wellins et al, 2011). Employees who have good work egagement show a very positive attitude, which is characterized by unlimited enthusiasm, energy, and willingness to work and invest various abilities in carrying out their duties, so as to improve employee performance (Bakker et al, 2009).

The research of Cristián et al. (2021) present that work engagement is worse when an employee rates organizational constraints more highly (that is, more problematic) than his or her teammates. This suggests that the negative effects of oral contraceptives are also exacerbated by perceived discrepancies with teammates and indicate the need to include social context in the study of perceptions of the work environment. Gardner, Gino, & Staats (2012) stated that Helping behavior related to work is an important part in the organization which is one of the real representations of positive interpersonal relationships for employees. The results of empirical research by Podsakoff et al., (2009) show that helping behavior is an act of kindness that can result in high performance evaluations and has a positive effect on job satisfaction and affective commitment (Koopman, Lanaj, & Scott, 2016). Therefore, this study proposes helping behavior mediate between self-efficacy towards performance, both technical performance and social performance (Abramis, 1994):

Hypothesis 2a: ***Work engagement improve technical performance through helping behavior.***

Hypothesis 2b: ***Work engagement improve social performance through helping behavior.***

The research model is graphically presented in Figure 1 as follows:

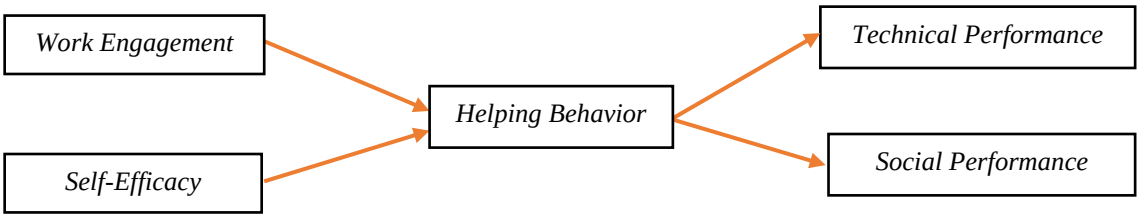

Figure 1. Research Model

METHOD

Research Design

This research method uses quantitative research methods to test the effect of the variables formulated in the hypothesis. Research with survey methods was conducted to obtain information about beliefs, opinions, attitudes, characteristics, expectations, classifications, knowledge, and past or current behavior (Neuman, 2007). Research design with survey method has good external validity (Scharm, 2005). External validity refers to the possibility of generalizing the results found to different populations or situations (Winer, 1999; Scharm, 2005). Data collection is done online by utilizing the google form platform which is distributed to Widyaiswara. Widyaiswara is a Civil Servant (PNS) who is appointed as a functional official by an authorized official with the duties, responsibilities, authority to educate, teach, and/or train Civil Servants (PNS)

in government education and training institutions. The profile of a widyaiswara is considered to represent the purpose of this research.

This study uses a closed questionnaire with a variety of answers that have been determined as a data collection instrument. Considering the findings of Trompenaars and Turner (1997) which have shown that several Asian countries, including Indonesia, tend to choose neutral in responding to odd questionnaires, this study uses an even scale (6) to minimize research bias. In other words, the middle answer choice (neutral) becomes the majority of the choice tendencies so that the research becomes biased (Coper and Schindler, 2003).

This research instrument uses instruments that have been developed by previous researchers. The measurement of the self-efficacy variable uses 6 question items developed by Caprara et al. (2008). The work engagement variable uses question items developed by Schaufeli and Bakker (2010). Helping Behavior uses 4 question items formulated by Na Fu et.al. (2021). Meanwhile, the technical performance and social performance variables refer to the instrument developed by Abramis (1994).

Sample Profile

This study involved 261 widyaiswara from various regions in Indonesia as respondents. Of the 261 respondents, 57.47% were male, 75.86% had a master's degree, and 26.44% of the respondents had been a widyaiswara for more than 5 years. Table 1 presents the complete data on the profile of the respondents in this study.

Table 1. Profile of Respondents

Data type	Sex		Education			Tenure as Widyaiswara		
	F	M	Bachelor	Master	Doctor	< 1 year	1 year < > 5 Year	5 Year<
Amount	111	150	10	198	53	13	69	179
Percentage (%)	42,5%	57,47%	3,83%	75,86%	20,31%	4,98%	26,44%	68,58%

**) N=261*

Validity and Reliability

In accordance with the rules of the study, the authors tested the validity and reliability of the instruments used. An instrument is declared valid when the indicator can truly represent the variable to be measured. Hair et al. (2014) states that instrument validity is the degree to which a measurement instrument can represent variables accurately. The instrument validity test was carried out using the factor analysis method. Regarding factor analysis, Hair et al (1998) provide a rule of thumb that if the loading factor value (λ) is above 0.5, the validity is good. However, Stevens (1992) recommends that a loading factor (λ) above 0.4 is still acceptable. Referring to this, in this study the limit value is declared valid if it shows the loading factor (λ) above 0.4. Meanwhile, reliability is the degree to which a research instrument is consistent with what will be measured in the study (Hair et al. 2014). The reliability test was carried out using the acceptance criteria of Cronbach's Alpha value above 0.60 (Nunnally & Bernstein, 1994).

Prior to the validity test, statistical testing was carried out first by calculating the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO MSA) and Bartlett's Test of Sphericity (BTS) values.

Table 2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO MSA)		0,902
Bartlett's Test of Sphericity (BTS)	*Appox. Chi-Square*	9434,129
	df	1891
	Sig.	0,00

**)Source: Results of primary data processing*

The output of KMO and Bartlett's test is useful to determine the feasibility of the data for further processing in factor analysis or not. If KMO MSA is more than 0.05, then factor analysis can be continued. The results of statistical tests showed that the KMO MSA value was 0.902 and the BTS value was significant ($p<0.001$). The results of the KMO-MSA and BTS tests indicate that this study has met the adequacy of the sample so that it meets the requirements for continued factor analysis for validity testing.

Based on the factor analysis carried out, all question items have a loading factor above the loading factor (λ) above 0.4. If the question item has a loading factor (λ) above 0.4 then the level of validity is still acceptable (Stevens, 1992), therefore it can be continued in the next stage, namely reliability testing.

Table 3. Validity and Reliability Test Results

No.	Item	Validity					Reliability
		Faktor Loading (λ)					*Cronbach Alpha* (α)
		1	2	3	4	5	
1.	WE_1	0,66					**0,91**
2.	WE_2	0,68					
3.	WE_3	0,76					
4.	WE_4	0,81					
5.	WE_5	0,75					
6.	WE_6	0,71					
7.	WE_7	0,66					
8.	WE_8	0,59					
9.	WE_9	0,72					
10.	WE_10	0,73					
11.	WE_11	0,70					
18.	SE_1		0,51				**0,85**
19.	SE_2		0,76				
20.	SE-3		0,77				
21.	SE_4		0,74				
22.	SE_5		0,79				
23.	SE_6		0,73				
24.	HB_1			0,63			**0,82**
25.	HB_2			0,64			
26.	HB_3			0,91			
27.	HB_4			0,79			
28.	TP_1				0,71		**0,67**
29.	TP_2				0,72		
30.	TP_3				0,49		
31.	TP_4				0,55		
32.	SP_1					0,43	**0,68**
33.	SP_2					0,74	
34.	SP_3					0,76	

WE= *work engagement, SE= Self-Efficacy, HB= Helping behavior, TP= technical performance, SP= Social Performance.*

The results of the reliability test showed that all validated indicators had a value of more than 0.60. Thus, all the data obtained have met the elements of validity and reliability, so that they can be used to test research hypotheses.

RESULTS

Descriptive Statistics

All variables have a maximum score of 6. The standard deviation of the Self-Efficacy variable shows a score of 0.72. The minimum value for the Work Engagement variable is 3.09 and the helping behavior variable is 2.25. Meanwhile, the Social Performance variable has the highest score range, which is 4.67. Descriptive statistical data all variables are presented in table 4.

Table 4. Descriptive statistics

No.	Variable	Descriptive Statistics				
		Range	Min.	Max.	Mean	Std. Dev.
1.	*Self-Efficacy*	3,17	2,83	6,00	4,74	0,72
2.	*Work Engagement*	2,91	3,09	6,00	5,18	0,57
3.	*Helping behavior*	3,75	2,25	6,00	4,36	0,83
4.	*Technical Performance*	3,50	2,50	6,00	4,84	0,55
5.	*Social Performance*	4,67	1,33	6,00	4,72	0,75

Hypothesis Testing Results

To prove the existence of a mediating effect, Baron and Kenny (1986) explain that there are several steps that must be met, but Baron and Kenny themselves do not provide a way to test whether the indirect effect (ab) actually occurs. Baron and Kenny then suggested using the sobel test to calculate this indirect effect, although later the use of this sobel test was also criticized for being too dependent on the normal distribution. Hayes (2018) recommends using the bootstrapping method to calculate indirect effects that do not experience the limitations of the Sobel test and causal effect model. Bootstrapping allows one to generate outputs for indirect effects (a*b), including confidence intervals and effect sizes. The results of testing the mediating role on hypotheses 1a, 1b, 2a and 2b can be presented as follows:

Table 5. Bootstrapping Result of Hypothesis 1a

Model :4
Y :Technical Performance (TP)
X : Self-Efficacy (SE)
M :Helping behavior (HB)
Sample Size :261

Outcome Variable: HB
Model Summary

	R	R-sq	MSE	F	df1	Df2	p
	0,39	0,15	0,59	46,84	1,00	259,00	0,00

Model

	coeff	se	t	p	LLCI	ULCI
constant	2,21	0,32	6,97	0,00	1,59	2,84
SE	0,45	0,07	6,84	0,00	0,32	0,58

Line A

Outcome Variable: TP
Model Summary

	R	R-sq	MSE	F	df1	Df2	p

Model	0,52	0,27	0,22	48,03	2,00	258,00	0,00
	coeff	se	t	p	LLCI	ULCI	
constant	2,79	0,21	13,18	0,00	2,37	3,21	
SE	0,31	0,04	6,97	0,00	0,22	0,39	Line C'
HB	0,14	0,04	3,61	0,004	0,06	0,21	Line B

Total Effect Model

Outcome Variable: TP							
Model Summary							
	R	R-sq	MSE	F	df1	Df2	p
	0,48	0,23	0,23	79,30	1,00	259,00	0,00
Model							
	coeff	se	t	p	LLCI	ULCI	
constant	3,09	0,20	15,58	0,00	2,70	3,49	
SE	0,37	0,04	8,90	0,00	0,29	0,45	Line C

Total, direct, and indirect effect of X on Y

Total effect of X on Y							
efffect	se	t	p	LLCI	ULCI	c.ps	c.cs
0,37	0,04	8,90	0,00	0,29	0,45	0,67	0,48
efffect	se	t	p	LLCI	ULCI	c.ps	c.cs
0,31	0,04	6,97	0,00	0,22	0,39	0,56	0,40

Indirect effect(s) of X on Y:				
	efffect	BootSE	BootLLCI	BootULCI
HB	0,62	0,02	0,03	0,10
Partially standardized indirect effect(s) of X on Y:				
	efffect	BootSE	BootLLCI	BootULCI
HB	0,11	0,03	0,05	0,19
Completely standardized indirect effect(s) of X on Y				
	efffect	BootSE	BootLLCI	BootULCI
HB	0,08	0,03	0,04	0,14

Line E

In table 5, line A is the effect of self-efficacy on helping behavior. From the output above, the coefficient of line A is 0.45 and significant ($p < 0.01$). In line C' explains the effect of self-efficacy on technical performance directly. The path coefficient c' is 0.31 and significant ($p<0.01$). Line B is an explanation of the effect of helping behavior on technical performance. Line B coefficient of 0.14 and significant ($p <0.01$). Meanwhile, line C is the effect of total self-efficacy on technical performance. These data indicate that there is partial mediation (Baron and Kenny, 1986).

This is reinforced by the bootstrapping result on line D. The output in the indirect effect section of X on Y, it is written that the CI from the bootstrap result says BootLLCI=0.03 and BootULCI=0.10. Based on the analysis above, it can be concluded that helping behavior mediates between self-efficacy and technical performance, because BootLLCI and BootULCI are in the same quadrant (does not cross zero (0)) (Hayes, 2013), so that hypothesis 1a is supported.

In table 6, line A is the effect of self-efficacy on helping behavior. From the output above, the coefficient of line A is 0.45 and is significant ($p < 0.01$). In line C' explains the influence of self-efficacy on social performance directly. The path coefficient c' is 0.29 and significant ($p<0.01$). In line B is an explanation of the effect of helping behavior on social performance. Line B coefficient of 0.26 and significant ($p <0.01$). Meanwhile, line C is the total effect of self-efficacy on social performance. These data indicate that there is partial mediation (Baron and Kenny, 1986).

This is reinforced by the bootstrapping result on line D. The output in the indirect effect of X on Y section states that CI from the bootstrap result says BootLLCI= 0.06 and BootULCI=0.19. Based on the analysis above, it can be concluded that helping behavior mediates the relationship between self-efficacy and social performance, because BootLLCI and BootULCI are in the same quadrant (does not cross zero (0)) (Hayes, 2018), so that hypothesis 1b is supported.

Table 6. Bootstrapping Result of Hypothesis 1b

Model :4
Y : Social Performance (SP)
X : Self-Efficacy (SE)
M :Helping behavior (HB)
Sample Size :261

Outcome Variable: HB
Model Summary

	R	R-sq	MSE	F	df1	Df2	p
Model	0,39	0,15	0,59	46,84	1,00	259,00	0,00
	coeff	se	t	p	LLCI	ULCI	
constant	2,21	0,32	6,97	0,00	1,59	2,84	
SE	0,45	0,07	6,84	0,00	0,32	0,58	Line A

Outcome Variable: SP
Model Summary

	R	R-sq	MSE	F	df1	Df2	p
	0,47	0,22	0,44	36,58	2,00	258,00	0,00
Model							
	coeff	se	t	p	LLCI	ULCI	
constant	2,23	0,30	7,43	0,00	1,64	2,82	
SE	0,29	0,06	4,65	0,00	0,17	0,41	Line C'
HB	0,26	0,05	4,79	0,00	0,15	0,36	Line B

Total Effect Model

Outcome Variable: SP
Model Summary

	R	R-sq	MSE	F	df1	Df2	p
	0,39	0,15	0,48	46,33	1,00	259,00	0,00
Model							
	coeff	se	t	p	LLCI	ULCI	
constant	2,80	0,29	9,77	0,00	2,23	3,36	
SE	0,41	0,06	6,81	0,00	0,29	0,52	Line C

Total, direct, and indirect effect of X on Y

Total effect of X on Y

efffect	se	t	p	LLCI	ULCI	c.ps	c.cs
0,40	0,06	6,80	0,00	0,29	0,52	0,54	0,39

Direct effect of X on Y

efffect	se	t	p	LLCI	ULCI	c.ps	c.cs
0,29	0,06	4,65	0,00	0,17	0,41	0,39	0,28

Indirect effect(s) of X on Y:

	efffect	BootSE	BootLLCI	BootULCI	
HB	0,12	0,03	0,06	0,19	Line D

Partially standardized indirect effect(s) of X on Y:

	efffect	BootSE	BootLLCI	BootULCI
HB	0,16	0,04	0,08	0,23

Completely standardized indirect effect(s) of X on Y

	efffect	BootSE	BootLLCI	BootULCI	
HB	0,11	0,03	0,06	0,17	Line E

Table 7. Bootstrapping Result of Hypothesis 2a

Model :4
Y :Technical Performance (TP)
X :Work Engagement (WE)
M :Helping behavior (HB)
Sample Size :261

Outcome Variable: HB
Model Summary

	R	R-sq	MSE	F	df1	Df2	p
	0,46	0,22	0,55	70,79	1,00	259,00	0,00

Model

	coeff	se	t	p	LLCI	ULCI
constant	0,87	0,42	2,07	0,04	0,04	1,69
WE	0,68	0,08	8,41	0,00	0,52	0,83

⇨ Line A

Outcome Variable: TP
Model Summary

	R	R-sq	MSE	F	df1	Df2	p
	0,50	0,26	0,23	43,92	2,00	258,00	0,00

Model

	coeff	se	t	p	LLCI	ULCI
constant	2,37	0,27	8,76	0,00	1,84	2,90
WE	0,37	0,05	6,44	0,00	0,26	0,49
HB	0,12	0,03	3,05	0,0025	0,04	0,20

⇨ Line C'
⇨ Line B

Total Effect Model

Outcome Variable: TP
Model Summary

	R	R-sq	MSE	F	df1	Df2	p
	0,47	0,22	0,23	76,07	1,00	259,00	0,00

Model

	coeff	se	t	p	LLCI	ULCI
constant	2,48	0,27	9,07	0,00	1,94	3,01
WE	0,46	0,05	8,72	0,00	0,35	0,56

⇨ Line C

Total, direct, and indirect effect of X on Y

Total effect of X on Y

efffect	se	t	p	LLCI	ULCI	c.ps	c.cs
0,46	0,05	8,72	0,00	0,35	0,56	0,83	0,48

Direct effect of X on Y

efffect	se	t	p	LLCI	ULCI	c.ps	c.cs
0,37	0,06	6,44	0,00	0,26	0,49	0,68	0,39

Indirect effect(s) of X on Y:

	efffect	BootSE	BootLLCI	BootULCI
HB	0,15	0,03	0,02	0,15

⇨ Line D

Partially standardized indirect effect(s) of X on Y:

	efffect	BootSE	BootLLCI	BootULCI
HB	0,15	0,05	0,4	0,26

Completely standardized indirect effect(s) of X on Y

	efffect	BootSE	BootLLCI	BootULCI
HB	0,86	0,03	0,02	0,15

⇨ Line E

Table 8. Bootstrapping Result of Hypothesis 2b

Model :4
Y : Social Performance (SP)
X :Work Engagement (WE)
M :Helping behavior (HB)
Sample Size :261

Outcome Variable: HB
Model Summary

	R	R-sq	MSE	F	df1	Df2	p
	0,46	0,21	0,55	70,79	1,00	259,00	0,00

Model

	coeff	se	t	p	LLCI	ULCI
constant	0,87	0,41	2,07	0,04	0,04	1,69
WE	0,68	0,08	8,41	0,00	0,52	0,83

⇨ Line A

Outcome Variable: SP
Model Summary

	R	R-sq	MSE	F	df1	Df2	p
	0,40	0,16	0,47	25,26	2,00	258,00	0,00

Model

	coeff	se	t	p	LLCI	ULCI
constant	2,67	0,39	6,80	0,00	1,89	3,43
WE	0,13	0,08	1,58	0,12	-0,33	0,30
HB	0,31	0,06	5,41	0,00	0,20	0,43

⇨ Line C’
⇨ Line B

Total Effect Model

Outcome Variable: SP
Model Summary

	R	R-sq	MSE	F	df1	Df2	p
	0,26	0,07	0,52	19,17	1,00	259,00	0,00

Model

	coeff	se	t	p	LLCI	ULCI
constant	2,94	0,41	7,17	0,00	2,13	3,74
WE	0,34	0,08	4,39	0,00	0,19	0,50

⇨ Line C

Total, direct, and indirect effect of X on Y

Total effect of X on Y

efffect	se	t	p	LLCI	ULCI	c.ps	c.cs
0,34	0,08	4,38	0,00	0,19	0,50	0,46	0,26

Direct effect of X on Y

efffect	se	t	p	LLCI	ULCI	c.ps	c.cs
0,13	0,08	1,58	0,12	-0,03	0,30	0,18	0,10

Indirect effect(s) of X on Y:

	efffect	BootSE	BootLLCI	BootULCI
HB	0,21	0,06	0,11	0,33

⇨ Line D

Partially standardized indirect effect(s) of X on Y:

	efffect	BootSE	BootLLCI	BootULCI
HB	0,28	0,06	0,16	0,41

Completely standardized indirect effect(s) of X on Y

	efffect	BootSE	BootLLCI	BootULCI
HB	0,16	0,04	0,09	0,23

⇨ Line E

In table 7, line A is the effect of work engagement on helping behavior. From the output above, the coefficient of line A is 0.68 and is significant ($p < 0.01$). In line C' explains the effect of work engagement on technical performance directly. The path coefficient is 0.37 and significant ($p<0.01$). Line B is an explanation of the effect of helping behavior on technical performance. Line B coefficient of 0.12 and significant ($p <0.01$). Meanwhile, on line C is the effect of total work engagement on technical

performance. These data indicate that there is partial mediation (Baron and Kenny, 1986).

This is reinforced by the bootstrapping result on line D. The output in the indirect effect section of X on Y, it is written that CI from the bootstrap result says BootLLCI = 0.02 and BootULCI = 0.15. Meanwhile, the effect size can be seen from the standardized coefficient of X to Y indirect effect on line E, which is 0.86. Based on the analysis above, it can be concluded that Helping behavior mediates the relationship between work engagement and technical performance, because BootLLCI and BootULCI are in the same quadrant (does not cross zero (0)) (Hayes, 2018), so that hypothesis 2a is supported.

In table 8, line A is the effect of work engagement on helping behavior. From the output above, the coefficient of line A is 0.68 and is significant ($p < 0.01$). Line C' explains the direct effect of work engagement on social performance. The path coefficient is 0.13 and significant ($p<0.01$). In line B is an explanation of the effect of helping behavior on social performance. Line B coefficient of 0.31 and significant ($p <0.01$). Meanwhile, line C is the effect of total work engagement on social performance. These data indicate that there is partial mediation (Baron and Kenny, 1986).

This is reinforced by the bootstrapping result on line D. The output in the indirect effect of X on Y section, it is written that the CI from the bootstrap result says BootLLCI= 0.11 and BootULCI= 0.33. Based on the analysis above, it can be concluded that helping behavior mediates the relationship between work engagement and social performance, because BootLLCI and BootULCI are in the same quadrant (does not cross zero (0)) (Hayes, 2018), so that hypothesis 2b is supported.

CONCLUSION

Helping behavior can arise due to prosocial concern motives and organizational motives. This means that helping behavior involves an individual's investment of personal resources for the sole purpose of improving the welfare of another person or organization (Liu & Zhu, 2020). Whatever the motive, the employee's intrinsic factor is the main thing. This study provides empirical evidence that employee self-efficacy and work engagement can improve employee performance through helping behavior, both on the performance dimensions of Technical Performance and social performance (Abramis, 1994). This study has limitations, it still ignores related to conflicts that may arise in each employee, even though conflict has the potential to affect helping behavior, work engagement, technical performance and social performance. Future research is suggested to explore the influence of helping behavior in reducing relationship conflict, because organizations are full of conflict and conflict-free organizations never exist. Because this conflict can occur in organizations at various levels and fields. Practically, these findings can be a reference for organizational leaders in improving performance, both technical performance and social performance. To achieve this, practitioners and organizational leaders need to pay attention to work engagement, self-efficacy and behavior to help all employees. This is important because helping behavior is a tangible form needed by other employees (and also the organization) to be able to achieve organizational goals optimally. With work engagement and high self-efficacy, it will foster helpful behavior in employees so that team/organizational goals can be achieved optimally.

ACKNOWLEDGE

We would like to thank all colleagues and friends of widyaiswara who have been willing to be respondents in this research for all their help, support, motivation and contribution in this research. May Allah reward you with double goodness.

REFERENCE

Abramis, D. J. (1994). Work Role Ambiguity, Job Satisfaction, and Job Performance: Meta Analyses and Review. *Psychological Reports*, *75*(3_suppl), 1411–1433.

Bakker A, Schaufeli W, Van Rhenen W (2009) *How changes in job demands and resources predict burnout, work engagement, and sickness absenteeism*. J Organ Behav

Bakker, A. B. (2011). An evidence-based model of work engagement. *Current Directions in Psychological Science*, 20, 265–269.

Bandura, A. (1997). *Self-efficacy*: The exercise of control. New York: Freeman

Bandura, A., 1998. Health promotion from the perspective of social cognitive theory. *Psychol. Health* 13, 623–649.

Bandura, A., 2001. Social cognitive theory: an agentic perspective. *Annu. Rev. Psychol*. 52, 1-26.

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173-1182.

Bolino, M. C., & Turnley, W. H. (2005). The personal costs of citizenship behavior: The relationship between individual initiative and role overload, job stress, and work-family conflict. *Journal of Applied Psychology*, 90(4), 740–748

Caprara, G. V., Di Giunta, L., Eisenberg, N., Gerbino, M., Pastorelli, C., & Tramontano, C. (2008). Assessing regulatory emotional self-efficacy in three countries. *Psychological Assessment*, 20, 227–237.

Cooper, Donald R. and Pemela S. Schindler. (2003). Business Research Methods, International Edition, McGraw-Hill Companies, Inc. New York.

Christian, M. S., Garza, A. S., & Slaughter, J. E. (2011). Work Engagement: A quantitative review and test of its relations with task and contextual performance. *Personnel Psychology*, 64(1), 89–136.

Fyson, S. J. (1999). Developing and applying concepts about community: Reflections from the field. *Journal of Community Psychology*, 27(3), 347–365.

Gardner, H. K., Gino, F., & Staats, B. R. (2012). Dynamically integrating knowledge in teams: Transforming resources into performance. *Academy of Management Journal*, 55(4), 998–1022.

George, J. M., & Jones, G. R. (1997). Organizational spontaneity in context. *Human Performance*, 10(2), 153–170.

Gutman, L. M., Sameroff, A. J., & Eccles, J. S. (2002). The academic achievement of African American students during early adolescence: An examination of multiple risk, promotive, and protective factors. *American Journal of Community Psychology*, 30(3), 367–399.

Hair, J. F., Black, W.C. Babin, B.J. & Anderson R.E. (2014). *Multivariate data analysis, 7 th Eds. Person New International Edition*, Harlow; Perason Education limited.

Hair, J.F.J., Anderson, R.E., Tatham, R.L., Black, W.C., (1998), Multivariate Data Analysis, Fifth Edition, Prentice Hall, Upper Saddle River: New Jersey.

Hayes, A. F. (2018). *Introduction to mediation, moderation, and conditional process analysis*. (2nd Ed.). New York: The Guilford Press.

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692-724. doi:10.2307/256287

Kodden B. (2020) *The Relationship Between Work Engagement and Sustainable Performance. In: The Art of Sustainable Performance*. SpringerBriefs in Business. Springer,

Koopman, J., Lanaj, K., & Scott, B. A. (2016). Integrating the bright and dark sides of OCB: A daily investigation of the benefits and costs of helping others. *Academy of Management Journal*, 59(2), 414–435.

Liu, Y., He, H., & Zhu, W. (2020). Motivational analyses of the relationship between negative affectivity and workplace helping behaviors: A conservation of resources perspective. *Journal of Business Research*, 108, 362–374.

McCarthy, M. E., Pretty, G. M., & Catano, V. (1990). Psychological sense of community and student burnout. *Journal of College Student Development*.

Na Fu;Patrick C. Flood;Denise M. Rousseau;Tim Morris; (2021). Resolving the individual helping and objective job performance dilemma: The moderating effect of team reflexivity. *Journal of Business Research* (129) 236–243

Neuman, W.L. (2007). *Basics of Social Research Methods: Qualitative and Quantitative Approaches*. 2nd Edition, Allyn and Bacon, Boston.

Nunnally, J.C. and Bernstein, I.H. (1994) The Assessment of Reliability. *Psychometric Theory*, 3, 248-292.

Podsakoff, N. P., Whiting, S. W., Podsakoff, P. M., & Blume, B. D. (2009). Individual- and Organizational-Level Consequences of Organizational Citizenship Behaviors: A Meta- Analysis. *Journal of Applied Psychology*, 94(1), 122–141.

Scharm, A. (2005). Arificialilty: The tension between internal and esxternal validity in economic experiments. *Journal of Economic Methodology*. 12 (2):225-237.

Schaufeli, W.B. and Bakker, A.B. (2010), "*Defining and measuring work engagement: bringing clarity to the concept", in Bakker, A.B. and Leiter, M.P. (Eds), Work Engagement: A Handbook of Essential Theory and Research*, Psychology Press, New York, NY, pp. 10-24.

Stevens, J. (1992). *Applied multivariate statistics for the social sciences (2nd ed.).* Lawrence Erlbaum Associates, Inc.

Trompenaars, F., and C. Hampden-Turner. 1997. Riding The Waves of Culture: Understanding Cultural Diversity in Business. 2nd ed. London. Nicholas Brealey.

Wellins, R. S., Bernthal, P., & Phelps, M. (2011). Employee engagement: The key to realizing competitive advantage (Development Dimensions International monograph). Retrieved from http://www.ddiworld.com/DDI/media/monographs/employeeengagement_mg_ddi.pdf

Winer, R. S. (1999). Experimentation in the 21st century: The importance of external validity. *Journal of the Academy of Marketing Science*, 27(3), 349-358.

Zhao, H., & Guo, L. (2019). Abusive supervision and frontline employees' helping behaviors: The joint moderating effects of proactive personality and ability to

manage resources. *International Journal of Contemporary Hospitality Management*, 31 (4), 1977–1994.