

How Psychological Capital Relates to Innovative Work Behavior among Generation Z Employees: A Moderated Parallel Mediation Perspective

Aulia* and Muhammad Husain

Department of Management, Faculty of Economics and Business, Universitas Negeri Surabaya, Surabaya, 60231, Indonesia

ABSTRACT

Purpose – This study examines how Psychological Capital (PsyCap) is associated with Innovative Work Behavior among Generation Z employees by testing the parallel mediating roles of Work Readiness and Work Engagement and the moderating role of Learning Agility in the relationships between Work Readiness, Work Engagement, and Innovative Work Behavior.

Design/methodology/approach – The study adopted a quantitative explanatory cross-sectional design using standardized survey data from 250 Generation Z employees selected through purposive sampling. Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS was used to assess the measurement and structural models. Bootstrapping with 5,000 resamples was applied to test direct, indirect, and moderation effects. Because all variables were measured at one point in time using self-reported responses, the results are interpreted as associations consistent with the proposed theoretical pathways rather than causal proof.

Finding/Results – Psychological Capital is positively associated with Work Readiness, Work Engagement, and Innovative Work Behavior. Work Readiness and Work Engagement are also positively associated with Innovative Work Behavior. The indirect effects indicate that Work Readiness and Work Engagement function as parallel mediating pathways linking Psychological Capital with Innovative Work Behavior.

Originality/Value – This study develops an integrated moderated parallel mediation framework linking Psychological Capital, Work Readiness, Work Engagement, Innovative Work Behavior, and Learning Agility in the context of Generation Z employees. The study contributes by showing that psychological resources are associated with innovation-related behavior through preparedness and motivational involvement, while also providing evidence that Learning Agility may not necessarily amplify these relationships in the examined sample.

ARTICLE INFO

Keywords:

Psychological Capital, Innovative Work Behavior, Work Readiness, Work Engagement, Learning Agility

Article Information:

Received: 08/07/2026

Revise: 19/08/2026

Accepted: 15/09/2026

Published: 28/09/2026

ISSN:

2985-3168 (Online)

2985-3222 (Print)

*Corresponding Author at:

Department of Management, Faculty of Economics and Business, Universitas Negeri Surabaya, Surabaya, 60231, Indonesia

E-mail address: aulia.23526@mhs.unesa.ac.id (Aulia)

The work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International \(CC BY-SA 4.0\)](https://creativecommons.org/licenses/by-sa/4.0/)



1. Introduction

The global business environment is changing rapidly as organizations face the growing influence of artificial intelligence (AI), digitalization, automation, demographic shifts, and evolving skill requirements. These changes are not only transforming how work is performed but also changing what organizations expect from their employees. As jobs and work processes continue to evolve, employees are increasingly required to learn continuously, adapt to uncertain situations, and generate fresh solutions as requirements evolve. This shift is highlighted in the World Economic Forum's 2025 report, which forecasts that by 2030, roughly 22% of existing roles will be impacted by workforce restructuring—expecting about 170 million new positions to be created, while 92 million could disappear. At the same time, skill gaps have become a major concern for organizations, with 63% of employers identifying them as the greatest barrier to business transformation, while nearly 59% of workers are expected to require reskilling or upskilling by 2030. Beyond technical competencies, the ability to remain resilient, flexible, agile, and creative is becoming increasingly important as employees navigate these changes. In this context, organizational competitiveness is closely related to the extent to which employees are psychologically prepared to deal with change, develop their capabilities, and actively contribute to innovation.

Innovative Work Behavior (IWB) describes the deliberate actions taken by employees to recognize possibilities, create novel concepts, advocate for these ideas, and contribute to their implementation within the workplace. Unlike routine task performance, IWB involves proactive and discretionary behavior because employees must be willing to explore alternatives, challenge established practices, and invest effort in developing and implementing novel solutions (AlEsa et al., 2022). Systematic evidence indicates that IWB is influenced by multiple individual, interpersonal, and organizational factors, demonstrating that employee innovation cannot be sufficiently explained by organizational systems or technological resources alone (Montani et al., 2020). Individual psychological resources are particularly relevant because innovative activities often require confidence, persistence, adaptability, and willingness to deal with uncertainty. Empirical studies have therefore identified Psychological Capital (PsyCap) as an important individual antecedent of IWB (Ullah et al., 2023; Zhang et al., 2024), while employee engagement has also been associated with innovative workplace behavior because Employees who are highly engaged tend to put forth extra mental and behavioral energy toward activities tied to innovation (Ghani et al., 2023). Such results suggest that IWB is not merely a consequence of employees' technical competencies but may also reflect the extent to which employees possess psychological resources and are motivated to mobilize those resources in their work.

This issue is particularly relevant to Generation Z, a cohort increasingly entering the labor market and commonly described as having grown up in digitally mediated environments (Yılmaz et al., 2024). However, digital familiarity alone does not necessarily ensure employees' readiness to perform workplace responsibilities, sustain engagement, or contribute to innovation. Within this context, Psychological Capital provides a theoretically relevant personal resource because it encompasses self-efficacy, hope, resilience, and optimism, which can support employees in dealing with uncertainty, maintaining positive expectations, and

persisting when facing difficulties. Empirical evidence has demonstrated a positive association between innovative behavior and PsyCap (Blasco-Giner et al. , 2023), and studies involving Generation Z workers have also found a positive correlation between work engagement and psychological capital (Natalia et al. , 2024). These findings imply that PsyCap may provide the psychological foundation through which younger employees develop the capacity to respond effectively to workplace demands. Nevertheless, existing research has predominantly examined direct relationships between PsyCap and work-related outcomes, leaving greater scope to explain The process by which psychological resources are gradually converted into creative action.

A psychological resource, however, may not immediately correspond with innovative action. Employees may first need to develop sufficient Work Readiness, referring to their preparedness to meet workplace responsibilities and adapt to organizational expectations. Recent evidence concerning Generation Z indicates that work readiness is associated with factors such as self-efficacy, digital literacy, and practical work experience (Naufalin et al., 2024; Panjaitan et al., 2026). These findings suggest that psychological and experiential resources can contribute to employees' preparedness for workplace demands. From this perspective, PsyCap may provide an important psychological foundation for Work Readiness because employees who possess greater self-efficacy, hope, resilience, and optimism may be better positioned to approach unfamiliar responsibilities with confidence and persistence. Work Readiness may then function as one pathway through which psychological resources are associated with innovative behavior, because prepared employees are more likely to recognize workplace problems, explore alternatives, and implement useful ideas.(Naufalin et al., 2024; Panjaitan et al., 2026)

Work Engagement provides a second motivational pathway linking psychological resources with innovative behavior. Vigor, dedication, and absorption characterize work engagement as a positive work-related psychological state. Employees who are more psychologically engaged may be more willing to invest discretionary effort in activities that extend beyond routine task requirements, including exploring alternative approaches, generating ideas, and contributing to their implementation. Empirical research has demonstrated the relevance of engagement to innovative work behavior, suggesting that employees' motivational involvement can facilitate innovation-related actions (Ghani et al., 2023; Saleem et al., 2022). PsyCap has likewise been associated with greater work engagement because psychological resources can help employees manage workplace demands and maintain positive motivational states (Toth et al., 2022). Accordingly, Work Readiness and Work Engagement are positioned in this study as parallel mechanisms through which PsyCap is associated with IWB.(Ghani et al., 2023; Saleem et al., 2022)(Toth et al., 2022)(Fransiscus et al., 2025)

Nevertheless, employees who are ready and engaged may not necessarily demonstrate the same level of innovative behavior. Innovation requires more than preparedness and motivational investment because employees must also be able to put knowledge to use in original ways, pick up new skills from experience, and adjust to novel circumstances. The proposed connection thus has an essential boundary condition in Learning Agility. An individual's ability and willingness to learn from experience and apply that learning in novel

or unknown circumstances is reflected in their learning agility. In Indonesian circumstances, innovative work behavior and learning agility have been shown to be positively correlated in recent empirical investigations (Pitaloka et al. , 2024; Srimulyani, 2023). Additionally, studies have revealed that motivational elements like employee engagement might connect learning agility to creative behavior (Jo et al. , 2022). These results imply that learning ability may be a factor in determining whether employees can convert their present readiness and motivational resources into creative actions. However, earlier research typically regarded Learning Agility as a predictor or mediator of innovative activity rather than a boundary condition that enhances the impacts of Work Readiness and Work Engagement on IWB.

The literature therefore reveals several interconnected research gaps. First, although previous research has established a positive relationship between PsyCap and IWB, the mechanisms through which psychological resources are associated with innovative behavior remain insufficiently explained (Ullah et al., 2023; Zhang et al., 2024). Second, research has identified Work Readiness as an important condition for successful workplace adaptation among Generation Z, but its potential role as an intermediary mechanism linking psychological resources to innovative behavior has received limited attention (Naufalin et al., 2024). Third, although Work Engagement has been associated with IWB and PsyCap, existing studies have generally examined these relationships independently rather than positioning Work Readiness and Work Engagement as parallel pathways. Fourth, Learning Agility has been associated with innovative behavior, yet its role in strengthening the relationships of Work Readiness and Work Engagement with IWB remains underdeveloped. Consequently, there remains a need for an integrated framework explaining how PsyCap is associated with IWB through readiness and engagement and under what conditions these relationships become stronger.(Ullah et al., 2023; Zhang et al., 2024)(Naufalin et al., 2024)(Ghani et al., 2023)

The Conservation of Resources (COR) theory is primarily used in this study to integrate these connections. The COR theory views people as motivated to acquire, maintain, protect, and expand resources that help them manage environmental demands and achieve desired outcomes. Recent applications of COR continue to demonstrate its usefulness for explaining how personal and workplace resources influence employee adaptation, psychological states, and positive work outcomes (Tang et al., 2026). Within the present framework, PsyCap represents key personal resources consisting of self-efficacy, hope, resilience, and optimism, which may help employees cope with uncertainty and workplace challenges. Work Readiness can subsequently be understood as an adaptive expression of these resources, reflecting employees' preparedness to mobilize their psychological capacities in response to workplace demands. Work Engagement represents the motivational investment of these resources in work activities, whereas IWB constitutes the behavioral expression through which employees generate, promote, and implement new ideas. Learning Agility further represents a boundary condition because employees with stronger learning capabilities may be better able to use their readiness and engagement in adaptive and innovative ways.(Tang et al., 2026)

Based on the theoretical and empirical reasoning above, this study proposes a moderated parallel mediation model. Psychological Capital is expected to be associated with Innovative Work Behavior directly and indirectly through two parallel mechanisms: Work Readiness and

Work Engagement. Learning Agility is further expected to moderate the relationships between Work Readiness and Innovative Work Behavior and between Work Engagement and Innovative Work Behavior. The model therefore moves beyond a direct-effect explanation of PsyCap and IWB by examining two resource-related pathways through which psychological resources may be reflected in workplace preparedness and motivational involvement. It also recognizes that the association of readiness and engagement with innovation may depend on employees' ability to learn and adapt. By focusing on Generation Z employees, this study contributes to the emerging literature on younger employees by explaining how psychological resources are associated with innovative contributions within increasingly dynamic work environments.

2. Literature Review & Hypothesis Development

2.1 Theoretical Framework

The majority of this research is based on the Conservation of Resources (COR) theory, which describes how people gain, keep, and invest resources in order to deal with demands and accomplish desired results. A vital personal asset, psychological capital (PsyCap) consists of self-efficacy, hope, resilience, and optimism. These resources can support employees' adaptation, motivation, and proactive behavior (Demerouti et al., 2022; Mao et al., 2020).

The model follows a resource-investment logic in which PsyCap supports Work Readiness and Work Engagement, while both mediators are expected to contribute to Innovative Work Behavior (IWB). Learning Agility is conceptualized as a boundary condition that may determine how effectively readiness and engagement are associated with innovation. To explain the motivational function of personal resources and Work Engagement on employee outcomes, the Job Demands-Resources (JD-R) paradigm complements COR (Jo et al., 2022; Savitri et al., 2026; Tiong et al., 2026). (Jo et al., 2022; Savitri et al., 2026; Tiong et al., 2026)

2.2 Psychological Capital and Work Readiness

COR theory suggests that psychological resources enhance employees' capacity to cope with changing demands. PsyCap can therefore strengthen Work Readiness by increasing confidence, goal persistence, resilience and positive expectations. Empirically, (Tang et al., 2026; Toth et al., 2022) found that PsyCap contributes to job readiness through career adaptability. Studies among Generation Z further associate self-efficacy, adaptability and related personal resources with Work Readiness (Naufalin et al., 2024; Panjaitan et al., 2026; Wulandari et al., 2025) These findings support the expectation that employees with greater PsyCap are better prepared to meet workplace demands.

H1: "Psychological Capital positively affects Work Readiness."

2.3 Psychological Capital and Work Engagement

From COR and JD-R perspectives, employees with greater personal resources have more capacity to invest energy and attention in their work. PsyCap can consequently foster Work Engagement by enabling employees to sustain confidence and motivation when facing demands. Empirical studies consistently support this relationship across occupational contexts (Gao et al., 2023; Xu, 2024) and among Generation Z employees (Natalia et al., 2024; Pasya et al., 2026; Restiani et al., 2024) Thus, PsyCap is expected to facilitate stronger Work Engagement.

H2: "Psychological Capital positively affects Work Engagement."

2.4 Psychological Capital and Innovative Work Behavior

COR theory further suggests that employees with greater psychological resources can invest more resources in uncertain and demanding activities such as innovation. Self-efficacy supports confidence in generating ideas, hope and optimism sustain goal pursuit, while resilience helps employees persist when innovation encounters obstacles. Empirical evidence confirms a positive PsyCap–IWB relationship. (Zhang et al., 2024) identified psychological mechanisms linking PsyCap to IWB, while (Brunetto et al., 2021; Toth et al., 2022; Ullah et al., 2023) provide further empirical support across organizational contexts.

H3: "Psychological Capital positively affects Innovative Work Behavior."

2.5 Work Readiness and Innovative Work Behavior

COR theory implies that employees who are prepared to manage workplace demands can allocate fewer resources to uncertainty and adjustment, leaving greater capacity for proactive and innovative action. Work Readiness reflects employees' preparedness to perform job tasks, adapt to organizational expectations, and respond to workplace problems. Employees with stronger readiness are more likely to identify opportunities for improvement, explore alternative solutions, and participate in the implementation of new ideas. Although direct evidence using the exact Work Readiness construct remains limited, Generation Z research establishes the importance of readiness-related personal resources for workplace adaptation (Naufalin et al., 2024; Nurrizqi et al., 2025). Hence, Work Readiness is expected to be positively associated with Innovative Work Behavior.(Khoza et al., 2024)(Karim et al., 2024; Qadaar et al., 2025)(Naufalin et al., 2024; Nurrizqi et al., 2025)

H4: "Work Readiness positively affects Innovative Work Behavior."

2.6 Work Engagement and Innovative Work Behavior

Within COR, Work Engagement reflects employees' active investment of psychological resources in their work. JD-R further positions engagement as a motivational state that encourages discretionary effort and positive work outcomes (Hassan et al., 2024; Udin, 2022). Engaged employees therefore have greater capacity to explore, promote and implement new ideas. Empirical studies consistently support the engagement–IWB relationship (Ghani et al., 2023; Jo et al., 2022; Panjaitan et al., 2026).

H5: "Work Engagement positively affects Innovative Work Behavior."

2.7 Parallel mediation of Work Readiness and Work Engagement

The proposed mediation follows COR's resource-investment logic. PsyCap provides psychological resources that can strengthen Work Readiness, enabling employees to cope with workplace demands and translate preparedness into innovation-related behavior. PsyCap can also strengthen Work Engagement by helping employees maintain energy, dedication, and absorption, through which they may invest greater discretionary effort in innovative activities. Empirical research supports the individual links within these pathways: PsyCap is associated with job readiness (Tang et al., 2026), PsyCap with Work Engagement (Gao et al., 2023; Xu et al., 2024), Work Readiness with adaptive workplace outcomes (Naufalin et al., 2024), and Work Engagement with IWB (Abukhalifa et al., 2022; Hassan et al., 2024). These relationships provide the basis for treating Work Readiness and Work Engagement as parallel

mediators.(Tang et al., 2026)(Gao et al., 2023; Xu et al., 2024)(Abukhalifa et al., 2022; Hassan et al., 2024)

H6: “Work Readiness mediates the relationship between Psychological Capital and Innovative Work Behavior.”

2.8 Mediating Role of Work Engagement

COR and JD-R suggest that psychological resources can be associated with motivational investment, which subsequently corresponds with positive behavioral outcomes. PsyCap provides the resources required to sustain Work Engagement, while engagement enables employees to direct effort toward innovation. Empirical studies consistently support Work Engagement-IWB relationships (Kahtani et al., 2022; Uppathampracha et al., 2022; Yao et al., 2022) and PsyCap-work engagement relationships (Abukhalifa et al., 2022; Natalia et al., 2024; Restiani et al., 2024). Thus, Work Engagement is expected to represent an important second parallel mechanism linking PsyCap with IWB.

H7: “Work Engagement mediates the relationship between Psychological Capital and Innovative Work Behavior.”

2.9 Moderating Role of Learning Agility

COR theory suggests that the availability of resources does not guarantee their effective conversion into desired outcomes. Learning Agility may strengthen this conversion because It allows employees to gain experience, adjust to new circumstances, and apply new information. Employees with high Learning Agility may therefore be better able to transform Work Readiness into innovative action and direct their engagement toward experimentation rather than routine performance.

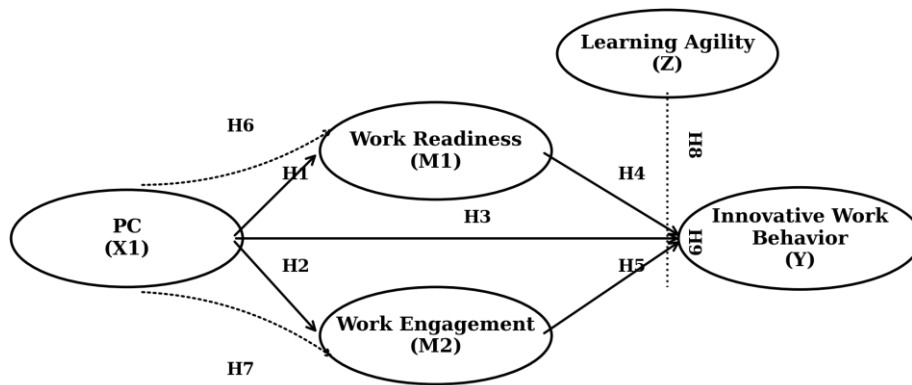
Empirical studies support the relevance of Learning Agility to innovation and engagement. Jo and Hong (2022) link Learning Agility, employee engagement and innovative behavior, while (Darmawan et al., 2024; Pitaloka et al., 2024) report positive associations between Learning Agility and IWB, including among Generation Z. (Milani et al., 2024) further establishes Learning Agility as an adaptive workplace capability, while (Jeon et al., 2026; Putri et al., 2021) connects Learning Agility, Work Engagement and IWB. Nevertheless, evidence directly testing Learning Agility as a moderator of the specific WR–IWB and WE–IWB relationships remains limited. This study therefore extends existing research by examining Learning Agility as a boundary condition in both pathways.

H8: “Learning Agility positively moderates the relationship between Work Readiness and Innovative Work Behavior, such that the relationship is stronger when Learning Agility is high.”

H9: “Learning Agility positively moderates the relationship between Work Engagement and Innovative Work Behavior, such that the relationship is stronger when Learning Agility is high.”

Figure 1 presents the proposed theoretical framework developed based on the relationships outlined in the formulated hypotheses.

Figure 1. Proposed Theoretical Framework



Source: Author, 2026.

3. Methodology

3.1 Data Collection Procedures

To explore the links among Psychological Capital (PsyCap), Work Readiness, Work Engagement, Innovative Work Behavior (IWB), and Learning Agility among Generation Z employees in Indonesia, a quantitative explanatory methodology was used. The study examines the direct relationships between the factors, the parallel mediating influence of Work Readiness and Work Engagement, and the moderating role of Learning Agility in explaining employees' innovative work behavior.

The target population consisted of Generation Z employees in Indonesia who were currently working and had workplace experience sufficient to evaluate their psychological resources, readiness, engagement, and innovative behavior. Purposive sampling was utilized to verify that participants matched the study's predetermined characteristics. Primary data were gathered using an organized questionnaire adapted from validated measurement scales. All five-point Likert scale items were evaluated between 1 (strongly disagree) and 5 (strongly agree). A total of 250 valid responses were examined. Because the sample was obtained through non-probability purposive sampling, the findings are interpreted for the sampled Generation Z employees and should not be generalized to all Indonesian Generation Z workers without caution. Given the study's emphasis on examining predictive associations and a model that incorporates mediation and moderation effects, PLS-SEM was deemed appropriate (Cepeda-Carrion et al., 2022; Hair et al., 2021). The unit of analysis was the individual Generation Z employee perception.

3.2 Measurement Scale

Optimism, resilience, hope, and self-efficacy were used to gauge employees' psychological capital as positive psychological resources in dealing with workplace demands. Work Readiness captured employees' preparedness to perform effectively in the workplace through their personal characteristics, work competence, social intelligence, and organizational understanding. Work Engagement reflected employees' positive involvement in their work through vigor, dedication, and absorption. Innovative Work Behavior represented the

capacity of workers to conceive, advocate for, and carry out fresh concepts at work. Meanwhile, Learning Agility reflected how well workers could learn from prior experiences, adjust to change, and use what they had learned in new contexts. The final Learning Agility measurement used two retained indicators from the adapted scale; therefore, the interpretation of Learning Agility is limited to the retained indicators in this sample. Table 1 shows the indicator domains and operational definitions.

The constructs were operationalized by employing established measurement instruments that are appropriate for the context of Gen Z workers. Psychological Capital was treated as a reflective construct represented by self-efficacy, hope, optimism, and resilience indicators. Work Readiness and Work Engagement are parallel mediators in this model. Innovative Work Behavior is the dependent variable and Learning Agility is the moderating variable. This specification allows the study to examine not only the direct contribution of Psychological Capital to Innovative Work Behavior but also the mechanisms through which psychological resources may be associated with innovative behavior through employees' readiness and engagement.

Table 1. Measurement Scale

Construct	Description	Indicator	#Of Item	Source
Psychological Capital (X)	Confidence in one's skills, the capacity to create and accomplish goals, a good attitude about the future, and the ability to bounce back from work-related adversity.	Self-efficacy, Hope, Optimism, Resilience	4 Item	(López-Guerra et al., 2023)
Work Readiness (M1)	Work readiness describes a person's readiness to complete duties successfully, demonstrated through personal capabilities, organizational understanding, work competencies, interaction skills, and the ability to adapt to job demands.	Personal characteristics, Work competence, Social intelligence, Organizational acumen Adaptability	6 Item	(Widyastuti et al., 2023)
Work Engagement (M2)	Work engagement is a positive psychological state reflecting an individual's involvement in their work, characterized by energy, enthusiasm, dedication, and the ability to concentrate while performing tasks.	Vigor, Dedication, Absorption	6 Item	(Domínguez-Salas et al., 2022)

Construct	Description	Indicator	#Of Item	Source
Innovative Work Behavior (Y)	Innovative work behavior refers to individual behavior involving the generation, development, acquisition of support for, and putting into practice innovative concepts to enhance operational procedures or results.	Idea generation, Idea promotion, Idea realization	5 Item	(Dahiya et al., 2022)
Learning Agility (Z)	The capacity of a person to gain knowledge from their experiences, stay receptive to different viewpoints, and operate efficiently in unfamiliar environments is known as learning agility, think flexibly, and adapt to change.	People agility, Change agility (retained indicators)	2 retained items	(Selvia Wardhani et al., 2022)

Source : Author, 2026.

3.2 Data Analysis

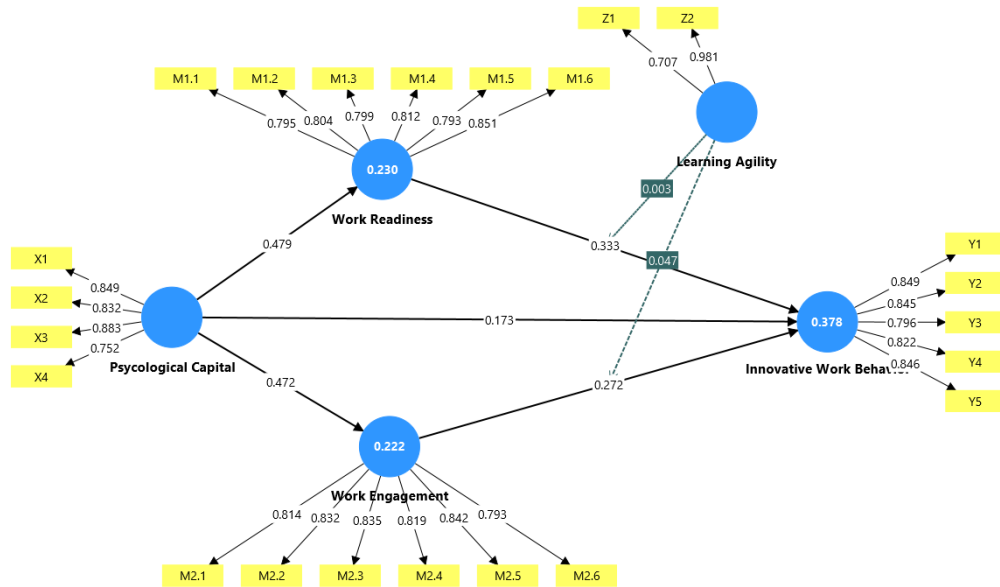
Data were examined through Partial Least Squares Structural Equation Modeling (PLS-SEM) utilizing SmartPLS version 4.1.1.8. In accordance with Hair et al. (2021), the evaluation process involved analyzing both the measurement model and the structural model. The measurement model assessment relied on outer loadings, Cronbach's alpha, composite reliability, Average Variance Extracted (AVE), the Fornell-Larcker criterion, and the Heterotrait-Monotrait ratio (HTMT). The structural model evaluation included path coefficients, t-values, p-values, and R². Because the available model output did not include complete additional diagnostics such as inner VIF, f², Q², PLSpredict, or conditional indirect effects, the interpretation is restricted to the reported measurement quality, direct paths, mediation paths, moderation paths, and R² values.

Bootstrapping utilizing 5,000 subsamples was employed to evaluate the importance of the proposed connections. The research focused on the direct effects of Psychological Capital on Work Readiness, Work Engagement, and Innovative Work Behavior, along with the direct effects of Work Readiness and Work Engagement on Innovative Work Behavior. The mediation analysis explored the indirect influences through Work Readiness and Work Engagement as parallel mechanisms. Learning Agility was assessed as a moderator in the interaction between Work Readiness and Innovative Work Behavior and between Work Engagement and Innovative Work Behavior. A significance level of 5% was applied, with $p < .05$ and $t > 1.96$ indicating statistical significance (Hair et al., 2021). (Hair et al., 2021).

4. Result and Discussion

4.1 Result Grapichal Output

Figure 2. Result Grapichal Output



Souce: Author, 2026.

4.2 Respondent Profile

Table 2. Respondent Profile

Characteristic	Category	Number Of Respondent	Percentage (%)
Gender	Male	97	38,8 %
	Female	153	61,2 %
Age	27-29 Years	52	20,8 %
	24-26 Years	77	30,8 %
	21-23 Years	83	33,2 %
	18-20 Years	38	15,2 %
Education	Doctoral S3	1	0,4 %
	Master's S2	22	8,8 %
	Bachelor's Degree (S1)	122	48,8 %
	Senior High School	105	42 %
Work Experience	>5 Years	20	8 %
	3-5 years	67	26,8 %
	1-2 Years		
	<1 Years		

		86	34,4 %
		77	30,8 %
Employment	Permanent Employees	117	46,8 %
Status	Contract Employees	80	32 %
	Outsourced Employees	53	21,2 %

Source: Author, 2026.

Table 2 displays the demographic features of the 250 valid participants. Concerning gender distribution, 61.2% were identified as female while 38.8% were male, showing that female participants made up the larger segment of the study group. When examining age, the greatest percentage of respondents fell within the 21–23 years range (33.2%), with those in the 24–26 years category (30.8%) following closely behind, while respondents aged 27–29 years accounted for 20.8% and those aged 18–20 years represented 15.2%.

In relation to their educational qualifications, 48.8% of those surveyed possessed a bachelor's degree (S1), with 42.0% having finished senior high school, 8.8% with a master's degree (S2), and 0.4% holding a doctoral degree (S3). Concerning their professional background, 34.4% of the participants reported having 1–2 years of experience, 30.8% had under one year, 26.8% had between 3–5 years, and 8.0% claimed to have more than five years of experience. Furthermore, based on employment status, 46.8% were permanent employees, 32.0% were contract employees, and 21.2% were outsourced employees. Overall, these demographic characteristics indicate that the sample comprised employees with varied ages, educational backgrounds, work experience, and employment statuses, offering a suitable foundation for analyzing the concepts explored in this research.

4.3 Measurement Model Assessment

Table 3. Loadings, Cronbach's Alpha, CR, and AVE

Construct	Outer Loading	Cronbach's alpha	CR	AVE
Psychological Capital		0.850	0.898	0.689
X1	0.849			
X2	0.832			
X3	0.883			
X4	0.752			
Work Readiness		0.894	0.919	0.655
M1.1	0.795			
M1.2	0.804			
M1.3	0.799			
M1.4	0.812			
M1.5	0.793			

M1.6	0.851			
Work Engagement		0.905	0.926	0.677
M2.1	0.814			
M2.2	0.832			
M2.3	0.835			
M2.4	0.819			
M2.5	0.842			
M2.6	0.793			
Innovative Work Behavior		0.889	0.918	0.692
Y1	0.849			
Y2	0.845			
Y3	0.796			
Y4	0.822			
Y5	0.846			
Learning Agility		0.717	0.842	0.732
Z1	0.707			
Z2	0.981			

Source : Author, 2026.

As presented in Table 3, all measurement criteria were satisfactorily met. Outer loadings varied between 0.707 and 0.981, surpassing the essential threshold of 0.70. Both Cronbach's alpha (ranging from 0.717 to 0.905) and composite reliability (from 0.842 to 0.926) also exceeded the 0.70 mark, showing sufficient internal consistency. Additionally, convergent validity was confirmed, as AVE values spanned from 0.655 to 0.732, significantly higher than the 0.50 requirement. However, Learning Agility was represented by two retained indicators in the final measurement model. This provides statistical adequacy but narrows the content coverage of the original multidimensional Learning Agility construct; therefore, the nonsignificant moderation results should be interpreted cautiously. These findings suggest that all constructs met the criteria for satisfactory indicator reliability, internal consistency, and convergent validity, enabling the transition to analyzing the structural model.

Discriminant validity was evaluated utilizing the Fornell–Larcker criterion along with the Heterotrait–Monotrait (HTMT) ratio, as shown in Table 4. The Fornell–Larcker criterion was met because the square root of the Average Variance Extracted (AVE) for every construct was greater than its correlations with all other constructs. HTMT values were observed to be between 0.029 and 0.551, which remained significantly below the conservative limit of 0.90. These findings demonstrate sufficient discriminant validity among all constructs, validating that each construct is empirically separate from the others.

Table 4. Discriminant Validity

Construct	Fornell-Larcker criterion			Heterotrait-Monotrait Ratio	
IWB	0.832				
LA	0.090	0.855		0.112	
PC	0.462	0.029	0.830	0.521	0.048

WE	0.449	-0.053	0.472	0.823		0.498	0.082	0.529	
WR	0.492	-0.036	0.479	0.300	0.809	0.551	0.106	0.542	0.328

Source: Author, 2026.

4.4 Structural Model Assessment

Table 5. R Square

Construct	R-square	R-square adjusted
Innovative Work Behavior	0.378	0.362
Work Engagement	0.222	0.219
Work Readiness	0.23	0.227

Source: Authors,2026.

Table 6. Direct Effect

Direct Effect	Weight	SE	T	P values
Psychological Capital -> Innovative Work Behavior	0.173	0.062	2.808	0.005
Psychological Capital -> Work Engagement	0.472	0.051	9.31	0.000
Psychological Capital -> Work Readiness	0.479	0.049	9.839	0.000
Work Engagement -> Innovative Work Behavior	0.272	0.056	4.879	0.000
Work Readiness -> Innovative Work Behavior	0.333	0.06	5.553	0.000
Learning Agility -> Innovative Work Behavior	0.109	0.074	1.465	0.143
Learning Agility x Work Engagement -> Innovative Work Behavior	0.047	0.054	0.875	0.381
Learning Agility x Work Readiness -> Innovative Work Behavior	0.003	0.059	0.05	0.960

Source : Author, 2026.

As presented in Table 6, Psychological Capital (PsyCap) has a positive and significant association with Innovative Work Behavior (IWB) ($\beta = 0.173$, $t = 2.808$, $p = 0.005$), Work Engagement (WE) ($\beta = 0.472$, $t = 9.310$, $p < 0.001$), and Work Readiness (WR) ($\beta = 0.479$, $t =$

9.839, $p < 0.001$). In turn, both WE and WR positively influence IWB, with coefficients of $\beta = 0.272$ ($t = 4.879$, $p < 0.001$) and $\beta = 0.333$ ($t = 5.553$, $p < 0.001$), respectively. These findings indicate that PsyCap is associated with employees' readiness, engagement, and innovative work behavior. Learning Agility (LA) has no significant direct effect on IWB ($\beta = 0.109$, $t = 1.465$, $p = 0.143$). Moreover, its interaction with WE does not significantly influence IWB ($\beta = 0.047$, $t = 0.875$, $p = 0.381$), while the interaction between LA and WR is likewise non-significant ($\beta = 0.003$, $t = 0.050$, $p = 0.960$). Thus, the findings do not support the proposed moderating role of Learning Agility in the relationships between Work Readiness, Work Engagement, and Innovative Work Behavior.

5. Mediation Analysis

Psychological Capital demonstrates a significant indirect effect on Innovative Work Behavior through Work Readiness ($\beta = 0.160$, $t = 4.671$, $p < 0.001$). This finding indicates that Psychological Capital is associated with Innovative Work Behavior partly through employees' readiness to perform their work effectively. A significant indirect effect is also observed through Work Engagement ($\beta = 0.128$, $t = 4.156$, $p < 0.001$), suggesting that higher Psychological Capital is associated with greater engagement, which in turn corresponds with innovative work behavior. Collectively, these findings support the parallel mediating roles of Work Readiness and Work Engagement in linking employees' psychological resources with innovative work behavior. Because the design is cross-sectional and same-source, these indirect effects should be interpreted as association patterns consistent with the proposed theory rather than evidence of a confirmed causal sequence.

Table 7. Indirect Effect

Indirect Effect	Weight	SE	T	P values
Psychological Capital -> Work Readiness -> Innovative Work Behavior	0.160	0.034	4.671	0.000
Psychological Capital -> Work Engagement -> Innovative Work Behavior	0.128	0.031	4.156	0.000

Source: Author, 2026.

6. Conclusion and Suggestion

This research illustrates that Innovative Work Behavior displayed by Generation Z employees is closely associated with the availability and mobilization of personal psychological resources. Psychological Capital emerges as a vital asset that corresponds with workers' assurance, determination, positivity, and adaptability when facing job challenges. In accordance with Conservation of Resources theory, these psychological resources may help employees cope

with demanding work environments and support proactive behavioral outcomes (Demerouti, 2025; Toth et al., 2022).(Demerouti, 2025; Toth et al., 2022)

The findings further indicate that Psychological Capital is associated with Innovative Work Behavior not only directly but also through Work Readiness and Work Engagement. Employees who possess stronger psychological resources are better positioned to develop preparedness for workplace responsibilities and maintain active participation in their tasks. This result aligns with earlier studies connecting psychological capital with work readiness, adaptability, and engagement, particularly among younger employees entering increasingly dynamic work environments (Naufalin et al., 2024; Tang et al., 2026).(Naufalin et al., 2024; Tang et al., 2026)

Work Readiness and Work Engagement represent important parallel pathways through which psychological resources are related to innovative behavior. Employees who are prepared to respond to workplace demands may have greater capacity to explore alternative approaches, while those who remain energetic, committed, and fully engaged in their tasks are more inclined to put in extra effort toward creativity and innovation. This interpretation is consistent with the Job Demands–Resources perspective, which emphasizes the role of personal resources and engagement in encouraging positive and proactive employee outcomes (Hassan et al., 2024; Jo et al., 2022). The mediating findings further suggest that psychological resources become more consequential for innovation when they are reflected in employees' preparedness and motivational involvement.(Hassan et al., 2024; Jo et al., 2022)

In contrast, the proposed role of Learning Agility as a boundary condition was not supported by the findings. Learning Agility did not significantly strengthen the relationships between Work Readiness or Work Engagement and Innovative Work Behavior. This finding implies that the capability of workers to acquire knowledge and adapt may not automatically intensify the association of readiness or engagement with innovative behavior within the context examined. Rather than interpreting this finding as evidence that Learning Agility is irrelevant, it indicates that its contribution may depend on other organizational or contextual factors that were not included in the current model. The interpretation should also consider that Learning Agility was measured with two retained indicators, which may limit the construct's content coverage. This understanding is especially crucial since earlier studies have recognized Learning Agility as a flexible skill linked to creative actions (Darmawan et al., 2024; Pitaloka et al., 2024).

Overall, the study highlights that innovative behavior among Generation Z employees is better understood as a pattern in which psychological resources are associated with employees' preparedness and active involvement in their work. The findings extend the application of COR and JD-R perspectives by emphasizing the importance of psychological resources, readiness, and engagement in explaining how employees contribute to innovation. For organizations, particularly those managing an increasingly younger workforce, strengthening employees' psychological capital while creating conditions that support work readiness and sustained engagement may provide a meaningful pathway for fostering innovative work behavior (Zhang & Xu, 2024).(Zhang & Xu, 2024)

7. Limitations and Future Research

This study has a number of limitations that are worth noting. To begin with, because the research used a cross-sectional design, it is not possible to determine cause-and-effect connections between the variables or verify the temporal sequence required for mediation.

Furthermore, all variables were measured using self-reported responses from the same questionnaire, which may increase the risk of common-method bias and positive self-evaluation effects. The investigation was also limited to sampled Generation Z workers in Indonesia using purposive sampling, which could restrict how broadly the results apply to other age groups, sectors of industry, organizations, regions, or countries. Future research should report a more detailed sampling frame, including geographic distribution, industries, recruitment channels, and organizational representation. Future work should also use longitudinal approaches that measure Psychological Capital first, Work Readiness and Work Engagement later, and subsequent Innovative Work Behavior afterward. Combining employee self-reports with supervisor-rated or objective indicators of innovation would provide stronger evidence for the resource-investment sequence proposed by COR and JD-R theory. Further studies could also extend the model by examining other organizational or contextual factors that may explain when employees are more likely to translate their psychological resources and work engagement into innovative behavior.

Declaration of AI and AI-assisted technologies in the writing process (if author[s] utilize AI)

The authors used generative artificial intelligence (AI) tools to support the scientific writing process. Specifically, Quilbot AI and ChatGPT were used to assist with grammar checking, language refinement, and improvement of writing clarity. All research design decisions, data analysis, interpretations, theoretical arguments, and conclusions remain the sole responsibility of the authors.

Reference

- Abukhalifa, A. M. S., Kamil, N. L. M., & Yong, C.-C. (2022). How psychological capital shapes social workers' job performance: The mediating role of work engagement? *Journal of Human Behavior in the Social Environment*, 34, 16–37. <https://doi.org/10.1080/10911359.2022.2144581>
- AlEsa, H. S., & Durugbo, C. M. (2022). Systematic review of innovative work behavior concepts and contributions. *Management Review Quarterly*, 72(4), 1171–1208. <https://doi.org/10.1007/s11301-021-00224-x>
- Blasco-Giner, C., Meneghel, I., & Roland Michel Déprez, G. (2023). Positive psychological capital and innovative work behavior: a systematic literature review. *Le Travail Humain*, Vol. 86(3), 187–217. <https://doi.org/10.3917/e.th.863.0187>
- Brunetto, Y., Saheli, N., Dick, T., & Nelson, S. (2021). Psychosocial Safety Climate, Psychological Capital, Healthcare SLBs' Wellbeing and Innovative Behaviour During the COVID 19 Pandemic. *Public Performance & Management Review*, 45, 751–772. <https://doi.org/10.1080/15309576.2021.1918189>
- Cepeda-Carrión, G., Hair, J. F., Ringle, C. M., Roldán, J. L., & García-Fernández, J. (2022). Guest editorial: Sports management research using partial least squares structural equation modeling (PLS-SEM). *International Journal of Sports Marketing and Sponsorship*, 23(2), 229–240.

- Dahiya, R., & Raghuvanshi, J. (2022). Validation of innovative work behaviour scale: Indian apparel manufacturing sector. *Asia Pacific Management Review*, 27(2), 120–136. <https://doi.org/10.1016/j.apmr.2021.06.002>
- Darmawan, S., & Windiyanaputri, P. A. (2024). Learning Agility Sebagai Mediator Job Involvement dan Innovative Work Behavior Karyawan Generasi Z di Sleman. *Jurnal Manajemen Dan Perbankan (JUMPA)*. <https://doi.org/10.55963/jumpa.v11i3.684>
- Demerouti, E. (2025). Job demands-resources and conservation of resources theories: How do they help to explain employee well-being and future job design? *Journal of Business Research*. <https://doi.org/10.1016/j.jbusres.2025.115296>
- Demerouti, E., & Bakker, A. (2022). Job demands-resources theory in times of crises: New propositions. *Organizational Psychology Review*, 13, 209–236. <https://doi.org/10.1177/20413866221135022>
- Domínguez-Salas, S., Rodríguez-Domínguez, C., Arcos-Romero, A. I., Allande-Cussó, R., García-Iglesias, J. J., & Gómez-Salgado, J. (2022). Psychometric Properties of the Utrecht Work Engagement Scale (UWES-9) in a Sample of Active Health Care Professionals in Spain. *Psychology Research and Behavior Management*, 15(November), 3461–3472. <https://doi.org/10.2147/PRBM.S387242>
- Fransiscus Agung Dono Mulyono, & M. Ali Iqbal. (2025). The Influence of Work-Life Balance, Job Stress, and Work Environment on Sustainable Employee Performance: The Mediating Role of Job Satisfaction. *Indonesian Journal of Business Analytics*, 5(4), 3179–3196. <https://doi.org/10.55927/ijba.v5i4.15265>
- Gao, Y., Yue, Y., & Li, X. (2023). The relationship between psychological capital and work engagement of kindergarten teachers: A latent profile analysis. *Frontiers in Psychology*, 14(March), 1–10. <https://doi.org/10.3389/fpsyg.2023.1084836>
- Ghani, B., Hyder, S. I., Yoo, S., & Han, H. (2023). Does employee engagement promote innovation? The Facilitators of innovative workplace behavior via mediation and moderation. *Heliyon*, 9. <https://doi.org/10.1016/j.heliyon.2023.e21817>
- Hair Jr et al. (2021). Partial least squares structural equation modeling (PLS-SEM) using R: A workbook (p. 197). Springer Nature. In *Structural Equation Modeling: A Multidisciplinary Journal* (Vol. 30, Number July).
- Hassan, R., Amin, H., & Ghoneim, H. (2024). Decent work and innovative work behavior of academic staff in higher education institutions: the mediating role of work engagement and job self-efficacy. *Humanities and Social Sciences Communications*, 11, 1–19. <https://doi.org/10.1057/s41599-024-03177-0>
- Jeon, S., & Lee, J. (2026). A Systematic Literature Review on Learning Agility: Focusing on Korean Empirical Studies. *Korean Society for Learning and Performance (KSLP)*. <https://doi.org/10.46260/kslp.28.1.9>
- Jo, Y., & Hong, A. (2022). Impact of Agile Learning on Innovative Behavior: A Moderated Mediation Model of Employee Engagement and Perceived Organizational Support. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.900830>

- Kahtani, N. S. Al, & M., S. (2022). A Study on How Psychological Capital, Social Capital, Workplace Wellbeing, and Employee Engagement Relate to Task Performance. *SAGE Open*, 12. <https://doi.org/10.1177/21582440221095010>
- Karim, A. L. N., & Prakoso, H. (2024). Hubungan Work Engagement dan Readiness for Change Guru SMP Negeri di Bandung. *Bandung Conference Series: Psychology Science*. <https://doi.org/10.29313/bcsps.v4i1.9739>
- Khoza, T., Mabitsela, T., & Nel, P. (2024). Technology readiness, technology acceptance, and work engagement: A mediational analysis. *SA Journal of Industrial Psychology*. <https://doi.org/10.4102/sajip.v50i0.2131>
- López-Guerra, V., Ocampo-Vásquez, K., Quinde, L., Mora, S. G., & Guerrero-Alced, J. (2023). Psychometric properties and factorial structure of the Spanish version of the psychological capital scale in Ecuadorian university students. *PLoS ONE*, 18(5 May), 1–12. <https://doi.org/10.1371/journal.pone.0285842>
- Mao, Y., He, J., Morrison, A., & Coca-Stefaniak, A. (2020). Effects of tourism CSR on employee psychological capital in the COVID-19 crisis: from the perspective of conservation of resources theory. *Current Issues in Tourism*, 24, 2716–2734. <https://doi.org/10.1080/13683500.2020.1770706>
- Milani, R., Sommovigo, V., Ghirotto, L., & Setti, I. (2024). Individual differences in learning agility at work: A mixed methods study to develop and validate a new scale. *Human Resource Development Quarterly*. <https://doi.org/10.1002/hrdq.21528>
- Montani, F., Vandenbergh, C., Khedhaouria, A., & Courcy, F. (2020). Examining the inverted U-shaped relationship between workload and innovative work behavior: The role of work engagement and mindfulness. *Human Relations*, 73, 59–93. <https://doi.org/10.1177/0018726718819055>
- Natalia, N., & Runtu, J. (2024). PENGARUH DIMENSI PSYCHOLOGICAL CAPITAL TERHADAP WORK ENGAGEMENT KARYAWAN GENERASI ZOOMERS (GEN Z) DI SURABAYA. *Jurnal Ilmiah Mahasiswa Manajemen : JUMMA*. <https://doi.org/10.33508/jumma.v13i1.5739>
- Naufalin, L. R., Indriayu, M., & Sulistyandari, S. (2024). Work readiness Generation Z's on diploma programme: The influence internship program and digital literacy. *Jurnal Pendidikan Vokasi*, 14(2), 208–219. <https://doi.org/10.21831/jpv.v14i2.73642>
- Nurrisqi, L., & Widawati, L. (2025). Hubungan antara Work Engagement dan Readiness for Change pada Karyawan Gen Z. *Bandung Conference Series: Psychology Science*. <https://doi.org/10.29313/bcsps.v5i1.16875>
- Panjaitan, D., & Pebianti, V. (2026). The Role Of Learning Agility And Work Engagement In Encouraging Innovative Work Behavior Among Millennial Employees. *Jurnal Fokus Manajemen*. <https://doi.org/10.37676/jfm.v6i1.10416>
- Pasya, N. I., Zamralita, Z., & Prima, I. R. P. (2026). The relationship between job resources and core self-evaluations and work engagement among Generation Z employees in Indonesia. *Priviet Social Sciences Journal*. <https://doi.org/10.55942/pssj.v6i5.1516>

- Pitaloka, Y. C., & Etikariena, A. (2024). Relationship between learning agility and innovative work behavior among undergraduate student of University of Indonesia. *EcoProfit: Sustainable and Environment Business*. <https://doi.org/10.61511/ecoprofit.v2i1.2024.839>
- Putri, Y., & Suharti, L. (2021). *LEARNING AGILITY AND INNOVATIVE BEHAVIOR: THE ROLES OF LEARNING GOAL ORIENTATION AND LEARNING ORGANIZATION*. 5. <https://doi.org/10.29040/ijebar.v5i3.3017>
- Qadaar, A., Andini, M., Faidal, Rahmadi, R., Tri, S., & Widya, D. (2025). Impact of Remote Work Readiness and Digital Wellbeing on Work Engagement, Moderated by Generational Tech Gap. *Jurnal Riset Ekonomi Manajemen (REKOMEN)*. <https://doi.org/10.31002/rekomen.v8i2.2876>
- Report World Economic Forum, I. (2025). The Future of Jobs Report 2025. In *Facilitating Work-based Learning* (Number January). <https://doi.org/10.1007/978-1-137-40325-4>
- Restiani, & Puspitawati, I. (2024). 569-1-2077-1-10-20240806. *Jurnal Ilmu Perilaku*, Vol. 8, No(Pengaruh Transformational Leadership dan Psychological Capital terhadap Work Engagement Pada Karyawan Generasi Z), 33–49.
- Saleem, M., Isha, A., Yusop, Y. B. M., Awan, M., & Naji, G. M. A. (2022). The Role of Psychological Capital and Work Engagement in Enhancing Construction Workers' Safety Behavior. *Frontiers in Public Health*, 10. <https://doi.org/10.3389/fpubh.2022.810145>
- Savitri, C. A., & Santoso, C. (2026). Integrating Saks (2006) and Schaufeli et al. (2006): towards a conceptual framework and typology of sustainable employee engagement. *International Journal of Organizational Analysis*. <https://doi.org/10.1108/ijoa-06-2025-5602>
- Selvia Wardhani, N., Sulastiana, M., & Ashriyana, R. (2022). Adaptasi Alat Ukur Learning Agility pada Karyawan untuk Meningkatkan Organizational Agility: Versi Bahasa Indonesia. *Psikologika: Jurnal Pemikiran Dan Penelitian Psikologi*, 27(2), 243–264. <https://doi.org/10.20885/psikologika.vol27.iss2.art4>
- Srimulyani, V. A. (2023). Job Involvement and Innovative Work Behaviour: The Role of Learning Agility as Mediation. *Jurnal Manajemen Universitas Bung Hatta*. <https://doi.org/10.37301/jmubh.v18i2.23157>
- Tang, X., Li, J., & Liu, Y. (2026). Psychological capital and job readiness among Chinese university students: the mediating role of career adaptability and the moderating effect of labour market pressure. *BMC Psychology*, 14. <https://doi.org/10.1186/s40359-026-04982-9>
- Tiong, P., Adi, Y., Nuryadin, A., Soemaryo, P., & Irwan, A. (2026). Agile Leadership in Digital Work Systems: Psychological Pathways to Innovation and Employee Performance. *Jurnal Aplikasi Manajemen*. <https://doi.org/10.21776/ub.jam.2026.024.1.01>
- Toth, I., Heinänen, S., & Kianto, A. (2022). Disentangling the elements of PsyCap as drivers for work, organization and social engagement in knowledge-intensive work. *Personnel Review*. <https://doi.org/10.1108/pr-01-2021-0031>
- Udin, U. (2022). Leadership Styles and Innovative Work Behavior: The Role of Work Engagement. *International Journal of Economics and Business Research*. <https://doi.org/10.1504/ijebr.2023.10045009>
- Ullah, I., Hameed, R. M., & Mahmood, A. (2023). The impact of proactive personality and psychological capital on innovative work behavior: evidence from software houses of

- Pakistan. *European Journal of Innovation Management*. <https://doi.org/10.1108/ejim-01-2022-0022>
- Uppathampracha, R., & Liu, G. (2022). Leading for Innovation: Self-Efficacy and Work Engagement as Sequential Mediation Relating Ethical Leadership and Innovative Work Behavior. *Behavioral Sciences*, 12. <https://doi.org/10.3390/bs12080266>
- Widyastuti, L. Y., Arista, P. D., Ria, R., Amanda, S., & Angkawijaya, Y. F. (2023). Indonesian Work Readiness Scale Development on Contract Employee. *Jurnal Penelitian Dan Pengukuran Psikologi: JPPP*, 12(2), 93–102.
- Wulandari, Y., & Padmandtyo, S. (2025). The Influence of Grit and Work Engagement on Work Readiness Mediated by Work Experience. *Proceeding ISETH (International Summit on Science, Technology, and Humanity)*. <https://doi.org/10.23917/iseth.5372>
- Xu, J. (2024). Enhancing student creativity in Chinese universities: The role of teachers' spiritual leadership and the mediating effects of positive psychological capital and sense of self-esteem. *Thinking Skills and Creativity*, 53(May), 101567. <https://doi.org/10.1016/j.tsc.2024.101567>
- Yao, J., Qiu, X., Yang, L., Han, X., & Li, Y. (2022). The Relationship Between Work Engagement and Job Performance: Psychological Capital as a Moderating Factor. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.729131>
- Zhang, X., & Xu, Z. (2024). Exploring the relationship between psychological capital, emotional intelligence, psychological safety, and knowledge sharing among E-commerce practitioners. *Frontiers in Psychology*, 15(October), 1–11. <https://doi.org/10.3389/fpsyg.2024.1472527>