

THE MODERATING EFFECT OF REWARD IN THE
RELATIONSHIP BETWEEN WORK ENGAGEMENT AND
JOB PERFORMANCE

LOI SAW MING

MASTER OF BUSINESS ADMINISTRATION
(CORPORATE MANAGEMENT)

FACULTY OF BUSINESS AND FINANCE
UNIVERSITI TUNKU ABDUL RAHMAN
DECEMBER 2015

**THE MODERATING EFFECT OF REWARD IN THE RELATIONSHIP
BETWEEN WORK ENGAGEMENT AND JOB PERFORMANCE**

By

LOI SAW MING

A dissertation submitted to the Faculty of Business and Finance,
Universiti Tunku Abdul Rahman,
in partial fulfillment of the requirements for the degree of
Master of Business Administration (Corporate Management)
December 2015

ABSTRACT

THE MODERATING EFFECT OF REWARD IN THE RELATIONSHIP BETWEEN WORK ENGAGEMENT AND JOB PERFORMANCE

Loi Saw Ming

Employees and organisation are accountable for the development and recognition of human capital in an organisation and the interaction between both parties will reflect a delicate balance for the employee-employer relationship. Subsequently, reward system serves as a systematic practice to achieve positive outcomes or consequences. This study aimed to determine the moderating effect of reward in the relationship between work engagement and job performance. In this study, a quantitative methodology research design was adopted by collecting data through self-administered survey questionnaire distributed to the randomly chosen academic staff (N = 242) from all job groups (tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor, and professor) of a private higher education institution. Results of multiple regression analyses revealed that work engagement significantly predicted job performance as hypothesised by Hypothesis 1 (H1), and reward moderated the association between work engagement and job performance as hypothesised by Hypothesis 2 (H2). The results supported H1 and H2. Implications for human resource practice, limitation of current research and recommendations for future research are provided.

ACKNOWLEDGEMENT

I am deeply grateful to my supervisor Mr Gopalan a/l Raman, for his constant support and assistance for the duration of my dissertation. He has been a continual font of ideas, stimulating suggestions and encouragement helped me at all the time in this research and also in writing this dissertation. I have learnt a lot about all aspects of carrying out a research and in writing a dissertation. It is valuable to have his advices for the research as well as senior to the area.

I would like to take this opportunity to thank the respondents who have provided their supports and cooperation to me during the survey carried out for this research.

Last but not least, I would like to express my gratitude to all those who gave me the possibility to complete this dissertation.

LOI SAW MING

13ABM06800

APPROVAL SHEET

This thesis/dissertation entitled "**THE MODERATING EFFECT OF REWARD IN THE RELATIONSHIP BETWEEN WORK ENGAGEMENT AND JOB PERFORMANCE**" was prepared by LOI SAW MING and submitted as partial fulfillment of the requirements for the degree of Master of Business Administration (Corporate Management) at Universiti Tunku Abdul Rahman.

Approved by:

(Mr Gopalan a/l Raman)
Lecturer/Supervisor
Department of Business
Faculty of Business and Finance
Universiti Tunku Abdul Rahman

Date: 07 December 2015

FACULTY OF BUSINESS AND FINANCE

UNIVERSITI TUNKU ABDUL RAHMAN

Date: 07 December 2015

SUBMISSION OF DISSERTATION

It is hereby certified that *Loi Saw Ming* (ID No: *13ABM06800*) has completed this dissertation entitled “*The Moderating Effect of Reward in the Relationship between Work Engagement and Job Performance*” under the supervision of Mr Gopalan a/l Raman (Supervisor) from the Department of Business, Faculty of Business and Finance, and Cik Farhana Hanim Binti Mohsin (Co-Supervisor) from the Department of Finance, Faculty of Business and Finance.

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,

(Loi Saw Ming)

DECLARATION

I Loi Saw Ming 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.

(LOI SAW MING)

Date: 07 December 2015

TABLE OF CONTENTS

	Page
ABSTRACT	ii
ACKNOWLEDGEMENT	iii
APPROVAL SHEET	iv
SUBMISSION SHEET	v
DECLARATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ABBREVIATIONS	xi
CHAPTER	
1.0 INTRODUCTION	1
1.1 Introduction	1
1.2 Research Background	1
1.3 Problem Statement	4
1.4 Research Objectives	5
1.4.1 General Objective	5
1.4.2 Specific Objectives	6
1.5 Research Questions	6
1.6 Hypotheses of Study	7
1.7 Significance of the Study	7
1.8 Chapter Layout	8
2.0 LITERATURE REVIEW	9
2.1 Introduction	9
2.2 Review of Literature	10
2.2.1 Work Engagement	10
2.2.2 Reward	14
2.2.3 Job Performance	19
2.3 Review of Relevant Theoretical Models	24
2.3.1 The Relationship between Work Engagement and Job Performance	24
2.3.2 The Moderating Effect of Reward in the Relationship between Work Engagement and Job Performance	26
2.4 Proposed Conceptual Framework	32
2.5 Chapter Summary	37
3.0 RESEARCH METHODOLOGY	38
3.1 Introduction	38
3.2 Research Design	38
3.3 Data Collection Methods	40

3.4	Sampling Design	43
3.4.1	Target Population	43
3.4.2	Sample Size, Sampling Element, and Sampling Technique	43
3.5	Research Instrument	45
3.6	Questionnaire Construction	46
3.7	Data Analysis	50
3.7.1	Reliability Analysis	51
3.7.2	Descriptive Analysis	53
3.7.3	Inferential Analysis	54
3.8	Chapter Summary	55
4.0	RESULTS, INTERPRETATION, AND DISCUSSION	56
4.1	Introduction	56
4.2	Reliability Analysis	56
4.2.1	Pre-Test Reliability	56
4.2.2	Research Reliability	58
4.3	Descriptive Analysis	60
4.3.1	Characteristics of Respondents	60
4.3.2	Descriptive Statistics	65
4.4	Inferential Analysis	67
4.4.1	Bivariate Correlation	67
4.4.2	Linear Regression	71
4.4.3	Multicollinearity	75
4.4.4	Multiple Regression	77
4.5	Chapter Summary	79
5.0	CONCLUSION, IMPLICATION, LIMITATION, AND RECOMMENDATION	81
5.1	Introduction	81
5.2	Conclusion	81
5.3	Implications	85
5.4	Limitations of Current Research and Recommendations for Future Research	86
	REFERENCES	89
	APPENDICES	98
	Appendix 1: Survey Questionnaire	98
	Appendix 2: Details of each item for the three variables (work engagement, reward, and job performance)	104

LIST OF TABLES

Table		Page
3.1	Measures of Central Tendency and Dispersion by Level of Measurement	54
4.1	Variables Reliability Statistics	57
4.2	Overall Reliability Statistics	57
4.3	Variables Reliability Statistics	59
4.4	Overall Reliability Statistics	59
4.5	Profile of Respondents – Gender	60
4.6	Profile of Respondents – Age	61
4.7	Profile of Respondents – Years of Service	61
4.8	Profile of Respondents – Current Job Group	62
4.9	Profile of Respondents – Current Salary	63
4.10	Descriptive Statistics of Each Variable - (Work Engagement, Reward, and Job Performance)	65
4.11	Correlations of Study Variables with Demographic Control Variables	68
4.12	Correlations of Study Variables	70
4.13	Partial Correlation	76
4.14	Multiple Regression Analyses Predicting Interaction Effects of Work Engagement and Reward on Job Performance	77

LIST OF FIGURES

Figures		Page
2.1	Conceptual framework for the moderating effect of reward in the relationship between work engagement and job performance	36
4.1	Graph of Job Performance with Vigour (IV1)	72
4.2	Graph of Job Performance with Dedication (IV2)	72
4.3	Graph of Job Performance with Absorption (IV3)	72
4.4	Graph of Job Performance with Work Engagement (IV)	73
4.5	Graph of Job Performance with Reward (MV)	73

LIST OF ABBREVIATIONS

α	Cronbach's alpha
AB, IV3	Absorption
AU	Autonomy
B, β	Beta
DE, IV2	Dedication
DV	Dependent Variable; Job Performance
DV1	Task Performance
DV2	Contextual Performance
EM	Empowerment
ERB	Extra-role Behaviour
FB	Feedback
H1	Hypothesis 1
H2	Hypothesis 2
IRB	In-role Behaviour
IV	Independent Variable; Work Engagement
IV1-MV	Vigour x Reward
IV2-MV	Dedication x Reward
IV3-MV	Absorption x Reward
Max	Maximum
Min	Minimum
MV	Moderating Variable; Reward
N	Sample Size
P	Significance Value
r	Pearson Correlation Coefficient

R ²	R Square
RW	Rewards
SE	Standard Error
Sig.	Significance
SPSS	Statistical Package for Social Sciences
SS	Social Support
Std. Dev	Standard Deviation
SV	Skill Variety
<i>t</i>	t-test
TI	Task Identity
TS	Task Significance
UTAR	Universiti Tunku Abdul Rahman
UWES	Utrecht Work and Engagement
VI, IV1	Vigour

CHAPTER 1

INTRODUCTION

1.1 Introduction

In this chapter, it will outline the research background, problem statement, research objectives, research questions, hypotheses of the study, significance of the study, and chapter layout.

1.2 Research Background

Engagement in the workplace is a concept which has been observed globally across the organisations of various industries. The meaning of engagement would be varied in different contexts throughout both organisations and industries (Baron, 2012). However, the term work engagement is the most commonly used term to express engagement which found in the academic literatures (Banihani, Lewis, & Syed, 2013). In recent years, work engagement has received much attention as practitioners and academicians have claimed that it

has positive consequences for employee performances or outcomes as well as organisational success (Bakker & Demerouti, 2008; Guest, 2014; Saks, 2006). According to Guest (2014) that cited the work of Peccei has suggested that work engagement and task performance were strongly related to each other whereas on the other hand work engagement and contextual performance have a moderate relationship accordingly. On top of that, Christian, Garza, and Slaughter (2011) also supported that work engagement was significantly related to task performance and contextual performance. There has been much extent of interest in work engagement and a number of research works were done in this area in the academia. In addition, work engagement has gained its popularity in management field (Welbourne, 2007) and the term has emerged within the context of industries since 20 years ago as suggested by Kahn's study (as cited in Banihani et al., 2013).

Over the years, work engagement of an individual's job and the impact of its role in employee performance have been a primary focus in research (Saks, 2006). Furthermore, in this research it has also identified that perceived organisational support, job characteristics, perceived supervisor support, rewards and recognition, and procedural justice and distributive justice are the antecedents of work engagement. Besides that, it was also supported that job satisfaction, organisational commitment, intention to quit and organisational citizenship

behaviour are the consequences of work engagement. Whereas as according to Guest (2014), he suggested that value congruence, perceived organisational support and a positive core-evaluation are three significant antecedents to work engagement. However, as according to Peccei's analysis (as cited in Guest, 2014) suggested that there are other factors that strongly related with work engagement such as job variety, work-role fit and task significance. While according to Rothbard (2001) and Saks (2006) they have indicated that there is evidence demonstrating the level of one's engagement would very much depend on the role in question. Numerous research works have implied that work engagement practice has become important as there were research to justify the correlation of work engagement and employee performance and moreover various variables could contribute to the consequences of work engagement on employee performance. On the other hand, according to Belfield and Marsden's study (as cited in Waal & Jansen, 2013) with reference to the data of Workplace Employee Relations Survey in 1998 which was carried out in England has suggested there was evidence strongly proven the practice of performance related pay would enhance performance outcomes. While, Saks (2006) has suggested that human resource practices for instance like work arrangements flexibility, training programmes, and incentive compensation are crucial and of possible important in influencing individual to be engaged. Arising from all these studies, future research could attempt to focus on a broader range of predictors which contribute most to the importance of work engagement in particular roles. Therefore, a call to extend an investigation in determining the moderating effect of reward in the

relationship between work engagement and job performance is worth an exploration.

This study takes a step further to investigate the association of work engagement and job performance, and would reward moderate the relationship among the two variables. A private higher education institution was chosen as the subject of case study with the targeted population of approximately 630 academic staff from all job groups. The study adopted a quantitative methodology research design by collecting data through survey questionnaires which distributed to the randomly chosen academic staff from the sample size of 242 employees from all job groups comprising of tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor, and professor.

1.3 Problem Statement

Majority of employees wish to be seen, recognised, appreciated and valued while organisations have been striving their very best to operate in an environment that recognise and appreciate individuals who make up the team and organisation (Hall-Ellis, 2014). The research further explained employees and organisation are accountable for the development and recognition of human

capital in an organisation and the interaction between both parties will reflect a delicate balance for the employee-employer relationship. Subsequently, reward system serves as a systematic practice to achieve positive outcomes or consequences (Chebat, Babin, & Kollias, 2002). Current research only provided literatures on the consequences of work engagement to job performance and reward to job performance. However, the extent to which reward moderates the association of work engagement to job performance is not adequately established especially in the academia in Malaysia. This study is therefore aimed at determining the moderating effect of reward in the relationship between work engagement and job performance by focusing on a private higher education institution (Universiti Tunku Abdul Rahman – UTAR, Kampar campus).

1.4 Research Objectives

1.4.1 General Objective

In this study, the general objective is to determine the moderating effect of reward in the relationship between work engagement and job performance of the academic staff in UTAR, Kampar campus.

1.4.2 Specific Objectives

In this study, the specific objectives are as follows:

1. To justify the effect of work engagement on job performance of the academic staff in UTAR, Kampar campus.
2. To determine the moderating effect of reward in the relationship between work engagement and job performance of the academic staff in UTAR, Kampar campus.

1.5 Research Questions

The questions that guided this study are as follows:

1. Does work engagement have a significant effect on job performance of the academic staff in UTAR, Kampar campus?
2. What is the moderating effect of reward in the relationship between work engagement and job performance of the academic staff in UTAR, Kampar campus?

1.6 Hypotheses of Study

In this study, the hypotheses (H) developed are as follows:

H1: Work engagement significantly predicts job performance.

H2: Reward moderates the association between work engagement and job performance.

1.7 Significance of the Study

This study will provide insights into the better understanding of work engagement for UTAR in general and Kampar campus in particular and other stakeholders' in education sector. It can also be used by other organisations to design future reward system strategies for staff with the purpose to enhance the level or degree of work engagement in employee for preferable outcomes. Ultimately, this study is to ascertain the influence of work engagement to employee's job performance specifically academic staff in UTAR, Kampar campus and through the practice of compensation schemes would it increases the level of work engagement of the academic staff and subsequently enhances job performance. In addition, this study also forms a basis for subsequent research to explore other factors that could affect the job performance of the academic staff in UTAR, Kampar campus. Besides that, the study also provides a good platform for

employer to benchmark for better designed reward systems or mechanisms to improve on employee's job performance. It would also help the employer to come up with a more refined reward schemes to compensate the employee.

1.8 Chapter Layout

In this study, it is structured into five chapters. For Chapter 1, it is the introduction of the study by including the information for background of the research, problem statement, objectives of the research, research questions, hypotheses developed for the study, and significance of the study. While for Chapter 2, it comprises of the review of relevant literatures for the three variables namely work engagement, reward and job performance, theoretical models or underpinning theory and proposed theoretical or conceptual framework. As for Chapter 3, it is the discussion within which the research is conducted in terms of research design, methods for data collection, sampling design, research instrument, questionnaire construction, and methods of data analysis. Whereas for Chapter 4 would be the data analysis discussion to include reliability analysis, descriptive analysis such as characteristics of respondents as well as mean, and a range of inferential analysis. Finally, Chapter 5 comprises of conclusion, implications, limitations of current research and recommendations for future research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In this chapter, it involves a set of chronological review on the past research or studies which is also referred to as a secondary research that provides us the information to enhance our understanding of the three variables in this study; work engagement, reward, and job performance. The definitions and relationship among the three variables (independent, moderator, and dependent variables) also will be reviewed in this chapter. Furthermore, the chapter will cover the relevant theoretical models or underpinning theory and the proposed theoretical or conceptual framework related to the study. The review of related literatures will provide us with existing past studies as a basis to deal with the problem statement of this study.

2.2 Review of Literature

2.2.1 Work Engagement

A review of literatures revealed that the work by Kahn (1990) was one of the most significant research works of engagement where the groundwork for the theoretical development of employee engagement was suggested by him. According to the work by Kahn (1990), he defines employee engagement to comprise of three dimensions namely physical, cognitive, and emotional which is essential for work role performance in addition to psychologically present by an individual when he or she is occupying and performing an organisational role. In Kahn's study he has explained that for physical aspect of employee engagement it concerns with the willingness of individuals involving physical energies to go extra mile for employer in accomplishing their roles; the emotional aspect of employee engagement is referring to an individual who emotionally involved in his or her work where it justifies the attitudes of an individual either positive or negative toward the organisation he or she work in and also toward the leaders; and the cognitive aspect of employee engagement is focusing very hard while at work and it also concerns with the beliefs of employees toward the organisation, leaders of the organisation and working conditions. Rothbard (2001) work has gone even further to Kahn's study by indicating that engagement besides psychologically present it is also reflecting two components comprises of attention and absorption where attention is defined as the cognitive availability

and the amount of time that an individual spends on thinking about his or her role while absorption is referring to an individual who is engaged in a role and the degree of focus of an individual on the role.

While an alternative approach to engagement comes from the burnout literatures by Maslach and Leiter in 1997 and Maslach, Schaufeli and Leiter in 2001. As according to Maslach and Leiter's study in 1997 (as cited in Lee & Ok, 2015) and Maslach et al. (2001), engagement is defined as the opposite to three dimensions of burnout which are exhaustion, cynicism, and sense of inefficacy while the decrease of the level of engagement with the job is referred as burnout. The literatures have explained with low exhaustion and cynicism, and high efficacy it is actually representing three characteristics of work engagement to include energy, involvement, and efficacy. When energy turns into exhaustion, involvement turns into cynicism, and efficacy turns into ineffectiveness it represents burnout. Therefore, an engaged employee will be energetic and also will connect with work activities positively as well as he or she can cope well with the demands of the jobs.

On the other hand, Schaufeli, Salanova, González-Romá, and Bakker (2002) have defined engagement as a positive, fulfilling work related state of mind that is characterised by vigour, dedication and absorption. With reference to that research, it explains vigour is the high level of energy and suppleness of mental while working of which it explains the willingness of an individual to invest his or her effort in work and the persistence of him or her when facing difficulties, while dedication is the level of involvement in work and experiences to involve sense of inspiration, pride, enthusiasm, significance and challenge, and finally absorption is referring to the strong concentration or focus in one's work where an individual feels that time appears to pass speedily and he or she finds it is getting more difficult to detach himself or herself from the work.

All of these reviewed literatures have provided the meaning that engaged employee work hard as they show enthusiasm or passion to their work, and they are committed strongly in their work activities (Bakker & Demerouti, 2008) and subsequently an ideal worker is one that engaged and has positive emotions as well as willing to go extra mile in helping organisation to improve performance (Banihani, Lewis, & Syed, 2013). The meaning of engagement would be varied in different contexts throughout both organisations and industries (Baron, 2012) however the term work engagement is the most commonly used term to express engagement which found in the academic literatures (Banihani et al., 2013).

In this study, the work by Schaufeli et al. (2002) has been adopted in determining level of work engagement with reference made to the work of Schaufeli et al. who defines engagement as a positive, fulfilling work related state of mind that is characterised by vigour, dedication and absorption of which it indicates the level or degree of engagement of an individual to willingly invest in one's work. The work by Schaufeli et al. which suggested engagement as the level or degree of engagement one's is willing to devote in his or her work had indicated a different approach as comparing to Kahn (1990), Maslach and Leiter (1997), Maslach et al. (2001) and Rothbard (2001) which are just indicated the psychological conditions for engagement without explaining the respond of individuals with varying degree of engagement (Kular, Gatenby, Rees, Soane & Truss, 2008). According to the work by Schaufeli et al. (2002), it is understood work engagement refers to what an individual do or will do to accomplish their job or task. As according to Motowidlo (2003), he defined what individuals do as behaviour. Therefore, in this research work engagement is referring to behaviour of individuals towards their job or task. In other words, work engagement generally reflects positive behaviour in employee towards their job and the person is enthusiast or passionate in performing his or her work (Farndale, Beijer, Van Veldhoven, Kelliher, & Hope-Hailey, 2014).

2.2.2 Reward

Mottaz (1985) has defined work rewards are viewed as the results or outcomes of individual's interaction with the task itself, fellow workers, and organisation. Mottaz (1985) has referred to the work of Katz and Van Maanen published in 1977 where the study explained that Katz and Van Maanen have identified three dimensions of work rewards are task, social, and organisational rewards of which each of these three dimensions was related to some degree of the satisfaction of work. Katz and Van Maanen (1977) indicated task dimension is the intrinsic rewards that derived from the content of the task itself and the dimension includes factors like interesting and challenging work, self-direction and responsibility, variety, creativity, opportunities to use one's skills and abilities, and sufficient feedback regarding the effectiveness of one's efforts, while social dimension is the extrinsic rewards that based on the interaction among colleagues pertaining to the job matter or the interpersonal relationships where related criteria to involve friendliness, helpful, and supportive co-workers and supervisors, and finally organisational dimension is the extrinsic or tangible rewards offered by organisation which are to include pay, promotions, fringe benefits, and security to motivate task performance.

Mottaz further viewed the task dimension from the works of Hackman and Lawler (1971), and Hackman and Oldham (1975, 1979). In task dimension, there are five task characteristics as discussed by the authors which are skill variety, task identity, task significance, autonomy, and feedback and all these five characteristics are identified to be independent conceptually and Hackman and Oldham (1975) had further identified the definitions of these five characteristics. Firstly, skill variety is the degree or level of various skills requires by a job which means that different skills and talents are needed in the employee when carrying out work. Secondly, task identity is the degree or level where one could complete the whole job assigned to him or her from the beginning till the end with a visible outcome. Thirdly, task significance is the degree of significance effect of a job to others work. Fourthly, autonomy refers to the degree of considerable freedom, independence, and discretion of a job where the employee has in scheduling his or her work and in making decision for the procedures to be used while carrying out the work. Finally, feedback refers to the comments an employee receives from his or her superiors or colleagues on the job performance. The results of Hackman and others research indicated the five task rewards and work attitudes were significantly associated.

Whereas as according to Herzberg's study (as cited in Govindarajulu & Daily, 2004), it proposed that work rewards represent extrinsic and intrinsic

compensations received by employees for the jobs performed and Amabile (1996) indicated that extrinsic and intrinsic rewards are given by organisations to motivate employees extrinsically and intrinsically in achieving goals or rewarding employees for accomplishing organisational goals or objectives. While the work of Goodale, Koerner, and Roney published in 1997 (as cited in Ong & Teh, 2012) has indicated that reward is considered to extrinsically and intrinsically motivate and improve the behaviour of employee in an organisation. On the other hand, Lawler (1999) suggested that the role of reward is as a key management tool used within organisations in contributing to the effectiveness of an organisation by affecting employees' behaviour such as skills, motivation, satisfaction, and contribution to the goals of the organisation and subsequently to influence the perceptions and beliefs of employees on the perspective of the company, believes in, and values. Reward is therefore referred as the compensation by an organisation or the return from employer that the employee receives for the work done in an exchange for his or her service (Zhou, Qian, Henan, & Lei, 2009) and reward is also described as the compensation scheme to a person or group of people in the form of monetary (extrinsic) and non-monetary (intrinsic) for a work well done or exceeding the initially established expectation (Ballentine, McKenzie, Wysocki, & Kepner, 2009; Douglas, 2012).

O'Driscoll and Randall (1999) have argued on the importance to differentiate intrinsic and extrinsic rewards when he referred to the work of Lincoln and Kalleberg published in 1990 which indicated rewards of an organisation may significantly influence the employees' attitudes subsequently their job and employer's business. Lincoln and Kalleberg have defined intrinsic rewards as variety, challenge, and autonomy that to derive from the job itself while extrinsic rewards are comprising of elements such as pay and fringe benefits, promotion or development opportunities in the organisation, the social climate, and physical working conditions. In addition, extrinsic rewards or monetary rewards as referred to Beardwell and Holden's work published in 1994 are rewarded to employees by those having authority to evaluate subordinates' performance (as cited in Ong & Teh, 2012). Harpaz (1990) has suggested intrinsic rewards are as important as the extrinsic rewards in order to motivate employees to perform better and Wexley and Yuki's work published in 1997 (as cited in Ong & Teh, 2012) has mentioned that intrinsic motivation by organisation is a practice to satisfy the employee's growth in terms of achievement, capabilities, and self-improvement. The higher the competencies need and one's feelings to control over the performance of job the better it would provide intrinsic motivation to employees as argued by Lopez's work in 1991 (as cited in Ong & Teh, 2012). Thomas and Velthouse (1990) indicated that the four intrinsic rewards which are meaningfulness, choice, progress, and competence are supported by intrinsic motivation and with reference to Thomas and Tymon's work published in 1994 (as cited in Tymon Jr., Stumpf, & Doh, 2010) it is noted that the four components

would support empowerment. In the past, empowerment was defined as the giving of power or delegation of power from higher levels to lower levels employee to act in the interest of organisation such as in decision making and it is also to increase the accessibility of employee at lower levels to information and resources as referring to Blau and Alba's work in 1982, Bowen and Lawler's work in 1992, Mainiero's work in 1986, and Neilsen's work in 1986 (as cited in Spreitzer, 1995). However, as discussed earlier Thomas and Velthouse (1990) have defined empowerment more broadly with referring empowerment as the increased intrinsic motivation to include four intrinsic rewards (meaningfulness, choice, progress, and competence) in reflecting the orientation towards work role by an individual and Thomas and Tymon's work has further concluded these four components into intrinsic rewards which will support a sense of empowerment. When there is a focus on intrinsic rewards it represents the work is intrinsically rewarding which contribute to the growth and fulfilment of employee (Tymon Jr. et al., 2010).

From the literatures reviewed, it is understandable that there are two types or forms of reward which are intrinsic and extrinsic rewards and the rewards are affecting employees' behaviour towards their job performance. Since reward will extrinsically and intrinsically influence and motivate the behaviour of employee and subsequently their job performance, therefore, in this study the conceptual

work of Katz and Van Maanen (1977) for task dimension (intrinsic reward), and social and organisational dimension (extrinsic reward) was adopted to further explore on the significance of relationship between employees' behaviour in terms of work engagement and job performance as moderated by reward. The adoption of task dimension was also further referred to the conceptual work of Hackman and Lawler in 1971, and Hackman and Oldham in 1975 and 1979 which indicated the task rewards as skill variety, task identity, task significance, autonomy, and feedback and the study has explained task rewards and work attitudes are significantly associated. While the conceptual work of Thomas and Tymon in 1994 was also adopted to measure one of the intrinsic rewards which is empowerment where these two authors concluded the work of Thomas and Velthouse (1990) that indicated four of the intrinsic rewards (meaningfulness, choice, progress, and competence) will support empowerment. When there is a focus on intrinsic rewards represented the work was intrinsically rewarding which contributed to the growth and fulfilment of employee (Tymon Jr. et al., 2010).

2.2.3 Job Performance

The earlier definition of job performance by Campbell published in 1990 (as cited in Motowidlo, 2003; Luo, Shi, Li, & Miao, 2008) was defined as the actions or behaviours related to the goals of organisation and structure of job performance is described into eight behavioural dimensions which are task

proficiency of a specific job, task proficiency of non-job-specific, written and oral communication, demonstrating effort, maintaining personal discipline, facilitating peer and team performance, supervision, and management or administration. Task proficiency of a specific job refers to how well a person performs the core substantive or technical tasks that central to a job and the ability of a person to differentiate between jobs. Task proficiency of non-job-specific is referred to tasks that are not specific to a particular job, however is required by most or all jobs or of all members in an organisation. Written and oral communication reflects the proficiency of a person on writing or speaking to an audience of any size. Demonstrating effort captures the commitment of a person to job tasks and the consistency and intensity or passion of the individuals to complete the task. Maintaining personal discipline is a degree of a person to avoid negative behaviours for example alcohol abuse, rule breaking, and absenteeism at work. Facilitating peer and team performance is the ability of a person to support, help, and develop peers and the team to be effective. Supervision is the ability of a person to influence subordinates through direct interaction. Finally, management or administration includes the ability of a person to perform other nonsupervisory functions of management like setting organisational goals, organising people and resources, monitoring progress, controlling expenses, and finding additional resources. The definition of job performance by Campbell's model was according to the expected values of all the behaviours for each category an individual does over a standard period of time (Motowidlo, 2003).

While as according to Borman and Motowidlo's study published in 1993 (as cited in Motowidlo, 2003; Van Scotter & Motowidlo, 1996; Viswesvaran & Ones, 2000), the study described job performance comprises of task or in-role and contextual or extra-role performance. Task performance explains as the focus on performing role-prescribed activities that require by formal job descriptions. While for contextual performance it refers to the helping and productive behaviours that contribute to the effectiveness of the organisation through psychological, social, and organisational context of work and the elements include behaviours such as the continuous extra effort to successfully complete own task activities, volunteering to perform task activities that are not formally part of a person own job, helping and cooperating with others, abiding to rules and procedures of organisation, and endorsing, supporting and defending the objectives of organisation.

On the hand, as according to Motowidlo and Van Scotter's study published in 1994 (as cited in Demerouti & Cropanzano, 2010), job performance was defined as the formally required outcomes and behaviours which directly serve the goals of the organisation and this kind of performance is categorised as in-role performance. However, it was insufficient to emphasise the whole range of human performance at work. Demerouti and Cropanzano (2010) further explained

Morrison's study and Frese and Fay's study published in 1994 and 2001 respectively where every employee should also display extra-role behaviours which is defined as the contextual performance that includes organisational citizenship behaviour (OCB) and also the aspects of proactive behaviour or personal initiative.

As for Roe (1999) he defined job performance with two approaches which are the process or outcome of performance or both. Process approach refers to particular behaviours of a person to achieve job related performance while outcome approach refers to performance with respect to the products or services produced and these are consistent with the overall strategic goals of the organisation. While Viswesvaran and Ones (2000) defined job performance as behaviours and outcomes that the employee undertakes and subsequently contributing to organisational goals. On the other hand, Motowidlo (2003) introduced a more recent definition of job performance where the author refers it as the expected value of organisation towards different behaviours of an individual over a period of time as stipulated.

Job performance therefore is generally the outcomes or consequences achieved by an individual of which is considered as the accomplishments or achievements made at work (Anitha, 2014). The research has further explained that job performance could be in the form of financial or non-financial outcome of the employee and the consequences of this outcome would directly affect organisational performance and its success. Besides that, performance as defined is also the consequences of behaviours by employee or actions at work that directly control by the individual which hence will contribute to the organisational goals (Dunlop & Lee, 2004). For this reason over the past two decade discussions on the performance measurement and management methods together with its outcomes were stressed on and arising from this the initiatives concern on employee's development for example strategic quality management and alignment to human resource practices are planned with the intention to improve performance (Rowland & Hall, 2014). As such, it is critical to ensure that employees are having fun at work as good mood will in turn result the employees to be more likely engaged in their work and eventually exhibited greater creative performance (Fluegge-Woolf, 2014).

From the literatures we have an idea that job performance is the outcomes or consequences of behaviours or fulfilment of tasks by necessary behaviours associated to performing job-related matters that are required by the formal job

description or even sometimes informally. Behaviour is referring to what individuals do and performance refers to what people do in achieving the organisational expected value (Motowidlo, 2003). When individual performs tasks as required by the formal job description it refers to as task or in-role performance that is recognised by formal work reward. Whereas a person displays extra-role behaviours such as proactive behaviour or personal initiative when performing an extra jobs or tasks not required by the formal job description is referring to as extra-role or contextual performance which include organisational citizenship behaviour. In this study, the definition of job performance refers to task or in-role performance such as in-role behaviour while extra-role performance or contextual performance is extra-role behaviour to include aspect like organisational citizenship behaviour which was adopted from works by Borman and Motowidlo published in 1993, Motowidlo and Van Scotter published in 1994, Morrison published in 1994, and Frese and Fay published in 2001 for further analysis.

2.3 Review of Relevant Theoretical Models

2.3.1 The Relationship between Work Engagement and Job Performance

Work engagement is related to attitudes, intentions, and behaviours of employees, and it is believed that employees with high engagement in work will

probably possess a good relationship with their employer which leads to a more optimistic attitudes, passionate intentions, and positive behaviours of the employees (Saks, 2006). When employee has a positive behaviour and is passionate in performing his or her work it is said that the person has a high level of work engagement and it therefore will help the employees to learn better, to be more innovative, and eventually enhancing performance of jobs (Chughtai & Buckley, 2011). According to Christian, Garza, and Slaughter (2011) study it supported work engagement to be related significantly to task performance and contextual performance. While Guest (2014) when referred to the work of Peccei has suggested work engagement and task performance are greatly related to each other while work engagement and contextual performance has a moderate relationship on the other hand. Also, Bakker, Demerouti, and Verbeke (2004) had proved engaged employees would be highly rated by their colleagues on their performance either in-role or extra-role and this indicated engaged employees are performing beyond expectations and are willing to put extra effort in work. Moreover, in the recent study by Xanthopoulou, Bakker, Demerouti, and Schaufeli (2009) on employees in Greek who were working in fast-food restaurants had clearly indicated employees with high work engagement performed better routinely. The study explained that employees with higher level of daily work engagement will have higher objective of financial returns. Also, it has proven that high level of work engagement would produce satisfactory employee performance (Anitha, 2014). Besides that, employee with high work engagement has become crucial and it is a key source of competitive advantage

for organisations (Shuck, Rocco, & Albornoz, 2011). Work engagement has come into use in UK since 2008 and the MacLeod Report published in 2009 has strongly supported the potential of work engagement to improve country productivity and competitiveness (Guest, 2014). From the reviewed literatures, it clearly showed that work engagement will promote positive attitudes, intentions, and behaviours of employees. When employees are engaged they are willing to work harder at work toward achieving organisational goals. Therefore, high work engagement of employees will enhance the job performance of employees accordingly. Referring to the aforementioned literatures, therefore, the following relationship can be predicted:

H1: Work engagement significantly predicts job performance.

2.3.2 The Moderating Effect of Reward in the Relationship between Work Engagement and Job Performance

The concept of work engagement has become one of the important factors in measuring the effect of human capital in organisations with the integration of human resource in terms of job satisfaction of employee, commitment, motivation, involvement, psychological contract, job design and total rewards (McBain, 2007). An appropriate reward is important in motivating employees for work engagement in addition to meaningful work and employee will feel

appreciative and hence will be more engaged in work when reward is in place (Saks, 2006). Maister, Guthrie, and Lawler et al.'s studies suggested that reward system that paid out a fair compensation would positively influence employee attitudes and the practice of incentive such as rewarding employees with stock was used in businesses in New Zealand for high-involvement or work engagement practice while Fortune 1,000 corporations have their reward systems planned in a way that supported employees to strengthen their competencies and decision making responsibility (as cited in Waal & Jansen, 2013). When employees viewed outcomes as fair in which rewards are commensurate or matching with contributions, it hence motivates employees' behaviour positively to show greater commitment and exerting task performance effort (Jackson, Rossi, Hoover, & Johnson, 2012). Moreover, the literature has also explained that when rewards were matching with contributions, it would motivate organisational citizenship behaviour of which was considered as more affective in nature as compare to task performance. Therefore, reward is found to be a form of mechanism to motivate individual in practising behaviours that support goals of organisation and job performance requirements (Hall-Ellis, 2014; Waal & Jansen, 2013).

The path-goal theory has suggested rewarding performance of employee through specifying clear paths toward attaining goals and at the same time helping

them to remove obstacles of job performance is beneficial for employees and by frequently rewarding high performers could motivate for more effort to put in work to improve job performance and consequently the recognition provided would motivate them to work harder in attaining their goals (Jackson et al., 2012). The study also further explained that organisational rewards are an important incentive for enhancing high job performance from individual. Relevant reward practices as a strategic resource tools would enable organisations to recognise their employees' great potential (Cacioppe, 1999). The more the employee believes he or she is fairly paid, the better he or she will be engaged to the jobs and will go beyond the routine expectations to achieve better job performance (Chebat et al., 2002). The reward mechanisms practised by DHL, Victoria Wine and Asda supermarket chain have integrated reward into performance management and to the business strategy as well as the practice has specifically assisted Asda to the road of recovery from its business downturn with the implementation of a comprehensive reward scheme designed to motivate the workforce (Macaulay & Cook, 2001). Besides that, reward of which the design of the system has included pay for performance for individual, rewards for the development of employees and rewarding the performance of small teams, division or organisation will also facilitate purposes like control of labour cost, compliance to legal matter, perceived fairness towards employees, and the enhancement of job performance of employees for high productivity (Kerrin & Oliver, 2002). In addition, when there was a focus on intrinsic rewards it

represented the work was intrinsically rewarding and it would also eventually contribute to the growth and fulfilment of employee (Tymon Jr. et al., 2010).

In this study, the theory of planned behaviour was a proposed theoretical framework to be related to proposed model of the moderating effect of reward in the relationship between work engagement and job performance. The theory was used as the conceptual framework for the study of human behaviour (Ajzen, 1991, 2002). According to Ajzen (1991; 2002), he explained the theory suggests attitude toward the behaviour, subjective norm, and perceived behavioural control are the three independent determinants of intention that are necessary to perform the behaviour under consideration. Attitude toward the behaviour is where a person has a favourable or unfavourable evaluation of the behaviour in question, while subjective norm which is a social factor or perceived social pressure on whether to perform the behaviour, and finally perceived behaviour control is the perceived ease or difficulty of performing the behaviour which is expected to reflect past experience as well as anticipated weaknesses and obstacles. In addition, this theory further suggests there are three relevant beliefs guided the human behaviour and these three beliefs are behavioural beliefs, normative beliefs, and control beliefs. Behavioural beliefs describe the consequences or other aspects of the behaviour, normative beliefs describe the normative expectations of other people, and control beliefs describe the presence of factors that may enhance or

hinder performance of the behaviour (Ajzen, 2002). In brief, behavioural beliefs create a favourable or unfavourable attitude toward the behaviour, normative beliefs give rise to perceived social pressure or subjective norm, and control beliefs lead to perceived behavioural control which is the perceived ease or difficulty of performing the behaviour. Ajzen (1991) also indicated the theory states that intention is assumed to capture the motivational factors such as how far a person is willing to try and how much effort a person is employing in order to perform the behaviour, and non-motivational factors such as availability of essential opportunities and resources (e.g.: time, money, skills, cooperation of others) that influence behaviour. All these factors represent the actual control of a person over the behaviour. The theory also suggests to predicting intention and behaviour (Ajzen, 1991; Armitage & Conner, 2001).

In the theory of planned behaviour, the definition of motivational factor such as how far the willingness of a person to try and the effort a person is employing in order to perform the behaviour is associated with the work of Schaufeli et al. that defines work engagement as a positive, fulfilling work related state of mind characterised by vigour, dedication and absorption which relates to the level or degree of engagement that one is willing to put in his or her work. While the non-motivational factor such as availability of essential opportunities and resources that influence behaviour is associated with the work of Katz and

Van Maanen (1977) which identified three dimensions of rewards for work which are task, social, and organisational rewards were related to job satisfaction with the adoption of task dimension to follow the extension from Hackman and Lawler in 1971, and Hackman and Oldham in 1975 and 1979 which indicated task rewards to include skill variety, task identity, task significance, autonomy, and feedback are strongly related to work attitudes. Ajzen and Fishbein (2005) have concluded that there is a strong relation between attitude and behaviour where attitudes are important determinants of behaviour. Moreover, Thomas and Tymon's work that measure empowerment as one of the intrinsic rewards where it is suggested that the intrinsically rewarding work will contribute to the growth and fulfilment of employee (Tymon Jr. et al., 2010) is also in line with the non-motivational factor of the theory of planned behaviour. When opportunities and required resources are available to a person, and he or she has the intention to perform the behaviour then the person will be succeed in doing so (Ajzen, 1991). Therefore, intention is expected to influence performance. This means when a person possesses the intention to perform the behaviour and is motivated to try it will hence lead to the increase of performance.

In general, the theory of planned behaviour states that the stronger the intention to engage in a behaviour, the better will be the performance (Ajzen, 1991). This is in line with the works from two authors where it is claimed work

engagement and attitudes, intentions, and behaviours of employees are related, and it is believed employee that is highly engaged will possess good relationship with employer which leads to a more optimistic attitudes, passionate intentions, and positive behaviours of the employees (Saks, 2006) and it is evident that high level of work engagement will produce satisfactory employee performance (Anitha, 2014). Referring to the aforementioned literatures, therefore, the following relationship can be predicted:

H2: Reward moderates the association between work engagement and job performance.

2.4 Proposed Conceptual Framework

In this study, the proposed conceptual framework or model was the moderating effect of reward in the relationship between work engagement and job performance. The original scholars work was reviewed to describe each study within its own theoretical tradition. This approach was aimed to enhance the understanding of the available evidence within its original context and also to provide the opportunity to view the differences between the various conceptual approaches that led to the proposed conceptual framework in this study.

For work engagement it was adopted from the work of Schaufeli et al. (2002) that defines work engagement as a positive, fulfilling work related state of mind characterised by vigour, dedication and absorption in determining the level or degree of engagement that individuals are willing to put in his or her work. Therefore, work engagement in this study is referring to the behaviour of individuals towards their job or task. As for reward, it was referred to Katz and Van Maanen (1977) who identified three dimensions of work rewards namely task, social, and organisational rewards which are related to work satisfaction to some degree with the adoption of task dimension to follow the extension from Hackman and Lawler in 1971, and Hackman and Oldham in 1975 and 1979 which indicated task rewards to include skill variety, task identity, task significance, autonomy, and feedback are strongly related to work attitudes. Ajzen and Fishbein (2005) have concluded that there is a strong relation between attitude and behaviour where attitudes are important determinants of behaviour. In addition, Thomas and Tymon's work that measure empowerment as one of the intrinsic rewards where it is suggested that the intrinsically rewarding work will contribute to the growth and fulfilment of employee (Tymon Jr. et al., 2010) was also adopted to design the reward framework. While, for job performance that defines as task or in-role performance such as in-role behaviour where individual performs tasks as required by the formal job description recognised by formal work reward, and contextual or extra-role performance such as extra-role behaviour to include aspect like organisational citizenship behaviour where

individual has the proactive behaviour to perform an extra jobs or tasks not required by the formal job description was adopted from the work of Borman and Motowidlo published in 1993, Motowidlo and Van Scotter published in 1994, Morrison published in 1994, and Frese and Fay published in 2001. In this context, job performance represents the outcomes or consequences of behaviours or the fulfilment of tasks by necessary behaviours associated to performing job-related matters that are required by the formal and informal job description.

The adoption of the underlying theoretical framework which is the theory of planned behaviour suggests that when opportunities and required resources are available to a person, and he or she has the intention to perform the behaviour then the person will be succeed in doing so and the stronger the intention to engage in a behaviour, the better will be the performance (Ajzen, 1991). This is in line with the work from two authors where it is claimed work engagement and attitudes, intentions, and behaviours of employees are related, and it is believed that a highly engaged employee will possess a good relationship with employer which leads to a more pessimistic attitudes, passionate intentions, and positive behaviours of employees (Saks, 2006) and a highly engaged employee will produce satisfactory job performance (Anitha, 2014). The work of Bakker, Demerouti, and Verbeke (2004) explained of the example where engaged employees would be highly rated by their colleagues on their performance either

in-role or extra-role and this indicated engaged employees are performing beyond expectations and are willing to put extra effort in work. Besides that, rewarding performance of employee through specifying clear paths toward attaining goals and at the same time helping them to remove obstacles of job performance is beneficial for employees and by frequently rewarding high performers could motivate for more effort to put in work to improve job performance and consequently the recognition provided would motivate them to work harder in attaining their goals (Jackson et al., 2012). An appropriate reward is important in motivating employees for work engagement in addition to meaningful work and employee will feel appreciative and hence will be more engaged in work when reward is in place (Saks, 2006). The past studies discussed present a brief review that signify work engagement would lead to better job performance as engaged employees are willing to put in extra efforts in achieving job goals, and by rewarding employee with good job performance will motivate employees to engage in work for attaining job goals that eventually will be beneficial in enhancing job performance.

As this study is to determine the moderating effect of reward in the relationship between work engagement and job performance of the academic staff in UTAR, Kampar campus, the variables are identified accordingly. Work engagement comprises of vigour, dedication and absorption is identified as the

independent variable (IV), reward measures by intrinsic and extrinsic rewards is the moderating variable or moderator (MV), while job performance defines by task or in-role performance and contextual or extra-role performance is identified as the dependent variable (DV). The framework of the proposed conceptual model is shown in Figure 2.1.

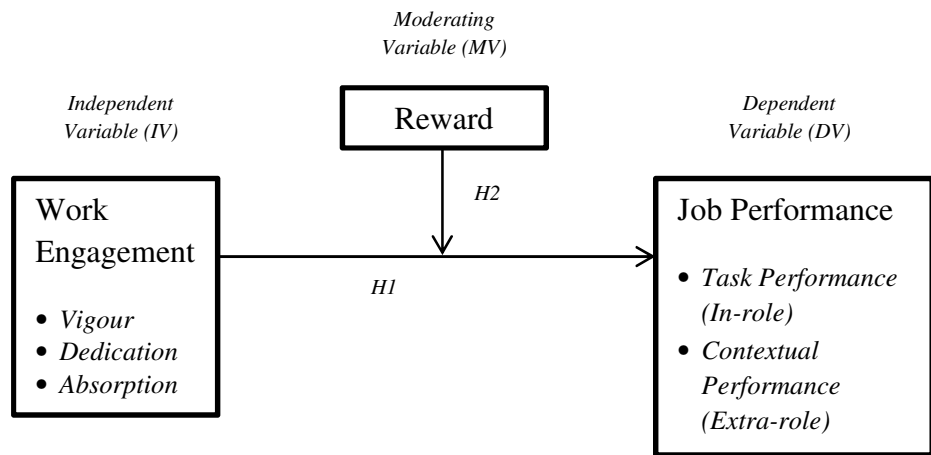


Figure 2.1: Conceptual framework for the moderating effect of reward in the relationship between work engagement and job performance

From the review of the relevant theoretical models, it has shown that work engagement and reward have its effects on job performance. Both variables are independently contributing to job performance but through a different means. Due to the increasing important of determinants of job performance in today’s context, it has become significant for organisation or academician to find out the association among work engagement and job performance and how will reward moderates the association among work engagement and job performance. The

implementation of appropriate reward and its moderating effects on work engagement to job performance will be a relation in question. Two hypotheses (H) were developed in this Chapter 2 to find out the relationship in question.

2.5 Chapter Summary

In this chapter, it provides a review of past studies that had been conducted by various researchers and the definition of each variables involved in this research namely work engagement, reward and job performance. Review of the theoretical or underpinning models or theories is critically discussed as to have a view of the relationship between the three variables and hence to come out with the proposed conceptual or theoretical framework of the study. The following chapter will be discussing on the framework within which the research is carried out based on the input and review in Chapter 2.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the framework within which the research was carried out in terms of research design, data collection methods, sampling design, research instrument, questionnaire construction, and methods of data analysis.

3.2 Research Design

The design of a research is basically determined by the purpose of the research. If a research is aimed at single time description and to determine the relationships between variables hence a cross sectional survey design could be used (Miller & Whicker, 1999, p. 244). In addition, Berger, Mamdani, Atkins, and Johnson, 2009 have also indicated that the cross-sectional survey examines the snapshot of constructs at a single point in time and describes the data available in that snapshot with the attempt to make correlations between variables available in

the dataset. This study has used a cross-sectional survey design by adopting a quantitative methodology to ascertain the case study for the moderating effect of reward in the relationship between work engagement and job performance of academic staff academic staff from all job groups comprised of tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor, and professor in UTAR, Kampar campus. The cross-sectional survey research design was chosen for this study as data would be collected at a single point in time (one week) in an attempt to determine the relationships between suggested variables. Moreover, cross-sectional survey research design was chosen for its appropriateness in obtaining data for study and it is also the simplest and cost effective method as compared to longitudinal case study.

Research or case study could be cross-sectional in which it is consequently highly descriptive in nature, or it could be longitudinal in which they will follow some particular aspect of the public administration across time (Miller & Whicker, 1999, p. 170). According to Yin's study published in 1984 (as cited in Zainal, 2007) it suggested that cross-sectional research can be exploratory, descriptive or explanatory while Babbie (2012) mentioned that these three types of research design will serve for different purposes. In this research or case study, a descriptive research was adopted to investigate the hypotheses developed for the study. Descriptive research is pre-planned and structured in design so that the

information collected can be statistically suggested a population and it also better describes an opinion, attitude, or behaviour held by a group of people on a given subject (Penwarden, 2014). The purpose of descriptive research is to generate from the sample a profile of characteristics (Rowley, 2014). Moreover, it also a useful survey method for investigating attitudes, opinions, demographic information, conditions and procedures, of which the descriptive data is usually collected through questionnaire, interview or observation (Miller & Whicker, 1999, p. 241). Therefore, this study has adopted the descriptive research in order to generate a profile of characteristics such as the behaviour (work engagement) held by the sample comprised of academic staff in UTAR, Kampar campus at a single point in time and also to determine the significance of the hypotheses developed for the study. Also, the relationships between variables (work engagement, reward, and job performance) are determined accordingly.

3.3 Data Collection Methods

There are two types of data which include primary data and secondary data. In this study, data was mainly gathered from primary sources for further analyses as well as to answer the hypotheses and to describe the research questions. Primary data which is the information obtained first hand on the variables in interest and in this study the variables are work engagement, reward and job performance where data was collected using self-administered

questionnaires to obtain information from the respondents comprised of academic staff from all job groups comprised of tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor, and professor in UTAR, Kampar campus.

For the types of questions, it could be classified into open-ended or closed-ended questions where for open-ended questions or could be referred to as free response questions require the respondent to phrase their own replies rather than trying to fit their answers into the provided choices while the close-ended questions require respondent to select one or more (if applicable) answer from the given alternatives and it is also referred to as fixed response or fixed alternative (Synodinos, 2003). In this study, closed-ended questions were chosen for the questionnaire design. The closed-ended questions were designed based on the objectives of this study with the purpose to provide an in depth information for the study and the closed questions were also intended to help respondents to make quick decision by providing them with alternatives and clear instructions to response.

In this study, the questionnaires were designed with five-point Likert scale with response anchors ranging from “strongly agree” to “strongly disagree” where respondents were required to indicate their level of agreement or disagreement with the statement. Likert-type scales were used in most of the research with the response options ranging from 3 points to 10 points with 49% of the studies reported the use of 5-point response while 40% used 7-point response scale (Hinkin, 1995). From this evidence, it revealed that 5-point Likert scale was widely adopted in studies and it gained more popularity among researchers. Hence, in this study 5-point Likert scale was chosen for measurement.

The questionnaires were then distributed in person (face-to-face by hand) and by sending the survey questionnaire through e-mail to the respondents of various faculties in UTAR, Kampar campus, in one week time. The questionnaires were distributed in person in order to achieve a high response rate to support the study. The collection of the completed survey questionnaires from the respondents was carried out in two days from the day of dissemination. Besides that, the survey questionnaire was also sent through e-mail to the respondents who were not able to participate in answering the questionnaires distributed in person to them.

3.4 Sampling Design

3.4.1 Target Population

According to Agyedu, Donkor and Obeng's study published in 2010 (as cited in Freda, 2014) it suggested that population of a study refers to a complete set of individuals (subjects), objects or events that have common or mutual observable characteristics in which researcher is interested and the population must be clearly defined and identified as it constitutes the target of a study. The target population for this study was the academic staff from all job groups in UTAR, Kampar campus which comprised of tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor, and professor. The targeted population on a whole was approximately 630 staff. This population was chosen because it was assumed that academic staff from all job groups is important in representing the university to contribute fairly to the subject and the research variables under investigation.

3.4.2 Sample Size, Sampling Element, and Sampling Technique

In this study, the targeted population on a whole was approximately 630 academic staff from all job groups comprised of tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor, and professor in UTAR,

Kampar campus. Simple random sampling was employed in selecting 242 out of total of 630 academic staff for conducting the survey. As according to Krejcie and Morgan's study published in 1970 (as cited in Hill, 1998), in indicated that the acceptable sample size of a population of 600 is 234 or 39% while 650 is 242 or 37%. Therefore, the sample size of 242 academic staff was drawn or chosen as this number or 38% was adequate to represent the population of 630 academic staff from all job groups comprised of tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor, and professor in UTAR, Kampar campus. While for long questionnaire up to the equivalent of four sides of A4 is acceptable as a good rule-of-thumb to follow (Rowley, 2014).

While there are a number of different approaches or techniques to selecting a sample and they are to include probability and non-probability sampling. In this study, probability sampling was selected as the method or technique of survey design where every member of the population with 630 academic staff has a known, non-zero probability of selection. Probability sampling is viewed as ideal as based on the sampling frame or list of the members in the population where every case or member has a known, non-zero probability of selection thus enhancing the representativeness of the population from which it is drawn and therefore statistical generalisations about the population can be made the results of the sample (Rowley, 2014).

Overall in this study, the sampling frame comprised of the list of approximately 630 academic staff was obtained from the staff directory in UTAR homepage website. The sample size of 242 academic staff chosen from this sampling frame with simple random sampling method were inclusive of academic staff from all job groups to comprise of tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor, and professor of UTAR, Kampar campus, and each and every of the academic staff has a known and equal chance of being selected.

3.5 Research Instrument

The research instrument that used in this study for data collection was questionnaire with the purpose to understand and determine the relationship for the three variables of interest in the study. As according to Rowley (2014) questionnaires are the most extensively used methods to collect data and subsequently many beginner researchers in the areas of social sciences would adopt questionnaires as a method of collecting data for their research. Furthermore, it has been suggested that questionnaire-based surveys should not be viewed as a method of offering answers, but rather as a valuable tool in understanding the situation.

In this study, a set of survey questionnaire was randomly distributed in person (face-to-face by hand) to all respondents of the sample size in one week time and the completed survey questionnaire form were collected in two days' time after dissemination. Besides that, the survey questionnaire was also sent through e-mail to the respondents who were not able to participate in answering the questionnaires distributed in person to them.

3.6 Questionnaire Construction

In this study, the design of questionnaire was divided into two major parts comprised of demographic profile and also the variables of interest which were categorised as work engagement, reward and job performance.

The design of the questionnaire was divided into several categories as follows:

- i) Demographics: Including *age, gender, current job group, years of service, and current salary.*

- ii) Work engagement survey: Including *Vigour (VI)*, *Dedication (DE)*, and *Absorption (AB)*. The variable's survey scale ranged from "strongly agree" to "strongly disagree".
- iii) Reward survey: Including *Skill Variety (SV)*, *Task Identity (TI)*, *Task Significance (TS)*, *Autonomy (AU)*, *Feedback (FB)*, *Empowerment (EM)*, *Social Support (SS)*, and *Rewards (RW)*. The variable's survey scale ranged from "strongly agree" to "strongly disagree".
- iv) Job performance survey: Including *In-role Behaviour (IRB)* for task performance and *Extra-role Behaviour (ERB)* for contextual performance. The variable's survey scale ranged from "strongly agree" to "strongly disagree".

The survey questionnaire is attached together for reference as Appendix 1.

Scale is a tool or mechanism that used to distinguish between individuals on the variables of interest to the study of which the scaling could be used to simplify the description of a complex dataset or for scoring purposes and there is a variety of techniques of scale construction available (Miller & Whicker, 1999, p. 77). For demographics, it allowed the questionnaire to design in a way that could assign subjects to this category and hence nominal scale was applicable for these categorical variables. While for the three variables they are unlike the

measurable variables as they are abstract and subjective in nature. As such, these attributes were operationalized to allow them measurable in a tangible way.

For the five demographic variables, age was coded respectively with (1) 23 – 27, (2) 28 – 32, (3) 33 – 37, (4) 38 – 42, (5) 43 – 47, (6) 48 – 52, (7) 53 – 57, (8) 58 – 60, and (9) 61+. For gender, female was coded as “1” and male was coded as “2”. As for the current job group, the coding was designed as (1) tutor or assistant lecturer, (2) lecturer, (3) senior lecturer, (4) assistant lecturer, and (5) associate professor or professor. Whereas for years of service the coding was as the following: (1) 1 – 2, (2) 3 – 4, (3) 5 – 6, (4) 7 – 8, (5) 9 – 10, and (6) 11 – 12. Finally for current salary, it was coded as (1) 2,500 – 4,000, (2) 4,001 – 5,500, (3) 5,501 – 7,000, (4) 7,001 – 8,500, (5) 8,501 – 10,000, and (6) 10,001+.

As the aim of the study was basically to determine the moderating effect of reward in the relationship between work engagement and job performance, it indicated that work engagement was an important variable of this study. The dimensionality for engagement as identified by Brodie, Hollebeek and Juric´ (2011) could be unidimensional and multidimensional. Hence, a unidimensional scaling was used to establish the location of these three variables along a single

dimension in the space. As such, an interval scale was applicable in this study where five-point Likert type scale was used to measure the variables. These five-point rating system category with response items of strongly agree, agree, neutral, disagree and strongly disagree were scored by assigning values of 5, 4, 3, 2 and 1 respectively to form a numerical unidimensional scale. The scoring would be reversed for negatively worded items during data coding. Scaling technique of Likert (1932) is one of the frequently used unidimensional techniques in which respondents are presented with a large number of items to rate the level of agreement based on their preferences towards the items and the more the respondents favour the item the higher his or her expected score for it (Miller & Whicker, 1999, p. 80).

For the three variables, numerous measures that validated in previous studies were adopted. Work engagement was measured with 17-item, a shortened version of the Utrecht Work and Engagement Scale (UWES-17) by Schaufeli, Salanova, González-Romá, and Bakker (2002) in assessing the three dimensions of work engagement: vigour (VI), dedication (DE), and absorption (AB). Among the sample item is “To me, my job is challenging”. Reward was measured with reference to the conceptual work of Katz and Van Maanen (1977), Hackman and Lawler (1971), and Hackman and Oldham (1975, 1979) adopted from Morgeson and Humphrey (2006) of which this scale comprised 13-item that measured the

six dimensions of reward including skill variety (SV), task identity (TI), task significance (TS), autonomy (AU), feedback (FB), and social support (SS) while organisational reward (RW) was adopted from Boshoff and Allen (2000) where the attribute included 4-item for measurement. A sample item of the 13-item to measure six dimensions of reward is “The job allows me to plan how I do my work” while a sample item for organisational reward is “When I improve the level of performance to the job, I will be rewarded”. As for empowerment, it was referred to the conceptual work of Thomas and Tymon (1994) adopted from Hayes (1994) to include 12-item for measurement and a sample item is “I have a lot of control over how I do my job”. Finally, job performance was measured using the conceptual work of Borman and Motowidlo (1993), Motowidlo and Van Scotter (1994), Morrison (1994) and Frese and Fay (2001) adopted from Williams and Anderson (1991). This variable comprised 21-item that measured two dimensions of job performance to include in-role behaviour and extra-role behaviour. A sample item is “I perform tasks that are expected of me”. In this study, participants rated each item that was used to measure the three variables on a 5-point Likert scale ranging from “strongly agree” (5) to “strongly disagree” (1).

3.7 Data Analysis

There are three types of data analysis that were conducted in this study: reliability, descriptive, and inferential. The data collected in this study was coded

and entered using the Microsoft Excel and then analysed using the data analysis software 'Statistical Package for Social Sciences' (SPSS). In academic research especially quantitative study, the main or ideal tool that frequently used is SPSS as it is not difficult to learn for functions like checking, verifying, exploring, and describing data (Rowley, 2014). The research further explained that SPSS can be used for generating descriptive statistics, charts, and graphs, in addition to a range of statistics offered for exploring relationships between variables.

3.7.1 Reliability Analysis

Reliability is a measure to gauge the degree to which a research instrument yields consistent results or data after repeated trials (Green, 2003). It is also to ensure the degree to which a measurement is free from random or unstable error. There are four approaches to measure the reliability of the findings which are Inter-Rater or Inter-Observer reliability, Test-Retest Reliability, Parallel-Forms Reliability, and Internal Consistency Reliability. Inter-Rater or Inter-Observer reliability is used to measure the degree to which different raters/observers give consistent estimates of the same study. Test-Retest reliability is used to measure the consistency of a measure from one time to another. Parallel-Forms reliability is used to measure the reliability that obtained by administering two different versions of measurement tools to the same content domain to compare the consistency of results or findings. Finally, Internal Consistency Reliability is the method used to measure the consistency of results across items within a test.

Cronbach's alpha (α) is a commonly used measure for reliability of which it is equivalent to the mean of all possible split-half coefficients. Reliability of each of the items or attributes in this study was determined using the Cronbach's alpha internal consistency coefficient.

In order to ensure reliability of the questionnaire, the questionnaire was pre-tested on 20 respondents of several faculties in UTAR, Kampar campus. A commonly-accepted rule of thumb for Cronbach's Alpha is that an alpha (α) value of 0.7 or higher indicates acceptable reliability (Tavakol & Dennick, 2011). Therefore, in this study, a reliability coefficient (Alpha value, α) or Cronbach's Alpha of more than 0.7 was assumed to reflect an acceptable good reliability. This indicated that the items or attributes of the questionnaire designed with 5-point Likert scale used to measure the three variables (work engagement, reward, and job performance) in this study were consistent and reliable. The purpose of pre-testing was to allow for modifications to the questions by rephrasing, clarifying or resolving any shortcomings or weaknesses in the questionnaire.

3.7.2 Descriptive Analysis

As this study was quantitative in nature hence the findings were presented in simple descriptive statistics involving some tables and bar charts as well as descriptive analysis was conducted for the measures of central tendency (i.e.: mean, median and mode) and dispersion (i.e.: range, variance and standard deviation). For central tendency it gets at the typical score on the variable while for dispersion it gets at how much variety there is in the scores. The analyses were chosen because the results presented would enable the possibility of determining the relationships for the variables of interest.

The descriptive analysis for central tendency was presented in table for its 'mode' value or frequencies while for dispersion it was in the form of frequencies or percentages distribution presented in tables to present the data for the demographic profile of the respondents in UTAR, Kampar campus. While for the three variables, the measures of central tendency and dispersion were presented in table form to highlight for instance mean and standard variation for the three variables: work engagement, reward and job performance. The practice for the level of measurement was summarised in Table 3.1.

Table 3.1: Measures of Central Tendency and Dispersion by Level of Measurement

Attributes	Level of Measurement	Measures of Central Tendency	Measures of Dispersion
Demographics (<i>age, gender, current job group, and years of service</i>)	Nominal	Mode	Frequencies distribution (<i>in the form of tables</i>)
Variables (<i>work engagement, reward and job performance</i>)	Interval	Mean	Standard deviation, minimum and maximum.

3.7.3 Inferential Analysis

As for inferential statistics, Pearson correlation coefficient (r) test was used to establish the linear correlation between three variables of which are categorical in nature and measured at an interval level for continuous data ranges from a value between -1 to +1. Bivariate coefficients (P-value) was run to investigate the straight-line or linear relationship between a continuous DV and an IV, and linear regression analysis presented in scatterplot graphs was to measure the nature of relationship or correlation between the IV and DV or to find out the causal relationship between the variables. While multicollinearity test was then run as a control method to find out whether there was a situation in which the

three independent variables (work engagement, reward, and job performance) were highly correlated to each other. Multiple regression analysis such as R Square (R^2) which was to find out the degree of influence of IV to DV, and coefficients test which was to develop the multiple regression coefficients were run simultaneously to find out the relationship between variables. Basically, this analysis was sought to establish the significance level of the moderating effect of reward in the relationship between work engagement and job performance. Subsequently, the results were presented in contingency tables or cross tabulation that displayed (multivariate) frequency distribution of the variables.

3.8 Chapter Summary

This chapter discusses the framework on how the research was carried out. It provides an idea or overview of the research methodology used to collect, process, analyse and interpret data. The selection of sampling and research instrument were identified and an appropriate measurement scale was chosen to measure the hypothesised relationships among the three variables of interest for further results analysis in the next chapter.

CHAPTER 4

RESULTS, INTERPRETATION, AND DISCUSSION

4.1 Introduction

This chapter discusses the results of the data collected for this study in terms of reliability analysis, descriptive analysis such as characteristics of respondents as well as mean, and a range of inferential analysis.

4.2 Reliability Analysis

4.2.1 Pre-Test Reliability

In order to ensure reliability of each variable in the questionnaire, the questionnaire was pre-tested on 20 respondents which were the academic staff of several faculties in UTAR, Kampar campus. The reliability value of these 20 pre-test respondents comprised of academic staff from several faculties in UTAR,

Kampar campus, was computed using the SPSS data analysis software and the Cronbach's Alpha (α) results are summarised in Table 4.1.

Table 4.1: Variables Reliability Statistics

Reliability Statistics – Three Variables

Variable	Cronbach's Alpha	N of Items
Work Engagement (IV)	.905	17
Reward (Moderator, MV)	.892	29
Job Performance (DV)	.880	21

Note: N = 20. Refer to Appendix 2 for individual α value of all items for each variable.

As for the overall reliability for all the study variables, the computed Cronbach's Alpha result for a total of 20 pre-test respondents comprised of academic staff from several faculties in UTAR, Kampar campus, is as shown in Table 4.2.

Table 4.2: Overall Reliability Statistics

Reliability Statistics - Overall

Cronbach's Alpha	N of Items
.934	67

Note: N = 20.

According to the output results, the Cronbach's Alpha for each variable namely work engagement (IV), reward (moderator, MV), and job performance (DV) are 0.905, 0.892, and 0.880 respectively. While, the overall value of Cronbach's Alpha is 0.934. All the Cronbach's Alpha values are greater than 0.7 and it is good considering that 0.7 is the cutoff value for being acceptable. As according to Tavakol and Dennick (2011), a reliability coefficient of 0.7 or higher is considered "acceptable" reliability. Therefore, it was concluded that the questionnaire was reliable or reflecting an acceptable good reliability and it was decided the research survey could be continued to test on the developed hypotheses.

4.2.2 Research Reliability

As for each variable reliability and overall reliability for all the study variables of the chosen sample size, the computed Cronbach's Alpha results for a total of 242 respondents comprised of academic staff from all job groups (tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor, and professor) from several faculties in UTAR, Kampar campus, are as shown in Table 4.3 and 4.4 respectively.

Table 4.3: Variables Reliability Statistics

Reliability Statistics – Three Variables

Variable	Cronbach's Alpha	N of Items
Work Engagement (IV)	.921	17
Reward (Moderator, MV)	.904	29
Job Performance (DV)	.841	21

Note: N = 242.

Table 4.4: Overall Reliability Statistics

Reliability Statistics - Overall

Cronbach's Alpha	N of Items
.934	67

Note: N = 242.

According to the output results, the Cronbach's Alpha for each variable namely work engagement (IV), reward (moderator, MV), and job performance (DV) are 0.921, 0.904, and 0.841 respectively. While, the overall value of Cronbach's Alpha is 0.934. All of the Cronbach's Alpha values are greater than 0.7 and the reliability coefficient cut-off of 0.7 or higher are considered "acceptable" reliability (Tavakol & Dennick, 2011). Therefore, it was concluded that the study was reliable or reflecting an acceptable good reliability to test on the developed hypotheses.

4.3 Descriptive Analysis

4.3.1 Characteristics of Respondents

In this study, the sample size of 242 academic staff from all job groups to comprise of tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor, and professor from several faculties in UTAR, Kampar campus who participated in the survey had the following demographic characteristics as summarised or presented in Table 4.5 – 4.9 together with the bar charts.

Table 4.5: Profile of Respondents – Gender

Gender				
Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	113	46.7	46.7	46.7
Male	129	53.3	53.3	100
Total	242	100	100	

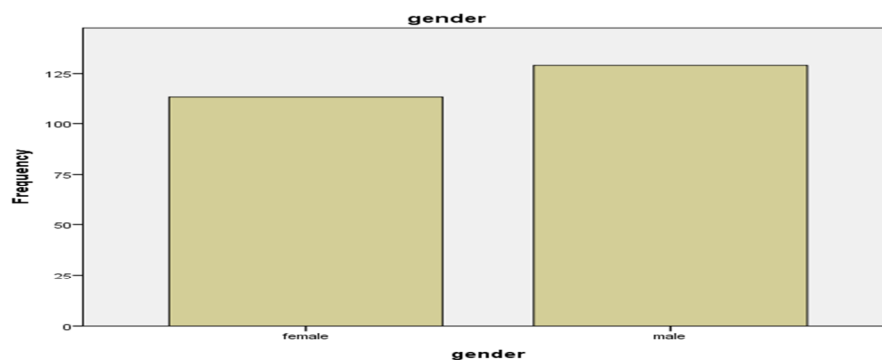


Table 4.6: Profile of Respondents – Age

Age				
Age	Frequency	Percent	Valid Percent	Cumulative Percent
23-27yr	33	13.6	13.6	13.6
28-32yr	64	26.4	26.4	40.1
33-37yr	71	29.3	29.3	69.4
38-42yr	33	13.6	13.6	83.1
43-47yr	20	8.3	8.3	91.3
48-52yr	8	3.3	3.3	94.6
53-57yr	4	1.7	1.7	96.3
58-60yr	1	0.4	0.4	96.7
61+ yr	8	3.3	3.3	100
Total	242	100	100	

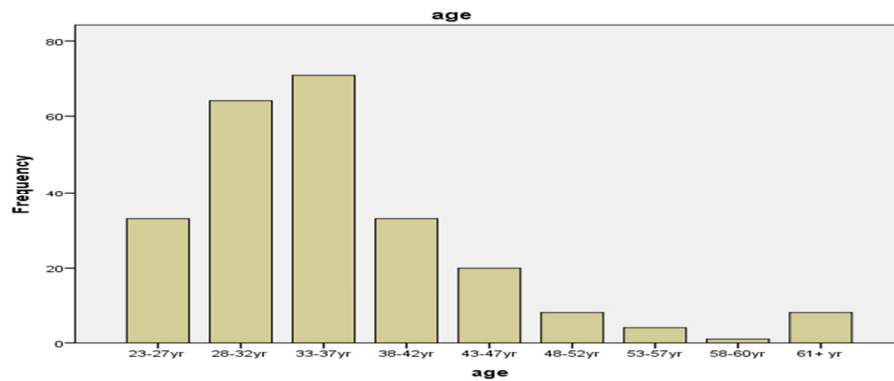


Table 4.7: Profile of Respondents – Years of Service

Years of Service				
Years of Service	Frequency	Percent	Valid Percent	Cumulative Percent
1-2yr	59	24.4	24.4	24.4
3-4yr	57	23.6	23.6	47.9
5-6yr	78	32.2	32.2	80.2
7-8yr	25	10.3	10.3	90.5

Table 4.7 (continued)

Years of Service	Frequency	Percent	Valid Percent	Cumulative Percent
9-10yr	17	7	7	97.5
11-12yr	6	2.5	2.5	100
Total	242	100	100	

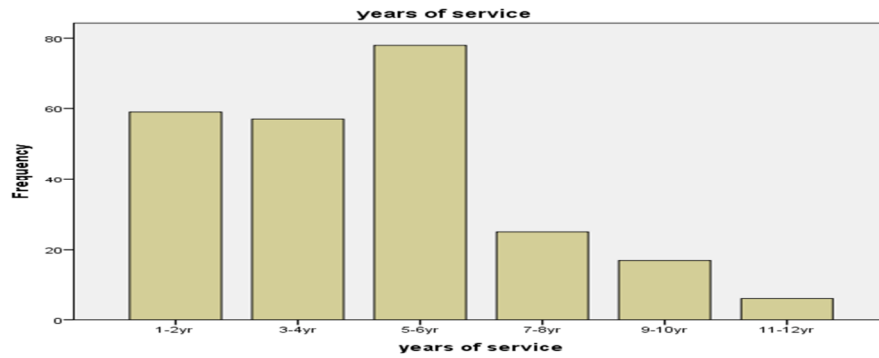


Table 4.8: Profile of Respondents – Current Job Group

Current Job Group				
Current Job Group	Frequency	Percent	Valid Percent	Cumulative Percent
Tutor or Assistant Lecturer	43	17.8	17.8	17.8
Lecturer	139	57.4	57.4	75.2
Senior Lecturer	7	2.9	2.9	78.1
Assistant Professor Associate Professor	47	19.4	19.4	97.5
Professor or	6	2.5	2.5	100
Total	242	100	100	

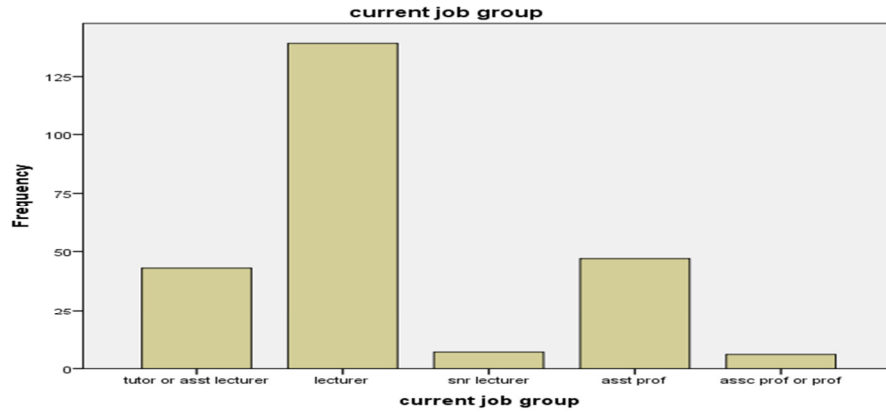
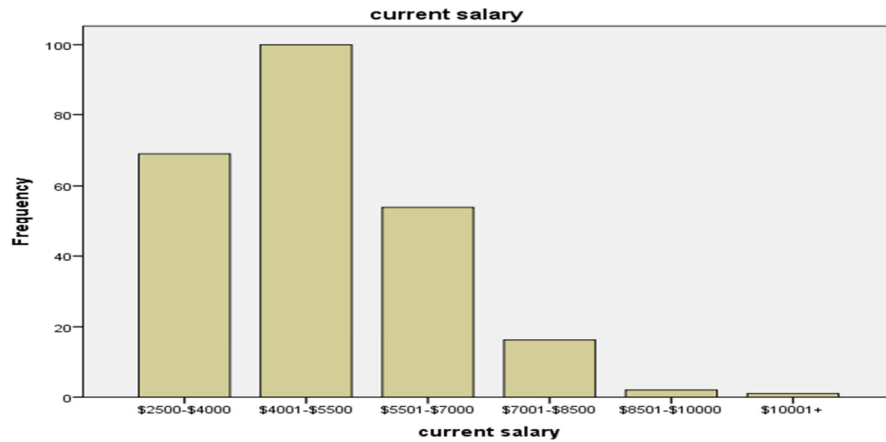


Table 4.9: Profile of Respondents – Current Salary

Current Salary				
Current Salary	Frequency	Percent	Valid Percent	Cumulative Percent
\$2,500-\$4,000	69	28.5	28.5	28.5
\$4,001-\$5,500	100	41.3	41.3	69.8
\$5,501-\$7,000	54	22.3	22.3	92.1
\$7,001-\$8,500	16	6.6	6.6	98.8
\$8,501-\$10,000	2	0.8	0.8	99.6
\$10,001+	1	0.4	0.4	100
Total	242	100	100	



From the summary as presented in Table 4.1 – 4.5 together with the bar charts, it shows that 46.7% (n = 113) were female and 53.3% (n = 129) were male. Approximately 29.3% of the respondents were between 33 and 37 years old, 26.4% of the respondents were between 28 and 32 years old, and 13.6% of the respondents were between 23 and 27 years old as well as 38 and 42 years old respectively. For years of service, 32.2% (n = 78) of the respondents had been working with the university for 5 to 6 years, 24.4% (n = 59) for 1 to 2 years, whereas 23.6% (n = 57) for 3 to 4 years. A total of 19.8% (n = 48) had been employed for 7 – 12 years where the breakdowns were 10.3% (n = 25) worked for 7 – 8 years, 7% (n = 17) worked for 9 – 10 years, and 2.5% (n = 6) worked for 11 – 12 years. Most of the respondents (57.4%, n = 139) were lecturer, 19.4% (n = 47) were assistant professor, followed by tutor or assistant lecturer (17.8%, n = 43), senior lecturer (2.9%, n = 7), and associate professor or professor (2.5%, n = 6). Of the respondents, 41.3% (n = 100) earning RM 4,001 – 5,500 per month, followed by 28.5% (n = 69) earning RM 2,500 – 4,000 per month, and 22.3% (n = 54) earning RM 5,501 – 7,000 per month. Five of the demographic factors that may affect the relationships hypothesised (gender, age, years of service, current job group, and current salary) were controlled for in the regression analyses.

4.3.2 Descriptive Statistics

In this study, the sample size of 242 academic staff from all job groups to comprise of tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor, and professor from several faculties in UTAR, Kampar campus who participated in the survey had the following descriptive statistics for all study variables as summarised or presented in Table 4.10.

Table 4.10: Descriptive Statistics of Each Variable - (Work Engagement, Reward, and Job Performance)

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev
Vigour	242	1.83	5	3.7493	0.59238
Dedication	242	1.6	5	4.0397	0.57622
Absorption	242	2.17	5	3.5916	0.61090
Work Engagement Mean				3.7935	
Skill Variety	242	1	5	3.9132	0.72070
Task Identity	242	1.5	5	3.5661	0.69211
Task Significance	242	2	5	3.9070	0.66992
Autonomy	242	1	5	3.8202	0.72287
Feedback	242	1	5	3.5434	0.70208
Empowerment	242	1.17	4.17	3.0262	0.48133
Social Support	242	1	5	3.3939	0.65339
Reward	242	1	5	3.4928	0.72607
Reward Mean				3.5829	
In-role Behaviour	242	2	5	4.1399	0.44713
Extra-role Behaviour	242	1.29	5	3.7317	0.39168
Job Performance Mean				3.9358	

Note: N = 242. Min = minimum, Max = maximum, and Std. Dev = Standard Deviation

For this study, descriptive statistics table was run for measurement. From Table 4.10, it indicates that all the three variables have the 'mean' value of more than '3' out of 5 degree of agreement in the Likert scale. This showed that the respondents have moderately agreed that 'work engagement' and 'reward' were the important factors to contribute to the 'job performance' of academic staff in UTAR, Kampar campus.

While with reference to the mean value of each item of the three variables individually, it showed that the highest score of mean for work engagement is dedication (mean = 4.0397). While the highest score of mean for reward is skill variety (mean = 3.9132) and for job performance is in-role behaviour (mean = 4.1399). This generally showed that academic staff in UTAR, Kampar campus was dedicated towards their work. They showed high work involvement, and inspiration, pride, enthusiasm, significance and challenge to the work. Moreover, they would need an extent of skill variety to perform or complete the work or duties assigned to them and they were mainly working towards the formally required outcomes of the job description which directly serve the goals of the university.

4.4 Inferential Analysis

In this study, the sample size of 242 academic staff from all job groups to comprise of tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor, and professor from several faculties in UTAR, Kampar campus who participated in the survey had the following inferential analysis as summarised or presented in Table 4.11 – 4.14. While, the nature of the relationship or correlation between independent variable (, moderating variable and dependent variables were also presented in linear regression scatterplot graphs from Figures 4.1 – 4.5. The analyses were conducted to test the hypotheses developed in this study.

4.4.1 Bivariate Correlation

The purpose of the bivariate correlation procedure is for measuring Pearson's correlation coefficient with its significance levels and Pearson's correlation coefficient is a measure for linear relationship.

Table 4.11: Correlations of Study Variables with Demographic Control Variables

Study Variables by Demographic Controls	Age	Gender	Current Job Group	Years of Service	Current Salary
DV1	.099**	-.132**	-.042**	.106**	0.063
DV2	.096**	-.001**	.053**	.106**	.037**
DV	.114**	-.083**	.002**	.124**	.060**
IV1	.171**	-.019**	0.031	.127**	.164**
IV2	.061**	-.002**	.120**	0.119	.119**
IV3	.110**	-.079**	.035**	.177**	0.134
IV	0.135	-.040**	.072**	.166**	.164**
MV	.147**	-0.022	.197**	.119**	.177**
Mean	3.15	1.53	2.31	2.6	2.11
Std Dev	1.767	0.5	1.055	1.289	0.951

Note: N = 242. DV1 = Task Performance, DV2 = Contextual Performance, DV = Job Performance, IV1 = Vigour, IV2 = Dedication, IV3 = Absorption, IV = Work Engagement, and MV = Reward. Measurement for variables, r = Pearson correlation coefficient.

** $p \leq 0.01$.

Table 4.11 provides the correlations of five demographic control variables with the study variables for the academic staff in UTAR, Kampar campus. From the results, it showed that the demographic variables were statistically significant at the P value of $p \leq 0.01$ with many study variables or 99% of confident level for each demographic control variable to be correlated to mostly all study variables. The largest effect sizes for age was vigour (IV1) which was relating positively with age ($r = 0.171$). This showed that when the age increased, there was a high level of energy and suppleness of mental while working. It further explained the increase of the willingness of academic staff to invest their effort to theirs works when their age increased and they were also more persistence when facing with difficulties. For current job group, the table shows the highest effect sizes was

reward (MV) of which the current job group was relating positively with reward ($r = 0.197$) and it was relating negatively with task performance, DV1 ($r = -0.042$). It indicated that when current job group increased, the academic staff would be looking forward more to reward for performance. However, when the current job group was high, the level of commitment for task or in-role performance which based on formally required outcomes that was recognised by formal work reward would become low. This might due to academic staff were moving their focus from task performance to contextual performance (DV2) which involved extra-role behaviour such as organisational citizenship behaviour (OCB) and also the aspects of proactive behaviour or personal initiative. When current job group was high, the expectation from the university towards academic staff might have diverted to involve extra-role such as community services, collaboration work with overseas universities, and some others value-added services for the betterment of the university. Subsequently, with these additional requirements it might lead the academic staff to ask for more reward for the extra-role performed. As for years of service, the table shows the highest effect sizes was absorption (IV3) of which the years of service was relating positively with absorption ($r = 0.177$). When academic staff has been working long at the university, the absorption towards work would be high too. They would find that they were so focused in work where time passes speedily and it was increasingly difficult for them to detach themselves from their work. Finally, the highest effect sizes for current salary was reward (MV) of which current salary was relating positively with reward ($r = 0.177$). This showed the higher the salary the more the

academic staff would work towards achieving goals as they hoped for more in return in terms of monetary value for the work done.

Table 4.12: Correlations of Study Variables

Study Variables	DV	IV1	IV2	IV3	IV	MV
DV	1	.314**	.406**	.184**	.351**	.441**
IV1	.314**	1	.672**	.561**	.872**	.324**
IV2	.406**	.672**	1	.535**	.858**	.641**
IV3	0.184	.561**	.535**	1	.826**	.369**
IV	.351**	.872**	.858**	.826**	1	.519**
MV	.441**	.324**	.641**	.369**	.519**	1

Note: N = 242. DV = Job Performance, IV1 = Vigour, IV2 = Dedication, IV3 = Absorption, IV = Work Engagement, and MV = Reward. Measurement for variables, r = Pearson correlation coefficient.

** $p \leq 0.01$.

Table 4.12 provides the correlations of the study variables for the academic staff in UTAR, Kampar campus. It indicated the P values for variables were significant at the value of $p \leq 0.01$. This explained there was 99% of confident level for each independent variable (IV1, IV2, IV3, and IV) and moderating variable (MV) to be correlated to the dependent variable (DV).

IV1 → DV

IV2 → DV

IV3 → DV

IV → DV

MV → DV

In this study, it suggested that work engagement (IV) and its three dimensions namely vigour (IV1), dedication (IV2), absorption (IV3), as well as reward (MV) were individually correlated to job performance (DV) of the academic staff in UTAR, Kampar campus. This explained that work engagement to comprise of the three dimensions and reward were the main factors for the concern of the academic staff in UTAR, Kampar campus.

4.4.2 Linear Regression

The nature of the relationship or correlation between independent variable (work engagement to comprise of its three dimensions; vigour, dedication, and absorption), moderating variable (reward) and dependent variable (job performance) for the sample size of 242 respondents in UTAR, Kampar campus were discussed in the linear regression scatterplot graphs as presented in Figures 4.1 – 4.5.

Figure 4.1: Graph of Job Performance with Vigour (IV1)

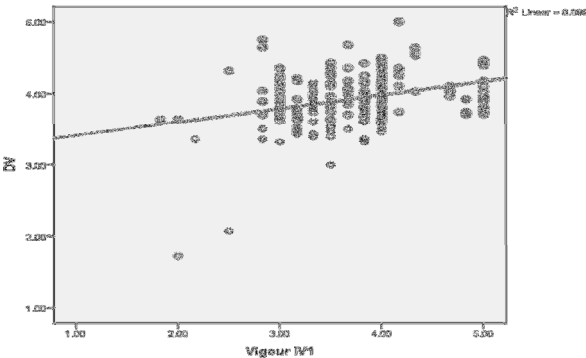


Figure 4.2: Graph of Job Performance with Dedication (IV2)

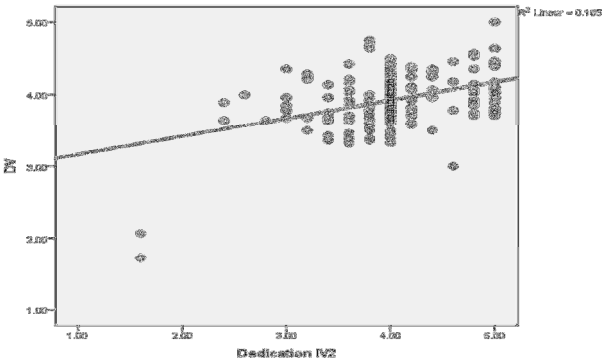


Figure 4.3: Graph of Job Performance with Absorption (IV3)

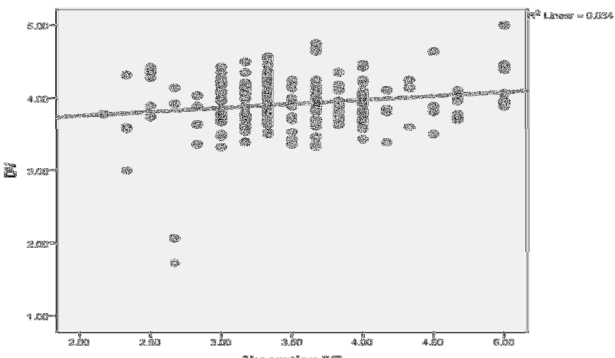


Figure 4.4: Graph of Job Performance with Work Engagement (IV)

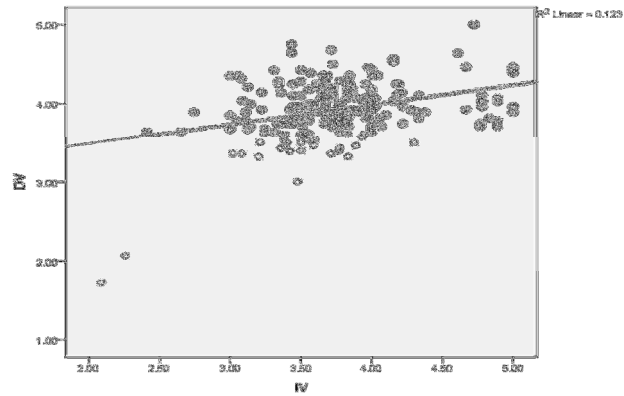
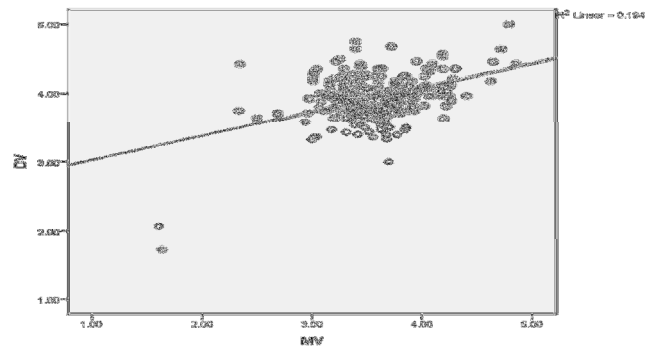


Figure 4.5: Graph of Job Performance with Reward (MV)



Figures 4.1 – 4.5 provide the correlations of the IV1 (vigour), IV2 (dedication), IV3 (absorption), IV (work engagement), MV (reward), and DV (job performance) and it showed that the five graphs were individually linear associated. Figure 4.1 shows the linear relationship between vigour and job performance, Figure 4.2 shows the linear relationship between dedication and job performance, Figure 4.3 shows the linear relationship between absorption and job

performance, Figure 4.4 shows the linear relationship between work engagement and job performance, Figure 4.5 shows the linear relationship between reward and job performance. From the graphs it has proven the independent variable namely work engagement and its three dimensions namely vigour, dedication, and absorption, as well as the moderator namely reward were all individually correlated to dependent variable job performance.

The linear graphs have shown job performance with vigour has R^2 Linear = 0.099, job performance with dedication has R^2 Linear = 0.165, job performance with absorption has R^2 Linear = 0.034, job performance with work engagement has R^2 Linear = 0.123, and job performance with reward has R^2 Linear = 0.194. It indicated that 9.9%, 16.5%, and 3.4% of job performance were impacted by the changes of the three dimensions of work engagement namely vigour, dedication, and absorption respectively. While 12.3% of job performance was impacted by the changes of work engagement, and 19.4% of job performance was impacted by the changes of reward.

The results showed that reward was the concerned factor for job performance of academic staff in UTAR, Kampar campus followed by work

engagement. Hence, the results supported hypothesis H1 where it determined work engagement significantly predicted job performance. Besides that, the results also showed reward has a significant effect on job performance. From these results, it explained when the academic staff were engaged in the work assigned it would lead them to go extra miles and put more effort in works. They were dedicated where they have high involvement in their works and experienced a sense of inspiration, pride, enthusiasm, significance and challenge towards their works. Subsequently, it would increase their job performance. The job performance would also increase when their effort was rewarded. However, in general people would more keen to perform when reward was in place and this would trigger them to work harder towards achieving goals. Therefore, reward would have stronger effect on job performance as comparing to work engagement on job performance.

4.4.3 Multicollinearity

Since all the independent variable (IV - work engagement and its three dimensions; vigour - IV1, dedication - IV2, and absorption - IV3) and moderating variable (reward - MV) as showed by the results of bivariate correlation and linear regression were correlated to dependent variable (DV - job performance) hence multicollinearity test was run as a control method to find out whether there was a

situation in which the independent variables (IV1, IV2, IV3 and IV) and moderating variable (MV) were highly correlated to each other.

Table 4.13: Partial Correlation

		Correlations					
Control Variables		IV1	IV2	IV3	IV	MV	
DV	IV1	Correlation	1	0.627	0.539	0.857	0.218
		Sig. (2-tailed)	.	0.000	0.000	0.000	0.001
		df	0	239	239	239	239
	IV2	Correlation	0.627	1	0.512	0.836	0.563
		Sig. (2-tailed)	0.000	.	0.000	0.000	0.000
		df	239	0	239	239	239
	IV3	Correlation	0.539	0.512	1	0.827	0.326
		Sig. (2-tailed)	0.000	0.000	.	0.000	0.000
		df	239	239	0	239	239
	IV	Correlation	0.857	0.836	0.827	1	0.433
		Sig. (2-tailed)	0.000	0.000	0.000	.	0.000
		df	239	239	239	0	239
MV	Correlation	0.218	0.563	0.326	0.433	1	
	Sig. (2-tailed)	0.001	0.000	0.000	0.000	.	
	df	239	239	239	239	0	

Note: N = 242. DV = Job Performance, IV1 = Vigour, IV2 = Dedication, IV3 = Absorption, IV = Work Engagement,

MV = Reward, and Sig. = Significance

Table 4.13 indicates the independent variable ‘work engagement’ with its three dimensions ‘vigour’, ‘dedication’, and ‘absorption’, as well as the moderating variable ‘reward’ has the P value of less than 0.05. This meant there was 95% of confident level that the independent variable and moderating variable were dependent. The results showed some of the academic staff in UTAR, Kampar campus were concerned for reward to engage in their works for formally or informally required outcomes.

4.4.4 Multiple Regression

The relationship between independent variables and moderating variable to the dependent variable would be further analysed using multiple regression analysis. Multiple regression analysis is the extension of simple linear regression. It is used to predict the value of a dependent variable based on the value of independent as well as moderating variables. In this study, the job performance is the dependent variable or outcome while work engagement (vigour, dedication, and absorption) and reward would be the independent and moderating variables respectively.

Table 4.14: Multiple Regression Analyses Predicting Interaction Effects of Work Engagement and Reward on Job Performance

	Model 1					Model 2					Model 3				
	B	SE	β	t	Sig.	B	SE	β	t	Sig.	B	SE	β	t	Sig.
Constant	2.839	0.16		17.744	0.000	2.497	0.184		13.537	0.000	1.178	0.856		1.375	0.17
IV1			0.028	0.335	0.738			0.065	0.791	0.430			0.84	1.330	0.185
IV2			0.429	5.222	0.000			0.279	3.073	0.002			1.045	1.990	0.048
IV3			-0.049	-0.672	0.502			-0.082	-1.136	0.257			-1.186	-2.433	0.016
MV								0.248	3.489	0.001			0.78	2.514	0.013
IV1-MV													-1.205	-1.295	0.197
IV2-MV													-1.344	-1.550	0.123
IV3-MV													1.692	2.386	0.018
R ²	0.179					0.219					0.265				

Note: N = 242. IV1 = Vigour, IV2 = Dedication, IV3 = Absorption, MV = Reward, IV1-MV = Vigour x Reward, IV2-MV = Dedication x Reward, and IV3-MV = Absorption x Reward. R² = R Square, B & β = beta, SE = standard error, t = t-test, and Sig. = Significance.

There were three models conducted with hierarchical multiple regression to test the hypotheses developed in the study. For Model 1, three dimensions of work engagement namely vigour, dedication, and absorption were regressed on job performance. This was done to find out in details the interactions between each of the three variables and job performance in order to reduce the error variance. The results of Model 1 showed that dedication was significant as a predictor of job performance ($\beta = 0.429$, $t = 5.222$, $p < 0.05$). As dedication is one of the three dimensions of work engagement, consequently it was summarised that work engagement significantly predicted job performance and therefore Hypothesis 1 (H1) was supported. While, the $R^2 = 0.179$ indicated there was 17.9% of the variation in the dependent variable (job performance) among the sample of 242 respondents was explained or influenced by the changes in these three variables (vigour, dedication, and absorption), even those not statistically significant. For Model 2, reward was then entered to regress on job performance. The results of Model 2 showed that reward was significant as a predictor of job performance ($\beta = 0.248$, $t = 3.489$, $p < 0.05$). This showed that reward significantly predicted job performance. While, the $R^2 = 0.219$ indicated there was a variation of 21.9% in the dependent variable (job performance) among the sample of 242 respondents was explained or influenced by the changes in these four variables (vigour, dedication, absorption, and reward), even those not statistically significant. For Model 3, the interaction between each of the three dimensions of work engagement namely vigour, dedication, and absorption, and reward were entered to regress on job performance. The results of Model 3

showed that only the interaction between absorption and reward was significant as a predictor of job performance ($\beta = 1.692, t = 2.386, p < 0.05$). From the results, it showed that there was one of the interaction terms between work engagement dimension (absorption) and reward was significant as a predictor of job performance. Therefore, it was summarised that reward moderated the association between work engagement and job performance and Hypothesis 2 (H2) was supported. While, the $R^2 = 0.265$ indicated there was 26.5% of the variation in the dependent variable (job performance) among the sample of 242 respondents was explained or influenced by the changes in these seven variables (vigour, dedication, absorption, reward, vigour-reward, dedication-reward, and absorption-reward), even those not statistically significant.

4.5 Chapter Summary

This chapter discusses the results of the data collect for this study in terms of reliability analysis, descriptive analysis such as characteristics of respondents as well as mean, and a range of inferential analysis. It provides the findings, interpretation and discussion of results for the sample size of 242 of respondents to comprise of academic staff from all job groups namely tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor, and professor in UTAR, Kampar campus. The results were compared with the hypothesised

relationships among the three variables of interest and further discussion for the summary of findings would be reviewed in the next chapter.

CHAPTER 5

CONCLUSION, IMPLICATION, LIMITATION, AND RECOMMENDATION

5.1 Introduction

This chapter discusses the conclusion where summary of findings for this study will be reviewed and compared with past studies. In addition, this chapter will also discuss the implications, limitation of current research, and recommendation for future research.

5.2 Conclusion

The aim of this study was to determine the moderating effect of reward in the relationship between work engagement and job performance. There were two hypotheses developed in this study of which Hypothesis 1 (H1) hypothesised work engagement significantly predicted job performance while Hypothesis 2 (H2) hypothesised reward moderated the association between work engagement

and job performance. In addition, a conceptual framework that predicted relationships among work engagement and job performance as well as the moderating effect of reward in the relationship between work engagement and job performance was also developed to determine the relationships for the hypotheses. The underlying theoretical framework roots in the adoption of the work engagement which characterised by three dimensions namely vigour, dedication, and absorption (Schaufeli et al., 2002), the reward to include task dimension for intrinsic reward, social and organisational dimensions for extrinsic reward (Hackman & Lawler, 1971; Hackman & Oldham, 1975, 1979; Katz & Van Maanen, 1977; Thomas & Tymon, 1994; Thomas & Velthouse, 1990), and the job performance which defines as task performance to involve in-role behaviour and contextual performance to involve extra-role behaviour such as OCB (Borman & Motowidlo, 1993; Frese and Fay, 2001; Motowidlo & Van Scotter, 1994; Morrison, 1994), and this study tested the relationships among work engagement, reward, and job performance in a private higher education institution. From this theory-based investigation, several findings were come into view.

In this study, H1 and H2 were supported by the results analysed from the data collected for this study which involved a sample size of 242 respondents to comprise of academic staff from all job groups namely tutor, assistant lecturer,

lecturer, senior lecturer, assistant professor, associate professor, and professor in a private higher education institution. It was proven that there was a significant relationship between work engagement and job performance and this supported H1. This finding is consistent with the earlier and recent research of Christian, Garza, and Slaughter (2011), and Guest (2014) respectively where the research supported that work engagement and job performance which involves task and contextual performance are significantly associated. The research by Saks (2006) had explained that work engagement is held to be related to the attitudes, intentions, and behaviours of employees. When employees have high level of work engagement they will build up a good relationship with employer and eventually it will lead to a more pessimistic attitudes, passionate intentions, and positive behaviours of the employees towards work. A positive behaviour in performing one's work is said to have a high level of work engagement and it therefore will promote employees' learning, innovativeness, and performance as indicated by the research of Chughtai and Buckley (2011) and this research supports the finding of this study that work engagement predicted job performance. Moreover, the research of Anitha (2014), and Xanthopoulou, Bakker, Demerouti, and Schaufeli (2009) which explained it is believed that engaged employees will perform better and produce satisfactory job performance also in line with the finding which supports H1. With reference to the finding of this study and also past studies, it therefore can be summarised that when employee is engaged in work, he or she is actually showing positive behaviours while carrying out tasks that directly serve the goals of the university. Highly

engaged employees will go extra miles in work as they are dedicated and involved in their works which give them a sense of inspiration, pride, enthusiasm, significance and challenge towards their works. Subsequently, it would increase their job performance.

From the findings, it was found that reward significantly predicted job performance. Also, reward was proven to moderate the association between work engagement and job performance, and this finding supported H2 where it was hypothesised that reward moderated the relationship between work engagement and job performance. This finding is consistent with the research of Jackson et al. (2012) which explained that when rewards are matching with contributions it hence will motivate the behaviour of employees positively. Subsequently, they will show greater commitment and effort to engage in their work for achieving goals and thus improving job performance. Moreover, the finding is also in line with the research of Saks (2006) which explained an appropriate reward is important in motivating employees for work engagement in addition to meaningful work and employee will be appreciative and hence will be more engaged in work when reward is in place. Research by Cacioppe (1999) had indicated that relevant reward practices as a strategic resource tools will enable organisations to recognise their employees' great potential. The more the employee believes he or she is fairly rewarded, the better he or she will be

engaged to the jobs and will go beyond the routine expectations to achieve better job performance as suggested by Chebat et al. (2002). Therefore, reward as referred by Hall-Ellis (2014), and Waal and Jansen (2013), is found to be a form of mechanism to motivate individual to behave in ways that support the goals of organisation and job performance requirements. Therefore, it can be summarised that the employees of the university who have high work engagement towards their works will produce good job performance and job performance will increase when the effort of employees are rewarded. However, in general people will be more motivated to perform when reward is in place and this will trigger them to engage and work harder towards achieving goals. Thus, reward will have an effect to employees' work engagement and subsequently enhancing job performance.

5.3 Implications

Although this study mainly focused on testing the hypotheses developed based on studies in the past, however the findings of this study may have implications for the private higher education institution. This study is particularly beneficial to the practices of human resource department. This study found that work engagement significantly predicted job performance and reward moderated the relationship between work engagement and job performance of the academic staff in the university. Thus, the management of the university could attempt to come up with more refined reward system strategies to compensate the employee

in order to increase the level of work engagement in employee for preferable outcomes and subsequently enhancing the job performance of the employee. Besides that, the study also provides a good platform for employer to benchmark for better designed reward systems or mechanisms to improve on employee's job performance. In addition, this study also forms a basis for subsequent research to explore other factors that could affect the job performance of the academic staff.

5.4 Limitations of Current Research and Recommendations for Future Research

This study creates a better understanding of the element contributes to job performance in the private higher education institution. However, as similar with all survey research this study has employed a cross-sectional survey design where data were collected from individual respondents at a single point in time. This will cause a significant limitation for the potential of common bias on the causal relationships between variables namely work engagement, reward, and job performance. Therefore, future research should try to adopt a longitudinal design for the study in order to reveal a stronger causal relationship between independent variable (work engagement), moderating variable (reward), and dependent variable (job performance). In addition, the direction of the relationships developed for investigation in this study were proposed based on existing theories

and past studies, hence the longitudinal investigation will be more helpful in verifying the causality in the relationship.

Besides that, generalizability of the findings is another limitation in this study. Data was collected from respondents to comprise of academic staff from all job groups namely tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor, and professor in a private higher education institution. As such, the findings of this study may not be generalised to the context or cultures of other private higher education institution. A research in other geographical areas involving other private higher education institution may yield different results. In addition, repeating this study using cross-cultural data such as collecting data from respondents at public higher education institution is worth a study in order to establish the generalizability of the present findings across different contexts.

Further to the limitations discussed, this study focused on the moderating effect of reward in the relationship between work engagement and job performance. In future research, it may be worth for researchers to investigate also the effects of psychological contract as a predictor to work engagement and

job performance. Psychological contract as defined by Rousseau and Tijoriwala, and Lambert's et al. study (as cited in Behery, Paton & Hussain, 2012) is a set of reciprocal obligations or promises associated with the employment relationship of which comprises of employees' beliefs pertaining on what their employers owe them and in turn what they owe their employers. Rousseau's study in 2011 (as cited in Tomprou & Nikolaou, 2011) has also further claimed that the theory of psychological contract is the employment relationship in terms of subjective beliefs or viewpoints of employees and their employers. Since psychological contract involves the viewpoints of employees and their employers, hence it is worthwhile to investigate the correlation of the variable in predicting work engagement and job performance.

List of References

- Ajzen, I. (1991). The theory of planned behavior. *Organisational Behavior and Human Decision Processes*, 50, 179-211.
- Ajzen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology*, 32(4), 665-683.
- Ajzen, I., & Fishbein, M. (2005). The influence of attitudes on behavior. *The Handbook of Attitudes*, 173 - 221.
- Amabile, T. M. (1996). The motivation for creativity in organizations. *Harvard Business School*.
- Anitha, J. (2014). Determinants of employee engagement and their impact on employee performance. *International Journal of Productivity and Performance Management*, 63(3), 308-323.
- Armitage, C. J., & Conner, M. (2001). Efficacy of the theory of planned behaviour: a meta-analytic review. *British Journal of Social Psychology*, 40(4), 471-499.
- Babbie, E. (2012). *The practice of social research*. Cengage Learning.
- Bakker, A. B., Demerouti, E., & Verbeke, W. (2004). Using the job demands-resources model to predict burnout and performance. *Human Resource Management*, 43(1), 83-104.
- Bakker, A.B., & Demerouti, E. (2008). Towards a mode of work engagement. *Career Development International*, 13(3), 209-223.

- Ballentine, A., McKenzie, N., Wysocki, A., & Kepner, K. (2009). The role of monetary and non-monetary incentives in the workplace as influenced by career stage.
- Banihani, M., Lewis, P., & Syed, J. (2013). Is work engagement gendered? *Gender in Management: An International Journal*, 28(7), 400-423.
- Baron, A. (2012). What do engagement measures really mean? *Strategic HR Review*, 12 (1), 21-25.
- Behery, M., Paton, R.A., & Hussain, R. (2012). Psychological contract and organizational commitment: the mediating effect of transformational leadership. *Competitiveness Review: An international Business Journal*, 22(4), 299-319.
- Berger, M.L., Mamdani, M., Atkins, D., & Johnson, M.L. (2009). Good research practices for comparative effectiveness research: defining, reporting and interpreting nonrandomized studies of treatment effects using secondary data sources: the ISPOR good research practices for retrospective database analysis task force report—part I. *International Society for Pharmacoeconomics and Outcomes Research (ISPOR)*, 12(8), 1044-1052.
- Boshoff, C., & Allen, J. (2000). The influence of selected antecedents on frontline staff's perceptions of service recovery performance. *International Journal of Service Industry Management*, 11(1), 63-90.
- Brodie, R.J., Hollebeek, L.D., & Juric', B. (2011). Customer engagement: conceptual domain, fundamental propositions, and implications for research. *Journal of Service Research*, 14(3), 252-271.
- Cacioppe, R. (1999). Using team – individual reward and recognition strategies to drive organisational success. *Leadership & Organization Development Journal*, 20(6), 322-331.

- Chebat, J.C., Babin, B., & Kollias, P. (2002). What makes contact employees perform? Reactions to employee perceptions of managerial practices. *International Journal of Bank Marketing*, 20(7), 325-332.
- Christian, M.S., Garza, A.S., & Slaughter, J.E. (2011). Work engagement: a quantitative review and test of its relations with task and contextual performance. *Personnel Psychology*, 64, 89-136.
- Chughtai, A.A., & Buckley, F. (2011). Work engagement. *Career Development International*, 16(7), 684-705.
- Demerouti, E., & Cropanzano, R. (2010). From thought to action: Employee work engagement and job performance. *Work engagement: A handbook of essential theory and research*, 147-163.
- Douglas, E. (2012, March 28). Monetary Vs. Non-monetary Rewards: Which Are More Attractive? *Top School Jobs*. Retrieved from http://blogs.edweek.org/topschooljobs/k-12_talent_manager/2012/03/monetary_versus_non-monetary_rewards_which_are_more_attractive.html
- Dunlop, P.D., & Lee, K. (2004). Workplace deviance, organisational citizenship behaviour, and business unit performance: the bad apples do spoil the whole barrel. *Journal of Organisational Behaviour*, 25(1), 67-80.
- Farndale, E., Beijer, S.E., Van Veldhoven, M.J.P.M., Kelliher, C., & Hope-Hailey, V. (2014). Work and organisation engagement: aligning research and practice. *Journal of Organisational Effectiveness: People and Performance*, 1(2), 157-176.
- Fluegge-Woolf, E.R. (2014). Play hard, work hard. *Management Research Review*, 37(8), 682-705.

- Freda, A. (2014). *Assessment of records management practices among the administrative staff of University of Education, Winneba–Kumasi (UEW-K) and Mampong (UEW-M) Campuses* (Doctoral dissertation, Department of Managerial Sciences A Thesis submitted to the Department of Managerial Sciences, Kwame Nkrumah University of Science and Technology).
- Govindarajulu, N., & Daily, B. F. (2004). Motivating employees for environmental improvement. *Industrial Management & Data Systems*, *104*(4), 364-372.
- Green, S.B. (2003). A coefficient alpha for test-retest data. *Psychological Methods*, *8*(1), 88-101.
- Guest, D. (2014). Employee engagement: a sceptical analysis. *Journal of Organizational Effectiveness: People and Performance*, *1*(2), 141-156.
- Hackman, J. R., & Oldham, G. R. (1975). Development of the job diagnostic survey. *Journal of Applied psychology*, *60*(2), 159.
- Hall-Ellis, S.D. (2014). Reward systems promote high-performance work teams achieving library mission. *The Bottom Line: Managing Library Finances*, *27*(2), 66-69.
- Harpaz, I., 1990. The importance of work goals: an international perspective. *Journal of International Business Studies*, *21*(1), 75-93.
- Hayes, B. E. (1994). How to measure empowerment. *Quality Progress*, *27*, 41-41.
- Hill, R. (1998). What sample size is “enough” in internet survey research. *Interpersonal Computing and Technology: An electronic journal for the 21st century*, *6*(3-4), 1-10.
- Hinkin, T.R. (1995). A review of scale development practices in the study of organizations. *Journal of Management*, *21*, 967.

- Jackson, E.M., Rossi, M.E., Hoover, E.R., & Johnson, R.E. (2012). Relationships of leader reward behaviour with employee behaviour. *Leadership & Organization Development Journal*, 33(7), 646-661.
- Kahn, W.A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692-724.
- Katz, R., & Van Maanen, J. (1977). The loci of work satisfaction: Job, interaction, and policy. *Human Relations*, 30(5), 469-486.
- Kerrin, M., & Oliver, N. (2002). Collective and individual improvement activities: the role of reward systems. *Personnel Review*, 31(3), 320-337.
- Kular, S., Gatenby, M., Rees, C., Soane, E., & Truss, K. (2008). Employee engagement: a literature review. Kingston Business School, Kingston University.
- Lawler, E. E. (1999). Creating effective pay systems for teams. *Supporting work team effectiveness*, 188-212.
- Lee, J.J., & Ok, C.M. (2015). Drivers of work engagement: An examination of core self-evaluations and psychological climate among hotel employees. *International Journal of Hospitality Management*, 44, 84-98.
- Luo, Z.X., Shi, K., Li, W.D., & Miao, D.M. (2008). Construct of job performance: evidence from chinese military soldiers. *Asian Journal of Social Psychology*, 11, 222-231.
- Macaulay, S., & Cook, S. (2001). Rewarding service success. *Measuring Business Excellence*, 5(1), 4-8.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual review of psychology*, 52(1), 397-422.

- McBain, R. (2007). The practice of engagement: research into current employee engagement practice. *Strategic HR Review*, 6(6), 16-19.
- Miller, G.J., & Whicker, M.L. (1999). Measurement techniques. In Bowen and Bowen (Ed.), *Handbook of research methods in public administration* (pp. 77-80). Retrieved from http://books.google.com.my/books?id=awIEIBZ0fPUC&pg=PA79&lp g=PA79&dq=unidimensional+and+multidimensional+scales+definition&source=bl&ots=iEWjEdmK90&sig=kmYSYXo18HRvo72Gy2bun yewNM0&hl=en&sa=X&ei=12ttVNjGF6TWmAWU_ICwCg&sqi=2&ved=0CGIQ6AEwCQ#v=onepage&q=unidimensional%20and%20mul tidimensional%20scales%20definition&f=false
- Morgeson, F.P., & Humphrey, S.E. (2006). The work design questionnaire (wdq): developing and validating a comprehensive measure for assessing job design and the nature of work. *Journal of Applied Psychology*, 91(6), 1321-1339.
- Motowidlo, S. J. (2003). Job performance. *Handbook of psychology*.
- Mottaz, C. J. (1985). The relative importance of intrinsic and extrinsic rewards as determinants of work satisfaction*. *The Sociological Quarterly*, 26(3), 365-385.
- O'Driscoll, M. P., & Randall, D. M. (1999). Perceived organisational support, satisfaction with rewards, and employee job involvement and organisational commitment. *Applied Psychology*, 48(2), 197-209.
- Ong, T.S., & Teh, B.H. (2012). Reward system and performance within Malaysian manufacturing companies. *World Applied Sciences Journal*, 19(7), 1009-1017.
- Penwarden, R. (2014). 3 types of survey research, when to use them, and how they can benefit your organization. Retrieved June 3, 2014, from <http://fluidsurveys.com/university/3-types-survey-research-use-can-benefit-organization/>

- Roe, R. A. (1999). Work performance: A multiple regulation perspective. *International Review of Industrial and Organizational Psychology*, 14, 231-336.
- Rothbard, N. P. (2001). Enriching or depleting? The dynamics of engagement in work and family roles. *Administrative Science Quarterly*, 46(4), 655-684.
- Rowland, C., & Hall, R. (2014). Management learning, performance and reward: theory and practice revisited. *Journal of Management Development*, 33(4), 342-356.
- Rowley, J. (2014). Designing and using research questionnaires. *Management Research Review*, 37(3), 308-330.
- Saks, A.M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600-619.
- Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness studies*, 3(1), 71-92.
- Shuck, M.B., Rocco, T.S., & Albornoz, C.A. (2011). Exploring employee engagement from the employee perspective: implications for HRD. *Journal of European Industrial Training*, 35(4), 300-325.
- Spreitzer, G.M. (1995). Psychological empowerment in the workplace: dimensions, measurement, and validation. *Academy Of Management Journal*, 18(5), 1442-1465.
- Synodinos, N.E. (2003). The art of questionnaire construction: some important considerations for manufacturing studies. *Integrated Manufacturing Systems*, 14(3), 221-237.
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53-55.

- Thomas, K.W., & Velthouse, B.A. (1990). Cognitive elements of empowerment: an “interpretive” model of intrinsic task motivation. *Academy of Management Review*, 15(4), 666–681.
- Tomprou, M., & Nikolaou, I. (2011). A model of psychological contract creation upon organizational entry. *Career Development International*, 16(4), 342-363.
- Tymon Jr., W.G., Stumpf, S.A., & Doh, J.P. (2010). Exploring talent management in India: the neglected role of intrinsic rewards. *Journal of World Business*, 45, 109–121.
- Van Scotter, J.R., & Motowidlo, S.J. (1996). Interpersonal facilitation and job dedication as separate facets of contextual performance. *Journal of Applied Psychology*, 81(5), 525-531.
- Viswesvaran, C., & Ones, D. S. (2000). Perspectives on models of job performance. *International Journal of Selection and Assessment*, 8(4), 216-226.
- Waal, A.D., & Jansen, P. (2013). The bonus as hygiene factor: the role of reward systems in the high performance organization. *Evidence-based HRM: A Global Forum for Empirical Scholarship*, 1(1), 41-59.
- Welbourne, T.M. (2007). Employee engagement: beyond the fad and into the executive suite. *Leader to Leader*, 2007, 45-51.
- Williams, L.J., & Anderson, S.E. (1991). Job satisfaction and organisational commitment as predictors of organizational citizenship and in-role behaviours. *Journal of Management*, 17(3), 601.
- Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2009). Work engagement and financial returns: a diary study on the role of job and personal resources. *Journal of Occupational and Organizational Psychology*, 82(1), 183-200.

Zainal, Z. (2007). Case study as a research method. *Jurnal Kemanusiaan*, (9), 1-6.

Zhou. J., Qian, X., Henan, Q., & Lei, X. (2009). Total reward strategy: A human resources management strategy going with the trend of the times. *International Journal of Business and Management*, 4(11), 177-183.

Appendix 1

SURVEY QUESTIONNAIRE

Please respond to each of the items in this section by ticking one of the columns that clearly represents your opinion.

This research is for academic purposes only. It is to establish the moderating effect of reward in the relationship between work engagement and job performance.

Respondents are assured that any information given out will be accorded the necessary confidentiality. Thank you.

No.	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	Section 1: Vigour (VI)					
Q1.	When I get up in the morning, I feel like going to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q2.	At my work, I feel bursting with energy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3.	At my work I always persevere, even when things do not go well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q4.	I can continue working for very long periods at a time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q5.	At my job, I am very resilient, mentally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6.	At my job, I feel strong and vigorous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Section 2: Dedication (DE)					
Q7.	To me, my job is challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q8.	My job inspires me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9.	I am enthusiastic about my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q10.	I am proud on the work that I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11.	I find the work that I do full of meaning and purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Section 3 : Absorption (AB)					
Q12.	When I am working, I forget everything else around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q13.	Time flies when I am working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q14.	I get carried away when I am working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q15.	It is difficult to detach myself from my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q16.	I am immersed in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q17.	I feel happy when I am working intensely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Section 4 : Skill Variety (SV)					
Q18.	The job requires me to utilise a variety of different skills in order to complete the work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19.	The job requires me to use a number of complex or high-level skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Section 5 : Task Identity (TI)					
Q20.	The job is arranged so that I can do an entire piece of work from beginning to end.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q21.	The job provides me the chance to completely finish the pieces of work I begin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Section 6 : Task Significance (TS)					
Q22.	The results of my work are likely to significantly affect the lives of other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q23.	The job itself is very significant and important in the broader scheme of things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Section 7 : Autonomy (AU)					
Q24.	The job allows me to plan how I do my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25.	The job allows me to decide on my own how to go about doing my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 8 : Feedback (FB)						
Q26.	The work activities themselves provide direct and clear information about the effectiveness (e.g.: quality and quantity) of my job performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q27.	Other people in the university, such as dean, head of department and co-workers, provide information about the effectiveness (e.g.: quality and quantity) of my job performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 9 : Empowerment (EM)						
Q28.	I am allowed to do almost anything to do a high-quality job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q29.	I would like a job that would allow me more authority. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q30.	I have the authority to correct problems when they occur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q31.	I am allowed to be creative when I deal with problems at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q32.	I do not have to go through a lot of red tape (<i>excessive regulation or rigid conformity to formal rules</i>) to change things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q33.	I have a lot of control over how I do my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q34.	I do not need to get management's approval before I handle problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q35.	I have a lot of responsibility in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36.	I am encouraged to handle job-related problems by myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q37.	I can make changes on my job whenever I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q38.	I have to follow procedures closely in my job. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q39.	I can take charge of problems that require immediate attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Section 10 : Social Support (SS)					
Q40.	My Dean/Head of Department is concerned about the welfare of the people that work for him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q41.	People I work with take a personal interest in me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q42.	People I work with are friendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Section 11 : Rewards (RW)					
Q43.	When I improve the level of performance to the job, I will be rewarded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q44.	The rewards I receive are based on dean or/and head of department evaluations of appraisal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q45.	I am rewarded for serving well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q46.	I am rewarded for dealing effectively with work related problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Section 12 : In-Role Behaviour (IRB)					
Q47.	I adequately complete the assigned duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q48.	I fulfills the responsibilities specified in job description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q49.	I perform tasks that are expected of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q50.	I meet formal performance requirements of the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q51.	I engage in activities that will directly affect my performance evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q52.	I neglect the aspects of the job that I am obligated to perform. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q53.	I fail to perform the essential duties. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Section 13 : Extra-Role Behaviour (ERB)					
Q54.	I help others who have been absent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q55.	I help others who have heavy workloads.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q56.	I assist the dean/head of department with his/her work (when not asked).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q57.	I take the time to listen to co-workers' problems and worries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q58.	I go out of way to help new employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q59.	I take a personal interest in other employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q60.	I pass along information to co-workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q61.	My attendance at work is above the norm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q62.	I give advance notice when unable to come to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q63.	I take undeserved work breaks. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q64.	I spend great deal of time with personal phone conversations. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q65.	I complain about insignificant things at work. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q66.	I conserve and protect the university property.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q67.	I adhere to informal rules devised to maintain order.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q68. What is your age range?

1	23 - 27	<input type="radio"/>
2	28 - 32	<input type="radio"/>
3	33 - 37	<input type="radio"/>

4	38 - 42	<input type="radio"/>
5	43 - 47	<input type="radio"/>
6	48 - 52	<input type="radio"/>

7	53 - 57	<input type="radio"/>
8	58 - 60	<input type="radio"/>
9	61+	<input type="radio"/>

Q69. What is your gender?

1	Female	<input type="radio"/>
2	Male	<input type="radio"/>

Q70. What is your current job group?

1	Tutor or Assistant Lecturer	<input type="radio"/>
2	Lecturer	<input type="radio"/>

3	Senior Lecturer	<input type="radio"/>
4	Assistant Professor	<input type="radio"/>

5	Associate Professor or Professor	<input type="radio"/>
---	----------------------------------	-----------------------

Q71. How many years have you been working with this university?

1	1 - 2	<input type="radio"/>
2	3 - 4	<input type="radio"/>

3	5- 6	<input type="radio"/>
4	7 - 8	<input type="radio"/>

5	9- 10	<input type="radio"/>
6	11 - 12	<input type="radio"/>

Q72. What is your current salary range?

1	2,500 - 4,000	<input type="radio"/>
2	4,001 - 5,500	<input type="radio"/>

3	5,501 - 7,000	<input type="radio"/>
4	7,001 - 8,500	<input type="radio"/>

5	8,501 - 10,000	<input type="radio"/>
6	10,001+	<input type="radio"/>

Thank you for completing this survey questionnaire form.

Details of each item for the three variables (work engagement, reward, and job performance)

Variable	Cronbach's Alpha	N of Items
Work Engagement (IV)		
Vigour (VI)	.790	6
Dedication (DE)	.865	5
Absorption (AB)	.881	6
Overall α	.905	17
Reward (Moderator)		
Skill Variety (SV)	.856	2
Task Identity (TI)	.741	2
Task Significance (TS)	.769	2
Autonomy (AU)	.827	2
Feedback (FB)	.794	2
Empowerment (EM)	.695	12
Social Support (SS)	.690	3
Rewards (RW)	.865	4
Overall α	.892	29
Job Performance (DV)		
In-Role Behaviour (IRB)	.628	7
Extra-Role behaviour (ERB)	.883	14
Overall α	.880	21

