

# The Impact of Work Involvement on Employee Performance: Exploring the Moderating Role of Voice Behavior

Afif Maulana Setiawan<sup>1</sup>, Moh Rifqi Khairul Umam<sup>2</sup>

{afifmaulana2003@gmail.com<sup>1</sup>, rifqi.khairulumam@staff.uinsaid.ac.id<sup>2</sup>}

Universitas Islam Negeri Raden Mas Said Surakarta, Surakarta, Indonesia<sup>1,2</sup>

**Abstract.** The elements in a company or organization (raw materials, tools or machines, methods, capital) cannot generate value on their own. Therefore, companies require human resources and optimise them to maximise these elements. This research aims to determine the moderating role of voice behavior in the relationship between work involvement and employee performance. We integrated a quantitative approach conducted on 67 teachers within an institution that operates four schools in Sragen Regency, Indonesia. Structural Equation Modeling - Partial Least Square was used to analyse the data in this research using the SMART-PLS 3.0 software. The research results indicate that work involvement and voice behavior have a significant positive influence on employee performance. Furthermore, voice behavior does not moderate the relationship between work involvement and employee performance. The implications of these findings can be integrated through teacher development training programs to increase teacher engagement and voice behavior.

**Keywords:** Work Involvement, Employee Performance, Voice Behavior.

## 1 Introduction

Companies have various elements in their activities, such as tools/machines, materials, methods, capital, etc. [1]. However, with human resources, these company elements can produce their own value [2]. Remember that the company's elements or resources, even human resources, are limited. Thus, management capabilities are needed to maximise these limitations.

In the corridor of HR management, there are various factors to maximise employee performance, one of which is to provide maximum work experience for employees. According to [3], he explained that the evolution of work experience in employees through four stages: (1) Utility, (2) Productivity, (3) Engagement, and (4) Experience [3]. From the theory described, employee engagement is essential in HR management.

The existence of research on employee treatment has long appeared, even in the 90s, marked by a journal article, mentioning there was a study of 500 companies in the United States and

produced findings that companies with a high commitment to employee involvement can increase productivity and quality of products or services [4]. This also explains that employee engagement can affect employee performance.

Work involvement is an employee's overall job experience, including current and past jobs [11]. In line with that statement, Mohrman said employee involvement is when information, rewards, knowledge, and power are placed at the lowest level/employee [4]. The concept of work involvement is very suitable for teachers' work scope, where teachers, as employees, have the power to determine organisational performance through teaching and learning activities. Mendonca, 2021, quoting from Sofijanova, 2013, states that work involvement is the level of a person when they feel that their work is an essential part of their life [12]. Work involvement will make an employee feel connected to work and encourage someone so that work is not just a task but a meaningful part of their life.

Numerous studies have been carried out to examine this effect, however the results of each study differ. Through their research, some researchers found positive results on the effect of employee involvement on employee performance: Ahmed et al., 2020; Arifin et al., 2019; Fidyah & Setiawati, 2019, but some also found negative results from their research: Letsoin & Ratnasari, 2020; Munparidi & Sayuti, 2020; Riyanto et al., 2021 [5]–[10]. Departing from these inconsistent research findings, we conducted a study with a different perspective by exploring voice behavior as a moderating variable.

In his research, Ahmed stated that employee engagement is one of the critical factors in achieving organisational success [5]. Increasing employee engagement will be followed by increased employee performance [6]. In simple terms, employee engagement will improve employee performance [7]. Thus, hypothesis 1 for this study is:

H1: Work involvement has a significant positive effect on employee performance

Voice is a verbal expression of ideas or opinions that arise in employees with a positive orientation towards contributing to the organisation [15]. In more detail, this speaking behavior is not just the courage to talk to managers but also to convey opinions as a manifestation of employee ideas [16]. Employees' desire to help the company or unit become more efficient is the underlying motive for employees to have speaking behavior [17]. It can be concluded that voice behavior is verbal behavior in expressing opinions that are constructive to the organisation.

The further employees provide constructive suggestions, ideas, and information to their superiors, the greater the impact on the organisation [17]. Voice/silence behavior within the scope of work certainly has implications for organisational performance. However, Morrison also mentioned that voice behavior sometimes has a significant impact. For example, when employees make suggestions that do not follow organisational procedures, voice behavior has a mild impact on the organisation. In his research, Van Dyne mentioned that voice behavior in the work environment would encourage teamwork in a more positive direction [15]. Thus, hypotheses 2 and 3 for this study are:

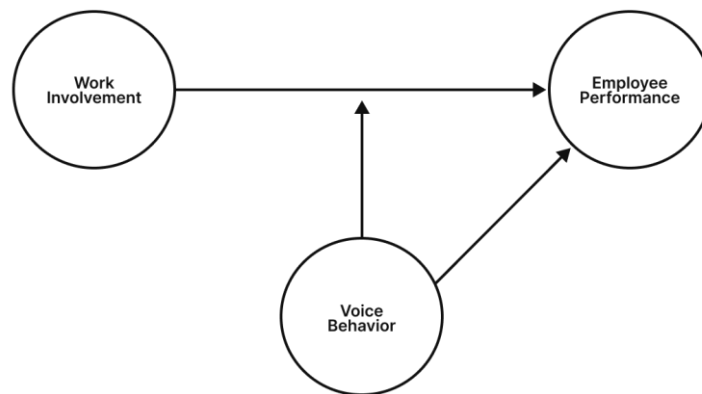
H2: Voice behavior has a significant positive effect on employee performance

H3: Voice behavior strengthens the influence between work involvement and employee performance

Employee performance can be assessed based on financial and non-financial results in the organisation [13]. Generally, employee performance is the result of work within a certain period. In the modern era, employee performance is assessed not only based on their ability to complete their tasks but also through the citizenship aspect, which is the ability of employees to help coworkers psychologically, such as providing assistance without orders [14]. In this study, employee performance focuses on the context of teachers in teaching and learning activities.

The behavior of employees in industrial companies in expressing opinions or voices has less intensity when compared to work environments where the majority of work is done through communication, such as in educational organisations. Therefore, we chose teachers as subjects to fulfill the concept of this research. This research brings renewal to the concept of different variables with the moderating role of voice behavior on the relationship between work involvement and employee performance.

The relationship between variables in this study is shown in Figure 1.



**Fig. 1.** Research model.

## **2 Research method**

All variable measurements in this study have been adapted to previous research with the context of teachers as research subjects. Work involvement adopted six indicators from Kanungo [11], employee performance adopted 19 indicators from Peterson, and voice behavior adopted ten indicators from Liang [19]. The indicators are described in Table 1.

**Table 1. Variable Indicators.**

---

Indicators
Work involvement
The most significant activities in life are those that involve work.
Most of the time, people should be involved in their work.
One's life should consist primarily of their work.
Work ought to be viewed as essential to existence.
I believe that a person's personal life objectives ought to be focused on their career.
Only when people are fully engaged in their work is life worthwhile.
Employee performance
Starts teaching right away.
Manages items in a systematic way.
Helps students focus on their academics and get them ready for class.
Performs the start and finish review.
Inquiries.
Gives correctional feedback, magnifies the answer, and recognizes it.
Expresses particular scholarly admiration.
Makes practice possible.
Provides instructions, assigns homework, evaluates understanding of seatwork assignments, and provides comments.
Moves around and helps the students.
Covers concept definition, characteristics, examples, and non-examples.
Explains cause-and-effect, applies a law or concept, and employs linking terms.
Declares and implements academic standards.
Creates standards and supporting data for value assessment.
Highlights crucial aspects.
Verbally conveys passion and challenges students.
Uses body language to convey interest signals.
Puts an end to misbehavior.
Keeps the momentum of instruction going.
Voice behavior
Develop and offer ideas for problems that could affect the unit in a proactive manner.
Make proactive recommendations for fresh initiatives that will benefit the work unit.
Make recommendations to enhance the way the unit operates.
Make proactive ideas that are positive and aid the unit in achieving its objectives.
Provide helpful recommendations to enhance the unit's performance.
Give other coworkers advice on how to avoid bad habits that could impair their ability to do their jobs.
Advocate openly about issues that could seriously impair the work unit, especially in the face of opposing viewpoints.
Dare to express your ideas on matters that could impact the work unit's efficiency, even if doing so would make others uncomfortable.
Have the courage to bring up issues inside the unit when you see them, even if it means strained ties with coworkers.
Report cooperation in a proactive manner

---

Employee performance is the dependent variable in this quantitative study, with work involvement and voice behavior functioning as independent variables. Data collection was conducted with a Likert scale measurement questionnaire ranging from 1 (strongly disagree) to 4 (strongly agree). The study population was teachers from two private elementary schools in the Sragen district of Central Java. Using the census method [20], there were 67 answers from a total of 80 teachers as a population. After eliminating the 67 responses, 58 valid ones remained, which will be processed. The SEM-PLS method was chosen to process data and answer the research hypothesis using SmartPLS 3.0 software. Structural equation modeling (SEM) is a second-generation multivariate data analysis method in exploratory research; partial least square-structural equation modeling (PLS-SEM) is used to determine the relationship between independent and dependent variables or more complex structural models.

### 3 Results

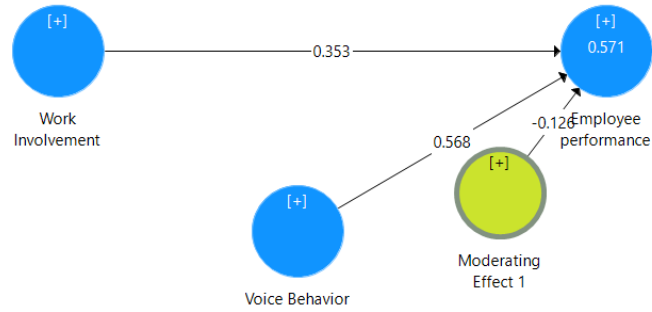
The population is dominated by women, with a percentage of 74% of the total 58 respondents. In terms of age, it is dominated by teachers aged 20-30 with a percentage of 71%, and most have worked for less than five years. Based on this data, it can be concluded that most of the teachers who are the subjects of this study are still relatively young, with less than five years of work experience. These results are presented in Table 2 below.

**Table 2.** Characteristics of respondents.

Characteristics	Frequency	Percentage
Gender		
Male	15	26%
Female	43	74%
Age (in years)		
20-30	41	71%
31-40	15	26%
41-50	2	3%
Year worked		
<5 years	35	60%
5-10 years	14	24%
>10 years	9	16%

#### 3.1 Outer model

All tests in this study used SmartPLS 3.0 software with the research model, as presented in Figure 2.



**Fig. 2.** Research model in SmartPLS 3.0.

The outer model is measured based on indicator reliability and validity. For reliability measurement, use the outer loading value above 0.40 and the Cronbach's alpha value above 0.60. Then, validity is measured based on the average variance extracted (AVE) value above 0.50 and the heterotrait-monotrait ratio (HTMT) value below 0.90 [21].

**Table 3.** Outer loadings, Cronbach's alpha, and AVE values.

Indicator	Outer loadings	Cronbach's alpha	AVE
Work involvement		0,719	0,538
WI 1	0,704		
WI 2	0,776		
WI 4	0,738		
WI 6	0,713		
Employee performance		0,949	0,557
EP 1	0,496		
EP 2	0,553		
EP 3	0,786		
EP 4	0,584		
EP 5	0,745		
EP 6	0,833		
EP 7	0,841		
EP 8	0,704		
EP 10	0,744		
EP 11	0,715		
EP 12	0,788		
EP 14	0,685		
EP 15	0,843		
EP 16	0,804		
EP 17	0,760		
EP 18	0,830		
EP 19	0,858		
Voice behavior		0,925	0,604
VB 1	0,724		
VB 2	0,767		
VB 3	0,853		

VB 4	0,852
VB 5	0,747
VB 6	0,737
VB 7	0,559
VB 8	0,862
VB 9	0,796
VB 10	0,823

As the test results above are presented, the outer loading relevance of each indicator has met the criteria above 0.40. The subsequent measurement is internal consistency reliability with the criteria for Cronbach's alpha value above 0.60, which has been fulfilled. The results of the convergent validity test have met the criteria for the AVE value above 0.50, and the discriminant validity test has been fulfilled with the HTMT value below 0.90, as shown in Table 4.

**Table 4.** HTMT value.

	Employee performance	Voice behavior	Work involvement
Employee performance			
Voice behavior	0,688		
Work involvement	0,648	0,491	

### 3.2 Inner model

The inner model measurement consists of significant level (*p-value*), coefficient of determination ( $R^2$ ), and predictive power ( $Q^2$ ). Table 5 presents the results of the significant level test, which is also used to test the hypothesis.

**Table 5.** Hypothesis testing.

Variable relationship	Original sample	<i>p-values</i>	Result
Work Involvement -> Employee performance	0,353	0,001	Accepted
Voice behavior -> Employee performance	0,568	0,000	Accepted
Moderating effect	-0,126	0,104	Rejected

With the results shown in Table 5, hypotheses 1 and 2 are accepted, while hypothesis 3 is rejected. The requirement for the hypothesis to be accepted is that the resulting *p*-value is smaller than 0.05 [21].

The next test is the coefficient of determination ( $R^2$ ) and predictive power ( $Q^2$ ) on the research model, and it obtained an  $R^2$  value of 0.571 and a  $Q^2$  value of 0.296 on the dependent variable, as shown in Table 6.

**Table 6.**  $R^2$  and  $Q^2$  values.

Variable	$R^2$	$Q^2$
Employee performance	0,571	0,296
Voice behavior		
Work Involvement		

### **3.3 Impact of work involvement on employee performance**

Measurement of the first hypothesis examines the influence between work involvement variables and employee performance variables. The measurement results show that work involvement has a significant positive effect on employee performance. This conclusion is drawn from the positive path coefficient measurement number (0.353) shown in the original sample column in Table 5. Then, the level of significance is measured through the p-value result with a value below 0.05, which is 0.001, which means significant. From these results, the first hypothesis is accepted that work involvement has a significant positive effect on employee performance; this result supports previous research with the same findings [5]–[7], [12], [22]–[24].

### **3.4 Impact of voice behavior on employee performance**

The second hypothesis in this study states that voice behavior has a significant positive effect on work involvement. From the analysis, it is found that voice behavior has a positive path coefficient value (0.568), which means it has a positive influence on employee performance. Further results in Table 5 show a p-value below 0.05, which is 0.000, meaning that voice behaviour significantly affects employee performance. From these results, the second hypothesis in this study is accepted. These results support Van Dyne's previous research with the same findings [15].

### **3.5 The moderating role of voice behavior**

The third hypothesis aims to determine the moderating role of voice behavior variables on the relationship between work involvement and employee performance. The direction of the moderating role in this study is indicated by the negative original sample value (-0.126). Furthermore, the significance level shows a value above 0.05, namely 0.104, which means insignificant. The moderating role of voice behavior in this study is negative and insignificant, which means that the voice behavior variable does not moderate the relationship between work involvement variables and employee performance. So, the third hypothesis in this study is rejected.

The finding that voice behavior is unable to moderate in this study is in line with the self-concordance theory developed by Sheldon & Elliot. The self-concordance theory explains that an individual has a goal at work to produce maximum performance per his goals/motivation [25]. Therefore, an employee can get good performance without any moderating variables.

## **4 Conclusion**

The findings in this study show the importance of human resource management in shaping the work environment with a work involvement orientation. In addition, space for constructive opinions or ideas by employees is an essential aspect of improving employee performance. Organisations can provide supportive programs such as career development opportunities, training, and appropriate job desks. The findings of this study can be used as a reference to be implemented in organisational policies and practices to achieve better results.



In addition, the findings in this study contribute to the theme of the relationship between work involvement and voice behavior on employee performance. The theoretical implication of this study is that although work involvement has a significant positive impact on employee performance, the voice behavior variable cannot moderate the relationship between the two. This finding also reflects the concept of moderation that can affect these variables. Thus, the results of this study enrich the literature on work involvement, voice behavior, and employee performance and provide a new perspective on the subject of teachers and moderating variables.

Although we have tried to make the data collected representative data, with a larger population and sample, the research results will be more substantial and more general. In addition, the population of teachers from two private schools in this study may have different characteristics from teachers in the broader area. Time and budget are also limitations, so some things may not be explained in more detail and depth. For this reason, future researchers can explore the theme of this research with a more general sample and add other factors to the relationship between the variables above.

### **Acknowledgement**

The author would like to thank the Hidayatullah Foundation for their collaboration in data collection so that this research could be completed on time.

### **References**

- [1] A. Hakim: *Dinamika Manajemen Sumber Daya Manusia Dalam Organisasi (Pendekatan Konvensional dan Nilai-Nilai Islami)*. 1st ed. Semarang: EF Press Digimedia, 2014.
- [2] Taufiqurokhman: *Mengenal Manajemen Sumber Daya Manusia*. 1st ed. Senayan, Jakarta Pusat: Universitas Prof. Dr. Moestopo Beragama, 2009.
- [3] J. Morgan: *The Employee Experience Advantage: How to Win The War for Talent by Giving Employees The Workspaces They Want, The Tools They Need, and A Culture They Can Celebrate*. Hoboken, New Jersey: John Wiley & Sons, Inc, 2017.
- [4] S. A. Mohrman, E. E. Lawler, and A. M. Mohrman: *Applying Employee Involvement in Schools*. *Educ. Eval. Policy Anal.*, vol. 14, no. 4, pp. 347–360, 1992.
- [5] T. Ahmed, M. S. Khan, D. Thitivesa, Y. Siraphatthada, and T. Phumdara: *Impact of Employees Engagement and Knowledge Sharing on Organisational Performance: Study of HR Challenges in COVID-19 Pandemic*. *Hum. Syst. Manag.*, vol. 39, no. 4, pp. 589–601, 2020, doi: 10.3233/HSM-201052.
- [6] Z. Arifin, N. Nirwanto, and A. Manan: *Analysis of Bullying Effects on Job Performance using Employee Engagement and Job Satisfaction as Mediation*. *Int. J. Innov. Creat. Chang.*, vol. 9, no. 6, pp. 42–56, 2019.
- [7] D. N. Fidyah and T. Setiawati: *Influence of Organizational Culture and Employee Engagement on Employee Performance: Job Satisfaction as Intervening Variable*. *Integr. Bus. Econ.*, vol. 9, no. 4, pp. 64–81, 2019, [Online]. Available: [www.telkom.co.id](http://www.telkom.co.id)
- [8] V. R. Letsoin and S. L. Ratnasari: *Pengaruh Keterlibatan Karyawan, Loyalitas Kerja dan Kerjasama Tim terhadap Kinerja Karyawan*. *J. Dimens.*, vol. 9, no. 1, pp. 17–34, 2020.
- [9] Munparidi and A. J. Sayuti: *Pengaruh Keterlibatan Karyawan Terhadap Kinerja Karyawan melalui Kepuasan Kerja sebagai Variabel Mediasi*. *J. Apl. Manaj. dan Bisnis*, vol. 1, no. 1, pp. 36–46, 2020.
- [10] S. Riyanto, E. Endri, and N. Herlisha: *Effect of Work Motivation and Job Satisfaction on Employee Performance: Mediating Role of Employee Engagement*. *Probl. Perspect. Manag.*, vol. 19, no. 3, pp. 162–174, 2021, doi: 10.21511/ppm.19(3).2021.14.

- [11] R. N. Kanungo: Measurement of Job and Work Involvement. *J. Appl. Psychol.*, vol. 67, no. 3, pp. 341–349, 1982, doi: 10.1037/0021-9010.67.3.341.
- [12] P. Mendonça, A. D. C. Soares, G. Riana, and C. A. de J. Da Costa: The Influence of Employee Involvement, Work Environment, and Teamwork on Employee Performance (Case Study: Ministry of Agriculture and Fisheries, Dili Timor-Leste). *Timor Leste J. Bus. Manag.*, vol. 3, no. 1, pp. 12–23, Sep. 2021, doi: 10.51703/bm.v3i1.32.
- [13] J. Anitha: Determinants of Employee Engagement and Their Impact on Employee Performance. *Int. J. Product. Perform. Manag.*, vol. 63, no. 3, pp. 308–323, 2014, doi: 10.1108/IJPPM-01-2013-0008.
- [14] S. P. Robbins and T. A. Judge: *Organisational Behavior*. 17th ed. Harlow: Pearson Education, Inc, 2017.
- [15] L. Van Dyne, S. Ang, and I. C. Botero: Conceptualizing Employee Silence and Employee Voice as Multidimensional Constructs. *J. Manag. Stud.*, vol. 40, no. 6, pp. 1359–1392, 2003, doi: 10.1111/1467-6486.00384.
- [16] S. F. Premeaux and A. G. Bedeian: Breaking the Silence: The Moderating Effects of Self-Monitoring in Predicting Speaking Up in the Workplace. *J. Manag. Stud.*, vol. 40, no. 6, pp. 1537–1562, 2003, doi: 10.1111/1467-6486.00390.
- [17] E. W. Morrison: Employee Voice Behavior: Integration and Directions for Future Research. *Acad. Manag. Ann.*, vol. 5, no. 1, pp. 373–412, 2011, doi: 10.1080/19416520.2011.574506.
- [18] D. Peterson, T. Micceri, and B. Othanel Smith: Measurement of Teacher Performance: A Study in Instrument Development. *Teach. Teach. Educ.*, vol. 1, no. 1, pp. 63–77, 1985, doi: 10.1016/0742-051X(85)90030-7.
- [19] J. Liang, C. I. C. Farh, and J. L. Farh: Psychological Antecedents of Promotive and Prohibitive Voice: A Two-wave Examination. *Acad. Manag. J.*, vol. 55, no. 1, pp. 71–92, 2012, doi: 10.5465/amj.2010.0176.
- [20] M. Saunders, P. Lewis, and A. Thornhill: *Research Methods for Business Students*. Eight., no. 2. New York: Pearson, 2019.
- [21] J. Joseph F. Hair, G. T. M. Hult, C. M. Ringle, and M. Sarstedt: *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. Third. Los Angeles: SAGE, 2022.
- [22] H. Heslina and A. Syahrini: The Influence of Information Technology, Human Resources Competency and Employee Engagement on Performance of Employees. *Golden Ratio Hum. Resour. Manag.*, vol. 1, no. 1, pp. 01–12, 2021, doi: 10.52970/grhrm.v1i1.100.
- [23] H. D. Linggiallo, S. S. Riadi, S. Hariyadi, and D. Adhimursandi: The Effect of Predictor Variables on Employee Engagement and Organizational Commitment and Employee Performance. *Manag. Sci. Lett.*, vol. 11, pp. 31–40, 2021, doi: 10.5267/j.msl.2020.8.033.
- [24] M. S. Samud, R. J. Pio, and V. Tatimu: Pengaruh Keterlibatan Kerja terhadap Kepuasan Kerja dan Kinerja Karyawan. *J. Product.*, vol. 2, no. 3, pp. 245–249, 2021.
- [25] K. M. Sheldon and A. J. Elliot: Goal Striving, Need Satisfaction, and Longitudinal Well-Being: The Self-Concordance Model. *J. Personal. Soc. Psychology*, vol. 76, no. 3, pp. 482–497, 1999.