

THE ROLE OF MENTAL WORKLOAD, ORGANIZATIONAL COMMITMENT, COMPETENCE, KNOWLEDGE SHARING, AND WORK ENGAGEMENT ON CIVIL SERVANTS' PERFORMANCE

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Abstract

The combination of high job demands and low resources increases stress among employees, therefore organizations must ensure an appropriate workload. High job demands can be alleviated by maximizing job resources by recruiting competent, emotionally committed employees who are willing to share knowledge within the organization. This current study aims to examine the direct effects and the mediating role of work engagement on employee performance. The variables in this study were assessed through the utilization of adapted instruments, namely the Three Component Model (TCM) questionnaire for employee commitment, competencies adapted from occupational expertise and self-competence instruments, the UTRECHT Work Engagement Scale (UWES) questionnaire for work engagement, NASA TLX for mental workload, and Performance Instrument for employee performance. We conducted a cross-sectional study involving civil servants (ASN) in Tasikmalaya with a total of 243 respondents (Male = 51.4%, Female = 48.6%). Descriptive data analysis was conducted using Stata/MP 17.0, while hypothesis testing employed Structural Equation Modeling Partial Least Squares (SEM-PLS). The findings indicate that most research hypotheses are accepted, particularly the influence of competence and commitment on work engagement, which validates previous research findings. Only commitment and mental workload do not have direct effects on performance. These findings serve as a reference for Human Resource Management (HRM) practitioners to develop human resources through training and development initiatives, thereby enhancing work engagement and subsequently improving employee performance productivity.

Keywords: competence; work engagement; mental workload; organizational commitment; performance

INTRODUCTION

Work performance serves as a critical indicator for organizational sustainability (Campbell & Wiernik, 2015), particularly amidst the increasingly dynamic, ambiguous, and complex global and technological conditions. Phenomena such as the industrial revolution have spurred economic and technological changes, while the accelerated changes brought about by Covid-19 further compound the complexity of the current work environment (Park & Park, 2021). The various changes that occurred have posed significant global challenges to workplace management during and after the pandemic, necessitating a flexible redesign to adapt to organizational

changes (Hou et al., 2021; Madero Gómez et al., 2020). To address changes in these job demands, personal resources have become more critical in meeting the demands of today's world of work. Therefore, workers' skills and abilities in organizing work and balancing between work and personal life are essential for successful task completion (Kubicek & Korunka, 2017; Warr, 2013).

The combination of high job demands and low job resources indicates a work environment with high levels of stress, which can ultimately lead to prolonged fatigue (Kubicek & Korunka, 2017). Therefore, it is crucial for organizations to ensure workload management, particularly mental workload,

which is a significant variable in understanding employee performance (Young et al., 2015). This situation is associated with negative impacts on psychological health, including depression, anxiety, and stress, which can be exacerbated by the pandemic conditions themselves (Asmundson & Taylor, 2020; Tull et al., 2020).

Excessive workload, both quantity and quality, requires continuous effort and can result in physiological and psychological impacts. These symptoms can trigger burnout and cause individuals to psychologically distance themselves from their work as a form of self-defense mechanism (Edú-Valsania et al., 2022; Maslach & Leiter, 2017). Therefore, an increased workload can negatively impact job performance, a primary indicator of success in all organizations (Pourteimour et al., 2021). Thus, measuring mental workload is important for assessing appropriate task demands to prevent employees from experiencing either too little or too much workload, ensuring work productivity (Mohammadi et al., 2015).

Mental workload, a multidimensional construct widely recognized in human factors and ergonomics areas, varies in definition based on the proposer's orientation and disciplinary focus. It plays a crucial role in the development of new technologies, information-based procedures, and user interfaces aimed at enhancing human performance (Hancock et al., 2021; Longo & Rajendran, 2021; Longo et al., 2022; Orru & Longo, 2020). Longo et al. (2022) synthesized various definitions, describing mental workload (MWL) as the level of activation of a limited pool of resources with limited capacity, mediated by external and situational factors, and influenced by internal characteristics of operators, to cope with static task demands with specific effort and attention. Excessive MWL can lead to information processing delays as the information exceeds the operator's capacity, while lower MWL may result in boredom or fatigue, potentially causing errors (Abd Rahman et al., 2020).

Drawing on the Job Demands-Resources (JDR) model, job resources can mitigate the negative effects of job demands, including high workload. (Demerouti et al., 2001; van den Oetelaar et al., 2021). Job demands encompass factors that drain energy in the workplace, such as workload, task complexity, and role ambiguity (Bakker, 2015). Conversely, job resources consist of components that support individuals in fulfilling basic psychological needs and achieving organizational goals (Bakker & Demerouti, 2014), such as autonomy, challenging tasks, personal growth, and learning opportunities are indicators of work engagement (Lin et al., 2024; Radic et al., 2020; Reis et al., 2015).

The JD-R theory state that engaged employees (i.e., those with high levels of energy, dedication, & absorption) proactively attempt to optimize job demands and resources by crafting their jobs (Aggarwal et al., 2022; Bakker & de Vries, 2021; Tims et al., 2012; Wrzesniewski & Dutton, 2001).

Continuing from the significance of job resources, work engagement refers to the positive attitude displayed by employees in the workplace. Schaufeli et al. (2002) have defined engagement "as a positive, fulfilling, work-related state of mind characterized by Vigor, Dedication, and Absorption". Vigor describes the level of energy and mental resilience while working, as well as perseverance in overcoming challenges. Dedication involves a deep commitment to work, experiencing enthusiasm, inspiration, and pride, while absorption refers to full concentration and joy in performing tasks, where time passes quickly and it is difficult to detach from work (Schaufeli, 2012; Truss et al., 2013). Employees who are engaged physically, cognitively, and emotionally impact internal motivation, performance, intention to leave the job, and other aspects in the work context (Akkerman et al., 2018; Janssen et al., 1999; Kahn, 1990; Wang et al., 2020). Organizations can enhance job resources by focusing on recruiting and employing competent employees rather than

focusing on strategies and goals (Collins, 2009). In addition to technical abilities and skills, they also pay attention to non-technical competencies such as talent issues, behavior, and individual personality traits (Daniali et al., 2022). Organizations should be able to balance demands with resources through human resource development, which is a core element in maintaining competitiveness and maximizing organizational performance (Haas & Yorio, 2018; Lee & Jo, 2023; Sherman & Roberto, 2020).

Understanding employee competence is essential as organizations seek to improve human resource practices. Employee competence refers to the characteristics or qualities acquired by employees, such as knowledge, skills, abilities, and personality traits, which distinguish them from average-performing employees (Potnuru & Sahoo, 2016; Salman et al., 2020b). Competence encompasses various aspects such as self-competence, teamwork competence, communication competence, and social competence. Self-competence involves adaptability and self-development skills, while teamwork competence pertains to leadership skills within a team (Potnuru & Sahoo, 2016). Communication competence helps in forming productive teams, enhancing employee performance, and reducing organizational conflicts (Elbaz et al., 2018). Meanwhile, social competence relates to effective social interaction skills. All these types of competencies contribute to enhancing employee productivity and efficiency (Salman et al., 2020b).

In addition to fostering employee competence, organizations must consider balancing job demands and resources. This balance is foundational for reciprocal social exchange relationships involving commitment (Singh & Gupta, 2015; van Rossenberg et al., 2018). Previous study found a balance between job demand-resources in a balanced commitment system (van Rossenberg et al., 2023). Commitment signifies employee loyalty and engagement in the organization, which is a crucial

component for competitiveness in ever-changing conditions. Committed employees ensure high-quality and innovative performance, responsiveness to changing public demands, and do not harm the community (Robbins et al., 2004).

Cook and Wall (1980) identified three elements of Organizational Commitment (OC), i.e. identification, involvement, and loyalty. Identification encompasses employees' relationship and pride in the organization. Involvement includes employees' efforts for the company beyond personal benefits and willingness to help beyond regular hours (Albrecht & Dineen, 2016; Metin & Asli, 2018), and loyalty relates to employees' intention to leave, which is partly due to better compensation being offered elsewhere.

Beyond these elements, there are three types of commitment, including affective commitment (AC), continuance commitment (CC), and normative commitment (NC). AC refers to employees' emotional attachment, identification, and involvement in the organization (Becker, 2009; Boshoff, 2000). Strong AC leads employees to continue with the organization. CC refers to awareness of the costs associated with leaving the organization (Coyle-Shapiro & Morrow, 2006). Employees with strong CC remain in the organization because they see it as beneficial in terms of costs and rewards. NC reflects the sense of obligation to continue working (Torlak et al., 2018).

A strong commitment is characterized by a "psychological contract" that emphasizes mutual obligations between the employee and the organization. (Tang et al., 2022; Torlak et al., 2018; van Gelderen & Bik, 2016). Conversely, low commitment is associated with low levels of job resources (perceived support) and with high job demands (role ambiguity and job overload) (Cooper et al., 2016; Coyle-Shapiro & Morrow, 2006; Coyle-Shapiro et al., 2006; van Rossenberg et al., 2023). Therefore, effectively managing job demands and resources is crucial for

maintaining employee commitment and ensuring overall organizational success.

To optimize organizational resources in facing job demands, organizations require employees who possess the ability to learn new competencies, quickly grasp situations, and adapt flexibly (Rafique et al., 2018). In order to generate new knowledge, knowledge sharing is the practice of exchanging tacit and explicit knowledge (Razmerita et al., 2016). Knowledge sharing refers to the collective belief or behavioral routines associated with the exchange of knowledge, experiences, and skills among employees across departments or organizations (Lin, 2015). A prevailing perception has emerged that knowledge sharing can enhance business performance.

Several empirical studies have explored the relationship between knowledge sharing and business performance (Vij & Farooq, 2014a, 2014b; Wang et al., 2014). Knowledge sharing is crucial for organizational survival and success. If organizations succeed in encouraging and motivating their employees to share knowledge by fostering trust, providing a positive organizational culture, and rewarding them for productive knowledge sharing, it can lead to the creation of sustainable value and competitive advantage. Knowledge-intensive organizations, which are capable of learning, sharing, and storing knowledge, will have a significant impact on business performance (Farooq, 2020). To support this, employees must be capable of absorbing knowledge rapidly (Ahmad & Karim, 2019). Organizations must foster a culture of knowledge sharing because knowledge will not impact the organization if it is not disseminated (Rafique et al., 2018). Competent employees and organizations with a culture of knowledge sharing can positively impact various aspects of organizational work.

Previous studies have extensively examined factors related to employee performance, yet research on mental workload in civil service environments remains limited. Thus far, studies on mental workload have primarily

focused on the private sector, and their findings cannot be readily generalized to the public sector. Furthermore, previous research has only discussed the relationship between competence and employee performance, while employee competence impacts many positive aspects for organizations (Potnuru & Sahoo, 2016). Competence, which includes fundamental knowledge, skills, and abilities, has a significant positive relationship with job performance and job involvement (Daniali et al., 2022). As a result, mastery of fundamental competencies can assist an individual in better evaluating their abilities in controlling and influencing their career (Akkermans et al., 2013). We then expect fundamental competencies to act similarly as personal resources in triggering work engagement (Haruna & Marthandan, 2017).

Research findings generally indicate that work engagement positively influences commitment, particularly affective commitment (Mercurio, 2015). When employees are engaged with the organization, they tend to be more committed (Aggarwal et al., 2022; Nazir & Islam, 2017). In contrast, research van Gelderen and Bik (2016) revealed that affective commitment indirectly influences job engagement. The influence of affective commitment is mediated by job resources in the form of supervisor support (van Gelderen & Bik, 2016). Literature examining the influence of commitment on work engagement is still limited, so we aim to investigate the impact of commitment on work engagement.

Moreover, there is still a scarce of literature and theories regarding the role of work engagement as a mediator in the relationship between competence and commitment towards employee performance. In this current research, we analyze the mediating role of work engagement in the relationship between competence and commitment towards employee performance. Previous theories explain that competence has a positive influence on work engagement. In contrast, commitment indicates the opposite relationship; therefore, in our study, we aim to

test the hypothesis of a one-way relationship between commitment to the job mediated by work engagement (Boccoli et al., 2023). Empirical studies have shown that work engagement enhances individual performance in employee roles, a factor that brings benefits to individuals and organizations (Bakker et al., 2012; Boccoli et al., 2023; Byrne et al., 2016; Ozyilmaz, 2020).

Several studies have indicated that work engagement serves as a mediator in its relationship with employee performance. Personal and job resources are essential components in developing work engagement (Aggarwal et al., 2022; Airila et al., 2014; Lee & Jo, 2023; Nazir & Islam, 2017). Personal resources refer to self-efficacy, optimism, including skills and abilities in task execution, while job resources encompass training and self-development. However, literature discussing the mediating role of work engagement between competence and commitment towards employee performance remains limited, even though competence and commitment are considered personal resources that can foster work engagement (Haruna & Marthandan, 2017).

This study aims to support previous research findings while providing new insights into the relationships among variables influencing employee performance within the civil service environment. The research objectives are to examine the direct effects of competence, commitment, work engagement, knowledge sharing, and mental workload on the

employee performance of civil servants. Furthermore, the study aims to test the mediating role of work engagement in the relationship between competence and commitment towards the employee performance of civil servants. Figure 1 illustrates the operational model of employee performance, with work engagement acting as a mediator between the relationship of competence and commitment towards employee performance. Other variables deemed irrelevant to the scope of the study are omitted to ensure a focused and reliable framework. The following hypotheses are proposed for investigation in this study.

- H1: Employee competence is positively related to employee performance.
- H2: Employee competence is positively related to work engagement.
- H3: Employee commitment is positively related to employee performance.
- H4: Employee commitment is positively related to work engagement.
- H5: Work engagement is positively related to employee performance.
- H6: Work engagement mediates the relationship between commitment and employee performance.
- H7: Work engagement mediates the relationship between competence and employee performance.
- H8: Knowledge sharing is positively related to employee performance.
- H9: Mental workload is positively related to employee performance.

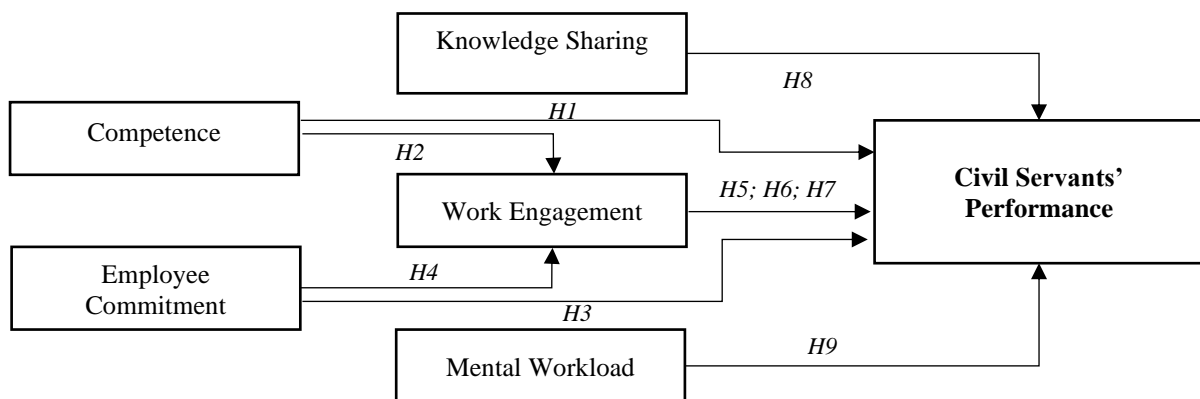


Figure 1. Hypothesized Model of Research Variables

METHOD**Participants and procedure**

We conducted an observational research design with a cross-sectional approach, and data collection was conducted through online questionnaire filling using Google Forms. The research was carried out from May to June 2022. The current study participants were civil servants of the Tasikmalaya Government, totaling 243 samples (Male = 51.4%, Female = 48.6%). The majority of participants' age was above 41 years old (60.9%). Most respondents had a bachelor's degree or high school diploma background (67%). Respondents generally had over 10 years of working experience (See Table 1).

Participants were employees from Education and Health Services due to their larger populations compared to other regional government agencies and poor Government Performance Accountability System scores over 5 years. We recruited randomly selected 300 civil servants meeting inclusion criteria, distributing questionnaires directly. Of these,

243 were completed, yielding an 81% response rate. The study used 243 questionnaires for the final analysis.

Instruments

In this study, the structured questionnaire instrument was divided into two parts. The first part focused on the demographic profiles of the study participants, while the second part consisted of measurement items related to the research variables. The second part included six variables containing a total of 95 items, in line with the established research objectives. This questionnaire encapsulated the variables of commitment, competence, work engagement, knowledge sharing, mental workload, and employee performance. The questionnaire used was adapted from various reference sources and translated into a language easily understandable by respondents. All items in the questionnaire were assessed using a Likert scale, ranging from "strongly disagree" (1), "disagree" (2), neutral (3), "agree" (4), to "strongly agree" (5).

Table 1.
Demographic Profile of Respondents

Variables	Frequency	Percentage
Age (years)		
21-30	24	9.9%
31-40	71	29.2%
41 or greater	148	60.9%
Gender		
Male	125	51.4%
Female	118	48.6%
Education		
Intermediate – Bachelor's	163	67.1%
Master's or higher	80	32.9%
Experience (years)		
<2	45	18.5%
2-5	39	16.0%
6-10	19	7.8%
11-15	50	20.6%
16-20	38	15.6%
>20	52	21.4%

The commitment variable consisted of three types: affective commitment, normative commitment, and continuance commitment adapted from the Three Component Model (TCM) of Employee Commitment Survey questionnaire developed by Meyer and Allen (2004). The commitment questionnaire comprised of six items for affective commitment, four items for continuance commitment, and four items for normative commitment. Additionally, the Competence Questionnaire was adapted and modified from the instruments developed by Heijde and Van Der Heijden (2006) on occupational expertise, and Tafarodi and Swann Jr (1995) on self-competence. The Competency Questionnaire assesses proficiency in tasks and employees' responsibilities in task execution, comprising 10 items.

The Knowledge Sharing Questionnaire items referred to the questionnaire developed by Yi (2015) and modified into eight statement items. The statements about knowledge sharing assessed two types of knowledge, namely tacit knowledge and explicit knowledge. Work engagement measuring instrument was modified from the UTRECHT Work Engagement Scale (UWES) questionnaire developed by Schaufeli and Bakker (2004). The Work Engagement Questionnaire items consisted of 20 items covering the components of vigor, dedication, and absorption.

The measurement of mental workload used the established instrument NASA-TLX. The NASA-TLX instrument consisted of six dimensions including physical demand, mental demand, temporal demand, own performance, effort, and frustration. The Mental Workload Questionnaire items comprised of six questions according to the original instrument. The NASA-TLX questionnaire filling scale ranged from 0 to 100 (Hancock & Meshkati, 1988).

The dependent variable of employee performance used a questionnaire adapted and modified from the questionnaire developed by Williams and Anderson (1991). The

Performance Questionnaire consisted of 37 items measuring indicators such as job quality and quantity, job knowledge, creativity, initiative, teamwork, reliability, and personal quality.

Analytical techniques

Data analysis commenced with descriptive analysis using Stata/MP 17.0, while partial least square-structural equation modeling (PLS-SEM) is measured through SmartPLS version 3.0 was employed to test the research hypotheses.

RESULT AND DISCUSSION

In the course of evaluating the model, the researcher assessed the reliability and validity of all latent variables (results in Table 2). Internal consistency reliability was confirmed using Cronbach's alpha and composite reliability. Convergent validity was measured using loading factors and average variance extracted (AVE). Cronbach's alpha ranged from .858 to .980, and composite reliability from .888 to .981, both exceeding the .70 threshold indicating adequate internal consistency (Hair et al., 2020; Fornell & Larcker, 1981; Kline, 2023). The loading factors of all latent variables ranged from .55 to .87, surpassing the .50 threshold (Memon & Rahman, 2014). AVE values ranged from .501 to .669, exceeding the .50 threshold (Hair et al., 2020; Schuberth, 2021).

To ensure the validity of the measurement instrument in this study, we tested discriminant validity according to the Fornell and Larcker (1981) criteria. The measurement method for assessing discriminant validity involves comparing the square root of the average variance extracted (AVE) for each construct with the correlations between that construct and other constructs in the model. If the square root of the AVE for each construct is greater than the correlation values with other constructs in the model, it is considered to have good discriminant validity. The square root of AVE is displayed in the diagonal triangle matrix in Table 3, while the correlations between latent variables are

Table 2.
Reliability and Convergent Validity

Constructs	Items	Item Loading	Cronbach's Alpha	Composite Reliability	AVE
Competence	10	.73–.86	.945	.953	.669
Commitment	9	.60–.83	.878	.903	.512
Work Engagement	18	.57–.85	.955	.960	.571
Knowledge Sharing	8	.58–.81	.858	.888	.501
Mental Workload	6	.67–.87	.875	.903	.612
Employee Perf.	37	.55–.85	.980	.981	.586

Notes. AVE = Average Variance Extracted.

located below the diagonal of that matrix. The analysis results showed that the variables of work engagement (Squared-root AVE = .756) and competence (Squared-root AVE = .818) did not meet the criteria for discriminant validity because the square root of AVE was smaller than the correlations between latent variables.

Discriminant validity is considered satisfactory if the correlation values between competence and other constructs are greater than .818. The correlation values between competence and other constructs are as follows: competence and commitment (.656), competence and work engagement (.817), competence and knowledge sharing (.678), competence and mental workload (.167), and competence and employee performance (.823). The correlation value between competence and performance exceeds .818, at .823, indicating that it did not meet the criteria

for good discriminant validity. This issue also applies to work engagement. However, the other constructs met the criteria for discriminant validity. Nevertheless, the analysis could proceed as this study met the criteria for construct and factor validity.

Based on the results of confirmatory factor analysis (CFA) using partial least squares structural equation modelling (PLS-SEM), seven items had loading factor values below .5 and *t*-statistic values below 1.96. Therefore, these items were removed from the analysis as they needed to sufficiently explain the constructs under investigation. The seven items consisted of five commitment questions (four continuance commitment and one normative commitment) and two work engagement questions. Thus, in subsequent research, only affective and normative commitment were discussed.

Table 3.
Discriminant Validity and Correlation

Variables	Comp.	Comm.	WE	KS	MW	EP
Comp.	.818					
Comm.	.656	.715				
WE	.817	.700	.756			
KS	.678	.490	.603	.708		
MW	.167	.027	.136	.080	.783	
EP	.823	.573	.787	.646	.173	.765

Note. Based on Fornell and Larcker (1981). Comp. = Competence, Comm. = Commitment, WE = Work Engagement, KS = Knowledge Sharing, MW = Mental Workload, EP = Employee Performance.

Diagonals (bolded) represent the square root of AVE and the off-diagonals represent the correlations.

For samples larger than 100, an SRMR value of $\leq .08$ can be considered as an indication of a model that fits the data well (Cho et al., 2020). In this case, the obtained SRMR model fit criterion was .060 in the second model after the item reduction. Since the SRMR value is below .08, the model is considered to be a good fit.

As illustrated in Figure 2, most hypotheses in this study are accepted. The variables competence, knowledge sharing, and work engagement have a direct effect on employee performance ($\beta = .469, p = .000; \beta = .138, p = .004; \beta = .349, p = .000$), thus H1, H5, and H8 are accepted. The variables competence

and commitment also have a direct effect on work engagement ($\beta = .628, p = .000; \beta = .288, p = .000$), thus H2 and H4 are accepted. The mediating role of work engagement in the relationship between competence and commitment is also significant for employee performance. The total indirect effect of competence with a path coefficient of .219 and commitment with a path coefficient of .101 through work engagement is statistically significant, thus H6 and H7 are accepted (see Table 4 Supplementary File). There are two hypotheses that are not accepted in this research findings, namely the direct influence of mental workload and commitment on employee performance.

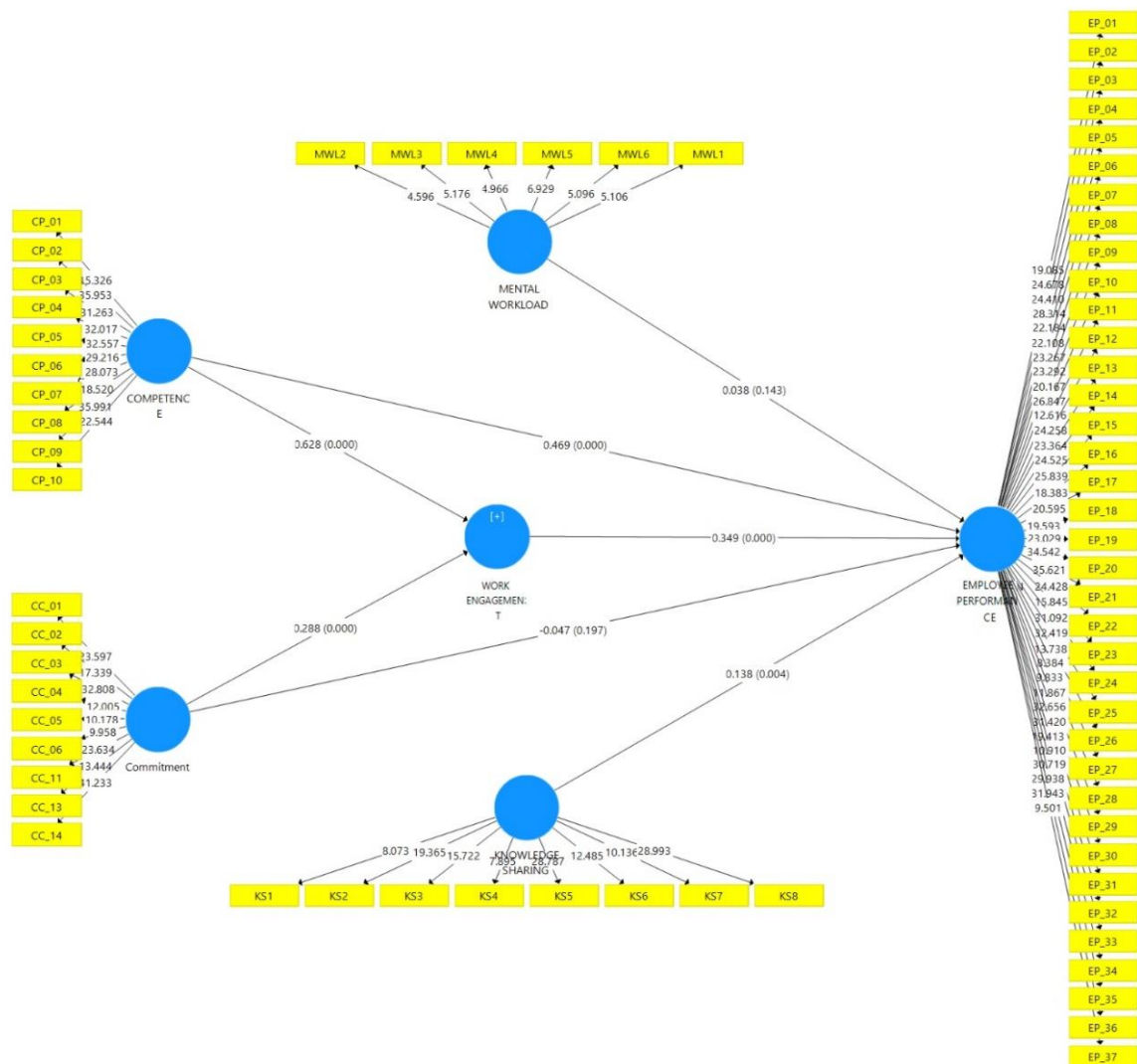


Figure 2. Full Diagram Path (Path Coefficient & p-value)

The findings of this study support previous research, strengthening the limited findings and providing new insights into factors influencing employee performance. In this study, we focus on the performance of civil servants (ASN), and the moderating role of work engagement in the relationship between competence and commitment, which has been rarely discussed before. Our research findings indicate that most hypotheses were accepted, specifically, seven out of nine. Some of the accepted hypotheses include H1, H2, H4, H5, H6, H7, and H8, while H3 and H9 were rejected. Based on previous findings, managers agree that employees have a critical impact on innovation, flexibility, competitiveness, and organizational success. In an environment of constant change with increasingly intense global competition, organizations must become more efficient with limited resources (Haas & Yorio, 2018; Masson et al., 2008; Park & Park, 2021).

The findings of the study indicate a direct and significant effect on employee performance. Salman et al. (2020b) found several types of competencies that affect employee performance, including team competence, communication competence, and social competence. Employee competence is an important asset and a critical element in sustainable development and effective organizational performance (Daniali et al., 2022; Heijde & Van Der Heijden, 2006). These results confirm that competency-based human resource management plays a crucial role in organizational strategy and strategic management (Akkermans et al., 2013; Salman et al., 2020a).

Competence not only related to employee performance but also positively related to work engagement according to this current study findings. Haruna and Marthandan (2017) revealed that three types of competencies positively affect work engagement. Interpersonal/personal, global mindset, and technology competencies are positively related to work engagement ($\beta = .146, p < .01$; $\beta = .098, p < .05$; $\beta = .526, p < .01$, respectively). The findings of this study

reinforce the findings of other researchers who have validated the positive role of personal resources (self-efficacy) and career competencies in enhancing work engagement (Airila et al., 2014; Akkermans et al., 2013; Haruna & Marthandan, 2017; Lorente et al., 2014; Xanthopoulou et al., 2009; Xanthopoulou et al., 2013). The positive relation of competence on work engagement validates that there is an indirect effect of competence on employee performance. This demonstrates that work engagement partially mediates the relationship between competence and employee performance.

The commitment variable does not exhibit a direct impact on employee performance, indicating that H3 is rejected. Similar to study by Metin and Asli (2018), which indicated that normative and continuance commitments did not have a significant effect on employee performance. The type of commitment that has a strong and significant effect in explaining employee performance is affective commitment. Studies by Nurhikmah et al. (2020); Risal and Tahier (2022) also demonstrated consistent findings, that there is no direct effect of commitment on the performance of civil servants.

Although commitment does not have a direct effect on employee performance, it indirectly affects employee performance mediated by work engagement, indicating that H6 is rejected. In this regard, work engagement fully mediates the relationship between commitment and employee performance. The commitment variable has a significant influence on work engagement as found in the study by Tang et al. (2022) that there is a moderate positive correlation between organizational commitment and work engagement. The research results show that in the context of nurses, organizational commitment is a significant determinant of nurse job engagement (Tang et al., 2022).

Empirically, work engagement is related to organizational commitment, however, the causality regarding these two factors tends to vary. Most research findings conclude that

work engagement leads to organizational commitment (Albrecht & Dineen, 2016; Cesário & Chambel, 2017; Nazir & Islam, 2017). Research conceptualizing commitment as a factor influencing work engagement levels is still limited. Based on social identity theory (Tajfel, 1974), Barnes and Collier (2013) stated that when employees are emotionally attached, they show greater interest in achieving the organization's success, thus enhancing productivity in performing job tasks. Similarly, Yalabik et al. (2013) argued that employees who have emotional affiliations with their superiors tend to be involved in work according to the leader's preferences, with enthusiasm, not just due to compliance with regulations (Aggarwal et al., 2022; Albrecht & Dineen, 2016).

Work engagement has been proven to have a significant impact on employee performance, and the findings in this study confirm previous research results (Albrecht, 2010; Khusanova et al., 2021; Meswantri & Ilyas, 2018; Vigoda-Gadot et al., 2012). Work engagement has recently been considered an optimal approach to renewing the relationship between employees and organizations (Albrecht, 2010; Vigoda-Gadot et al., 2012). This is because work engagement encompasses the idea of consistent expressions such as "perseverance, enthusiasm, energy, dedication, involvement, enthusiasm, alertness, and pride" (Macey & Schneider, 2008) in the workplace (Eldor & Vigoda-Gadot, 2017; Khusanova et al., 2021).

Another variable that has a direct effect on civil servant performance is knowledge sharing. Knowledge sharing has significant implications for organizations at both the individual and organizational levels (Ahmad & Karim, 2019; Vij & Farooq, 2014a; Wang et al., 2014). At the individual level, knowledge sharing can impact individual performance positively, foster innovative behavior in work, and enhance job satisfaction among employees (Farooq, 2020; Razmerita et al., 2016). Additionally, at the organizational level, knowledge sharing also

has significant impacts, including enhancing work efficiency within teams by helping them overcome various challenges and obstacles that arise in their projects (Ahmad & Karim, 2019). Knowledge sharing can also enrich acquired ideas and enhance team capacity to absorb new information, thereby driving creativity in teamwork overall (Ahmad & Karim, 2019).

Mental workload does not have a direct effect on civil servant performance. This finding is consistent with Pourteimour et al. (2021) research where employee performance did not significantly correlate with mental workload in Covid-19 care units. Sutarto et al. (2017) study in Indonesia reported no significant correlation between nurses' workload and their performance in public hospitals. This result may reflect nurses' mental efforts in coping with crises, the organizational support they receive, and the positive views of society regarding their performance during this challenging time. These factors may contribute to nurses' ability to remain effective and high-quality in delivering healthcare amid high pressure.

CONCLUSION

This study shows that several factors are directly related to employee performance, including competence, knowledge sharing, and work engagement. This study also proves the mediating role of work engagement in the relationship between commitment and competence towards civil servant performance. In contrast to other findings, mental workload does not affect employee performance. However, the mental workload of employees in this study is considered high. The fact of the high workload of employees cannot be ignored as mental workload has negative consequences. Organizations should implement workload management to reduce mental workload. For organizations, these findings can serve as a reference for resource development focusing on factors that enhance work productivity. Through effective human resource management, support, communication, training, identifying optimal

employee performance, and rewarding, managing workload, and creating a positive work atmosphere, these programs can empower and motivate employees, thereby improving employee performance.

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