

Exploring Differences in Work Environment and Work Engagement as Moderated By Psychological Capital

Rebekah Lynn Clarke

Grand Canyon University, Phoenix, Arizona

Abstract

The primary purpose of this quantitative prospective causal-comparative study was to determine if and to what extent there is a difference in the overall work engagement of instructional designers who are either working predominantly at home or predominantly in the office in the United States and the secondary purpose of this study was to examine the moderating effect of psychological capital on the predictive relationship between work environment and work engagement. The theoretical foundations were work engagement and psychological capital. Based on the identified problem space in the literature, the research questions reflected the goal of first assessing if and to what extent there was a difference in the overall work engagement of instructional designers who are either working predominantly at home or predominantly in the office in the United States and whether that relationship is moderated by overall psychological capital. Based on a sample size of 345, the results illustrate that the work engagement scores for those who work predominantly in the office (mean rank = 221.89) were statistically significantly higher than those who work predominantly at home (mean rank = 122.67), $U = 23431.50$, $z = 9.25$, $p < .001$, but did not indicate that the interaction effect between types of work environment and psychological capital on work engagement was statistically significant ($B = -0.04$, $se(HC3) = 0.07$, $p = 0.58$). The results extend research on work engagement by providing evidence that there is a statistically significant difference in mean ranks of work engagement scores between those who worked predominantly at home and those who worked predominantly in the office.

Keywords: work environment, work engagement, psychological capital, instructional designers, quantitative