

**THE EFFECTS OF JOB CRAFTING ON WORK ENGAGEMENT AND  
JOB PERFORMANCE AMONG NATIONAL SECONDARY SCHOOL  
TEACHERS IN KEDAH, MALAYSIA**

By

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## **ABSTRACT**

### **THE EFFECTS OF JOB CRAFTING ON WORK ENGAGEMENT AND JOB PERFORMANCE AMONG NATIONAL SECONDARY SCHOOL TEACHERS IN KEDAH, MALAYSIA**

**Bhargkavi A/P Pari**

The purpose of the current study was to examine the relationships between job crafting (i.e., increasing structural and social job resources, increasing challenging job demands and decreasing hindering job demands), work engagement (i.e., vigor, absorption and dedication) and job performance. Questionnaires were collected among 400 secondary school teachers in the Kedah state located in the northern region of Malaysia. It appeared that only structural job resource, challenging job demands and decreasing hindering job demands predicted overall work engagement. Furthermore, it also appeared that work engagement in the form of dedication had a positive effect on job performance. The results showed that overall work engagement acted as a mediating factor in the relationship between overall job crafting and job performance. The current study showed the effects of job crafting on both work engagement and job performance, and pointed the significance for education policy makers and school management to stimulate and inform teachers about job crafting to increase teacher's engagement, thus job performance.

*Keywords: job crafting, work engagement, job performance.*

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## APPROVAL SHEET

This dissertation/thesis entitled “THE EFFECTS OF JOB CRAFTING ON WORK ENGAGEMENT AND JOB PERFORMANCE AMONG NATIONAL SECONDARY SCHOOL TEACHERS IN KEDAH, MALAYSIA” was prepared by BHARGKAVI A/P PARI and submitted as partial fulfillment of the requirements for the degree of Master of Psychology in Industrial and Organisational Psychology at Universiti Tunku Abdul Rahman.

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**FACULTY OF ARTS AND SOCIAL SCIENCE**  
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**SUBMISSION OF DISSERTATION**

It is hereby certified that Bhargkavi A/P Pari (ID No: 15AAM00139) has completed this dissertation entitled “The Effects of Job Crafting on Work Engagement and Job Performance among National Secondary School Teachers in Kedah, Malaysia” under the supervision of Dr. Alia Azalea from the Department of Psychology and Counselling, Faculty of Arts and Social Science, and En. Zahari Bin Abd Malek from the Department of Psychology and Counselling, Faculty of Arts and Social Science.

I understand that University will upload softcopy of my dissertation in pdf format into UTAR Institutional Repository, which may be made accessible to UTAR community and public.

Yours truly,

---

*(Bhargkavi A/P Pari)*

## **DECLARATION**

I, Bhargkavi A/P Pari hereby declare that the dissertation is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UTAR or other institutions.

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(BHARGKAVI A/P PARI)

Date: 08 December 2016



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## LIST OF ABBREVIATIONS

EPRD	Educational Planning and Research Division
JCS	Job Crafting Scale
JD-R	Job Demand Resources
JPS	Job Performance Scale
PIS	Participant Information Sheet
SED	State Education Department
SPSS	Statistical Program for Social Sciences
UWES	Work Engagement Scale

# CHAPTER I

## INTRODUCTION

Teaching profession is said to be one of the important lines of work where learning takes place (Lai & Hamdan, 2014). The role of teachers has advanced from teacher focused to student-centered and even the essential skills needed for a qualified teacher is said to be changing as well (Abd Hamid, Syed Hassan & Ismail, 2012). Moreover, teachers are said to require an ongoing development in order to equip themselves with the art of teaching which is considered as a complex process (Lai & Hamdan, 2014). These days, teachers are not only required to prepare to meet the diverse needs of the students, but also to keep up with the changing of learning and teaching environment.

According to Lai and Hamdan (2014), an effective teacher will always 'learn to teach' to improve the art of teaching and it is very important to improve teaching to the utmost potential. This is considered as job crafting, where employees have the liberty to tailor their own job (Oldham & Hackman, 2010). According to Shusha (2014), Wrzesniewski and Dutton were the first to introduce the concept of job crafting in 2001. Wrzesniewski et al. (2013) have commented that traditionally, research on job crafting was more focused on the fact that managers plan the employee's job, where employees hold more of a passive role. However, recently, the new concept of 'job crafting' is an approach where

employees able to tailor their own job to position their work tasks to be in line with their personal interest and abilities (Tims et al., 2013). When employees alter changes in their jobs on their own, they are able to use the unique knowledge they know about their jobs to craft a more meaningful job (Berg, Dutton & Wrzesniewski, 2013). According to Berg, Dutton and Wrzesniewski (2008), job crafting theory is an alternative way of looking at job design theory.

Job crafting is explained as any physical and cognitive changes the employees initiate in their task or interpersonal borders of their job (Wrzesniewski & Dutton, 2001). Job crafting in a way is said to be job design that allows employees to place themselves ‘in the driver’s seat’ in order to increase the significance of their work (Berg, Dutton & Wrzesniewski, 2013). Job crafting can be an influential instrument for re-energising and re-imagining work life where it involves redefining the job to incorporate employee’s purposes, strengths, and passions (Wrzesniewski, Berg & Dutton, 2010). Job crafting is also an essential process to nurture work engagement in an employee who is dissatisfied with his or her work (Conference Board, 2010). Studies have found that job crafting has a positive influence on the employee’s work engagement and performance, proposing that job crafting contributes to a number of key individual and organisational outcomes (Tims, Bakker & Derks, 2012; Wrzesniewski et al., 2013).

The employees who put themselves in their work by doing their best is said to be employees who are engaged in their work (Bakker, 2011). Kahn introduced engagement, hypothesising it as physical, cognitive and emotion connection the employee has with their work and roles they hold in the organisation (Kahn, 1990). The most used description of work engagement is a lively and optimistic work related condition that is described by vigor, dedication and absorption (Bakker, 2011).

Vigor is categorised as experiencing high levels of energy and being mentally resilient during work, dedication describe about being deeply involved in one's work and feeling a sense of meaning, passion, inspiration and pride towards one's job and finally, absorption talks about focus and how immersed one could be in their work as time passes (Bakker & Bal, 2010). In other words, employees who are engaged at work have a higher level of energy, eager about their work and are engrossed in their work (Bakker & Demerouti, 2008). Work engagement predicts job performance better than other constructs as work engagement cover a longer performance episode. It also refers to cognition and affect component of a person, and work engagement is said to capture both the 'can do' and 'will do' dimensions (Bakker, 2011; Bakker, Albrecht & Leiter, 2011).

Campbell, McCloy, Oppler and Sager described job performance as tasks an individual does at work which are related to the organisation goals and it can

be observed (as cited in Smither, 2012). Human resources generally keep the record of their employee's performance to see if the performance matches with the organisation goals, to deliver the products and services they required to, and finally to persist the industry's competitive nature (Mahapatro, 2010).

## **1.1 Problem Statement**

Teachers are the backbone of a school structure as they are the one having face-to-face contact with students. According to Kappagoda (2014), since the teachers are working with the young generation, they need to have a free mind as well as flowing knowledge to concentrate on the teacher-learner process. It is important to seek the best out of the teachers' capacities as their student's success depends on it. A teacher's performance will not only determine a student's excellence but also voice out the teacher's effectiveness, which finally may contribute to the school's academic success. Therefore, it is important to understand how teachers' characteristics affect their performance. Høigaard, Giske and Sundsli (2012) said certain teachers consider teaching as highly stressful, however, most teachers experience teaching as rewarding and satisfying.

Today, almost all working environment is competing with the changing atmosphere. As organisations are pressured to adapt to global, economic and technological developments, teachers are concerned with adapting themselves to the changes in the learning and teaching environment. Wellman and Spreitzer

(2011) said that organisation should question their ability to keep up with the advancing knowledge, improve the working environment to be more practical and helping young employees advance their careers. Hence, it has been suggested that more attention should be given to employees who are interested in making their careers more personally meaningful. Bakker and Bal (2010) have revealed that work engagement relates positively to both teacher's and student's classroom performance. Therefore, it is believed that a teacher's performance depends on how engaged they are in their jobs and how they keep their teaching profession in tune with their job preferences. The purpose of this study is to be an addition to the current literature on the effects of secondary school teacher's job crafting on their work engagement consequently job performance.

## **1.2 Objective of the Study**

Research has shown that job crafting has positive influence on employee's work engagement (Bakker, Tims & Derks, 2012). At the same time, other researches have also showed work engagement's positive influence on employee's job performance (Demerouti & Cropanzano, 2010). Taking these two types of influences into consideration; the general objective of this study is to investigate if job crafting has a direct effect on job performance or indirect effect on job performance by having work engagement as a mediator. In addition, the effect of dimensions of job crafting on overall work engagement and the effect of



dimensions of work engagement on job performance will be studied as well. The detailed objectives of this research are as follows:

- a) To determine how well increasing structural and social job resources, increasing challenging job demands and decreasing hindering job demands, the dimensions of job crafting predict secondary school teacher's work engagement.
- b) To determine how well vigor, dedication and absorption, the dimensions of work engagement predict secondary school teacher's job performance.
- c) To determine if work engagement mediates the relationship between secondary school teacher's overall job crafting and job performance.

### **1.3 Research Question**

1. Do increasing structural and social job resources, increasing challenging job demands and decreasing hindering job demands predicts work engagement?
2. Do vigor, dedication and absorption predict job performance?
3. Does work engagement mediate the relationship between overall job crafting and job performance?

#### **1.4 Hypothesis**

1. Teacher's overall work engagement is predicted by job crafting in the form of increasing structural and social job resources, increasing challenging job demands and decreasing hindering job demands.
2. Teacher's job performance is predicted by work engagement in the form of vigor, dedication and absorption.
3. Teacher's work engagement would mediate the relationship between overall job crafting and job performance.

#### **1.5 Significance of the study**

In spite of having the best education syllabi or exceptional teaching support systems, it is up to the teachers to make good use of them and bring the best out of the students. Today, teachers are under constant pressure to perform, as quality teachers define student's achievement (Jamil et al., 2011). A study conducted by the Federal Schools Inspectorate of Malaysia found that 70% of teachers have good knowledge and required skills for the teaching contents, including a variety of teaching methods or techniques (Saleh & Aziz, 2012). It is important for the teachers to gear up with different teaching methods as the possibility for the students to have a more positive attitude toward learning can be increased by suitable teaching methods (Griggs & Dunn, 1996). Moreover, different teaching methods are needed as the teaching practices of teachers from four states in the

northern region of peninsular Malaysia were still very much directed toward conventional teaching methods, as many still being teacher-centered (Saleh & Aziz, 2012). In teacher-centered learning, students concentrate and listen to their teachers completely (Classroom Resources, 2010). As the teacher maintains the full control of the classroom, it is important for the teachers to be equipped with job crafting skills so that they could develop more and different teaching techniques to keep the students occupied with the learning process.

This study will be a significant endeavor in promoting job crafting and work engagement in the workplace to increase teacher's job performance in a context where conventional teaching method is prominent. Organisational sciences have paid much attention to the negative aspects of working life, but the positive aspects of working life have largely been ignored (Reijseger et al., 2013). Engaged teachers have a higher potential to achieve their educational goals and their enthusiasm serves as a platform to bring together attentiveness, energy, excitement, and curiosity among students (Hakanen, Bakker & Schaufeli, 2006). Roth et al. (2007) found that students' self-determined academic behaviours spike up to another level when they are attended by teachers who are highly engaged and display self-determined teaching behaviors. Thus, this research hoped to help the educational policy makers to understand the effects of job crafting and work engagement on secondary school teacher's job performance, which in time may lead to better performing students. Moreover, most of the previous studies were conducted in Western context (Tims, Bakker & Derks, 2015). Therefore, the

results yielded based on Western samples may not be generalizable to the Asian context, including Malaysia. Thus, the finding of this study would enrich job crafting's literature in Malaysia to some extent.

## **1.6 Definition**

**1.6.1 Job Crafting.** Job crafting can be described as changes the employees bring in their behaviour with the intention to make their jobs even with their passions, interest and preferences (Wrzesniewski & Dutton, 2001). Job crafting is perceived as a “specific type of proactive work behavior that employees engage in to adjust their job to their needs, skills, and preferences” (Tims et al., 2013, p. 428). The operational definition of this study will follow Tims et al. (2012) that stated job crafting as modifications a worker may do to adjust the job demands and job resources with their certain capabilities and wants. Tims et al. (2012) came up with the definition of job crafting for their study using the Job Demands-Resources (JD-R) model created by Bakker and Demerouti (2007). Job crafting can also be described as actions the employee initiates in the components of job demands and job resources so that their profession would be more meaningful, engaging and fulfilling (Tims, Berks & Derks, 2015). Based on the Job Demand–Resource model, Tims et al. (2012) suggested that job crafting consists of three different dimensions, which are increasing job resources, increasing challenging job demands and decreasing hindering job demands.

In terms of job resources, there are two types, which are structural and social job resources. According to Tims et al. (2012), structural job resources discusses diversity in resources, the chance for expansion and autonomy while social job resources discusses social support, managerial training, and feedback. The difference between the two is that structural job resources mainly, influence aspects of job design, such as opportunities for autonomy and development, whereas social job resources influence elements of the social side of the job, such as group support and feedback (Tims et al., 2012). The next dimension of job crafting is increasing the level of challenging job demands. Workload, time pressure, high responsibility and job complexity can be classified as challenging job demands. Crafting more challenges at work can be an effective way to uplift personal development, job satisfaction and work motivation (Berg, Dutton & Wrzesniewski, 2008; Tims et al., 2012). The final aspect of job crafting is reducing the level of hindering job demands where employees lessen the demands they take in at work when they realise the demands have become overwhelming (Tims et al., 2012).

**1.6.2 Work Engagement.** The operational definition of this study will follow Schaufeli, Salanova, González-Romá and Bakker (2001) who state work engagement as a positive and satisfying work related state that is characterised by vigor, dedication, and absorption. Moreover, Schaufeli, Bakker and Salanova (2006) stated that compared to a brief and specific state, engagement is

determined affective and cognitive state that does not concentrate on any specific object, event, individual, or behavior.

Engagement can also be termed as being emotionally involved or committed to one's work (Schaufeli, 2012). Work engagement is a state at work described by vigor, dedication and absorption. Vigor is all about high levels of energy, the readiness to devote extra effort, not easily exhausted, and being persistent during difficult times (Schaufeli & Bakker, 2003). Dedication refers to feelings of meaning, enthusiastic, honored and inspiration one could derive from their job (Schaufeli & Bakker, 2003). Absorption is all about an employee being totally immersed and engrossed in their work and having difficulties disconnecting from it as time passes and they tend to overlooks everything else around them (Schaufeli & Bakker, 2003).

**1.6.3 Job Performance.** Performance is described as an individual's behaviour at work that is aligned with the organisational goals (Van Der Linden et al., 2001). Job performance is a multidimensional concept and the two famous factors are namely task performance and contextual performance (Motowidlo & Scotter, 1994). Task and contextual performance are said to provide a comprehensive picture of employee's job performance (Torrente et al., 2012). Task performance is said to have a direct connection to the organisation's main core where it either involves around accomplishing its technical process or either maintain or service its technical requirement whereas contextual performance assist organisational's

broader function, such as support the social and psychological environment in which the technical core will function (Motowildo & Scotter, 1994). The operational definition of this study will follow Goodman and Svyantek (1999), who stated that task performance includes activities that specifically specified to the role in the job and the activity the employees perform will be exchange for a salary. In terms of contextual performance, the operational definition of this study will follow Smith, Organ and Near (1983) that stated contextual behaviours are acts of cooperation, helpfulness, suggestions, gestures of goodwill and altruism which influence any daily working environment.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Job Crafting**

In current work situations, individuals consider formal job descriptions as only a guide to how their work should be done, and enact their jobs in particular ways, depending on individual interpretation, interest, skills, and initiative. Job crafting is a process where organisations can improve the working surroundings of their employees by giving them the opportunity to do so (Demerouti & Bakker, 2014). Thus, job crafting is the way employees make use of the freedom they have by changing their tasks and communications with others at work (Berg, Dutton & Wrzesniewski, 2008). According to Wrzesniewski et al. (2013) job crafting aids to lighten the actions related to the job that the employees engage with to uplift themselves toward more peak performance. Job crafting can be divided into few techniques, first, employees may modify task-related aspects of their jobs, such as the amount or content of tasks they have; second, employees may change relationship aspects of their jobs, for example the amount and strength of connection with coworkers or customers; and finally, employees may tailor their thoughts about their jobs to boost the meaning of their work (Tims, Bakker & Derks, 2012).



With these forms of job crafting techniques, through any combination, employees are said to engage in job crafting behaviour (Bergs, Dutton & Wrzesniewski, 2013). Job crafting can also be seen as how employees connect with their jobs (Wrzesniewski & Dutton, 2001). Recently, Tims and his colleagues (2012) deliver a major input to the literature by fitting in the job crafting into the Job Demands-Resources (JD-R) model in order to have a complete clarifying model that includes all dimensions of job crafting. Job demands refer to the aspects of the job that need constant physical or psychological effort while job resources refer to physical, psychological, social, or organisational aspects of the job that are useful to achieve job objectives, reduce job demands and to inspire personal growth (Bakker & Demerouti, 2014). Tims and his colleagues stated that, using the techniques of increasing job resources, increasing challenging job demands, and decreasing hindering job demands, employees can work to stabilise the level misalignment in their job demand and job resource if there is any (Ficapal-Cusí et al., 2014; Tims et al., 2012).

**2.1.1 Increasing the level of job resources.** According to Bakker et al. (2005), other than predicting encouraging work results, such as work engagement, dedication and customer satisfaction, job resources also lessens negative work effects, such as burnout. Job resources available at work will not only help the employees to achieve their targeted work goals but also nurture employee's personal growth (Bakker & Demerouti, 2007; Schaufeli & Bakker, 2004).

Salanova, Bakker and Llorens (2006) showed that the level of teacher's absorption, satisfaction and intrinsic motivation at the end of academic calendar will be predicted by the level of job resources available for the teachers at the beginning of the academic calendar. Therefore, studies suggest that employees, who handle their job resources well, engage better with their work, which in time leads to more gain in the resource (Tims & Bakker, 2010).

**2.1.2 Increasing the level of job demands.** Cavanaugh et al. (2000) clarified that challenging job demands related to achieving the targeted goal and work motivation and not necessarily to negative results for instances, job dissatisfaction and bad health. It has been pointed out that employees raise their extent of their job demand only when they believe that they have ample job resources to balance with (Tims & Bakker, 2010). Ficapal-Cusí et al. (2014) felt that challenging job demands will encourage more job crafting behaviour among employees. According to Khan (1990), employees who tend to take up challenging work are more likely to experience a sense of meaning with their work, and this feeling allows them to feel competent. Macey and Schneider (2008) concluded that challenging situations at work encourage engagement when employees believe that the time and energy they are investing will be rewarded in some meaningful way.

**2.1.3 Decreasing the level of hindering job demands.** An employee will tend to lower their job demands when they observe that the demands have exceeded their capabilities (Tims & Bakker, 2010). Cavanaugh et al. (2000) pointed out that

certain job demand is called hindering job demand once they block the employee from achieving their goals. Hindrance job demand is judged to have the possibility to harm or block employee's growth and trigger negative emotions such as fear, anxiety and anger (Crawford, LePine & Rich, 2010). The negative emotions caused by the hindering job demands will prevent the employee from investing more of their resources while responding to the hindering demands because they would believe that they are unable to deal with these demands. Moreover, the employee will also probably believe that using the resources available to them to survive with these demands will prevent them from achieving a more important outcome (Kahn, 1990).

In conclusion, in the situation where employees feel that their job demands and job resources are misaligned, they may work to reduce the misfit by either increasing their job resources, decreasing their hindering job demands or increasing their challenging job demands (Tim et al., 2012).

## **2.2 Work Engagement**

Specifically, work engagement has shed some light on the connection an employee has with his or her work (Schaufeli, 2013). Other than being considered as a motivational state of mind, work engagement also refers to the feelings one experience when at work (Schaufeli & Bakker, 2004). Work engagement is a state defined by vigor, dedication and absorption. In different terms, vigor has been labeled as 'energy', dedication as 'identification', while absorption as

‘concentration’ (Schaufeli & Salanova, 2007). Work engagement differs from job involvement where work engagement demands the active use of cognitions, emotions and behaviours while job involvement is more about how the employees involve themselves during the performance of their job.

Engaged employees are said to be more active and have a valuable connection with their work where they see their task at work as stimulating rather than demanding (Bakker, Demerouti & Sanz-Vergel, 2014). Moreover, engaged employees are more dedicated to the organisation, show less absenteeism and turnover rate, experience more positive emotion, and exhibit good mental and physical health (Schaufeli, 2012). At the same time, research has also revealed that work engagement may also vary within a person every day as it depends on what situations take place during the day and their work activities (Bakker, 2011). For instance, on a day an employee have access to additional resources, like support from coworkers and good feedback from customers, he or she would experience a higher level of work engagement (Bakker, 2011). In addition, Shusha (2014) discussed that the nature of the task may also be an important determinant of whether an employee will experience work engagement or not. For instance, most doctors will be highly engaged while treating patients, but they may feel less engaged during night shifts or when filling out medical records.

### **2.3 Job Performance**

Job performance is one of the important criteria in a working environment as it indicates the benchmark for an employee's promotion or being honored with an award at work (Mahapatro, 2010). Performance is different from productivity and efficiency (Campbell et al., 1990). Efficiency is all about assessing the outcomes of the performance, for example, value of sales made while productivity is the relation of success to the cost of achieving the product, for example, the proportion of hours spend at work in relation to products made (Sonntag, Volmer & Spsychala, 2008). According to Griffin, Neal and Neale (2000), task performance and contextual performance are different dimensions of behaviour at work which contributes separately to the outcomes in organisations. Task performance are actions that are connected to the formal job while contextual performance is about actions that are more than what the employee is agreed to do, such as helping others or voluntary overtime (Torrente et al., 2012).

Employees are said to be engaging in task performance when employees use practical skills or knowledge to produce products or provide services through the organisation's core technical processes. On the other hand, employees engage in contextual performance when employees willingly help other coworkers in their work without any expectation, just to maintain good relationships during work or put in extra energy to complete the targeted task on time (Scotter, 2000). Contextual performance, which includes helpfulness, conscientiousness, and civic

virtue, is also associated with other more common label of performance behaviour known as organisational citizenship behavior (Scotter, 2000).

## **2.4 Job Crafting and Work Engagement**

Bakker, Tims and Derks (2012) have pointed out that employees with job crafting behaviour have a tendency to be more engaged as they have the habit of frequently balancing their working atmosphere to be more resourceful and yet challenging. According to Wrzesniewski and Dutton (2001), there are three types of changes an employee may initiate in their jobs. First, employees may craft the tasks at work, such as selecting to perform a different range of task at work that requires new skills. Second, employees may craft the interpersonal relationships they endure during their working hours, for example, employees may choose to interact frequently with an inspiring coworker. Third, employees may craft their own rational standpoint about their work by creating positive thoughts about their job. With these changes, an employee's main task does not get affected, but it allows the employees to shape their work to be more engaging and significant (Tims & Bakker, 2010; Wrzesniewski & Dutton, 2001).

According to Petrou et al. (2012), previous studies have linked factors of crafting, job resources and challenges, with work engagement. Moreover, Petrou et al. (2012) have also found that daily level of work challenges positively correlate with the daily level of work engagement, whereas reducing job demands in daily perspective was negatively associated with the daily level work

engagement. While studying the relationship between job resources, job demands and work engagement, Bakker, Hakanen, Demerouti and Xanthopoulou (2007) propose that job resources have an intrinsic motivational role by helping learning and personal development, and also have an extrinsic motivational role by providing instrumental help for the success of work goals, therefore leading to more engagement to a job.

Moreover, challenging job demands provoke employees to achieve difficult goals, even though those goals require more effort. A positive relationship was found between an increase of challenging job demands and work engagement (Tims et al., 2012; Tims et al., 2013). Leana, Appelbaum, and Shevchuk (2009) pointed out that job crafting behaviours empowers teachers involved in childcare to become more dedicated to their jobs and show fewer tendencies to leave their job because it had been restructured to better fit the teachers. Freney and Fellenz (2013), has a different way of connecting job crafting and work engagement. According to Freney and Fellenz (2013) research, job crafting skills likely to lead the employees to be involved in their work, and causing an increase in their perceived prosocial impact of their work which in turn leads to increased work engagement. Few other studies in different careers scope and sectors showed that job resources correlate positively with vigor and dedication (dimension of engagement) and in time, job resources are seen to uphold the increase of engagement (Hakanen, Schaufeli, & Ahola, 2008; Salanova, Agut, & Peiró, 2005).

## **2.5 Work Engagement and Job Performance**

Kahn (1990) originally discusses engagement as a motivational concept, where an employee is connected to their work performances physically, cognitively, and emotionally. Engaged employees are more creative, more productive, and willing to go a step ahead (Bakker & Demerouti, 2008). Demerouti and Cropanzano (2010) have shown a positive relationship between employee's engagement and job performance. One of those studies, Bakker and Bal (2010) found that teacher's weekly level of work engagement predicts their weekly performance. Christian et al. (2011) has shown that work engagement is associated with job performance, however, Schaufeli (2012) stressed that it is not clear on why engagement leads to performance.

There are a few reasons on why engaged individuals perform better (Bakker, 2011; Reijseger et al., 2013). First, employees encounter positive feelings, including joy, increased interest, and eagerness when they are engaged (Schaufeli & Rhenen, 2006). These positive emotions expand individual's thought-action selection, suggesting that they will continuously work on their personal resources, thus, facilitating their performance (Fredrickson, 2001; Schaufeli, 2012). Second, engaged employees attain better health (Bakker, 2011). Being healthier, their rates of absenteeism are lower and the ability to focus on their job is higher, which in time leads them to be more productive (Schaufeli, 2012). Moreover, work engagement also considered as a motivational state, is



likely to nurture one's cognitive functioning (Reijseger et al., 2013). Increased efficiency in the cognitive processing of information has a direct impact on the performance (Schaufeli, 2012). In addition, work engagement is also assumed to aid one's behavioral flexibility, and thus increasing one's desire to perform well on the job (Frederickson & Losada, 2005). The basic of this literature gave convincing arguments of why employees who are engaged at work perform better.

## **2.6 Job Crafting and Job Performance**

Job crafting has a certain positive association with job performance as employees are able to perform better when they make changes to their jobs (Tims, Bakker & Derks, 2015). Berg, Dutton and Wrzesniewski (2008) pointed out that job crafting leads to positive individual outcomes such as an increase in personal development and capabilities, capability to cope with upcoming adversity and increased identification with one's work. Employees who exercise job crafting may devote their energy in changing their job characteristics to achieve the goals they trust will lead them to fulfill outcomes such as positive emotions which in turn will make them feel good (Warr & Inceoglu, 2012). Employees with positive emotion are beneficial assets for organisations as they have the higher possibility to channel their enthusiasm towards their task performance (Steers, Mowday & Shapiro, 2004; Tims, Bakker & Derks, 2015).

Crafting more autonomy led the employees to feel more in charge of their performance and as a consequence, they may be inspired to invest more effort in order to perform better in their work (Parker & Ohly, 2008). Besides, employees with the higher level of challenging job demands balanced with adequate social and structural job resources show better performance than those employees who did not (Tims et al., 2012). Moreover, additional findings of Bakker, Tims and Derks (2012), suggested that increasing structural job resources is one of the most important components for performance.

## **2.7 The Mediating Role of Work Engagement between Job Crafting and Job Performance**

There are few studies that have examined the connection existing between job crafting, work engagement and job performance (Tims, Bakker & Derks, 2015). Tims, Bakker, and Derks (2013) conjectured that job crafting predicts job demands and job resources and indirectly influences work engagement. Job Demand Resources (JD-R) has consistently revealed that employees deliver the finest of their performance in a resourceful yet challenging work environment, as such environment smooth the way for their work engagement (Bakker & Demerouti, 2014). Moreover, the motivational process in the JD-R model points out that job resources have the potential to encourage high levels of work engagement and excellent performance (Tims & Bakker, 2010). Research has suggested that employees with job crafting behaviour and organise their own

resources may indirectly influence engagement and job performance (Bakker & Demerouti, 2014).

Consistently, Tims, Bakker and Derks (2012) also reported that employees who hold control over their working environment are the one who manage to stay engaged and perform well. Job crafting accelerates engagement and indirectly performance, as an individual who change their work surroundings are one who tend to align their work demands and resources to match with their capabilities and wants (Tims and Bakker, 2010). Employees are expected to be engaged with the tasks in their job when they are able to craft their work atmosphere with adequate job resources and yet challenging job demands with reduced hindering job demands (Tims & Bakker, 2010). As previous literature illustrate that job crafting, in terms of their job demands and job resources eases work engagement and indirectly task performance, therefore, in this study, work engagement is predicted to mediate the relationship between job crafting and job performance (Tims, et al., 2012).

## **2.8 Theoretical Framework**

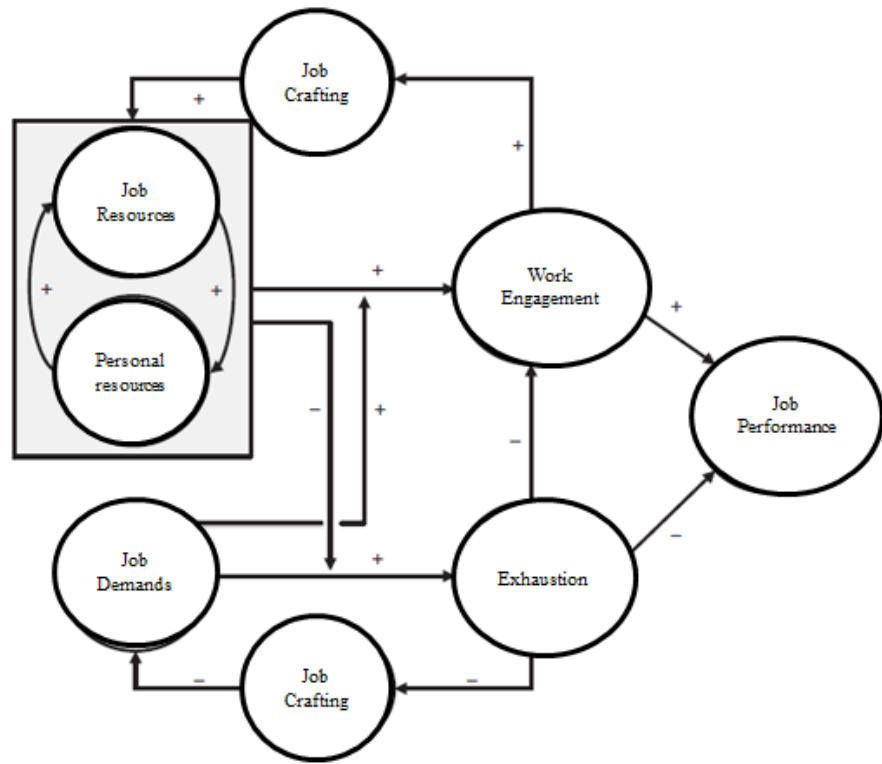
Tims et al. (2012) described that the changes an employee may alter in terms of their job demands and job resources as job crafting. This conceptualisation takes Job Demands–Resources theory, JD-R into consideration. Tims, Bakker, and Derks (2013) while incorporating job crafting in the JD-R

theory, hypothesised that job demand and job resources can be predicted by job crafting behaviour which in time will have a positive influence on work engagement. Employees with sufficient job resources are said to survive with their daily job demands. Research has revealed that when job demands are high, job resources have a significant positive influence on work engagement, for instance, when an employee handles challenging job demands, job resources facilitates the employee to perform the tasks (Bakker & Demerouti, 2014). Petrou et al. (2012) found that on a specific day with challenging demands, the more the employees pursue after job resources, the more they would be engaged with their job. The more the employees simplify their task at work, the less engaged they would be with their job. Studies on JD-R prove that challenging, but resourceful work environments help employees to accomplish in their performance (Bakker & Demerouti, 2014).

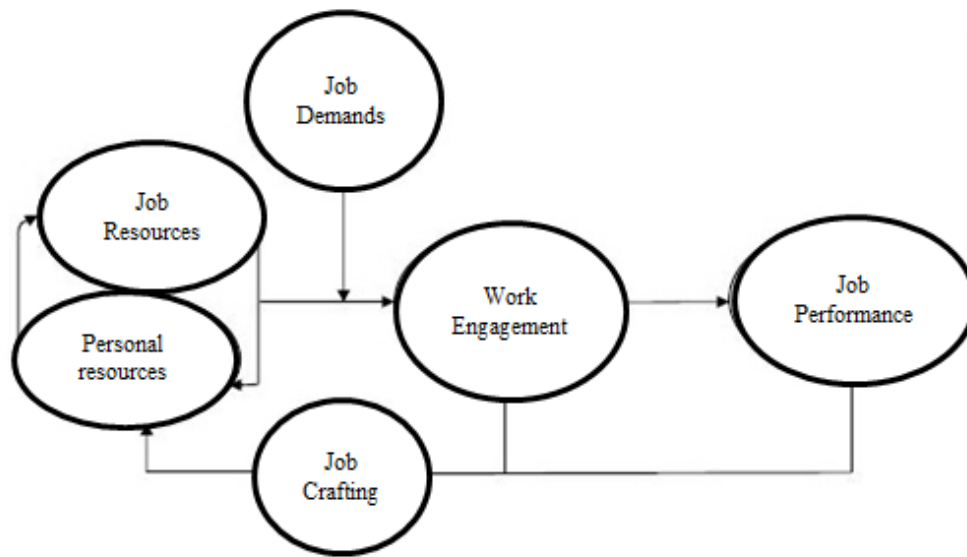
Recent new studies focused mainly on the JD-R model has given the model the maturity to grow as a theory, refer to Figure 2.1 (Bakker & Demerouti, 2014). Health impairment process and motivational process are two distinct processes proposed by job demands and resources in the JD-R theory (Bakker & Demerouti, 2007). During their study, Bakker and Demerouti (2008) who kept their focus only on the motivational process (refer to Figure 2.2) draw two assumptions from the job demands-resources (JD-R) model. The first assumption talks about job resources as a motivational foundation that enforces work engagement which in time, lead to better performance, while the second

assumption talks about the situation when employees endure high job demands, job resources plays an important role by bouncing in as a motivational component. The work engagement model designed by Bakker and Demerouti (2008) revealed that personal and job resources independently or together have an encouraging effect on engagement when employee's job demands are increasing and engagement, as the time moves, affect job performance positively. Notably, the JD-R model shows how engaged and performing well employees are able to craft their own resources, which then in time nurture engagement.

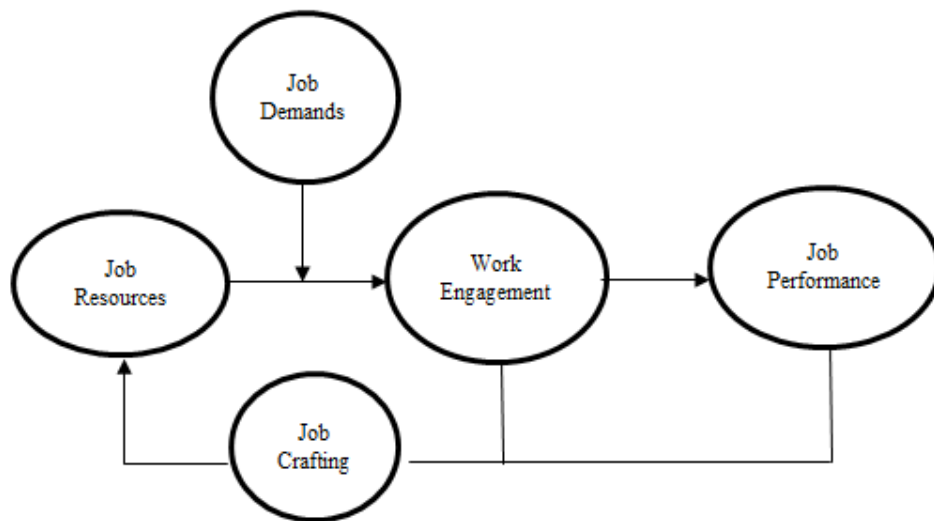
A conceptual model was developed based on the JD-R theory. In this study, only the motivational process of JD-R model was used as only positive aspect was given focus, for instance in this study, work engagement and job performance. The other process offered by JD-R model, health impairment process, for example exhaustion, the negative aspect of working life was not given limelight in this study. In addition, in the motivational process, the component of personal resources was not included. The personal resources component was removed to make this study consistent with theoretical background of the job crafting concept contributed by Tim and his colleagues in 2012 which was described in literature review. The conceptual framework for this study is illustrated in Figure 2.4.



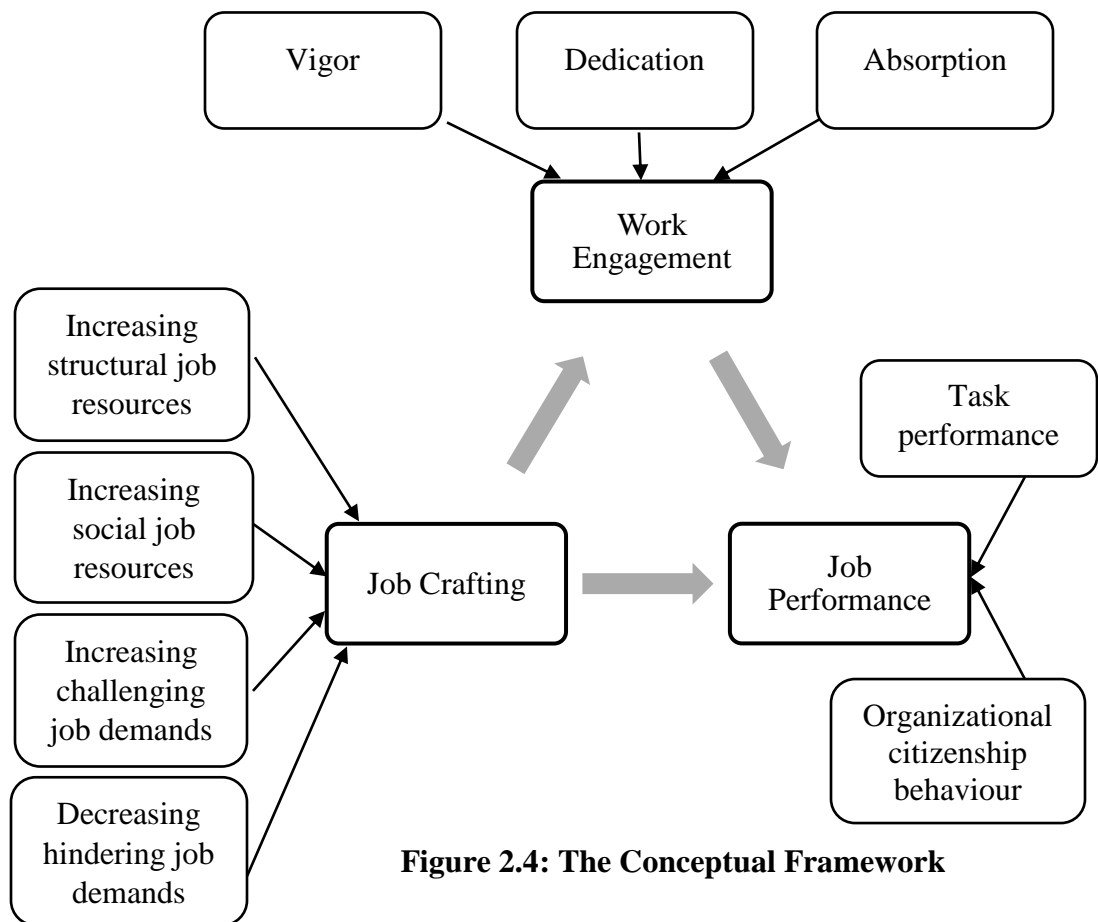
**Figure 2.1: The JD-R model from JD-R theory by Bakker and Demerouti, 2014**



**Figure 2.2: Motivational process extracted from JD-R model**



**Figure 2.3: Readjusted motivational process as per required by this study**



**Figure 2.4: The Conceptual Framework**

## CHAPTER III

### METHODOLOGY

#### 3.1 Research Design

According to Spector (2008), research design is a structure of a scientific study designed to obtain information from the research sample. This research is quantitative in nature where findings are mainly the product of statistical summary and analysis. This study gathered data through the use of self-report surveys. Moreover, this research intended to examine the degree to which the independent variables predict the incidence of the dependent variable (Pallant, 2011).

#### 3.2 Participants

Tabachnick and Fidell (2007), provided a formula for calculating sample size requirement by taking into consideration the number of independent variables to be used in the study:  $N > 50 + 8m$ ,  $m$  = number of independent variable (as cited in Pallant, 2011, p.150).

Research question 1:  $50 + 8(4) = 82$

Research question 2:  $50 + 8(3) = 74$

Research question 3:  $50 + 8(1) = 58$



Thus, this study requires a minimum of 214 participants. However, to increase the significance, a total of 400 teachers from regular national government secondary school were conveniently selected to participate in the study. The research was conducted in Kedah, a state located in the northern region of Malaysia. This is due to fact that researcher's had only permission to conduct the study in the national government secondary school in the state. A total of 262 women (65.5%) and 138 men (34.5%) participated in the study. The participant's age ranged from 23 to 60 years. The average age of the participants was 40.20 years ( $SD = 8.85$ ). Also, 184 (46%) of the teachers were Malay, 63 (15.8%) were Chinese, 145 (36.3%) were Indian and finally, 8 (2%) were Others. The teaching experience of the participants ranged from 1 to 37 years. The average teaching experience was 14.93 years ( $SD = 8.90$ ) (refer to Table 3.1).

**Table 3.1: Demographic features of the actual study,  $n = 400$  participants.**

Variables	<i>n</i> (%)	<i>Mean</i>	<i>SD</i>
Age		40.20	8.85
Teaching Experience		14.93	8.90
<i>Gender</i>			
Male	138 (34.5)		
Female	262 (65.5)		
<i>Race</i>			
Malay	184 (46)		
Chinese	63 (15.8)		
Indian	45 (36.3)		
Others	8 (2)		

### **3.3 Measurements**

**3.3.1 Job Crafting.** Job crafting scale (JCS) developed by Tims et al. (2012) was used to assess job crafting behaviour among the teachers. The continuous scale consists of 21 items that covered 4 dimensions. The first dimension, increasing structural job resources was measured using 5 items (e.g., “I try to learn new things at work”), the second dimension, increasing social job resources was measured using 5 items (e.g., “I ask others for feedback on my job performance”), third dimension, increasing challenging job demands also contain 5 items (e.g., “when there is not much to do at work, I see it as a chance to start new projects”) and the last dimension, decreasing hindering job demands, consists of 6 items (e.g., “I make sure that my work is mentally less intense”). The response scale ranged from 1 (never) to 5 (always). For research question 1, the total scores of the subscale were computed by adding all items in each subscale separately. However, for research question 3, the total score of JCS was computed by adding all scores in the 4 subscale. Higher scores indicate that the item being ranked was the characteristic of the employee.

**3.3.2 Work Engagement.** A shorter version of Utrecht Work Engagement Scale (UWES) was used to assess teacher’s work engagement (Schaufeli, Bakker, & Salanova, 2006). The continuous scale had a total of 9 items, assessing all three engagement dimensions. Vigor consists of 3 items (e.g., “at my work, I feel bursting with energy”), dedication, 3 items (e.g., “My job inspires me”) and

finally, absorption also with 3 items (e.g., “I am immersed in my work”). The items in this questionnaire were measured on a 7-point scale (0 = strongly disagree to 6 = strongly agree). For research question 1 and 3, the total score of UWES was computed by adding all scores in the 3 subscales. However, for research question 2, the total scores of the subscales were computed by adding all items in each subscale separately. A higher score indicated that the teachers are engaged in their work.

**3.3.3 Job Performance.** Job Performance was assessed using the combination of Task-Based Job Performance Scale and Organizational Citizenship Measure scale (Goodman & Svyantek, 1999 as cited in Yusof, Ali & Khan, 2014; Smith, Organ & Near, 1983). Therefore, the total measure included 25 items with the first 16 items were from Organizational Citizenship Measure scale (e.g., “Gives advance notice if unable to come to work”) while the last nine items were from Task-Based Job Performance Scale (e.g., “Achieves the objectives of the job”). Each item was answered through Likert scale with 7-point, ranging from “1=strongly disagree” to “7=strongly agree”. After reverse scoring appropriate item number 6, 9 and 15 from Organizational Citizenship Measure scale, a total score of job performance were calculated by summing all items in the two subscales. A higher score indicated that the teacher performs well in their work and lower score indicate that the teachers are not performing well in their job.

### 3.4 Pilot Study

For a pilot study, Baker (1994) said that a sample size of 10-20% from the actual sample of the study is a rational number to consider, therefore, 50 teachers were recruited for the pilot study, 12.5% of the actual study participants. Among the 50 teachers, 16 were male (32%) and 34 were female (68%). The age of the participants ranged from 25 to 52 years old ( $M = 36.72$ ,  $SD = 6.79$ ). Also, 17 (34%) of the teachers were Malay, 6 (12%) were Chinese, 25 (50%) were Indian and finally, 2 (4%) were Others. The teaching experience of the participants ranged from 2 to 27 years. The average teaching experience was 12.06 years ( $SD = 6.81$ ) (refer to Table 3.2).

**Table 3.2: Demographic features of the pilot study,  $n = 50$  participants.**

Variables	$n$ (%)	Mean	SD
Age		36.72	6.79
Teaching Experience		14.93	6.81
<i>Gender</i>			
Male	16 (32)		
Female	34 (68)		
<i>Race</i>			
Malay	17 (34)		
Chinese	6 (12)		
Indian	25 (50)		
Others	2 (4)		

According to the result of the pilot study, Cronbach's  $\alpha$  of the Job Crafting Scale (JCS) is .868. The internal consistencies were .892 for increasing structural

job resources, .783 for increasing social job resources, .850 for increasing challenging job demands and .820 for decreasing hindering job demands. For Work Engagement Scale (UWES) Cronbach's  $\alpha$  was .917. The internal consistencies were .774 for vigor, .765 for dedication and .774 for absorption. Lastly, Cronbach's  $\alpha$  of the Job Performance Scale (JPS) was .879. The internal consistency for organisational citizenship measure scale was .732 and for task performance scale was .967. Normally, Cronbach  $\alpha$  of a scale should be above .70 and based on the score, all scales indicate high reliability (Pallant, 2011).

### **3.5 Procedure**

The participants were conveniently chosen based on researcher's access to them. First of all, ethical approval is obtained from the university (attached in the appendix, pg. 85). Then, the permission to conduct the study was attained from Malaysian's Ministry of Education, specifically from the department of Educational Planning and Research Division (EPRD). To obtain EPRD's approval, the researcher had filled in the application form and submitted it together with the research proposal as well as the survey questionnaires. Once the EPRD has granted the approval, an application for permission to do the survey at schools was sent to the State Education Department (SED). The approval from SED was required before conducting studies in any secondary schools in Malaysia. Finally, the researcher gained permission from the school headmaster to

conduct the study, providing them both the Malaysian Ministry of Education and State Education Department's approval letter.

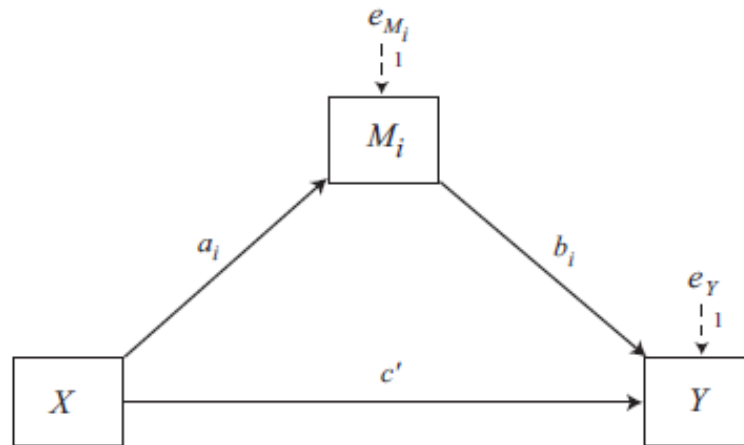
The questionnaires were distributed to the school office once the headmaster has given their approval to proceed with the study. Together with the questionnaires, the researcher included the participant information sheet (PIS) which explains the purpose of the study, the anonymity of their responses, their right as participants and demographic sheet (attached in the appendix, pg. 74). To complete the questionnaire, the participants of the study were given five working days. The teachers were asked to submit the completed questionnaire to the school office in the sealed envelope provided. After five working days, the researcher picked-up the completed questionnaires from the respective school offices. If the participants have any doubts regarding the questions, they were given access to contact the researcher directly as the researcher's information was provided in the PIS. Finally, the researcher thanked all the participants for their effort to help with the study by providing a token of appreciation.

### **3.6 Statistical analysis**

To analyze the data, the program Statistical Program for Social Sciences (SPSS) 20.0 was used. Descriptive statistics such as mean and standard deviation was used to examine teacher's demographic information. The research questions were tested with multiple regression analyses. For hypothesis 1, the analysis method of multiple regression was used to determine how well increasing

structural and social job resources, increasing challenging job demands, and decreasing hindering job demands, the dimensions of job crafting can predict and explain the variance of work engagement. For hypothesis 2, similarly the analysis method of multiple regression was used to determine how well work engagement in the form of vigor, dedication and absorption can predict and explain the variance of job performance.

Finally, for hypothesis 3, the study on mediation effect, the procedure of PROCESS, a technique by Hayes (2015) was used to quantify and examine the direct and indirect pathways through which teacher's job crafting transmits its effect on job performance through an intermediary work engagement which is known as "mediation analysis" these days (Hayes, 2013). Through this PROCESS, Hayes (2015), has presented 74 models templates in which mediation could be studied. For this research, model 4 had been selected (refer to Figure 3). According to Hayes (2013), the indirect effect quantifies the effect of X on Y through M. Evidence that  $ab$  is different from zero is consistent with mediation. Evidence that path  $c$  is different from zero is not a requirement of 21st century mediation analysis. Correlation between X and Y is neither sufficient nor necessary to claim that X affects Y (Hayes, 2013).



**Figure 3: Statistical diagram for Model 4**

X = Job Crafting

Y = Job Performance

$M_i$  = Work Engagement

Indirect effect of X on Y through  $M_i = a_i b_i$

Direct effect of X on Y =  $c'$

Mediation, total effect =  $c' + ab$

According to Preacher and Hayes (2008), if  $ab$  ('indirect effect') is statistically significant, mediation has occurred. There is few ways to test the significance of indirect effect which includes Joint Significance Test by Barron and Kenny (1986), Sobel Test by Sobel (1982) and lately, bootstrapping. Bootstrapping is an intensive calculation method where the data set are repeatedly resampled and all the indirect effects in each and every resampled data set are estimated (Preacher & Hayes, 2008). Bootstrapping method create thousands of stimulated dataset using re-sampling with replacement. For instance, the sample



in this study is assumed to be the population and the other samples are stimulated from that. If the analysis yield upper and lower bootstrapped 95% confidence interval which doesn't include zero, then  $p < .05$ .

## CHAPTER IV

### RESULTS

#### 4.1 Reliability analysis

The reliability of any scale varies according to the sample and therefore, it is important to check the reliability of the scale with the particular sample chosen (Pallant, 2011). An internal consistency approach using Cronbach's alpha was used to determine the reliability of job crafting, work engagement and job performance scales for the actual study. According to the result of the actual study, Cronbach's  $\alpha$  of the instrument including all 21 items of Job Crafting Scale (JCS) is .883. The internal consistencies were .839 for increasing structural job resources, .859 for increasing social job resources, .858 for increasing challenging job demands and .834 for decreasing hindering job demands. For Work Engagement Scale (UWES) Cronbach's  $\alpha$  of the instrument for all 9 items was .931. The internal consistencies were .794 for vigor, .863 for dedication and .831 for absorption. Lastly, Cronbach's  $\alpha$  of the instrument including all 25 items of Job Performance Scale (JPS) was .875. The internal consistency for organisational citizenship measure scale was .729 and for task performance scale was .959. Normally, Cronbach  $\alpha$  of a scale should be above .70 and based on the score, all scales indicate high reliability (Pallant, 2011). Thus, the measurements of this study can be concluded as reliable to be used in a Malaysian context.

**Table 4.1: Reliability results of the scales.**

Items		Cronbach's alphas ( $\alpha$ )
<i>Job Crafting (JCS)</i>		.883
1	Increasing structural job resources	.839
2	Increasing social job resources	.859
3	Increasing challenging job demands	.858
4	Decreasing hindering job demands	.834
<i>Work Engagement (UWES)</i>		.931
1	Vigor	.794
2	Dedication	.863
3	Absorption	.831
<i>Job Performance (JPS)</i>		.875
1	Organizational citizenship measure	.729
2	Task performance	.959

#### 4.2 The Results of Hypothesis 1

A multiple regression analysis was used to examine if increasing structural and social job resources, increasing challenging job demands, and decreasing hindering job demands, the dimension of job crafting predicts work engagement of the teachers. The results of the regression showed the four predictors explained 29.6% of the variance,  $F(4, 395) = 41.61, p < .001$ , with an  $R^2 = .296$ . It was found that increasing structural job resources significantly predicted teacher's work engagement ( $\beta = .33, p < .001$ ), so did increasing challenging job demands ( $\beta = .22, p < .001$ ) and decreasing hindering job demands ( $\beta = .11, p < .05$ ). However, increasing social job resources did not add statistical significance to the prediction ( $\beta = .08, n.s$ ) (refer to Table 4.2). Thus, hypothesis 1 is partially supported.

**Table 4.2: Result of multiple regression examining the effects of job crafting on work engagement.**

	<i>t</i>	<i>p</i>	$\beta$	<i>F</i>	<i>df</i>	<i>p</i>	adj. $R^2$
Job Crafting:							
Overall Model				41.61	4, 395	< .001	.296
Increasing structural job resources	7.04	< .001	.326				
Increasing social job resources	1.68	.094	.084				
Increasing challenging job demands	4.28	< .001	.220				
Decreasing hindering job demands	2.40	.017	.111				

### 4.3 The Results of Hypothesis 2

A multiple regression analysis was used to test if work engagement in the form of vigor, dedication and absorption predicts teacher's job performance. The results of the regression indicated the three predictors explained 27.6% of the variance,  $F(3, 396) = 50.26$ ,  $p < .001$ , with an  $R^2 = .276$ . It was found that dedication added statistical significance to the prediction of teacher's job performance, ( $\beta = .37$ ,  $p < .001$ ). However, vigor ( $\beta = .13$ , n.s), and absorption ( $\beta = .06$ , n.s) did not add statistical significance to the prediction (refer to Table 4.3). Thus, hypothesis 2 is partially supported.

**Table 4.3: Result of multiple regression examining effects of work engagement on job performance.**

	<i>t</i>	<i>p</i>	$\beta$	<i>F</i>	<i>df</i>	<i>p</i>	adj. $R^2$
Work Engagement:							
Overall Model				50.26	3, 396	< .001	.276
Vigor	1.53	.127	.126				
Absorption	.78	.436	.058				
Dedication	3.84	< .001	.365				

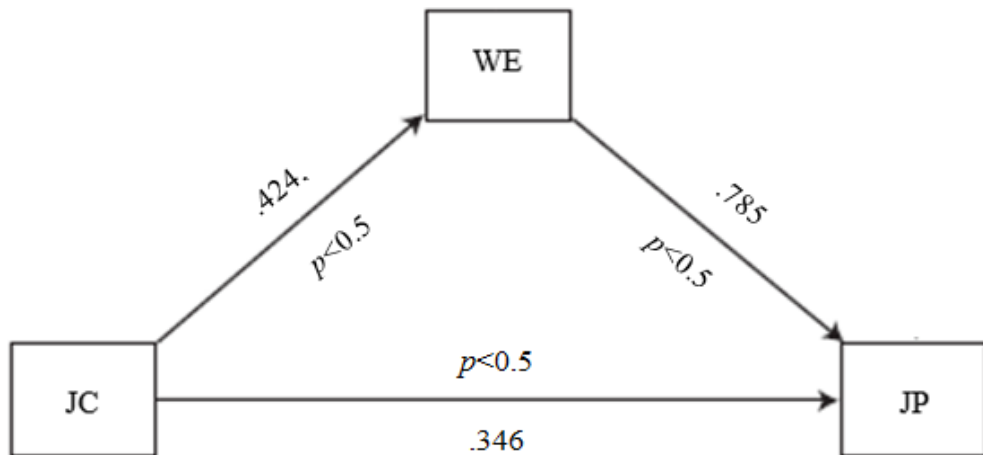
#### 4.4 The Results of Hypothesis 3

A mediation analysis was conducted to study teacher's job crafting indirect effect on job performance with work engagement as mediator. The proposed mediator, work engagement, is regressed on job crafting and job performance is regressed on work engagement to produce the indirect effect (refer to Figure 4). As can be seen, work engagement regressed on job crafting = .424, job performance regressed on work engagement = .785, and job performance regressed on job crafting = .346. Multiplying work engagement regressed on job crafting and job performance regressed on work engagement yields the indirect effect,  $.424 \times .785 = .333$ . This indirect effect of .333 means that two teachers who differ by one unit in their reported job crafting are estimated to differ by .333 unit in their reported job performance as a result of the tendency for those who craft their work to feel more engaged with their work (because .424 is positive), which in turn translates into greater job performance (because .785 is positive). This indirect effect is

statistically different from zero, as revealed by a 95% bootstrap confidence interval that is entirely above zero (.241 to .441 in the PROCESS output under the heading “BootLLCI” and “BootULCI”, respectively, attached in appendix, pg. 87).

The direct effect of job crafting, .346, is the estimated difference in job performance between two teachers experiencing the same level of work engagement but who differ by one unit in their reported job crafting. The coefficient is positive, meaning that the teacher who craft their job more but who is equally engaged with their work is estimated to be .346 units higher in his or her reported job performance. This direct effect is also statistically different from zero,  $t(397) = 4.01, p < .000$ , with a 95% confidence interval from .176 to .515.

The total effect of job crafting on job performance is derived by summing the direct and indirect effects, or by regressing job performance on job crafting by itself:  $= .346 + .333 = .679$ . Two teachers who differ by one unit in job crafting are estimated to differ by .679 units in their reported job performance. The positive sign means the teacher with higher job crafting behaviour reports higher job performance. This effect is also statistically different from zero,  $t(398) = 9.41, p < .000$ , with 95% confidence interval from .537 to .821. To conclude, there is a decrease in the effect of job crafting on job performance (from .679 to .346) when work engagement was brought in, suggesting that mediation has occurred. Thus, hypothesis 3 is supported.



**Figure 4: The mediation model**

#### 4.5 Additional Analysis

An additional multiple regression analysis was carried out to test if increasing structural and social job resources, increasing challenging job demands and decreasing hindering job demands, the dimension of job crafting predicts teacher's job performance. The results showed that four predictor explained 21.3% of the variance,  $F(4, 395) = 26.74, p < .001$ , with an  $R^2 = .213$ . It was found that increasing structural job resources ( $\beta = .30, p < .001$ ) and decreasing hindering job demands ( $\beta = .14, p < .05$ ) significantly predicted teacher's job performance. However, increasing social job resources and increasing challenging job demands ( $\beta = .09, n.s$ ) did not add statistical significance to the prediction ( $\beta = .24, n.s$ ) (refer to Table 4.5).

**Table 4.4: Result of multiple regression examining the effects of job crafting on job performance.**

	<i>t</i>	<i>p</i>	$\beta$	<i>F</i>	<i>df</i>	<i>p</i>	adj. <i>R</i> <sup>2</sup>
Job Crafting:							
Overall Model				26.74	4, 395	< .001	.213
Increasing structural job resources	6.02	< .001	.304				
Increasing social job resources	1.73	.085	.091				
Increasing challenging job demands	1.76	.079	.096				
Decreasing hindering job demands	2.83	< .05	.138				



## CHAPTER V

### DISCUSSION

#### 5.1 Job Crafting and Work Engagement

The outcome of the first hypothesis showed that job crafting in the form of increasing structural job resources and challenging job demands together with decreasing hindering job demands have important ramifications for teacher's work engagement. However, the findings pointed out that job crafting in the form of increasing social job resources did not have any significant effect on teacher's work engagement. Therefore, the findings of this study are in line with previous studies. Sonnentag, Dormann, and Demerouti (2010) discussed that when there are enough challenging demands to do at work, employees are more likely to organise their energy and as a result may feel more engaged at work. The results from multiple studies consistently showed that work engagement conclusively relates to challenging job demands (Crawford et al., 2010). Nielsen and Abildgaard (2012) pointed out that exercising job crafting behaviours which decrease hindering job demands will be positively associated with job satisfaction and work engagement, thus, supporting the result of this study.

In addition, this study supported earlier studies (e.g., Bakker, Tims & Derks, 2012; Demerouti & Bakker, 2014; Bakker, Rodríguez-Muñoz & Vergel,

2015) that found increasing structural job resources to have important effect on employee's work engagement, however, this study does not support the part of the previous studies that found increasing social job resources to have important effect on employee's work engagement. To explain this difference, the following studies may be able to provide the information needed. According to Bakker and Demerouti (2007), when job demands are high, job resources may act as a buffering mechanism to lead to high levels of work engagement. On certain days, teachers might be able to receive several job resources such as support from fellow teachers, student's appreciation, and positive criticism from the school headmaster. According to the JD-R theory, such resources will impact teacher's level of work engagement and help to deal with the emotional demands of teaching, but on some days, these social resources may be low, for instance because other teachers and the school headmaster are too busy with their own work (Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007). Therefore, the lack of social job resources, particularly when the job demands are high, may affect work engagement.

Wrzenniewski and Dutton (2001) have pointed out that job crafting behaviour depends on the situation, where different context, such as nature of working environment might support or confine different levels and forms of job crafting. For instances, earlier research has also suggested that the setting in a job, such as tasks performance, expectations, and job positions might limit an individual's chances to craft their job (Berg, Wrzenniewski & Dutton, 2010).

Perhaps, these differences were the reasons why the results showed that teachers who craft more chance for expansion and autonomy (structural job resources) are engaged compared teachers who craft for more social support and evaluation (social job resources).

## **5.2 Work Engagement and Job Performance**

The result of hypothesis 2 showed that work engagement in the form of dedication significantly predicts teacher's job performance. However, vigor and absorption do not have any significant effect on job performance. Engagement is a situation where resources available surpass the demands represented by a job and when demands of their job are high, employee have the freedom to perform in the way they preferred (Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007). This concept was supported by Llorens, Salanova, Bakker, and Schaufeli (2007), where they found that engagement and task resources generate a spiral where such positive spiral in time would very much likely lead to improved performance. Bakker (2011) also found that employees who create their own resources are those who are engaged and perform well, which then will foster engagement over time. Therefore, this prediction is consistent with other studies of engagement which also state that engagement would connect positively with job performance (Bakker et al., 2008; Salanova, Agut, & Peiró, 2005).

In this study, dedication, in particular had an effect on job performance. This means that not only are teachers more likely to be engaged in their work, but specifically, feel more dedicated to their jobs. Dedication is defined as evolving oneself together with their work with a sense of meaning and having a feeling of excitement, inspiration and pleased about their job (Rothmann, 2003). Dedication on the job serves as a motivational base for job performance that uplifts the individuals to act with the intention to promote the organisation's best interests (Scotter & Motowildo, 1996). Moreover, one employee's level of dedication may have a positive influence on their coworker's level of dedication because coworkers could easily adopt the same reasons to be enthusiastic about work (Bakker, 2014).

According to Shirom (2007) vigor can be defined as the emotional dimension of the energy that an employee hold and thus it is directly linked to the concept of work motivation. In addition, Shirom (2007) have also pointed out that performance is interconnected with emotion in organisational life. Some studies (e.g. Rafaeli & Worline, 2001; Staw, Sutton & Pelled, 1994) have acknowledged the part where positive emotions support performance. Behaviours related to performance such as creativity, prosocial behaviour related to sales and successful negotiation strategies have a connection with positive emotions (Forgas, 1998; Staw & Barsade, 1993). Like most other positive feelings, vigor facilitates behaviour directed towards targeted goal and thus predicted to assist individual's engagement with their job and working environment (Carver & Scheier, 1990;

Shirom, 2007). According to Shirom (2007), one way to evaluate the validity that vigor facilitates goal-directed behavior is to study the relationship over time. However, as this was only a one-time study, perhaps, that is why vigor is found not to have any significant effect on teacher's job performance.

There is a broad agreement on dimensions of work engagement, which are energy (vigor) and identification (dedication). Even though there are different opinions on work engagement, according to Bakker et al. (2008), most researchers agree that employees with high levels of energy and identified themselves better with their own work have many resources accessible and likely to perform better. Vigor and dedication are core dimensions of engagement, however, absorption was only accepted as related to engagement after thirty detailed interviews (Schaufeli & Bakker, 2001). Since this study only consist one-time study, perhaps, that is why absorption is found not to have any significant effect on teacher's job performance. Although absorption was accepted as the third dimension of work engagement, Bakker et al. (2008) suggested that additional research work needs to be conducted to derive to the conclusion if absorption is indeed a core aspect of work engagement or can be as a product of energy and identification.

### **5.3 Work Engagement mediates Job Crafting and Job Performance**

The result of hypothesis 3 showed that job crafting associates with higher job performance when work engagement plays the mediating role. A study

conducted in 13 organisations pointed out that, when the team members perceive that they can equip themselves with resources to keep them engaged, those engaged teams perform better than others (Torrente et al, 2012). Torrente and his colleagues assumed that common emotions shared among the team members held the team properties together such as team work engagement. Fellow employees who share the same work environment interact both intentionally and unintentionally to influence each other and generate the rise in shared positive state, such as team work engagement.

Tims, Bakker and Derks (2015) believe that employees who make changes to their tasks at work will not only be effective to perform better but they will be able to direct the nature of their task to be interesting or fulfilling. According to Tims, Bakker and Derks (2015), when employees are supported to think about how they can make a variation in their working environment in terms of job demand and job resources, they may begin to feel more responsible for their engagement with their work. Higher levels of task and contextual performance can be achieved by engaged employees who invest sufficient energy to their work responsibilities (Christian et al., 2011; Rich, LePine, & Crawford, 2010). Employees who are dedicated to their tasks will carry on performing their tasks efficiently, which will ultimately improve overall performance. Indeed, the present study reported that job crafting clearly relates to job performance through work engagement, consistent with previous research (Tims et al., 2012; Tims, Bakker, Derks, & Van Rhenen, 2013).

#### **5.4 Research Limitations and Future Studies**

One of the present study's limitations is the self-report bias since the results were based on participants self-report. There were higher chances for the participants to provide socially desired answers instead of the actual feelings or opinions with this method. Future research should consider integrating more objective data by including the principal's, senior assistant's or colleagues' opinion about the teacher's performance, besides the teacher's own perception of their performance. In addition, in this study, data were collected from the participants at one time and this lead to the inability to study certain relationship that seemed to only have the effect over time, for instance the effects of vigor and absorption on job performance. Perhaps, future studies should contemplate on collecting data over several points of time, as it may produce a different result.

Another limitation is that the study used data collected from one state in the northern region of Malaysia. Although this contributes to the literature on job crafting in the education sector, the use of one state in a country to collect data may affect the generalisability of the study findings. Therefore, future research should collect data from a wider range of states in Malaysia. An additional limitation is the participants of the study, where teachers were recruited only from regular national government secondary schools. The participation of teachers from only one type of school in Malaysia may also affect the generalisability of the findings as there are different types of school such as Pre-school, Primary

school, Technical and Vocational secondary school, Government assisted Religious schools, Malaysian Arts Schools, Malaysian School of Sports, Cluster School of Excellence and High Performance Schools. Thus, future research should consider including teachers from wider types of schools in Malaysia.

### **5.5 Implication of this study**

In a nutshell, the result of the study confirmed work engagement mediates the relationship between job crafting and job performance. This study meant to contribute to the current literature in job crafting, work engagement and job performance, especially with teachers in Malaysia. This study managed to specify practical implication for motivating secondary school teachers in Malaysian context. Firstly, as job crafting was found to affect work engagement and job performance, job crafting should be considered as an important individual development at work. Without much introduction, job crafting appeared to be an unfamiliar terminology to teachers. The teachers should be introduced to the job crafting techniques by Tims, Bakker and Derks (2012) then they should be taught on how they could practice job crafting skills in their profession. Teachers could modify task-related aspects of their job, for instance, changing their teaching technique, taking on new classes, or perhaps even take up a new role in any committee in the school. Changing the dimension of their task may refresh their energy, invoke creativity, and maybe push the teacher out of their comfort zone to try new things. Crafting the relationship aspect of their job, for example, spend



more time with passionate and inspiring co-teachers. These teachers will help to make their everyday teaching more positive. Moreover, the teachers can also increase their interaction with students who in turn will help to revive the passion for teaching. The teachers could also alter the perception about their own job through cognitive crafting. Whenever, a teacher feels that the teaching profession is taking a toll on them, they could think about the impact they make on students and society to motivate themselves. In a nutshell, the current study offers promising results, indicating that job crafting is a significant process that relates to both work engagement and performance. Due to the fact that job crafting is a new and developing subject matter in Malaysia, this study hoped to inspire more future research on this topic.

## **5.6 Conclusion**

The present study has stretched our understanding on the connection existing among job crafting, work engagement and job performance. The findings propose that job crafting can be an effective way for teachers to boost their work engagement and eventually perform better. Mainly, this research explored the effects of job crafting among teachers. Thus, school management should play its role and assist teachers with their job crafting behaviour in such a way that it is done in alignment with the educational goals. Education policy makers, who set the goals for the teachers, should be able to guide the teacher's job crafting behaviour as it would uplift work engagement and eventually performance to a

higher level. As a result, more efforts need to be carried out to increase teacher's engagement and job crafting in teaching profession. Teachers themselves, should show the motivation to constantly align their job characteristics to be equally matching with their personal preferences and capabilities as it will eventually influence student's and school's academic outcomes. Job crafting is a chance for education department and teachers to raise work engagement and their job performance, which will eventually result in better performing students and school's academic success.

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## **APPENDIX**

### **Appendix A**

#### **PARTICIPANT INFORMATION SHEET (PIS)**

#### **The Effects of Job Crafting On Work Engagement and Job Performance on Secondary School Teachers in Northern Region of Malaysia.**

##### **Introduction**

Dear Participant,

I am Bhargkavi A/P Pari, a student of Master of Psychology (Industrial and Organizational Psychology) at the Universiti Tunku Abdul Rahman (UTAR), working under the supervision of Dr. Alia Azalea. You are invited to participate in this research on the effects of job crafting on work engagement and job performance.

Before agreeing to participate in this research, we strongly encourage you to read the explanation of this research. This statement describes the purpose and procedures of the research and your right to withdraw from the research at any time.

##### **About the survey**

This survey attempts to study how well job crafting (increasing structural job resources, increasing social job resources, increasing challenging job demands, decreasing hindering job demands) can predict work engagement (vigor, dedication and absorption) and teacher's job performance in secondary schools in northern region of Malaysia.

##### **Risks and Discomforts**

There are no risks or discomforts that are anticipated from your participation in the study. This survey will only take 15-20 minutes of your time. Once you have completed the survey, please secure it in a sealed enveloped provided beforehand, before returning it to the school office.

##### **Anonymity:**

All data and information will only be known and accessed by the researcher and dissertation advisor. There will not be any identifying names on the surveys that can link the question to a specific participant.

##### **Withdrawal from the Study**

Participation in this research is voluntary. You are free to withdraw and discontinue participation in this research at any time without prejudice or penalty.

**Contact Person**

If you have other questions or concerns about the study please contact

**Researcher:**

Bhargkavi A/P Pari  
Faculty of Arts and Social Science,  
Universiti Tunku Abdul Rahman  
011-24355148  
bhargkavi.pari@gmail.com

**Advisors:**

Dr Alia Azalea  
Dean  
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Encik Zahari Bin Abd Malek  
Lecturer  
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Counselling  
Universiti Tunku Abdul Rahman  
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zahari@utar.edu.my

Thank you.

## Appendix B

### Demographic Question

Age: \_\_\_\_\_

Gender:

Male ( ) Female ( )

Race:

Malay ( ) Chinese ( ) Indian ( ) Others ( )

Years of teaching experience: \_\_\_\_\_

## Appendix C

### Job Crafting

The following statements are about your behavior at work. Please read each statement carefully and select the appropriate response that best applies to you.

1                      2                      3                      4                      5  
 Never                  Rarely                  Sometimes                  Often                  Always

No	Items	1	2	3	4	5
	<b>Increasing structural job resources</b>					
1	I try to develop my capabilities					
2	I try to develop myself professionally					
3	I try to learn new things at work					
4	I make sure that I use my capacities to the fullest					
5	I decide on my own how I do things					
	<b>Decreasing hindering job demands</b>					
6	I make sure that my work is mentally less intense					
7	I try to ensure that my work is emotionally less intense					
8	I manage my work so that I try to minimize contact with people whose problems affect me emotionally					
9	I organize my work so as to minimize contact with people whose expectations are unrealistic					
10	I try to ensure that I do not have to make many difficult decisions at work					
11	I organize my work in such a way to make sure that I do not have to concentrate for too long a period at once					
	<b>Increasing social job resources</b>					
12	I ask my supervisor to coach me					
13	I ask whether my supervisor is satisfied with my work					
14	I look to my supervisor for inspiration					
15	I ask others for feedback on my job					

	performance						
16	I ask colleagues for advice						
	<b>Increasing challenging job demands</b>						
17	When an interesting project comes along, I offer myself proactively as project co-worker						
18	If there are new developments, I am one of the first to learn about them and try them out						
19	When there is not much to do at work, I see it as a chance to start new projects						
20	I regularly take on extra tasks even though I do not receive extra salary for them						
21	I try to make my work more challenging by examining the underlying relationships between aspects of my job						

### Utrecht Work Engagement Scale-9

The following statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the “0” (zero) in the space after the statement. If you have had this feeling, indicate how often you felt it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

Never	Almost Never	Rarely	Sometimes	Often	Very Often	Always
0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

No	Items	0	1	2	3	4	5	6
1	At my work, I feel bursting with energy							
2	At my job, I feel strong and vigorous							
3	I am enthusiastic about my job							
4	My job inspires me							
5	When I get up in the morning, I feel like going to work							
6	I feel happy when I am working intensely							

7	I am proud on the work that I do							
8	I am immersed in my work							
9	I get carried away when I'm working							

**Job Performance**

The following statements are about your behavior at work. Please read each statement carefully and tick the appropriate response that best applies to you

1            2            3            4                    5            6            7  
 Strongly    Disagree    Disagree    Neither agree    Agree       Agree       Strongly  
 Disagree                    Slightly    nor disagree    Slightly                    Agree

No	Items	1	2	3	4	5	6	7
	<b>Organizational Citizenship Measure</b>							
1	Helps others who have been absent							
2	Volunteers for things that are not required							
3	Orients new people even though it is not required							
4	Helps others who have heavy work loads							
5	Punctuality							
6	Takes undeserved breaks*							
7	Attendance at work is above the norm							
8	Gives advance notice if unable to come to work							
9	Great deal of time spent with personal phone conversations*							
10	Does not take unnecessary time off work							
11	Assists supervisor with his or her work							
12	Makes innovative suggestions to improve department							
13	Does not take extra breaks							
14	Does not spend time in idle conversation							
15	Coasts towards the end of the day*							
16	Attend functions not required but that help company image							
	<b>Task Performance</b>							
17	Achieves the objectives of the job							
18	Meets criteria for performance							
19	Demonstrates expertise in all job-related tasks							



20	Fulfills all the requirements of the job							
21	Could manage more responsibility than typically assigned							
22	Appears suitable for a higher level role							
23	Is competent in all areas of the job, handles tasks with proficiency							
24	Performs well in the overall job by carrying out tasks as expected							
25	Plans and organizes to achieve objectives of the job and meet deadlines							

\* Reverse scoring was used for these items.



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Telefon : 03-8884 6591  
Faks : 03-8884 6579

Ruj. Kami : KPMS.600-3/2/3 Jld 2 (93)  
Tarikh : 05 Oktober 2015

**Bhargkavi A/P Pari**  
K.P.: 880223085960

No 14-B Lorong Bangau 4  
Taman Tunku Putra  
09000 Kulim  
Kedah

Tuan,

**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PENDIDIKAN GURU, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA**

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan.

**“ The Effects of Job Crafting on Work Engagement and Job Performance on Secondary School Teachers in Northern Region of Malaysia ”**

3. Kelulusan ini adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada Bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari 01 November 2015 hingga 19 November 2015.

5. Tuan juga mesti menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat Pdf di dalam CD kepada Bahagian ini. Tuan diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

**(DR.HJ. ZABANI BIN DARUS)**  
Ketua Sektor  
Sektor Penyelidikan dan Penilaian  
b.p. Pengarah  
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan  
Kementerian Pendidikan Malaysia



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Tarikh : 18 Oktober 2015

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09000 Kulim  
Kedah

Tuan/Puan,

**Kebenaran Untuk Menjalankan Kajian/ Soal Selidik di Jabatan Pendidikan Negeri /  
Pejabat Pendidikan Daerah dan Sekolah – Sekolah di Negeri Kedah Darulaman**

Saya dengan hormatnya diarah merujuk kepada perkara tersebut di atas.

2. Dimaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian yang bertajuk  
“ **The Effects of Job Crafting on Work Engagement and Job Performance on Secondary School  
Teachers in Northern Region of Malaysia** ” telah *diluluskan*.

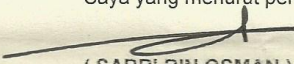
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kebenaran terlebih dahulu daripada Jabatan ini sekiranya sebahagian atau sepenuhnya dapatan kajian  
tersebut hendak dibentangkan di mana-mana forum, seminar atau diumumkan kepada media.

4. Kebenaran ini adalah tertakluk kepada persetujuan Pengetua sekolah berkenaan dan adalah **sah  
sehingga 30 November 2015** sahaja.

Sekian, terima kasih.

“SEHATI SEJIWA”  
“ BERKHIDMAT UNTUK NEGARA ”  
“ PENDIDIKAN CEMERLANG KEDAH TERBILANG ”

Saya yang menurut perintah,

  
( SABRI BIN OSMAN )  
Penolong Pengarah Kanan ( Ketua Unit )  
Unit Perhubungan dan Pendaftaran  
Sektor Pengurusan Sekola



**Job Crafting Scale**  
Version Attached: Full Test

PsycTESTS Citation:

Tims, M., Bakker, A. B., & Derks, D. (2012). Job Crafting Scale [Database record]. Retrieved from PsycTESTS. doi: <http://dx.doi.org/10.1037/t33180-000>

Instrument Type:

Rating Scale

Test Format:

Responses for the 21 items ranged from 1 (never) to 5 (often) on 5-point frequency scale.

Source:

Tims, Maria, Bakker, Arnold B., & Derks, Daantje. (2012). Development and validation of the job crafting scale. *Journal of Vocational Behavior*, Vol 80(1), 173-186. doi: 10.1016/j.jvb.2011.05.009, © 2012 by Elsevier. Reproduced by Permission of Elsevier. © 2012 by Elsevier. Reproduced by Permission of Elsevier.

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**Utrecht Work Engagement Scale-9**

Version Attached: Full Test

**PsycTESTS Citation:**

Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006).

Utrecht Work Engagement Scale-9 [Database record].

Retrieved from PsycTESTS. doi: <http://dx.doi.org/10.1037/t05561-000>

**Instrument Type:**

Rating Scale

**Test Format:**

All items are scored on a 7-point frequency rating scale ranging from 0 (never) to 6 (always/every day).

**Source:**

Schaufeli, Wilmar B., Bakker, Arnold B., & Salanova, Marisa. (2006).

The Measurement of Work Engagement With a Short Questionnaire: A Cross-National Study.

Educational and Psychological Measurement, Vol 66(4), 701-716.

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**Task-Based Job Performance Scale**

Version Attached: Full Test

Note: Test name created by PsycTESTS

PsycTESTS Citation:

Goodman, S. A., & Svyantek, D. J. (1999).

Task-Based Job Performance Scale [Database record].

Retrieved from PsycTESTS. doi: <http://dx.doi.org/10.1037/t10091-000>

Instrument Type:

Rating Scale

Test Format:

Task-Based Job Performance Scale items are rated on a 7-point Likert scale.

Source:

Goodman, Scott A., & Svyantek, Daniel J. (1999).

Person–organization fit and contextual performance: Do shared values matter.

*Journal of Vocational Behavior*, Vol 55(2), 254-275.

doi: 10.1006/jvbe.1998.1682, © 1999 by Elsevier.

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## Organizational Citizenship Measure

Version Attached: Full Test

Note: Test name created by PsycTESTS

### PsycTESTS Citation:

Smith, C. A., Organ, D. W., & Near, J. P. (1983).

Organizational Citizenship Measure [Database record].

Retrieved from PsycTESTS. doi: <http://dx.doi.org/10.1037/t10736-000>

### Instrument Type:

Test

### Test Format:

Organizational Citizenship Measure items are rated on a 5-point scale.

### Source:

Smith, C. Ann, Organ, Dennis W., & Near, Janet P. (1983).

Organizational citizenship behavior: Its nature and antecedents.

Journal of Applied Psychology, Vol 68(4), 653-663. doi: 10.1037/0021-9010.68.4.653

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# UNIVERSITI TUNKU ABDUL RAHMAN

Wholly Owned by UTAR Education Foundation (Company No. 578227-M)

Re: U/SERC/40/2015

17 August 2015

Dr Alia Azalea  
Department of Psychology and Counselling  
Faculty of Arts and Social Science  
Universiti Tunku Abdul Rahman  
Jalan Universiti, Bandar Baru Barat  
31900 Kampar  
Perak

Dear Dr Alia,

## Ethical Approval For Research Project/Protocol

We refer to your application dated 10 August 2015 for ethical approval for your research project (Master's candidate project) and are pleased to inform you that your application has been approved under expedited review.

The details of your research project are as follows:

<b>Research Title</b>	The Effects of Job Crafting on Work Engagement and Job Performance on Secondary School Teachers in Northern Region of Malaysia
<b>Investigator(s)</b>	Dr Alia Azalea (PI) Mr Zahari bin Abd. Malek Ms Bhargkavi a/p Pari (UTAR Postgraduate Student)
<b>Research Area</b>	Social Sciences
<b>Research Location</b>	Northern Region of Malaysia
<b>No. of Participants</b>	400 participants (Age: 22 - 55)
<b>Research Costs</b>	Self-funded
<b>Approval Validity</b>	2015 - 2016

The conduct of this research is subject to the following:

- (1) The participants' informed consent be obtained prior to the commencement of the research;
- (2) Confidentiality of participants' personal data must be maintained; and
- (3) Compliance with procedures set out in related policies of UTAR such as the UTAR Research Ethics and Code of Conduct, Code of Practice for Research Involving Humans and other related policies/guidelines.

Should you collect personal data of participants in your study, please have the participants sign the attached Personal Data Protection Statement for your records.

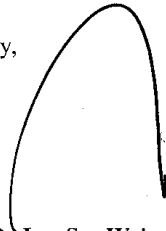
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Tel: (603) 9086 0288 Fax: (603) 9019 8868 Homepage: <http://www.utar.edu.my>



The University wishes you all the best in your research.

Thank you.

Yours sincerely,

A handwritten signature in black ink, consisting of a large, sweeping arch that starts on the left, rises to a peak, and then descends to the right, ending in a small vertical stroke.

**Professor Ir Dr Lee Sze Wei**  
Chairman  
UTAR Scientific and Ethical Review Committee

c.c Deputy Dean (R&D and Postgraduate Programmes), Faculty of Arts and Social Science  
Director, Institute of Postgraduate Studies and Research

Run MATRIX procedure:

\*\*\*\*\* PROCESS Procedure for SPSS Release 2.15 \*\*\*\*\*

Written by Andrew F. Hayes, Ph.D. www.afhayes.com  
Documentation available in Hayes (2013). www.guilford.com/p/hayes3

\*\*\*\*\*

Model = 4  
Y = TJP  
X = TJC  
M = TWE

Sample size  
400

\*\*\*\*\*

Outcome: TWE

Model Summary

R	R-sq	MSE	F	df1	df2	p
.5094	.2595	47.3099	156.9880	1.0000	398.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	8.0392	2.8379	2.8328	.0048	2.4601	13.6183
TJC	.4242	.0339	12.5295	.0000	.3577	.4908

\*\*\*\*\*

Outcome: TJP

Model Summary

R	R-sq	MSE	F	df1	df2	p
.5498	.3023	165.8161	77.7778	2.0000	397.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	72.1461	5.8741	12.2820	.0000	60.5978	83.6944
TWE	.7853	.1074	7.3121	.0000	.5742	.9964
TJC	.3459	.0862	4.0109	.0001	.1763	.5154

\*\*\*\*\* TOTAL EFFECT MODEL \*\*\*\*\*

Outcome: TJP

Model Summary

R	R-sq	MSE	F	df1	df2	p
.4233	.1792	194.5760	88.5156	1.0000	398.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	78.4593	5.9978	13.0813	.0000	66.6680	90.2507
TJC	.6790	.0722	9.4083	.0000	.5371	.8209

\*\*\*\*\* TOTAL, DIRECT, AND INDIRECT EFFECTS \*\*\*\*\*

Total effect of X on Y

Effect	SE	t	p	LLCI	ULCI
.6790	.0722	9.4083	.0000	.5371	.8209

Direct effect of X on Y

Effect	SE	t	p	LLCI	ULCI
.3459	.0862	4.0109	.0001	.1763	.5154

Indirect effect of X on Y

Effect	Boot SE	BootLLCI	BootULCI
TWE	.3331	.0503	.2413 .4405

Partially standardized indirect effect of X on Y

Effect	Boot SE	BootLLCI	BootULCI
TWE	.0217	.0030	.0160 .0280

Completely standardized indirect effect of X on Y

	Effect	Boot SE	BootLLCI	BootULCI
TWE	.2077	.0290	.1541	.2682

Ratio of indirect to total effect of X on Y

	Effect	Boot SE	BootLLCI	BootULCI
TWE	.4906	.0903	.3351	.6920

Ratio of indirect to direct effect of X on Y

	Effect	Boot SE	BootLLCI	BootULCI
TWE	.9631	.5077	.5039	2.2466

R-squared mediation effect size (R-sq\_med)

	Effect	Boot SE	BootLLCI	BootULCI
TWE	.1448	.0245	.0990	.1953

Preacher and Kelley (2011) Kappa-squared

	Effect	Boot SE	BootLLCI	BootULCI
TWE	.1984	.0264	.1490	.2530

Normal theory tests for indirect effect

Effect	se	Z	p
.3331	.0529	6.3004	.0000

\*\*\*\*\* ANALYSIS NOTES AND WARNINGS \*\*\*\*\*

Number of bootstrap samples for bias corrected bootstrap confidence intervals:  
10000

Level of confidence for all confidence intervals in output:  
95.00

NOTE: All standard errors for continuous outcome models are based on the HC3 estimator

----- END MATRIX -----