Does a proactive student study harder? The moderating role of feelings of being envied

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Abstract

With a view to achieving a successful learning experience at the university, the importance of students' engagement in their studies can never be overemphasized, this research examined the proactive personality of the student as a forecaster of his engagement in the university. In reference to the trait activation theory, the moderating effect of feelings of being envied was evaluated. The proposed moderation model was tested on a sample of 174 students across different universities in China via an online survey. Using correlation, reliability test, validity test, and regression in SPSS, results indicate that there is a positive relationship between proactive personality and students' engagement. Further, the findings show that being envied has a significant negative moderating effect on the relationship between proactive personality and engagement. This research concludes with practical and theoretical implications that may aid students, institutions and educators on how to set up a better learning climate.

Keywords: Trait activation theory, students' engagement, proactive personality, being envied, moderation.

Introduction

Trait Activation Theory has been of considerable significance in studies that investigated the situational drivers of the relationship between proactive personality and proactive behavior(McCormick et al. 2019). Trait activation is the mechanism by which individuals communicate their characteristics when given trait-relevant situational indications or cues (Tett and Burnett 2003). Tett defines trait activation as the process by which individuals express their traits when presented with trait-relevant situational cues (Tett and Guterman 2000). Simply put, individuals display their inner behavior (activating their traits) when faced with particular events (which are usually temporary). For instance, a person's anger might be activated when he is being provoked by people. Trait activation theory starts with the common notion that the degree of the character of an individual is demonstrated as a trait-relevant action at work. In trait activation theory, the strength of the situation also plays a role(Tett and Burnett 2003). Another axiom underlying trait activation theory is that trait expression does not depend exclusively on the importance of the situation(Castree 1944)(Lievens, Koster, and Schollaert 2009) but also the strength, known as situation strength. Situation strength is a spectrum that refers to how much consistency there is as to how the situation is viewed. Strong situations conditions include unmistakable behavioral demands where behavioral effects are clearly recognized and commonly communicated. Individuals, in strong conditions, tend to have more control over their trait, for instance, a large variation in aggression should not be expected where violent behavior is unacceptable, such as worship services or other social gatherings, these circumstances are usually not applicable to aggression because they provide little cues for its expression. Whereas, weak situations are marked by more vague assumptions, making it possible to observe even more variation in behavioral responses. In weak situations, individuals are more likely to feel more comfortable to express their inner traits (Tett and Guterman 2000), such as fights in the marketplace. Hence, to observe trait variance in situations requires stimulation based on weak to moderate trait-relevant conditions but not in strong conditions.

Meta-analytically, proactive personality has been shown to be correlated with various positive results such as career satisfaction and achievement(Seibert, Crant, and Kraimer 1999),

work satisfaction and positive citizenship behavior(Li, Liang, and Crant 2010), organizational engagement, job performance, employee creativity(Kim, Hon, and Crant 2009), perceived autonomy, self-efficacy and teachers' job satisfaction(Li et al. 2017), and organizational awareness i.e. leader-member exchange(Newman et al. 2017), job autonomy(Ng, Ang, and Chan 2008), positive social adjustment(Hua et al. 2019)(Fuller and Marler 2009),etc. This personality has also been empirically related to constructive behavior (McCormick et al. 2019). The most used and acceptable definition of proactive personality defines the prototypic proactive personality as one who is relatively unconstrained by situational forces and effects environmental change (Crant and Bateman 2000). Proactive personalities recognize opportunities and act on them; they embody commitment, conviction and perseverance until they bring about positive change. Less proactive people are passive and responsive; they prefer to respond to situations rather than change(Seibert et al. 1999). Bateman reported four categories that have been previously studied empirically of the basic mechanisms by which people affect their environment: Selection, cognitive restructuring, evocation and manipulation (Bateman and Crant 1993). However, a key aspect of Proactive personality remains that people can alter their current social or non-social circumstances deliberately and directly without choosing a specific mechanism.

In explaining engagement, two groups of influences are relevant: psychosocial influences and structural influences. psychosocial influences are represented by people's individual characteristics and the relationships they develop and nurture with people in their environments, whether at the workplace or at school that lead to engagement. Structural influences, on the other hand, include institutional culture, policies, curriculum, discipline, and each student's life and support outside the institution (i.e. family characteristics, pressures in life. The psychological perspective of engagement is especially prevalent in school literature and sees engagement as an internal psychosocial mechanism that develops over time and differs in strength. Various overlapping dimensions of engagement have been proposed, including behaviour, cognition, emotion, and conation(Kahu 2013). Previous theory sometimes describes engagement as just one of these, and later researchers say engagement is a mix of behaviours, cognition and affective dimensions to make a whole. In the psychological context, cognition often requires human traits such as motivation, self-efficacy, and expectations. the present research focuses mainly on the psychological perspective of student engagement in higher institutions. Nevertheless, engagement is essentially relational, arising from the interaction of context and individuality. It was theoretically shown that engagement with learning is a subjective experience, bound up with other life events and experiences, and have drawn attention to its social situatedness(Christie et al. 2008).

Envy is one of the negative emotions, rooted in feelings of inferiority. It encompasses a motivation to derogate other people(Smith and Kim 2007). There are two sides to envy; being envious of others and being envied by others. Envy's disruptive effects, whether in the form of aggression, resentment, or even sabotage, are commonly documented in the mainstream press and are generally assumed to be widespread in the workplace(Veiga 2016). Likewise, envy can also be felt at school, when students are being compared to one another by their teachers to identify and reward superior results, such as, good grades in tests and consistent praises of a student, by often publicizing successes to highlight best practices, these habits may provoke envy in the less praised student towards the praised one. As a result, this may trigger unintended envy consequences. Foster(Foster 1972)believes envy is, a pan-human phenomenon, it is abundantly present in every culture and present to a greater or lesser degree in every human being. Nevertheless, the other dimension to envy has less frequently been investigated; being envied. According to foster, there

are two facets through which being envied can be perceived: the competitive axis and the fear axis envied. The competitive axis refers to people's satisfaction of getting what someone else desires and the fear axis refers to people's fear of the negative effects of being envied by others. Being envied is an individual's perception or a feeling that other people wish to possess a desirable skill or talents he or she is known to have or a material thing he or she owns(Aleksić and Mihelic 2018). Despite the similarities, feeling envious and feeling envied vary from each other in the effects they bring to an individual. Vecchio(Vecchio 2005) further notes that the fact that others envy a person appears to give rise to less negative experiences than feelings of envy for others. Being envied may give an individual self-confidence, increase positive mood, elevate employee engagement and it may also be a source of personal satisfaction (Rodriguez Mosquera, Parrott, and de Mendoza 2010)(K. Lee et al. 2018)(Exline and Lobel 1999). On the other hand, employees might perceive coworker envy as communicating negative social information that potentially threatens their relationships with coworkers(K. Y. Lee et al. 2018). Those who possess high self-esteem are likely to claim that others envy them, whereas people with low self-esteem are less likely to assume that others envy them. In particular, an envied person must deal with the implications of possessing what another person desires(Mosquera et al. 2008), of being the cause of that person's unhappiness, or/and the object of that person's animosity. The target of envy may also perceive envy in some sort of direct physical violence towards him or his properties through "the evil eye". Foster explains the evil eye as the widest set of cultural meanings of circumstances in which envy is present and in which its negative consequences must be shielded against.

Students' proactive personality and Engagement

Student engagement in university has been formulated in three dimensions: affective, behavioral, and cognitive(Veiga 2016) (representing the psychological dimension mentioned earlier) with recent research indicating that a fourth element; personal agency may be added. Student engagement is commonly seen as one of the best predictors for learning and personal growth. Kuh(Kuh 2001)(Kuh 2009) suggests that student engagement represents the time and energy that students commit to activities that are empirically related to the college's desired results and what institutions do to enable students to participate in those activities. In 2013, Kahu provided a detailed conceptual framework for student engagement to explain the dynamic essence of the phenomenon alongside the consequences and the factors affecting its occurrence. Carini, Kuh, and Klein 2006's(Carini, Kuh, and Kleint 2006) research linked student engagement to student learning, they claimed student engagement is generally considered to be among not only the better predictors of learning but also that of personal development, and performance(Bakker, Sanz Vergel, and Kuntze 2014), the idea is quite simplistic and obvious, the more students research or practice a subject, the more they seem to learn about it. Students engaged in educationally successful college activities build mind and heart habits that expand their capacity for continuous learning and personal growth. Following Kahu's propositions, this study's conceptual model focuses on the psychological conditions of student engagement by exploring the proactive personality as the individual predictor. The creation of accurate and relevant measures for student engagement in school should become a priority for researchers(Veiga 2016) as it has been proposed that students who are active and successful in their school activities appear to have a sound knowledge of different subjects, internalize effective learning methods, and achieve strong academic performance. Kuh's philosophy implies that student engagement is not established as an extension of involvement but as an expression of the value of a more specific connection between student conduct and successful educational practice. It is important to note that Engagement is different from involvement,

Involvement is not sufficient for advancing institutional efforts, you need to know what the institution is doing as well(Kuh 2009)without understanding how students spend their time, it is almost difficult to relate student learning outcomes to the educational practices and processes associated with them(Kuh 2001). Engagement links more directly to desired educational processes and outcomes(Wolf-Wendel, Ward, and Kinzie 2009) it highlights the steps that institutions should take to improve student engagement. Students' engagement also helps in the development of a satisfying interpersonal relationship, as well as a sense of community, to behave in a manner that is respected by peers and teachers, while individuals who are extremely disengaged in their work roles withhold their physical, cognitive, and emotional resources, and this is expressed in the task behavior that is, at best, robotic, passive, and disconnected(Rich, Lepine, and Crawford 2010). This study argues that students with proactive personalities are more likely to be engaged than passive students. Furthermore, Proactive people are pathfinders(Bateman and Crant 1993) who change the intent of their organization's task or find and fix issues, when individuals are proactive, they may change their work practices, processes, and tasks, and even influence decisions since a challenging task provides a means to develop their skills and knowledge(Hirst, Knippenberg, and Zhou 2009). Thus,

Hypothesis 1: proactive personality is positively related to student engagement.

The moderating role of being envied

The previous argument serves as the basis for this more significant contribution, which simultaneously incorporates personal and situational factors into the model. The Trait Activation Theory has been of great importance in the research which examined the situational moderators of the relationship between proactive personality and proactive conduct at the workplace, and it is likely also relevant in learning contexts(Noe, Tews, and Michel 2017). According to the trait activation theory, a trait is more likely to be displayed when faced with "trait-relevant" circumstances(Tett and Burnett 2003). In other words, a trait better predicts behavior in a trait-relevant situation (weak situation) than a trait-irrelevant situation (strong situation). The theory of trait activation has a lot of value and enlightens our ability to understand how situational influences promote the incorporation of individual characteristics into their actions (e.g. through contextual factors coining the personalities of workers to be reflected in their workplace behavior). In this regard, envied individuals can feel insecure and anxious as they perceive their achievement evoking relational strife. It can prompt fears of potential damages to one's social fabric through threats to others' self-esteem(Daubman and Sigall 1997). Parrott and Rodriguez (Rodriguez Mosquera et al. 2010) state that Being envied can lead to unpleasantness, such as harming the relationship with envious peers and leading to expressions of hostility. Additionally, Festinger in his 1954's paper states that when there is given a selection of comparable individuals, someone similar to one's skill or opinion will be selected for comparison. The proactive student would most likely not feel that he might be envied by less proactive students but by those students whose abilities are almost or equal to his. As a result, the proactive student may feel afraid and view decreased engagement as a way to earn a sense of belonging to please the envious peers. Merging in the trait activation theory, situational cues (i.e. feeling envied) may stem from an organization, social, or task cues. These cues can activate personality traits that are related to academic activities and institutional expectations that are valued (i.e., academic achievement). These cues may also elicit trait-related behaviors that are not directly related to academic achievement. Envied targets will suffer unpleasant feelings and anxiety about relationships and the distress others are experiencing, which then reduces the

meaningfulness of better performance (K. Y. Lee et al. 2018). Further, the threshold for generating peers' envy can be quite low (Vecchio 2005), a student simply seeking to do well and behave noticeably well within the school may arouse hostility from others who feel threatened by merely witnessing such efforts. It is human to fear, and humans fear the consequences of the envy of others(Foster 1972). Often times, they might view the situation as lacking protection to achieve further academic success or progress. The fear axis of being envied gets activated within the student, as man fears being envied for what he has, and wishes to protect himself from the consequences (i.e. evil eyes) of the envy of others(Foster 1972). Hence, hypothesis two presents feeling envied as a moderating variable between students' proactive personality and engagement.

Hypothesis 2: Being envied moderates the positive relationship between proactive personality and student engagement.
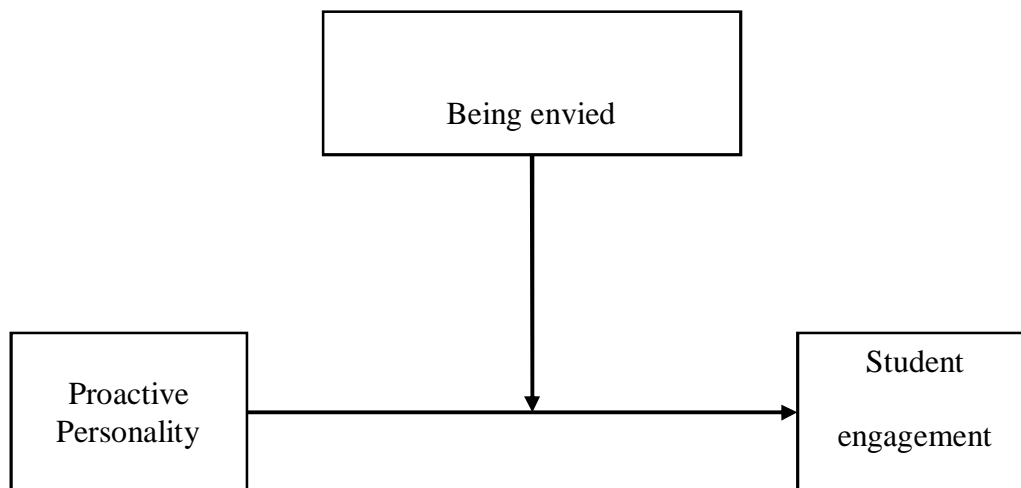

Figure 1. Conceptual Framework.

Method

Sample size and procedure

Data for the present study were collected through an online survey by students from different universities across China. The youngest respondent was 18 years old and the oldest was 50 years old, most respondents were between the ages of 20 to 39. The educational level was measured on a five Item scale including postgraduate or higher, undergraduate, junior college, senior high or equivalent, and junior high school or below. However, only 7 respondents chose senior high, junior high and college. As a result, only the postgraduates and undergraduates were used for analysis since others were not well represented. The total number of respondents to the survey was 234 responses, after searching for missing data, some responses were subsequently removed. The final sample comprised of 174 responses. There was a total number of 109 postgraduate students and 65 undergraduate students of which 62.60% were male and 37.60% female.

Measures

Unless otherwise noted, 6-point Likert-type scales ranging from 1 ("Strongly disagree") to 6 ("Strongly agree") were used in the study.

Proactive personality scale Measures

Proactive personality was assessed with Bateman and Grant's 1993 17-item Proactive Personality Scale (PPS)(Bateman and Crant 1993). Sample items included "I love to challenge the status quo" and "I feel driven to make a difference in my community, and maybe the world". ($\alpha = .93$).

Being envied scale

Being envied was assessed with Vecchio's 2005 three-item scale(Vecchio 2005). In search to emphasize the interest in assessing being envied (BE), the word '*work* was substituted for *school'* and '*coworkers* to *peers'* in two original items. Modified items are, "Because of my success at school, I am sometimes envied by my peers" and "Because of the close working relationship I have with my supervisor, I am sometimes envied by my peers" ($\alpha = .89$).

Students' engagement scale

Student engagement (SE) was assessed with 13 items scale from May, D. R., Gilson, R. L., & Harter, L. M. (2004)(May, Gilson, and Harter 2004). Measuring three dimensions of engagement: cognitive, emotional, and physical. To emphasis the interest in assessing students' engagement, some words were substituted to fit into the context, *in my job* to *in my studies.* A sample item for cognitive is "Performing my school work is so absorbing that I forget about everything else." an item for emotional is "My own feelings are affected by how well I perform in my studies." and an item for physical is "I exert a lot of energy studying." ($\alpha = .84$).

Results

the descriptive statistics including the correlation, mean and standard deviation of the data are all depicted in table x. It shows that proactive personality, being envied and students' engagement are all highly correlated. There is a significant positive correlation between Proactive personality and being envied (r = 0.298, P <0.001) and a significant positive correlation with students' engagement (r = 0.567, p <0.001).

Table 1. Correlations and descriptive statistics.

	Mean	SD	1	2	3	4	5	6	7
1.Gen	0.63	0.49							
2.Age	26.76	5.70	.270**						
3.Edu	4.60	0.49	0.175*	.645**					
4.GPA	3.61	0.37	-0.013	0.128	.245**				
5.PP	4.89	0.67	0.127	.430**	.373**	0.141	(0.931)		
6.BB	2.79	1.35	0.081	.330**	.274**	0.030	.298**	(0.888)	
7.SE	4.50	0.67	0.032	0.198**	.276**	.255**	.567**	.165*	(0.841)

N=174. Reliabilities are on the diagonal. *p < .05; **p < .01; ***p < .001.

Reliability and validity analysis

Cronbach's Alpha was used to test the reliability of the scales used in this study. It was observed that all values exceeded 0.7 ranging from 0.93 for proactive personality to 0.84 for student engagement. Shown in table 1.

This article uses the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity test and exploratory factor analysis to analyse the validity of the three scales used in the study. The 17 items proactive personality sample revealed a KMO =0.930, Bartlett's test of sphericity x^2 =1654.239, degrees of freedom =136, and $p < 0.001$. The 3 items being envied sample revealed a KMO =0.731, Bartlett's test of sphericity x^2 =301.824, degrees of freedom =3, and $p < 0.001$. The 13 items student engagement sample revealed the KMO =0.857, Bartlett's test of sphericity x^2 =820.031, degrees of freedom =78, and $p < 0.001$. The above results indicate that the correlation structure is adequate for factor analyses.

For every item in the proactive personality scale, the factor loading is ranging from 0.449 to 0.763 with a variance explained= 56.45%. For every item of the being envied scale ranging from 0.874 to 0.924 with a variance explained= 81.74%. For every item in the student engagement scale, the factor loading shows to be ranging from 0.364 to 0.805 and variance explained= 59.02%. All factor loading show to be greater than 0.40 which shows significance.

linear regression in SPSS26.0 was used to test hypothesis 1 to establish that the independent variable (proactive personality) influenced the dependent variable (engagement). With the addition of Age, gender, educational level, and GPA, the proactive personality was inputted as the independent variable and students' engagement was inputted as the dependent variable. The table 2 shows that proactive personality is positively and significantly related to engagement ($\beta = 0.559$, SE $= 0.069$, $p < 0.000$). Thus, Hypothesis 1 was supported.

Table 2. Result for Hypothesis 1.

Path	β	SE	p-value
Proactive Personality →Student engagement	0.559	0.069	0.000

N=174. Reliabilities are on the diagonal. *$p < .05$; **$p < .01$; ***$p < .001$.

Regression with Process v3.4 developed by Hayes in SPSS was used to evaluate the moderating effects for hypothesis 2. The analysis was conducted using 5,000 bootstrapped samples and 95% bootstrapped confidential intervals were also obtained for the interaction effect. Hypothesis 2 predicted that being envied will moderate the positive relationship between proactive personality and student engagement. While testing with control variables; gender, age, education, and GPA, the model was found significant at (F=14.699, p=0.029) which accounted for R2 of 0.383. The statistical coefficient of the interaction is (β =-0.095, SE $= 0.043$, 95%CI [-0.1791, -0.0099]) at a significant level of P<0.05. This shows that a unit increase in the proactive personality is moderated by -.095 to affect students' engagement. The results indicated that there is a negative significant relationship between the moderating factor (being envied), proactive personality, and engagement. Thus hypothesis 2 was supported.

Table 3. Result for Hypothesis 2.

Variables		Student engagement			
		coeff	SE	p	95%CI
Control variables	Gender	-0.030	0.088	0.737	[-0.2028, 0.1438]
	Age	-0.018	0.010	0.083	[-0.0376, 0.0023]
	Education	0.176	0.113	0.123	[-0.0479, 0.3992]
	GPA	0.296**	0.116	0.012	[0.0666, 0.5258]
Independent variable		0.528***	0.071	0.000	[0.3884, 0.6669]
Moderator		0.011	0.033	0.731	[-0.0537, 0.0764]
Interaction		-0.095*	0.043	0.029	[-0.1791, -0.0099]
	R^2	0.383			
	F	14.699***			

N=174. Reliabilities are on the diagonal. *$p < .05$; **$p < .01$; ***$p < .001$.

To obtain a deeper understanding of the relationships among the perception of being envied, proactive personality, and engagement. The moderated effect of being envied on the relationship between proactive personality and engagement is plotted. As depicted in figure 2 below, students' proactivity is low when the perception of being envied is high. In addition, students' proactivity will remain high when the perception of being envied is low thereby enhancing academic engagement.
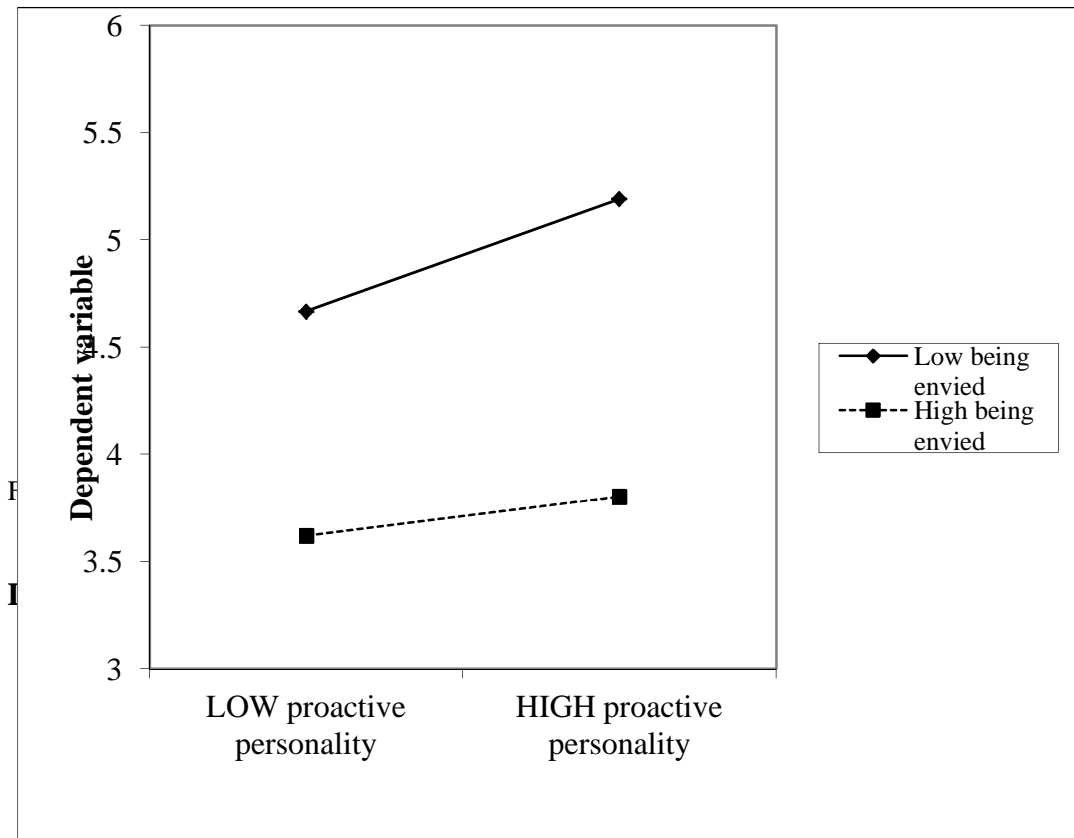
Based on the principle of activation of traits, in this study, a moderation model was tested to clarify the relationship between the proactive personality, feelings of being envied, and the participation of university students. In this regard, two (2) hypotheses were developed. It was first hypothesized that; there is a positive relationship between proactive personality and students' engagement. Secondly, it was claimed that the relationship between proactive personality and students' engagement is influenced by the perception of being envied. The study provides evidence in support of these hypotheses, disclosing that proactive personality is certainly positively related to engagement ($\beta = 0.559$, SE = 0.069, p < 0.000). In other words, the student with a prototypic proactive personality; a student who is unrestrained by external forces and conditions and makes the most effort in turning every obstacle into opportunities is seen to be highly invested in his academics and other school-related activities at the university. The proactive student is seen as a world changer, helper, an initiator, an opportunity identifier, a problem solver, and someone who is not scared to challenge the status quo for the better. Whether the climate of a school is ethical or not ethical, he strives to make a positive spot for himself and those around him for a better learning experience. In addition, the study also finds that the perception of being envied by peers at the university would negatively moderate the relationship between a proactive student and his academic engagement is ($\beta = -0.095$, SE = 0.043, P<0.05). Moderation, also known as interaction, means that the strength between proactive personality and students' engagement is weakened by the perception of envy by peers. Exclusively, the results show that a high proactive personality, together with a high perception of envy by peers, decreases students' engagement. Hence, the more the proactive

student perceives being envied by classmates or peers, the less his ability to show his full potential as he adopts being less invested in his academics and other school-related activities as a coping mechanism.

Hypothesis two challenges the proactive personality's definition given by Crant(Crant and Bateman 2000)which states that the proactive person is unconstrained by situational forces and effects environmental change. In contrary to the above-given definition, as seen by the moderating effect of feelings of being envied, results show that the proactive student activates the trait of fear or retraction as soon as he feels resented by others which in turn reduces his engagement.

Theoretical Implications

This present work once again puts the proactive persona into examination and identifies a new aspect that may be relatively harmful to students in possession of such positive features. Although the proactive personality of an individual can play a significant role in shaping his work performance, studies on proactive personality in the school context are still relatively rare, as far as research is concerned, no literature has linked the proactive personality to students' engagement at the university. As a result, this study contributes to the personality theory by suggesting that a proactive university student will be engaged in any kind of school-related activities due to his willingness to explore and initiate. Conversely, there might be another type of personality that may surpass the characteristics of the proactive person that has not been theoretically or empirically proven.

The interaction effect of the sense of being envied must be well-thought-out when analysing or forecasting student engagement at the university. To the best of our knowledge, no paper has hypothesized the moderating impact of being envied on proactive personality and student participation. This thesis thus leads to an important piece of theoretical conceptualization and empirical work on a novel aspect of negative outcomes of envied feelings in the university that needs to be paid special attention to. Motivational dispositions should be taken to keep the environment of universities favourable for all types of students.

Practical Implications

For students to be entirely invested in their academic lives, institutions' margin of educational quality or value-added must take an active role. Institutions need to provide students with demanding assignments in order to improve students' participation for both the proactive students and the less proactive ones and also establish motivating activities such as rewards, gifts, etc. With this, the proactive students will be able to fulfil their full potential, develop their interests, and achieve their academic goals and the less proactive students will learn to develop their personalities. Universities should also go as far as adding ethical courses into the curriculum, courses such as Corporate Social responsibility and Ethics may be of great benefit in shaping the cognitive behavior of students. Research suggests that schools' ethical climate can indirectly regulate the social relationships between peers and thereby promote students' engagement(Aleksić and Mihelic 2018). From this perspective, it means making it clear to students that their engagement is required and that it leads to the creation of knowledge which the core of the pursuit of education. Since outstanding performers such as proactive students are more often the target of envy from peers, motivational dispositions should be taken to keep the environment of universities ethical in order to subdue the negative effects brought by envy. It is important that teachers lead by example, help all students understand ethics, and follow up on such commitments.

Limitations and future research

Like any other research, this study is not one without limitation. The findings of this study should be justified in light of its limitations, some of which contribute to the fruitful direction of future studies. While the results of this study indicate that there is a connection between a proactive personality, perception of feeling envied and students' engagement, more work is required to explore more closely the nuances of such relationships. For instance, being envied was assessed and empirically found to moderate the positive relationship between the proactive personality and students' engagement. However, the institutional circumstance; the ethical climate was not examined. Together with being envied, contextual factors such as resources, laws, legislation, positive cultures, encouragement from teachers, social support, time pressure factors should also be viewed as possible moderators in future research to explain and understand the differences in the behavior of the proactive personality at different intervals and to analyze whether a proactive personality would always be worried about peers' envy, even when the ethical environment is stronger or weaker. Future work may explore whether personal factors such as critical thinking, social skills, emotional intelligence, creativity can predict engagement when influenced by envy.

Forthcoming work should examine the other dimension of envy, namely envying others, and how this feeling influences interest, learning, and other academic outcomes. The sample size was only 174 university students. Although the minimum sample size for significant statistical analysis is 100 participants, results may be more significant and vary if the sample size is much more. Nevertheless, as mentioned earlier, this research was carried out across different universities in China, which means, different curriculums, standards, cultural practices, Ethics, programs, etc. Forthcoming research is needed to focus on particular fields to better understand the relationship between the given variables rather than testing the general university students. The data collected in this study was based solely on self-reporting measures, future research is required to replicate the present results using longitudinal or experimental designs to establish the causal relationship between the used variables.

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