

THE ROLE OF PERSONAL RESOURCES AND
TRANSFORMATIONAL LEADERSHIP ON WORK
ENGAGEMENT AND ITS IMPACT ON JOB
PERFORMANCE AMONG THE ACADEMIC STAFF

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DECLARATION

We hereby declare that:

- (1) This undergraduate research FYP is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
- (2) No portion of this research FYP has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
- (3) Equal contribution has been made by each group member in completing the FYP.
- (4) The word count of this research report is 21,082 words.

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This dissertation is dedicated to:

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LIST OF ABBREVIATIONS

11MP	Eleventh Malaysia Plan
HLI	Higher Learning Institution
JD-R model	Job demands-resource model
MEBHE	Malaysia Education Blueprint (Higher Education)
MOE	Ministry of Education
MOHE	Ministry of Higher Education
MQA	Malaysia Qualification Authority
NHESP	National Higher Education Strategies Plan
SET	Social Exchange Theory
SPSS	Statistical Package for Social Science
THE	Times Higher Education
UKM	Universiti Kebangsaan Malaysia
UM	Universiti Malaya
UPM	Universiti Putra Malaysia
USM	Universiti Sains Malaysia
UTAR	Universiti Tunku Abdul Rahman
UTP	Universiti Teknologi Petronas

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PREFACE

All business students are compulsory to complete the research project before accomplishing the study of Bachelor of Business Administration (Hons). The research's topic is "The roles of personal resources and transformational leadership on work engagement and its impact on job performance among the academic staff". The purpose for conducting this research is to increase the awareness of level of work engagement for each of academic staff in the private university. Moreover, education industry (private university) would be chosen as the target industry to study the factors of work engagement and impact on academic staff's job performance.

Education system in Malaysia have introduced into few categories which are primary and secondary education, post-secondary education and tertiary education. The higher education is act as the key role in the knowledge economy and able to contribute national human capital with the higher standard of skill and knowledge. Furthermore, the academic staff would become the important role which teaching and sharing their knowledge to their students while they have faced their work with the higher level of pressure and stress and heavy workload. By facing the higher level of stress and pressure on their work, it would affect the employee engagement and their job performance as well. Hence, this is important to identify and understand the reason behind the factors to affect the work engagement become decreasing toward decreasing the job performance for each of academic staff.

In short, this research will provide clear information about the factors of work engagement and its impact on job performance toward the academic staff in education industry. We will examine and explain independent variables to affect the work engagement and its impact on job performance among the academic staff. Yet, this research also can be guidance for the parties that involved in the education industry to reduce the negative impact.

ABSTRACT

Education industry is important to all of us especially the higher education as the act as the key role in the knowledge economy and able to contribute national human capital with the highest standard of skill and knowledge. Each of the parties have responsibility to increase the employee engagement which able to increase the job performance for each of academic staff in the private university. Recently, there found that the employee engagement has become decreasing in the education industry especially in private university. Hence, the research's purpose is to investigate the factors which are personal resources (Self-efficacy, optimism, resilience and hope) and transformational leadership that affect work engagement toward job performance among academic staff in Malaysia private education industry.

In this research, researchers conduct the survey to collect the primary source by distributing 300 set of questionnaires to the target population where located at Universiti Tunku Abdul Rahman (UTAR), Kampar Campus. Researchers conducted the Cronbach's alpha reliability test on every construct which resulted high reliability test. Moreover, Pearson correlation coefficient, multiple regression, and linear regression revealed the importance of independent variables. In the results shown that the independent variables which included personal resource (Self-efficacy, optimism and, hope) and transformational leadership have a positive relationship whereas resilience has a negative relationship with work engagement (dependent variable) while the work engagement has a positive relationship with the job performance (dependent variable) .Education sector should implement proper strategy which would increase the employee engagement toward to have better job performance for each of the academic staff.

Overview of the research tends to provide investigate the factors which affecting the work engagement in Malaysia Education industry. Throughout this research, the limitations of the study have been identified. Hence, it should be avoided the similar limitation in the future research. Besides limitation, the discussion of findings, implications of the study and recommendations for future research will be conducted in the end of this study.

CHAPTER 1: RESEARCH OVERVIEW

1.0 Introduction

According to Bakker, Schaufeli, Leiter and Taris, (2008), work engagement is a positive, fulfilling, and affective-motivational for well-being of workplace which can see the antipode of job burnout. High level of energy and inspirit their enthusiastically has involved in engaging employee. Other than that, a lot of scholars have agreed engagement have included energy and identification dimension. High level of vigor and strong identification is characterized in engagement with one's work. As following, the purpose of this study is determined the influence of personal resource included optimism, self-efficacy, resilience, hope and, transformational leadership on work engagement among academic staff. Beside, this study also has evaluated the impact of work engagement in job performance.

1.1 Research Background

The emerging significance and demand for the internationalization of higher education has prompted the world to compete and become the world's leading education center (Mohd Ismail & Doria, 2013). Munusamy and Hashim (2019) believe that the recent development of regional education centers is regard to three important developments which are the scope and cross-border education scale, the new focus is on the regionalization of higher education, and higher education in a key role in the knowledge economy. According to the QS Top Universities, (2020), in the world ranking major of public universities in Malaysia has been listed such as Universiti Malaya (UM) was ranked 70th, Universiti Putra

Malaysia (UPM) was ranked 159th and Universiti Kebangsaan Malaysia (UKM) was ranked 160th. Besides, there are some private universities that found in the list of the QS World University Ranking, such as UCSI University and Universiti Teknologi Petronas (UTP) were ranked 442th and 482th respectively. Meanwhile, Taylor's University was ranked 511th-520th, and Universiti Tunku Abdul Rahman (UTAR) was ranked 801th-1000th.

Besides that, Times Higher Education (THE) ranking shown that the public universities in Malaysia, such as UM was 301th -350th, UKM, UTM, and Universiti Sains Malaysia (USM) were in the rank of 601th-800th. On the other hand, the private university that listed in THE (2019) include UTAR (501th-600th), UTP (601th-800th), and Universiti Tenaga Nasional (801th-1000th). According to Williams and Leahy (2018), GDP share in government expenditure on higher education has ranked 8th in Malaysia, 32nd for university system quality and workforce of educational attainment ranked 39th. Based on the ranking of Malaysia education institution was clearly shown that the qualification of the Malaysia education has improved through the ranking by every year.

Shahijan, Rezaei, and Preece (2016) stated that Malaysia together with other Asian countries is giving more focus to the internationalization of higher education system. The transformation of higher education begins when the Ministry of Higher Education (MOHE) formed a committee to enable Malaysia becomes an international higher education centers in the region in the Eleventh Malaysia Plan (11MP) (Chang, Sirat & Razak, 2018). In 2004, Ministry of Higher Education was established, the committee is responsible for make recommendation concerning the development, study, review and direction of higher education in Malaysia. Shariffuddin, Razali, Ghani, Shaadi and Ibrahim (2017) stated that the transformation of Higher Learning Institution (HLI) involves improve academic institution of higher education process through academic courses, the process of improving academic institutions of higher education through academic courses, with a focus on improving the skills and,

abilities of graduates in preparing genetic disciplines and institutions while preparing national human capital to promote economic and social expansion. The HLIs in Malaysia is required to fulfill the guidelines and, rules that been listed by MOHE through national quality. In Malaysia cases, Malaysia Qualification Authority (MQA) are responsible to oversee the standard of HLIs.

The finding committee then has become the major inputs developing the National Higher Education Strategies Plan 2007- 2020 (NHESP). The NHESP includes seven thrusts with plan and action aimed at producing first-class mentality human capital which makes Malaysia an international hub of excellence in higher education (MOHE 2007). By following plan for education is the blueprint, the Malaysia Education Blueprint (Higher Education) (MEBHE) 2015-2025 was introduced and its purpose is expanding into higher education and it's also considers as the NHESP for improving continuous development.

In recent years, there are increase presences of international staff and lecturers as a mean to improve the local higher education system, which provide opportunities for joint collaboration and generate higher quality of research (Hashim & Munusamy, 2019). The international efforts have prompted Malaysia to emphasis on study, publishing and curriculum development to maximize advantages and improve the quality of higher education (Hashim & Munusamy, 2019). Besides that, the private institutions has provides support in offering education, especially in this era of internalization of education, and that public institutions are unable to achieve the high demands for educational progress, and the government is unable or unwilling to provide the necessary support for education growth, so private institutions will close the gap, especially in the growth of higher education (Abdul, Rahman, Bularafa, Wah & Rahman, 2016; Altbach, 2015). In reality, rigid career development pathways limit the extent to which HLIs are capable of attracting recruiting and retaining best talent. The strengths and focus area of HLIs are insufficient specialisation.

Employee engagement generate the effect to the key results, regardless of the organization, sector, or nation as concluded by the Gallup organization's eight iterations of its research on employee and engagement and productivity (Gallup, Inc, 2013). According to Baldoni, (2013), the work engagement of employee is a significant competitive differentiator for the companies when economics crisis.

1.2 Research Problem

Scahaufeli, Salanova, Gonzalez-Roma and Bakker (2002) defined engagement as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption They state into the further as the engagement is not a momentary and concrete state, but rather, it is more persistent and pervasive affective-cognitive state that is not focused on any particular object, event, individual, or behaviour (p.74). Higher job and organization engagement led to job satisfaction, organizational commitment, reduced intentions to quit and organizational citizenship behavior". Even though they faced with setbacks, limitation, or challenges, individuals will feel motivated, eager and excited about his or her work (Scahaufeli, et al, 2002).

For achieving the high quality education in higher educational institution in Malaysia. There have some challenge to achieve, stress among the academicians. Amalina, Huda and Hejar, (2016) has reported that the academic staff are confronting with demanding working environment that can increase their distress, causes low productivity, leads to negative impact on their family life, negative behaviour and chronic health problem. Other than that, the expansion of enrollment in universities had resulted the increase amount of student with less proportional to the amount of academic staff. This has increase teaching hours and caused a greater teaching burden on academicians. Besides, Hassim and Arma, (2016) stated that student behaviour is the greatest source inter-relationship stress.

Meanwhile, the academic staffs also faces the challenge of resources scarcity, time shortage, slow progress in career development, poor communication with faculty, professional disillusion and inadequate wages, heavy workload and publication demands Hassim and Arma, (2016). The previous research showed that demanding situation may causes academic staff disengage, which can affect their job performance and will lead to spirit strong sense of desire to leave higher education or regret selecting an academic career (Valero, Hirschi, & Strauss, 2015).

Furthermore, the academic staffs are expected to engage in research and publication, provide non-academic services to the academic unit or institution and undertake for professional activities (Malaysia Qualification Agency, 2014). The academic staffs is also required to carry out the scholarly activities to develop or enhance their teaching, professional expertise that are relevant to their profession or discipline area of study through individual and collaborative research (Malaysia Qualification Agency, 2014). Thus, the management of university requires to work on how to designs job that able to increase work engagement among the academics.

Considering the gap in past studies, this research aims to evaluate the affect of optimism, hope, self-efficacy, resilience and transformational leadership on work engagement and its impact towards job performance among the academic staff in private higher education institutions. According to Kašpárková, Vaculík, Procházka and Schaufeli, (2018), the resilience in workplace help to attain all the three condition of psychological condition of engagement for resilient expected perceive their goal meaningful, employee feel safety for engage and the employee have sense they have ability to control and effect their environmentally successfully, they have sense to availability of engagement. Kašpárková et al, (2018) resilient able to increase the job engagement since work engagement it can helps people to achieve the high job performance and pursue the employees in their task performance. Furthermore, Bakker and Demerouti (2008) also have

stated that the employees who have the high level of hope, there are more involved in their job as they have more goal-oriented strategies and are motivated to achieve their goals so that they able to perform well in the delivery service and complaint handling processes.

Supports a positive relationship between employees' hope, performance and work attitudes is stated by Youssef & Luthans (2007); Ugwu and Amazue, (2014). An individual who have high self-efficacy can make an individual become more persistence (Hoque, Alam & Abdullah, 2010) opposite with an individual who has low self-efficacy will make an individual feel that things are tougher than they really are. Through the research, academic staff with high self-efficacy will display greater level of planning and organization (Allinder, 1994; Hoque, Alam & Ghani 2011) which meant that they able willing to accept the new ideas and try new methods (Guskey, 1988).

This study integrates personal resources and transformational leadership in predicting work engagement, which is underpinned by job demands-resources model. Besides, this study also applied the Social Exchange Theorist (SET) in explaining the relationship between leadership style (transformational leadership) and job performance. Limited studies found between transformational leadership and work engagement among academic staff in private university in Malaysia. For example, Almaaitah, Harada, Sakdan and Almaaitah (2017) examined the influence of compensation, career development, transformational leadership, and work-life balance on employee retention in Malaysia. Besides Lo, Ramayah, Min and Songan (2010) focused on the relationship between leadership styles and organizational commitment among Malaysian employees by applying the leader-member exchange theory.

1.3 Research Objective

The aim of this research: To identify the personal resources and transformational on the work engagement and the impact on job performance.

1.3.1 General Objective

The aim of this research: To identify the personal resources and transformational leadership on the work engagement and the impact on job performance

1.3.2 Specific Objective

- i) To examine the influence of self-efficacy on work engagement among the academic staff.
- ii) To examine the influence of optimism on work engagement among the academic staff.
- iii) To examine the influence of resilience on work engagement among the academic staff.
- iv) To examine the influence of hope on work engagement among the academic staff.
- v) To examine the influence of transformational leadership on work engagement among the academic staff.
- vi) To examine the relationship between job performance and the work engagement among the academic staff.

1.4 Research Questions

Based on the research objective, the argument and question to be answered upon the completion of this research are shown below:

- i) Does self-efficacy influence work engagement among academic staff?
- ii) Does optimism influence work engagement among academic staff?
- iii) Does resilience effect work engagement among academic staff?
- iv) Does hope of personal resources will influence work engagement among academic staff?
- v) Does transformational leadership influence work engagement among academic staff?
- vi) Does work engagement will influence job performance among academic staff?

1.5 Hypothesis of Study

Based on the research question, prediction of the result on factors is shown below:

Hypothesis 1

H₁₀: Self- efficacy does not has a significant influence on work engagement among academic staff

H₁₁: Self- efficacy has a significant influence on work engagement among academic staff

Hypothesis 2

H₂₀: Optimism does not has a significant influence on work engagement among academic staff

H2₁: Optimism has a significant influence on work engagement among academic staff

Hypothesis 3

H3₀: Resilience does not has a significant influence on and work engagement among academic staff

H3₁: Resilience has a significant influence on work engagement among academic staff

Hypothesis 4

H4₀: Hope does not has a significant influence on work engagement among academic staff

H4₁: Hope has a significant influence on work engagement among academic staff

Hypothesis 5

H5₀: Transformational leadership does not has a significant influence on work engagement among academic staff

H5₁: Transformational leadership has a significant influence on work engagement among academic staff

1.6 Significance of Study

In spite of having exceptional teaching systems, high work engagement leveled towards academic staff will only able to bring the best out of the students. Nowadays, the academic staff is under pressure due to have to perform well and help the students accomplish the achievements. As such, this research hope to help the educational policy makers to understand the effects of transformational leadership and personal resources towards work engagement, consecutively could lead to better performance among the academic staff. Through this study it can focus primarily on the private higher educational institution sector and academic

staff in higher educational institution sector able to get benefit. This is due to the reason that academic staff can get know the aspects that affect their work engagement and therefore influence their job performance. Hence, the academic staff could come up some solutions in order to fix the issues according to severity. For example, if academic staff engaged more in their task, their job performance will accordingly increase. According to Hakanen, Bakker and Schaufeli (2006) stated that engaged teachers have greater ability to achieve their educational goals and their enthusiasm as providing a platform to bring together such as energy, excitement and interest among students.

Besides, this study will be useful to the HLIs because the management may gain greater knowledge on the impacts of personal resources, such as self-efficacy, optimism, resilience, and hope on work engagement among academic staff. Previously study showed that work engagement is a key that influences the performance outcome in the education industry. Therefore, higher “job and organization engagement led to job satisfaction,” decreased leaving intentions, organizational commitment and organizational citizenship behavior (Saks, 2006). In fact, if an individual met with obstacles, weakness and difficulties, they will feel motivated, enthusiastic and excited about their jobs.

On the other hand, this research provides academic staff some concept on the way to influence their job performance. For an example, building personal psychological resources that can enhance their work engagement and generate better job performance. This may include optimism, resilience, self-efficacy, and hope. Moreover, Bass (1985) mentioned transformational leadership had additional impacts on the followers to do more than before considered by increasing the awareness of the crucial of task outcomes to them.

1.7 Chapter Layout

Chapter 1

Chapter one is the introductory chapter where the study and the description of this research are stated. In addition, there had accomplished the research objectives, determined the research questions, hypothesis will be tested along with the crucial and contribution of this research.

Chapter 2

The outcome of Literature Review identified the important variables in the research, documentation of significant findings from the relevant journals or articles, avoid missing out of the important and relevant variable that had impact on the problem discovered in the past. Besides, in chapter 2, this research also will introduce the conceptual or theoretical framework.

Chapter 3

The overview of research methodology will be introduced in chapter 3. Moreover, research design, data collection methods, sampling design, research instrument, constructs measurement, data processing and data analysis will be stated in the research.

1.8 Summary

Conclusively, a summary of this study is to determine the factors which contributed to the work engagement among academic staff. This research able to define the research purpose as the objective, conceptual framework, hypotheses is formed. Next, each of the variables and the proposed conceptual framework will be further discussed in next chapter.

CHAPTER 2: LITERATURE REVIEW

2.0 Literature Review

This chapter covers the critical review of the existing work from different journal articles. The review will provide a foundation in identifying the worth of the research and theories, and developing proposed theoretical framework. Lastly, the hypothesis is formulated to test the relationship of the factors that influence work engagement, and its impact on job performance.

2.1 Underlying Theories

2.1.1 Job Demand Resource Model (JD-R Model)

According to Schaufeli and Bakker (2004), organizational commitment, physical health, and psychological well-being may affect by job resources and demands through mediating factors that are specific like work engagement and burnout. Rothmann, Mostert and Strydom, (2006) explained that the well-being of employees is impacted by the working environment. Demerouti, Bakker, Nachreiner and Schaufeli (2001) have developed a job demands-resource model (JD-R model) that considers employees' well-being to the characteristics of the work condition (Xanthopoulou, Bakker, Demerouti & Schaufeli, 2007). Work-related characteristics are different in every occupation. These characteristics are either job resources or job demands (Du Plooy & Roodt, 2010).

The aim of JD-R model is to synthesize two impartial independent research traditions, like motivation and stress (Demerouti & Bakker, 2011). Job demands are initiator of the health damage process (Demerouti & Bakker, 2011). Work engagement is viewed as the positive opposite of job burnout. Bakker, Hakanen, Demerouti, and Xanthopoulou (2007) had developed a theoretical model which is JD-R model of work engagement (JDR-WE).

Job demands are the physical, social, organizational, or psychological aspects of the job which needs persisted psychological or physical efforts (Demerouti & Bakker, 2011). Demerouti and Bakker (2011) stated that these involve high work tension, detrimental working condition and irregular working hours. According to Hockey's (1997 as cited in De Bruine & Roodt, 2011), the stressed employee aims to safeguard their first performance targets when faced with increase job demands that require increased mental effort. De Bruine and Roodt (2011) stated that their job demands principle is a de-energizing process. Job demand can classify into qualitative and quantitative. Quantitative job demands contain work excessive and the time pressure, while qualitative job demands contain adverse working state, emotional demands, role of conflict, and role of ambiguity.

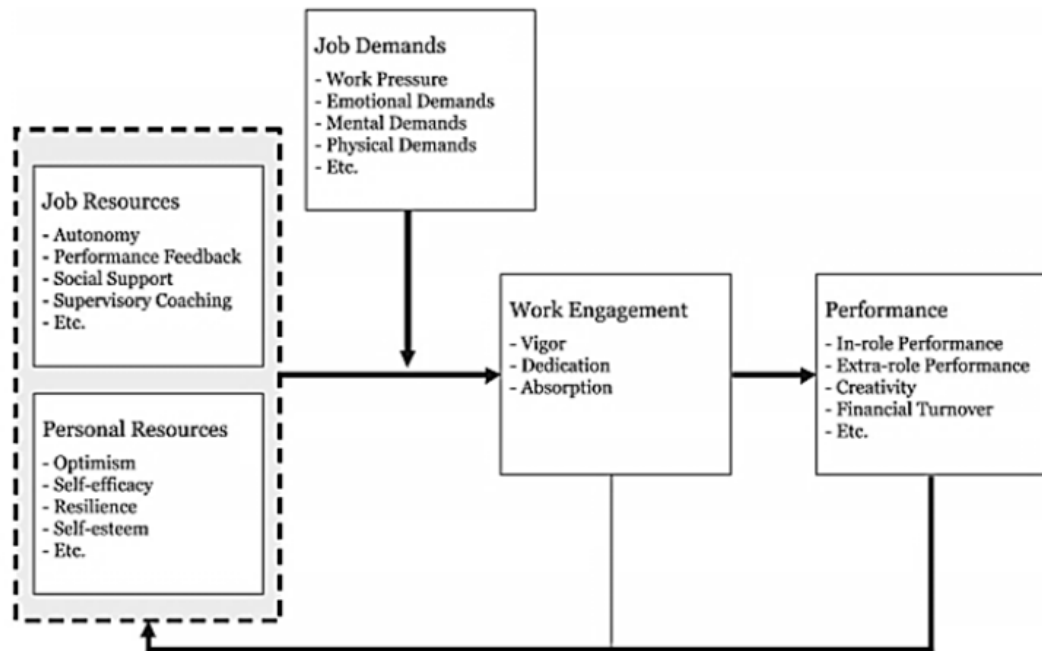
Job resources are the social, organizational, physical, or psychological aspects of the job that are either decrease job demands and the related psychological and physiological costs, capability in achieving work target, and to stimulate individual growth, development, and learning (Demerouti & Bakker, 2011). Hobfoll (2001) mention that primary human motivation is a tool which can toward accumulation and maintenance of resources. Furthermore, resources have a definition of other resources with valued was protected when resources have a value of their own. The well-being of employees internally by enhances employee learning,

development, and growth, or extrinsically by helping achieve employee's work target will affect by job resources (Hakanen, Bakker & Schaufeli 2006). According to Bakker and Demerouti (2007), job resources have four levels which are organizational levels such as salary, opportunities of occupation, job security and access to resources, social and interpersonal levels such as supervisor, team situation and support of co-worker, organizations work levels such as clearly of role and present in decision-making and task levels such as variety of skill, autonomy, feedback of evaluation and task significance.

De Bruine and Roodt (2011) stated that job demands are a de-stimulus process that can deplete mental of an employee and physical resources may lead to ill and burnout. The initiator of a motivation process is job resources (Demerouti & Bakker, 2011). It may lead to organizational engagement and encourages work engagement (De Bruine & Roodt, 2011). Job resources possess the extrinsic and intrinsic motivational potential, breed employees to meet their target. Therefore, the employee will more be engaged in their job as they drive fulfillment from it (Hackman & Oldham, 1980). Job resources will lead to work engagement has shown in previous studies (Bakker, Demerouti & Schaudeli., 2003; Hakanen et al., 2006), means the positive, fulfilling, and work-related state of mind that is characterized by vigor, dedication, and absorption (Schaudeli & Bakker, 2004). Furthermore, the JD-R model explains that job resources buffer the relationship between beaten and job demands. Under demanding work situation, an employee with a high level of resources will plan more supplies, so that will have more ability of dealing with the demands. Thus, they experience least in exhaustion (Bakker, Demerouti & Euwema, 2005).

The model concludes that (1) one's intention to act upon that motivational state (i.e., behavioral readiness), and (2) one's cognitive functioning (i.e., cognitive open-mindedness) can be affected by the

affective-motivational state of mind of work engagement based on the Broaden-and-Build theory (Frederickson, 2001). Hirst, Van Knippenberg, and Zhou (2009), found that work engagement is associated positively with two types of process performance as a function of behavioral readiness. Thus, Schaufeli and Taris (2014) stated that JD-R explicitly proposes that individual-level well-being such as burnout and engagement affects job performance. Bakker and Demerouti (2014) proposed that JD-R theory and model can conclude that important organizational outcomes. A study proposed by Alessandri, Consiglio, Luthans and Borgogni (2018) stated that personal resources included optimism, resilience, efficacy, and hope to increase work engagement and job performance.



JD-R model of work engagement (Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007)

2.1.2 Social exchange theory

According to Cropanzano and Mitchell (2005), the Social exchange theory (SET) was categorized into three theoretical perspectives are

anthropology (e.g., Firth, 1967; Sahlins, 1972), social psychology (e.g., Gouldner, 1960; Homans, 1958; Thibault & Kelley, 1959), and sociology (e.g., Blau, 1964). SET can be viewed from different angles like a sociologist (e.g., Blau, 1964) pointed out that the difference between social interaction and economic exchange is the terms of social interaction is not spelled by themselves, but by a specific individual (Redmond, 2015). There have few assumptions that assume that individuals are usually rational and participate in the calculation of costs and advantages in social exchanges and it normally largely concerned with decision making issues (Redmond, 2015). Second, social exchange theory is based on the assumption that people involved in interactions rationally seek to maximize the profits or benefits derived from these situations, especially in meeting basic individual needs (Redmond, 2015). Third, the exchange process that brings returns or rewards to individuals leads to the patterning of social interactions as an individual is seeking relationships and interactions that promote their needs, but they are also recipients of their actions, and their motivation is to satisfy their own needs (Redmond, 2015).

The basic principle of the SET is the transformational leaders' followers will return their supportive leaders by showing the positive behaviors and attitudes which is benefits to companies; organization commitment, job satisfaction, organizational citizenship behavior work performance, and innovative work behavior are the examples of positive contribution for the organization (Choi, Kim Ullah & Kang, 2016; Gerstner & Day, 1997; Xerri & Brunetto, 2013). Bringing oneself more fully into one's work roles and devoting a greater amount of cognitive, emotional, and physical resources is a very profound way for individuals to respond to an organization's action, it is reflecting the mean is comprehensively participated in a beneficial exchange relationship (Saks, 2006).

Breevaart and Bakker (2018) stated that transformational leaders have the ability which able to inspire employee engagement at the highest level by generating a trustworthy and comfortable environment in the organization. Blau (1964) argues that SET can be applied to explain leadership effect in human interaction, which is supported further by Hollander and Offermann (1990) who recognize the importance of social exchange between managers and subordinates over time, and it is including mutual influence and interpersonal perception (Lo, Ramayah, Min & Songan, 2010).

Theorists have suggested that the SET may offer insights into how transformational leaders affect the outcomes of organization, and it also is part of the development process of social exchange relationships such as the employees reward their behavior based on their own competitive behavior. According to Hansen (2010), the social exchange relationship between the leaders and his subordinates stems from the interaction between these parties and is driven by the common interests of communication.

2.2 Review of the Literature

2.2.1 Work Engagement

Based on Schaufeli, Salanova, González-Romá and Bakker (2002, p. 74), work engagement means as "...a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption". The engaged employee who is energized and willing to put a lot of efforts in their task will produce a better job performance as compared with non-engaged employee (Demerouti & Cropanzano, 2010). This is because the engaged employee has positive emotions, for example, feel happy, joy, and have enthusiasm when performing their tasks (Bakker & Demerouti, 2008).

According to Cropanzano and Wright (2001), people with positive emotions will become sensitive to opportunities at their work, they are more optimistic, outgoing, confident, helpful, and so they can create a better job performance.

The burnout researchers claim that burnout is the opposite of work engagement, this is because engagement means the passion, involvement, commitment, enthusiasm, focused effort, absorption, and energy of people put into the task (Wilmar & Schaufeli, 2012). Based on Maslach and Leiter (2007), burnout is referring to people feel cynicism, exhaustion, and inefficacy in the workplace and the individual is experiencing a high level of stress. Nevertheless, other scholars (Schaufeli, Salanova, González-Romá, & Bakker, 2002) stated that there have two different concepts between work engagement and burnout. Besides, these two variables are negatively related. Employees dedicated to their jobs will be more energetic and effective interact with the work, while employees facing burnout will feel stressed and look at their work as a challenge.

Kahn (1990) is an ethnographic researcher which is the primary scholar to have conceptualized the work engagement. He claimed that work engagement is "...harnessing of organization members' selves to their work roles: in engagement, people employ and express themselves physically, cognitively, emotionally, and mentally during role performances". Besides, Kahn (1990) assumed that work engagement generate the intended outcome in the individual level and organizational level. In facts, work engagement produces many positive organizations outcomes, such as task and the overall performance (Bakker & Demerouti, 2008; Rich et al, 2010; Schaufeli & Salanova, 2007), productivity (Masson, Royal, Agnew, & Fine, 2008; Rich, Lepine, & Crawford 2010), even increased client satisfaction (Bakker & Demerouti, 2008) and organizational citizenship behaviors (Rich et al., 2010).

Work engagement is a response or reaction that people give to a task, either presenting or absenting from the task, it's depends on themselves. According to Schaufeli and Bakker (2010), work engagement is the consistent, independent, and pervasive motivational psychological that people behavioral investment in their personal energy. According to Schaufeli and Bakker, 2004; Schaufeli, 2013; Taris, Ybema and Beek (2017), the characteristic of work engagement are vigor, dedication and absorption, but the vigor and dedication is the core component of work engagement while absorption is as consequence. Vigor is refer to employee has high levels of energy, and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties (Schaufeli, 2012). Besides, dedication defined as strongly involved in one's work, and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge (Schaufeli, 2012). The last dimension is adsorption, its means concentration and being engrossed in people's work, whereby passing time will be intangible and being detached from the job has some difficulties for them (Schaufeli, 2012). According to May, Gilson and Harter (2004); Geldenhuys, Łaba and Venter (2014); Parent and Lovelace, 2015; Vokić and Hernaus (2015), work engagement will affect the employee' job satisfaction, commit to company, and willing to adapt the organization's changes.

2.2.2 Personal resources

Personal resource is an individual resource which enables him or her to perform exceptionally well at the workplace (Zakaria, Idris, Samah, & Abiddin, 2018). According to Hobfoll, Johnson, Ennis, and Jackson (2003), it also can describe as positive attitude that is related to resilience. The employee is able to perform well even though in difficult condition. Thus, when the employee contains many personal resources, a person can

make more expect in positive result, especially in terms of goals achieved (Judge, Bono, Erez, & Locke, 2005). Personal resources can motivate employees to perform by act as both intrinsic and extrinsic motivations during role performance (Bakker, 2011). Personal resources have a similar concept which is psychological capital which includes optimism, hope, self-efficacy, and resilience (Sweetman & Luthans, 2010). The research in work engagement and personal resources have grown substantially in line with the development of Positive Organization Behavior (POB), which concentrate on people's positive attributes and organization in the workplace (Bakker & Schaufeli, 2008; Luthans, 2002). Based on Luthans, Yousef and Avolio (2007a), positive organization behavior (POB) is the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace (p.10). On the other hand, the concept of psychological capital (PsyCap) was introduced by Luthans and Youssef, (2004) viewed as the higher order construct of optimism, hope, self-efficacy, and resilience. Psychological capital (PsyCap) is defined as an individual's positive psychological state of development.

2.2.2.1 Self-efficacy

According to Luthans, Norman, Avolio and Avey (2008), self-efficacy was described as individual's convinced in motivating the capability to successfully perform a specific task in a particular environment, the ability to recognize resources, and the course of action. Bandura (1977) state that if the one who wants to success, confidence and belief is very important. Besides that, this construct comes from four primary sources which are task master, social persuasion, vicarious learning, and emotional motivation or physical arousal. The entire source will lead toward work

engagement. Stajkovic and Luthans (1998) mentioned that the employee will initiate the motivation, cognitive resources, and courses of action while they are ability of belief or confidence that needed to successfully execute a specific task. Furthermore, Stajkovic and Luthan (1998) found that self-efficacy is the most important psychological mechanism because it can produce positive work-related outcomes like engagement.

Hasbesleben (2010) explained that engaged employees are the employee that have high self-efficacious. This is because they believe that the demands they face in a broad array of context can be achieved. Gruman and Saks (2011) found that self-efficacy has positive influence on employees' level of engagement in their work. According to Bekker (2016 as cited in Luthans, 2002), efficacy with high levels will lead to high levels of target setting, performance and achievement. Stander, Diedericks, Mostert and de Beer (2015) stated that a person that has high efficacious are engaged to their target, showing strong willpower and confidence in challenging situations, and focus on obtain new skills and knowledge to overcome their weakness. Furthermore, a person that has low efficacy will tend to avoid the task which is challenging, non-committal. They will concentrate on their own negative feeling when facing adversity than continue with the task at hand.

2.2.2.2 Optimism

According to Scheier and Carver (1985), optimism is defined as, positive, generalized outcome expectancies. Optimism is related with good things to occur to people (Carver & Scheier, 2002). Optimism also related with the feeling of control and

relieves the stress of the job demand (Kahn, 1992). People that are high in optimism level belief that they can achieve success regardless of their abilities (Avey, Wernsing & Luthans, 2008). In other words, employees who are optimistic will feel that success can be replicated and control. Kahn (1990) mention that as optimism is related with psychological availability, employee will expect positive results. Therefore, greater psychological availability will lead to higher level of work engagement (Zakaria, Idris, Samah & Abiddin, 2018). Nevertheless, Tabaziba (2015) claimed that optimism also has dysfunctions in workplace. This is because an employee who is too optimistic about his or her future physically health may ignore their psychical and nutritional maintenance at the present time.

2.2.2.3 Resilience

Resilience can be described as individual ability to bounce back from the problem and adversity and also can perform better than expectations in order to attain success (Gupta & Shaheen, 2017). According to Luthans (2002), resilience can be defined as positive psychological bound back ability, bound back from trouble, dispute, failure, uncertainty or even positive change, increase and progress responsibility. In other words, resilience refers to the ability to quickly recover from difficulty and tenacity (Zakaria, Idris, Samah & Abiddin, 2018). As a result, an employee who is resilience can survive and thrive through positive adjustments to current role performance (Masten & Reed, 2002). The employee who has resilience can challenge their personal assumption, even can establish a strong resilience when face any challenging problem in the workplace (Luthans & Youssef, 2007). Individual that has resilience can decrease the health damaging consequences and

decrease disengagement at the same time (Khan, 1992). Sonnentag (2011) state that resilience has a direct and positive influence on individual energy that contributes significantly towards enhance engagement through vigor.

2.2.2.4 Hope

Based on Snyder and Lopez (2007), hope refers to the goals and the future expectations. Besides, hope is unremitting to pursue goal and also make people to redirect the path when it is necessary in order to achieve the goal successfully (Gupta & Shaheen, 2017). Uusiautti and Määttä (2016) mentioned that hope is very important in achieving the future goals and plan, and also consider how certain events will work in the negative experience when consider the phenomenon of success at work. Besides, short term goals will take months to achieve while long term goals will need to take years to achieve (Snyder & Lopez, 2007). Snyder (2000) stated that hope is acting as an agency and motivation to use the pathways which plan to desired goals despite a barrier. According to Van den Heuvel, Demerouti, Bakker and Schaufeli (2010), these two components are viewed as a consequence of hope. Besides that, this has active character of the definition because it has spoken out the motivation to use the ability to plan. An individual who is focused on the setting goal and building pathways towards those goals can create hope. Empowerment and mental rehearsal are the methods to increase sense of control and finding pathways to achieve goals (Snyder, 2000).

Hope consists of two factors, which are agentic thinking and pathways thinking (Ugwu & Amazue, 2014). Agentic thinking

means the people use their thought to initiating and sustaining movement along their chosen pathways in order to achieve the goal. The pathway thinking is the people have the ability to conceptualize one or more avenue, so they can achieve their desired goal (Ugwu & Amazue, 2014). So, hope is the sum of these two forms of thinking. The employee will become more agency, energy and perseverance to achieve a goal when they have a hope to achieve certain goals.

2.2.3 Transformational leadership

Tims and Bakker (2011) investigated how transformational leaders improve followers' day-to-day task and advise that employee dedication, absorption, and social persuasion is closely related to the effective adaptation of transformational leadership in other areas of work engagement. According to Yukl (1998), transformational leadership affects followers who believe their leaders as extraordinary and exceptional and become dependent on the leader for guidance and inspiration. Bass (1985) quoted in (Yukl,1994) stated that transformational leadership has extra impacts on the followers to do more than before considered by increasing the awareness of the task outcomes, generating them to cross their own interests for the behalf of the organizations or team and activate their higher-order needs. The transformational leadership is highlighting the four sub-dimensions and it are referred to as the 4I's which is conceptualized by Bass. The 4I's are refers to idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

According to Devi and Narayanamma (2016) stated that idealized influence refers to the extent to which the leader is a role model for his followers. Hargis (2011) stated that followers see leaders who believe that followers' needs are beyond their own needs and often act in a high-principle, value, and ethical manner. The need for idealization motivates leaders and followers to move away from a more self-centered approach to a self-fulfilling approach, which is seen as a higher-level leadership trait. This ideal of the leader's ideals helps individuals to pursue careers that are more important than themselves.

Inspirational motivation refers to the extent to which the leaders challenge the followers to leave their comfort zones, communicate optimism about future objectives (Devi & Narayanamma, 2016). Jaskyte (2004) stated that inspirational motivation leaders set the goals and visions carefully that are unachievable and will drive followers off. The inspirational motivation leaders also generate a unified sense for teams to work toward on goal in order to motivate the followers to achieve the future goals (Hargis, Watt & Piotrowski, 2011); inspirational motivational leaders joined their followers for setting the vision for the future with the followers, which are their own desires want to achieve, and the vision is accompanied by clear expectations (Bass & Riggio, 2006).

Intellectual stimulation refers to the degree to which the leader encourages followers to become innovative, creative, and never openly criticize the followers as they have made the mistakes (Devi & Narayanamma, 2016). Bass and Steidlmeier (1999) stated that intellectual stimulation leaders engage followers involved in the process of problem-solving so they are able to work together to search a solution. Thus, intellectual stimulation leaders take looking at the problems from different perspectives, seek different perspectives to search ways, and encourage others to deal with the old problems with the new plan (Johnson, 2007).

Individualized consideration describes the extent to which the leader, whether he or she has paid the attention to take care of his or her followers' need while act as a follower's mentor or coach and listens to the concerns and the necessity of followers (Devi & Narayanamma, 2016). According to Humphrey (2012), once individualized consideration leaders understand the needs of their followers, they will try to generate learning opportunities that help fans develop to the next higher level of potential.

2.2.4 Job Performance

Job performance is defined as one of the important issues in a working environment as it indicates the benchmark for an employee for being honored with an award at work or promotes (Mahapatro, 2010). Campbell, McCloy, Oppler and Sager (1993) explained that performance can be categorized in effectiveness and from productivity or efficiency. Good performance can be achieved once the employees accommodated the employer's assumption and are attributable to the success of the company. Job performance commonly related to task related performance (Mahapatro, 2010). However, some authors (e.g. Borman & Motowidlo, 1997) distinguished between in-role and extra-role performance. In-role performance defined as activities that are related to the act of employees' condition while extra-role performance refers to activities that do not form part of the requirements of the formal role but that can enhance organizational effectiveness (Borman & Motowidlo, 1997).

Motowidlo and Van Scotter (1994) stated that task performance refers to in-role performance and defined as the officially required behaviours and outcomes that directly related to the objective of the organization. Furthermore, task performance is actions that are properly

related to the job while contextual performance is about actions that refer more to the employees like to do, such as voluntary overtime or helping others (Torrente, Salanova, Llorens & Schaufeli, 2012). Besides that, Organ, Podsakoff and MacKenzie (2006) mentioned that extra-role performance is defined as the action and attitude that help the organization reach the goals although not formally defining a worker's job description in the same time. The example of in-role behavior is task performance and the example of extra-role performance is organizational citizenship behavior. Recent studies have stated that similar findings make it easier for individuals willing to be work hard, self-disciplined, and optimistic are easier to translate their work engagement into improved individual job performance (Bakker, Demerouti & Brummelhuis, 2012).

Bakker, Demerouti, and ten Brummelhuis (2012) found that work engagement was directly related to job performance through the research among 144 employees in the Netherlands. Moreover, Xanthopoulou, Bakker, Demerouti and Schaufeli (2008) conducted a study to test whether a typical job resource on a daily basis predict day-to-day levels of work engagement and self-efficacy that influenced the job performance in a European airline company with 44 flight attendants. On the other hand, the study by Bakker and Bal (2010) showed that engaged teachers will receive a better appraisal from their supervisors on in-role performance, indicating that engaged employees are eager to go to extra milestones if performing well. Koopmans, Bernaards, Hildebrandt, Schaufeli, De Vet and Van Der Beek (2011) found that in-role and extra-role performance are significantly related, i.e, workers engaging in extra-role behaviors and also in-role behaviors. Work engagement was described as the most proximate mediating variable to performance outcomes respectively (Karatepe, 2014).

Engaged workers showed better job performance as compared to the non-engaged workers because they demonstrate positive emotions such

as joy, happiness, and enthusiasm (Bakker & Demerouti, 2008). Employees have to sustain flow or high level of engagement in activities as achieving great job performance. Moreover, organizations and employees should emphasize some employees' beliefs as it could increase job performance.

2.3 Proposed Theoretical/ Conceptual Framework

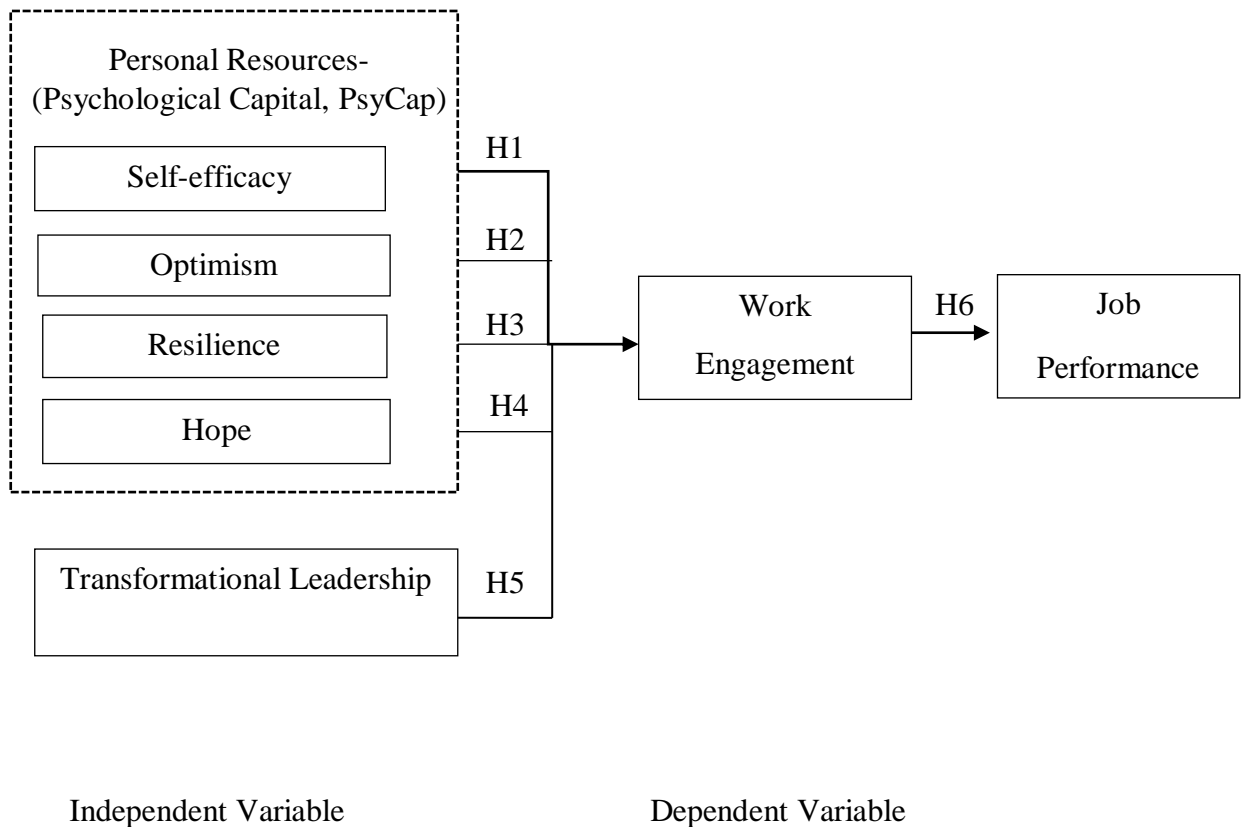


Figure 2.1: Conceptual framework on the factors affects the work engagement and its impact on job performance

Based on figure 1, indicated that the level of work engagement is influenced by the independent variables of personal resources and transformational leadership and it affects the level of job performance. In this

research, personal resources included in the study involve four dimensions, which are self-efficacy, optimism, resilience, and hope. Derived from the JD-R model of work engagement, Alessandri, Consiglio, Luthans, Borgogni (2018), found that personal resources (e.g. hope, resilience, optimism, and efficacy) can improve the level of engagement at work among the employees, which in turn improve their job performance. According to Bakker, Demerouti, and Verbeke (2004), job and personal resources are to be the primary predictors of work engagement.

Moreover, the relationship between transformational leadership and work engagement can be supported by SET (Homans, 1961). Transformational leadership and work engagement are positively related on a daily basis was founded by Tims, Bakker, and Xanthopoulou (2011). The conceptual framework is created to identify the impact of the factors that would influence work engagement, which in turn will affect job performance among the academic staff.

2.4 Hypothesis Development

2.4.1 Self-efficacy and work engagement

According to Schaufeli and Salanova (2007), self-efficacy has a positive relationship with work engagement. Self-efficacy was exceeding engagement and follows engagement which establishes an upward spiral in which self-efficacy fuels engagement which in turn enhances efficacy beliefs. Self-efficacy is a personal resource that acts as a major driver of work engagement. The finding by Xanthopoulou, Bakker, Demerouti and Schaufeli (2007) mention that employees with a high level of self-efficacy positively associated with work engagement, and the employees believe that they can achieve the demands while face in a different situation.

Self-efficacy is negatively associated with anxiety and stress, the efficacy beliefs can estimate motivational responses like persistence and effort (Bandura, 1977, 1982, 1994, 1997, 2001). In their study, Bakker, Gierveld and Rijswijk (2006) found that female principles scored highest on work engagement when she has most personal resources. Moreover, Muhangi (2017) stated that high self-efficacy of academic staff will pay more effort in teaching the students and they will be more rational in teaching. They believe that they can affect the learning of a student. Besides, the academic staff will try different ways of teaching, join the student affairs, and become more confident and enthusiastic about teaching.

Overall research results found from the past studies indicated that self-efficacy has a significant positive relationship with work engagement. As such, the following hypothesis is formed:

H1: Self-efficacy has significant influence on work engagement among academic staff.

2.4.2 Optimism and work engagement

Simpson (2009) stated that optimism impact significantly on work engagement. Optimism has outstanding featured as a key concept in the emerging field of positive organizational behavior whose elements include work engagement. Optimism contributes towards positive work-related outcomes of employee (Xanthopoulou, Bakker, Kantas, Denerouti & Schaufeli, 2009; Youssef & Luthans, 2007). Xanthopoulou et al., (2009) stated that optimism is one of the personal resources which can achieve the goal. It can protect people to prevent threaten which relate with the cost of physiological and psychological from the work and work environment. It

also can help someone to grow and develop. According to Avey, Wersing & Luthans, (2008), individuals who are optimistic will have a clearer positive perspective about their future. They also will become more confident in their ability in facing challenges and opportunities. Thus, they will work with high engagement.

Optimism can make people feel more understandable and lower the adverse impact of a stressor (Bakker & Demerouti, 2007). Through the expectation of a positive result, optimism can make a person become more psychologically. Kahn (1990) stated that absorption will cause a higher level of engagement. Thus, optimism has a direct relationship with the absorption and dedication components of work engagement (Sweetman & Luthans, 2010). Academic staff that scored high on optimism will have a higher level of work engagement (Dekker, 2015). Academic staff will be optimistic about the future and show effective strategies for working with challenging students or the stressful school situation when they believed they will succeed in teaching and plan ways to achieve the goals (Gu & Day, 2007; Howard & Johnson, 2004).

Overall research results found from the studies conducted by past research indicated that optimism has a significant impact on work engagement among the employees. As such, the following hypothesis is formed:

H2: Optimism has significant influence on work engagement among academic staff.

2.4.3 Resilience and work engagement

Employee engagement is a positive organizational outcome that is affected by resilience (King, Newman & Luthans, 2015; Mache, Vitzthum,

Wanke, David, Klapp & Danzer, 2014; Shin, Taylor & Seo 2012). Employee with resilience, self-esteem, self-efficacy, and optimism will help them manage their working environment and also can help them to be successful in their job (Luthans, Lebsack & Lebsack, 2008).

According to Luthans, Vogelgesang, and Lester (2006), although hope, optimism, and resilience can influence work engagement, a person who is resilient will use a more pragmatic approach to manage the stress that they encounter in the workplace. Resilience also found that it has a moderating effect on job resources and work engagement relationships (Mäkikangas, Feldt, Kinnunen, & Mauno, 2013; Meintjes and Hofmey, 2018; Xanthopoulou, Bakker, Demerouti & Schaufeli, 2007). Besides, resilience can be a mediating variable between job resources and work engagement (Bakker & Demerouti, 2008; Chen, Westman, & Hobfoll, 2015). According to Bakker, Gieveland and Rijswijk's (2006) study the women school principals with high personal resources such as resilience, self-efficacy, and optimism will generate the highest work engagement.

According to Coutu (2002), the people who possess resilience are staunch acceptance of reality, a deep belief, often buttressed by strongly held values, that life is meaningful and an uncanny ability to improvise. p.46-55. That means the resilient people are the dogged people, because they always recharge or spring back when faced with any adversity, failure and even seemingly positive changes (Luthans & Jensen, 2002). Besides, individuals who are high in resilience will treat the adverse situation as an opportunity for learn, grow and develop so that they can achieve their personal and organizational goals in the future. Based on the above reviews, the following hypothesis is formed:

H3: Resilience has a significant influence on work engagement among academic staff.

2.4.4 Hope and work engagement

Hope is one of the key psychological capacities that can enhance managing effectiveness and organizational performance (Youssef & Luthans, 2007). According to Othman and Nasurdin (2011), hope is an important factor to improve work engagement among employees in the public hospital. In their study, Larson, Norman, Hughes & Avey (2013) proved that the relationship between leader's hope and follower's work engagement level is positive among employees in the U.S. The study by Valero, Hirschi, and Strauss (2015) indicate that hope is positively affected job performance while negatively affect the turnover intention.

Ouweneel, Blanc, Schaufeli and Wiihe (2012) observed from their daily study and found that the positive emotions indirectly effect the dimensions of work engagement which are vigor, dedication, and absorption through hope. Besides, Avey, Wernsing and Luthans (2008) also stated that mediate variable within the relationship between the hope and the employee engagement is a positive emotion. Based on Joo, Lim, and Kim (2015), the employee who with high psychological will be more intrinsically motivated, because they tend to persevere self- competence (efficacy), high goals (hope), more resistant to obstacle (resilience) and think positive way (optimism) in order to demonstrate more characteristic of work engagement, it can result in increased the productivity of employee, lower turnover and absenteeism.

Several researchers (e.g., Youssef & Luthans, 2007; Peterson & Luthans, 2003) showed that hope has a significant impact on performance and work attitudes as well as the profitability of organizations and units. Besides, a hopeful employee even in the tight budget situation will be more creative and resourceful (Luthans, Youssef & Avolio, 2007, p. 74). According to Luthans and Jensen (2002), hope is unidimensional and it

involves an overall perception that the target they set would be achieved in the future. That's means if the academic staff has hoped to achieve a target, they will put more effort to achieve it. It can affect their work engagement. According to Ugwu and Amazue (2014), hope can give the mission schools teachers a pathway to aware that their new image is a chance for them to reinforce their belief in the future and also have high determination on finding innovative ways such as more engaged in their work in order to capitalize this opportunity. Based on the above reviews, the following hypothesis is formed:

H4: Hope has a significant influence on work engagement among academic staff.

2.4.5 Transformational leadership and work engagement

Ghadi, Fernando and Caputi (2013) stated there was a direct relationship between transformational leadership and work engagement. According to Schaufeli and Bakker (2004), employees who engaged in their work are completely concentrated and pleasant and they find that they hardly get away from the situation. Picocolo and Coluquitt (2006) stated that the supervisors create a vision for the future that it is able to attracts subordinates and make them become an important part of the organization by going through inspirational motivation. Inspirational motivation managers are able to establish and communicate the high expectation that challenge and motivate them to realize beyond their imagination (Bass & Riggio, 2006). These motivational leaders are more rely on idealistic views and they have more persuasive power on communication which able to influence the followers immerses themselves in their own works. Thus, the inspirational motivational behavior is

considered to be concerned with the work engagement, especially the absorption dimension (Ghadi, Fernando & Caputi, 2013).

According to Avolio and Bass (2002), the intellectual motivation of managers produces a supportive organizational climate that can act as a role in the development of employee's feelings of work engagement. The leaders motivate their followers to solve problems more creatively by questioning old and solving problems based on the new perspectives through this behavior (Bass & Bass, 2008). When employees' contributions to work are not criticized, transformational leaders are more likely to rise their intrinsic motivation and thus it can rise their level of dedication (Avolio & Bass, 2002; Bass & Bass et al., 2008). However, when employees perform at a high level and their efforts are not recognized, their intrinsic motivation is reduced, which in turn affects their self-esteem. Considering the high level of participation and commitment of the participating workers (Schaufeli, Salanova, Gonzalez-Roma & Bakker, 2002), the supervisor who shows the intellectual stimulation behavior can influence the employees to involve in the task and thus work with a high degree of dedication, which is the second aspect of the engagement.

Balyer (2012) pointed out that the fundamental principles of transformational leadership to increase the commitment and engagement of organizational members to achieve goals. Moolenaar and Slegers (2015) found that the principal's transformational leadership reinforces their central position to influence the teachers in their schools. Transformational leaders can seek more advice from others, encouraging relationships between employees and colleagues, so they can quickly connect with others. In addition, as transformational leaders allow teachers to build a shared vision and set clear goals for schools, personalize the needs and aspirations of teachers, and inspire and challenge teachers to try

new approaches, they may also seek more advice (Moolenaar & Slegers, 2015).

Overall research results found from the past studies indicated that transformational leadership has a significant positive relationship with work engagement. As such, the following hypothesis is formed.

H5: Transformational leadership has a significant influence on work engagement among academic staff.

2.4.6 Work engagement and job performance

Demerouti and Cropanzano (2010) stated that work engagement is advantageous for both organizations and employees as engaged employees forecasting to perform superior job performance. Bakker and Demerouti (2008) disclose that an employee's engagement is more productive and willing to move forward. Researchers have the dispute that high job performance can be influenced by commitment as an affect-motivational state (Kahn, 1990; Rich, Lepine, & Crawford, 2010; Schaufeli, Salanova, González-Romá, & Bakker, 2002). Besides that, engaged employees can earn high in-role and extra-role performance from their colleagues, demonstrate that engaged employees can able performing better and go the extra mile (Bakker, Demerouti & Verbeke, 2014). Based on their study, Guo, Du, Xie & Mo (2017) tested on a sample of 1049 employees and showed that commitment to work was positively related to the objective performance of the task.

Goodman and Svyantek (1999) measured three dimensions of work engagement (vigor, dedication, and absorption) by using the UWES-9 scale and evaluate job performance through extra-role and in-role performance. Their results showed that work engagement and job performance were significantly positively related. Kim, Han and Park (2019) stated that job and personal resources have a direct impact on work engagement, which thus essentially impact on job performance and turnover expectation. In conclusion, employee performance and well-being can be influenced by employee engagement (Halbesleben, Neveu, Paustian-Underdahl, and Westman, 2014).

According to Schaufeli and Van Rhenen (2006), engaged employees regularly experience positive feelings. Cheerful people are more aware of opportunity at work, are helpful to others, are likely outgoing and are more positive and optimistic (Cropanzano & Wright, 2001). For example, Bakker and Bal (2010) stated that engaged teachers will receive superior in-role performance evaluation from their supervisors, stated that engaged employees will be more successful. Therefore, it is expected that engaged employees will execute well in their job and achieve their tasks effectively which are outlined in their formal job description.

In short, the results from the prior studies prove that work engagement has a significant positive relationship toward job performance. Thus, the following hypothesis is developed:

H6: Work engagement has significant influence job performance among academic staff.

2.5 Chapter Summary

Chapter two, in conclusion, provided a review of the literature and theoretical model about selected topic. The hypotheses are being formulated and theoretical framework is being proposed in this chapter. Hence, methodology will explain more details in the next chapter.

CHAPTER 3: METHODOLOGY

3.0 Introduction

Research methodology is a process of how research is conducted. There are seven key areas in this chapter, which are research design, data collection methods, sampling design, research instrument, constructs measurement, data processing, and data analysis.

3.1 Research design

Quantitative research method is used in this study. Bhat (2019) defined quantitative research as the systematic study of phenomena by collecting quantifiable data and performing statistical, mathematical or computational techniques. There are various types of quantitative research, which are survey research, correlational research, causal-comparative research, and experimental research (Bhat, 2019). The survey research can be categorized into two types which are cross-sectional and longitudinal approach. Survey research with cross-sectional approach will be used in this study. The survey that involves in the cross-sectional study is defined as an observational survey conducted when a researcher intends to gather the data from a sample of a target population at a given point on time (Sekaran & Bougie, 2013). Researchers can evaluate variables at specific times and they can collect the data by using such surveys came from people who described the similarity of all variables, except for the variables considered for the study (Bhat, 2019). Among the advantages of adopting the cross-sectional survey include this type of survey can be used to measure multiple variables and multiple samples can be analyzed and compared.

3.2 Data Collection Method

The data can be categorized as primary data and secondary data. The primary data can be is the first hand data that is collected by someone who performs the research while the secondary data is the product of other research or collected by someone else (Sekaran & Bougie, 2013). Primary data can be collected through experiments, observations, and surveys.

3.2.1 Primary Data

Self-administered questionnaire will be used to collect the primary data for this study. According to Jong (2016), the self-administered model is defined as there are no interviewers are involved. Interviewer errors can have a significant impact on the overall survey and affect the quality of the survey. The benefits of using questionnaire to collect data include cost-saving and it can reach a large and widely dispersed sample faster (Mathers, Fox & Hun, 2009). A cover letter is disclosed together with the questionnaire. The cover letter act as an essential part of the questionnaire as it has stated the objective for the study, the number of parts have involved, and others. The benefit of cover letter is made respondents know how much time they needed to fill in the questionnaire which able to desire the respondent to complete the survey (Wroblewsk, 2018).

3.3 Sampling Design

3.3.1 Target Population

The target population is the total group of individuals from which sample might be drawn (Sekaran & Bougie, 2013). The target population in this research is the academic staffs who work in a private higher learning institution (HLI), which is Universiti Tunku Abdul Rahman (UTAR), Kampar Campus. In view of the time and resources constraint, the present study only focuses on a single private university located in Kampar, Perak. UTAR has more academic staff in Perak compare with other private HLI like UTP. Hence, the researchers will able to collect information. The total number of academic staff in Universiti Tunku Abdul Rahman (UTAR), Kampar Campus is 543. This number is obtained from different Faculty General Office (FGO) in the university.

Table 3.1: The number of academic staff from different faculty in UTAR

Faculty (UTAR Kampar)	Number of academic staff
Faculty of Arts and Social Science (FAS)	115
Faculty of Business and Finance (FBF)	183
Faculty of Engineering and Green Technology (FEGT)	65
Faculty of Information and Communication Technology (FICT)	58
Faculty of Science (FSc)	106
Institute of Chinese Studies (ICS)	14
Total	541

3.3.2 Sampling Frame and Sampling Location

Sampling frame is a list of items that the researcher draws a sample from (Sekaran & Bougie, 2013). In this research, a sampling frame is available because the staff directory of the university's website has the name list of the respondents. Sampling location of this study is in University Tunku Abdul Rahman (UTAR), Kampar Campus. According to this research, there have 300 copies of questionnaires are prepared and distributed to education industry academic staff who are working at University Tunku Abdul Rahman (UTAR). The sampling location is the education industry in Malaysia.

3.3.3 Sampling Elements

Sampling elements are who will take part in the research. In this research, the academic staffs who work in UTAR Kampar like lecturer, senior lecturer, assistant professor, associate professor, and professor who involve in the teaching of the university's undergraduate and postgraduate program will be selected to participate in this survey. The researcher will exclude tutor and the academic staff in the Centre Foundation Studies (CFS) in the research.

3.3.4 Sampling Technique

According to Kumar, Talib and Ramayah (2013), sampling techniques divide into two types such as non-probability sampling and probability sampling. Probability sampling is an element in a population

with some known, non-zero chances or probabilities being selected as sample subjects while non-probability sampling, the element has no known or predetermined opportunity to be selected as the subject (Sekaran & Bougie, 2013). Probability sampling technique will be used in this research.

In the probability sampling, simple random sampling will be used in this research. The use of simple random sampling enables the researcher to ensure that the sample has an equal chance of being included for every element in the population (Sekaran & Bougie, 2013). The sample collected by the researcher will be highly delegating of the population.

3.3.5 Sampling Size

Sample size is measuring the number of individual samples measured or observations used in a survey or experiment (Zamboni, 2018). They are 541 academic staff in Universiti Tunku Abdul Rahman (UTAR) Kampar Campus. According to Krejcie and Morgan (1970), the minimum sample size required is 226.

40	30	200	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—N is population size. S is sample size.
Source: Krejcie & Morgan, 1970

Table 3.2: The table for the population and sample for the research

A total number of 300 copies of questionnaires have been distributed to the academic staff. There have 271 copies of questionnaires that have been successfully collect back in five weeks. After that, there have 15 copies of questionnaires were not collect back due to the questionnaire missing. The remaining 14 copies of questionnaires were excluded due to missing data, there have a few parts did not fill in. The response rate of the survey was 90%.

3.4 Research Instrument

3.4.1 Questionnaires Design

Fixed-alternative questions are used in the questionnaire. In the questionnaire, the respondent just needs to choose one alternative which closest to their own viewpoint. The questionnaire for this study is classified into four parts: Part A, Part B, Part C, and Part D. Part A requires respondent to provide personal detail and there have 10 questions require them to tick. Part B requires respondents to answer a series of questions with regard to the factors that will influence work engagement among academic staff in private higher learning institutions; the factors include Personal Resources (Self-efficacy, optimism, resilience, and hope) and transformational leadership. Part C requires respondents to answer a series of questions regards to the work engagement. Part D requires respondents to answer a series of question on job performance. Respondents may need to spend ten or fifteen minutes to fill in. This research had applied the application for ethical approval and it had approved by the UTAR Scientific and Ethnical Review Committee.

3.4.2 Pre-test

According to Berry (2008), the pre-test is used at the beginning of a course to establish a based knowledge and it also to judge the depth of understanding of prerequisite materials. The reason to conduct this test to recognize the error of the questions and improve the information of the question which can improve the questionnaire before the survey is taking place. The questionnaires have been reviewed by two UTAR lecturers and the minor amendment was made based on the comment.

3.4.3 Pilot Test

The pilot test is a preliminary small-scale test that conducts by the researcher and helps them to decide how best to conduct large-scale research (Christina, 2011). The reason for pilot test was conducted is to improve information accuracy and efficiency. It can help the researches to identify the error of questionnaire before the actual survey takes place.

A pilot study will be conducted among 30 academic staff who works in Universiti Tunku Abdul Rahman (UTAR), Kampar Campus. The questionnaire consists of 62 fixed alternative questions that require the respondent to choose one closest answer to their own view from limited alternative responses.

Table 3.3: Cronbach Coefficient Alpha (Pilot Study)

Construct Measurement	Cronbach's Alpha	Strength of Reliability
Self-efficacy	0.916	Very Strong
Optimism	0.750	High
Resilience	0.831	High
Hope	0.931	Very Strong
Transformational Leadership	0.981	Very Strong
Work Engagement	0.873	High
Job Performance	0.849	High

Based on the table above, it is found that the alpha values of all of the variables are higher than 0.70, which means that all the variables have a high consistency and good reliability (Sekaran & Bougie, 2010). Self-efficacy (0.916), Optimism (0.750), resilience (0.831), hope (0.931), transformational leadership (0.981), work engagement (0.873) and job performance (0.849).

3.5 Constructs Measurement and operational definition

Data can be classified into four types such as nominal scale, ordinal scale, ratio scale, and interval scale (Sekaran & Bougie, 2013). In this research, researchers are apply nominal scale, ordinal scale, ratio scale and interval scale as scaling technique in part A which consists of 9 questions. For part B, C and D, there are 62 questions which is used Likert Scale in the questionnaire.

3.5.1 Nominal scale

Generally, nominal measurement is assigning items to groups or categories (Kumar, Talib & Ramayah, 2013). In the questionnaire, there are 5 questions was nominal scale used to acquire in personal information of respondent.

Example of Nominal Scale Question:

1. Your gender

☐ Male ☐ Female

3.5.2 Ordinal Scale

Ordinal scale is assigning the items into categories that the logical or ordered relationship to each other (Kumar, Talib & Ramayah, 2013). In the questionnaire, there are 2 questions used ordinal scale and is about the identification of the level of education qualification of the respondent.

Example of Ordinal Scale Question:

3. Your age ranges

☐ Less than 25 years old ☐ 25-35 years old ☐ 36-45 years old
☐ 46-55 years old ☐ 55 years old above

6. Your Highest Qualification

☐ Bachelor's Degree ☐ Master ☐ Doctorate (PhD or equivalent)
☐ Others (Please specify: _____)

3.5.3 Interval Scale

According to Kumar, Talib, and Ramayah (2013), interval scale is also known as rating scale. It is measured on different scale like one to five or one to seven or one to ten. In this questionnaire, there are 44 questions with five-point Likert scale while there are 9 questions with seven-point Likert scale.

3.5.4 Operational definition

3.5.4.1 Personal resource

Item	Number of Question	Sources	Scales
Self-efficacy	6		
Optimism	6	Luthans, Youssef &	Interval (5-point Likert scale)
Resilience	6	Avolio (2007)	
Hope	6		

The 24-items Psychological Capital Questionnaire (PCQ) used to measure Psychological Capital are adopted by Luthans, Youssef and Avolio (2007). The PCQ is designed to assess four component of psychological capital which is self-efficacy, optimism, resilience, and hope. Each component has assessed by six items. A sample item of self-efficacy is “I feel confident in analyzing a long-term problem to find a solution.” A sample item of optimism is “I’m optimism about what will happen to me in the future as it pertains to work.” The sample item for resilience is “I usually manage difficulties one way or another at work.” The

sample item for hope is “At the present time, I am energetically pursuing my work goals.” Each item of PCQ is used the simple 5-point Likert scoring system. Responses were scored as follows: strongly disagree (score of 1) to strongly agree (score of 5).

3.5.4.2 Transformational leadership

Item	Number of questions	Sources	Scale
Idealized influence	8		
Inspirational motivation	4	Bass & Avolio (1995)	Interval (5-point Likert scale)
Intellectual stimulation	4		
Individual consideration	4		

The 20-items Multifactor Leadership Questionnaire (MLQ) was used to measure transformational leadership are adopted by Bass and Avolio, (1995). The transformational leadership is consisting of four dimensions which are idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Each component (inspirational motivation, intellectual stimulation, and individual consideration) is consists of four items except the idealized influence is consists of eight items. The sample item of idealized influence is “My immediate superior discusses my most important values and beliefs”. The sample item of inspirational motivation is “My immediate superior talks optimistically about the future.” The sample item of intellectual stimulation is “My immediate superior re-examines the appropriateness of critical assumptions.” The sample item of individual consideration is “My immediate superior spends time teaching and coaching me”. Each item of MLQ is used the simple

5-point Likert scoring system. Responses were scored as follows: strongly disagree (score of 1) to strongly agree (score of 5).

3.5.4.3 Work engagement

Item	Number of Question	Source	Scales
Vigor	3	Schaufeli & Bakker (2003)	Interval (7- Point Frequently Scale)
Dedication	3		
Absorption	3		

The shorter version of Utrecht Work Engagement Scale (UWES) scale was used to measure work engagement. The measure was adopted from Schaufeli and Bakker (2003). There are three dimensions of work engagement which are vigor, dedication, and absorption. The sample item for vigor is “At my job, I feel strong and vigorous”. Then, a sample item for dedication is “I find the work that I do full of meaning and purpose”. Lastly, the sample item for absorption is “When I am working, I forget everything else around me”. Furthermore, each item of UWES is using 7-point frequency scale. The responses are scored by never (1) to always (7).

3.5.4.4 Job performance

Item	Number of Question	Source	Scales
Task performance	9	Goodman & Svyantek (1999)	Interval (5-point Likert scale)

The nine items of job performance was adopted by Goodman and Svyantek (1999). The original job performance scale consists of 25 items, covering three dimensions of job performance such as Altruism, Conscientiousness, and task performance. The present study only focuses on task performance. A sample is “I perform well in the overall job by carrying out tasks as expected.” Besides, each item of job performance scale is using 5-point Likert scoring system. Responses were scored as follows: strongly disagree (1) to strongly agree (5).

3.6 Data Processing

After collecting the data from the respondents, the researcher must carry out the data processing such as data checking, data editing, data coding and data transcribing before running the reliability test.

3.6.1 Data Checking

The first stage of data processing is data checking. In this stage, the researcher makes sure there are no missing answers and errors in the questionnaire. They can detect the error and problem through in stage. For example, when the reliability results of questionnaire not achieving the required standard, they have to make amendment on the questionnaire to increase the level of reliability.

3.6.2 Data Editing

The second stage is data editing. The data will be edited before presenting the information. Thus, it can make sure the information provided is accurate, complete, and consistent. It also helps to avoid biased editing and missing or illegal data in the questionnaire. The researcher can edit and correct it quickly when the problem is occurring.

3.6.3 Data Coding

The third stage is data coding. Data coding is assigning a number to the participant's responses. Therefore, the researcher can enter into database. Each of the alternative questions will be coded as 1,2,3,4 and 99 for missing data. For example, in part A, Your gender, the 1 represents male and 2 represents female. For part B and D, the range of the 1 = strongly disagree (SD), 2 = disagree (D), 3 = neutral (N), 4 = agree, 5 = strongly agree (SA) and 99=missing data. For part C, the range of the 1 = never, 2 = almost never, 3 = rarely, 4 = sometimes, 5 = often, 6 = very often, 7 = always and 99 = missing data.

3.6.4 Data Transcribing

The fourth stage is data transcribing. It also called data preparation process. The encoded data from the previous stage will be transcribed into the Statistical Package for Social Science (SPSS) computer software program to continue the data analysis process.

3.7 Data Analysis

After all of the data have been collected, we will run the Statistical Package for Social Science (SPSS) computer software program to analyze and interpret the data. The analysis is done by the following:

3.7.1 Descriptive Analysis

Descriptive analysis is changing the raw data into a form in order to make researcher easy to understand, interpret, rearranging, ordering and also manipulating data (Zikmund, 2003). Moreover, the data needs to transform this information whether to bar chart or pie chart that it will easier to understand. Thus, this research includes pie chart to interpret result because it is easily understand compared to other graphs and also can interpret result easily since information is sufficient.

3.7.2 Scale Measurement (Reliability Test)

Reliability is a measure of the consistency of a method which free from random error. The internal consistency reliability is used for the reliability test. The purpose is to estimate a multiple item scales reliability in order to prove there is common to apply internal consistency when testing it. The measure of reliability is described most often using Cronbach alpha (coefficient alpha). Coefficient alpha ranges in value from 0 with no consistency to 1, which means complete consistency to measure item scale's reliability. The coefficient alpha that is less than 0.60 means low consistency for the item scales reliability.

3.7.3 Inferential Analysis

3.7.3.1 Pearson Correlation Coefficient Analysis

According to Kumar, Talib and Ramayah (2013), Pearson Correlation Coefficient is measured the degree to which there is a linear relationship between two variables that were measured at an interval or ratio scale. In this research, Pearson Correlation Coefficient is used to test the correlation between two variables, such as between one independent variable with one dependent variable. Interval scale was used for every key variable in this study (e.g. self-efficacy, optimism, resilience, hope, work engagement, and job performance), as such Pearson Correlation Coefficient is appropriate to determine the correlations between two variables in this study (e.g. independent variable and dependent variable). The strength of association among different coefficient range will as the table below:

Table 3.4: Pearson Correlation Coefficient

Coefficient range	Strength of association
± 0.91 to ± 1.00	Very strong
± 0.71 to ± 0.90	High
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Small but definite relationship
± 0.01 to ± 0.20	Slight, almost negligible

Source: Jnr, Money, Samouel & Page (2007). *Research Methods for Business*, UK Edition.

3.7.3.2 Multiple Regressions Analysis

H1: Self- efficacy has a significant influence on work engagement among academic staff

H2: Optimism has a significant influence on work engagement among academic staff

H3: Resilience has a significant influence on work engagement among academic staff

H4: Hope has a significant influence on work engagement among academic staff

H5: Transformational leadership has a significant influence on work engagement among academic staff

The multiple regression analysis was using in this research which purpose to study the relationship between independent variable which were personal resources (self-efficacy, optimism, resilience, hope) and transformational leadership and dependent variable which was work engagement. It can help us to determine the strength of effect of personal resources and transformational leadership on work engagement. Besides, multiple regressions analysis can help to forecast the impact of change, which means how much the work engagement will change when the researcher change the personal resources and transformational leadership, and also predicts the trend and future of work engagement. The multiple regression equation as below:

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + \varepsilon$$

y Work engagement

β_0 Value of Y when all of the independent variables (x_1 through x_5) are equal to zero

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$ Slope of regression line

x_1	Self-efficacy
x_2	Optimism
x_3	Resilience
x_4	Hope
x_5	Transformational leadership
ε	Error

3.7.3.3 Linear Regressions Analysis

H6: Work engagement has a significant influence on job performance among academic staff

This research was using the linear regressions analysis to study the extent of straight-line relationship between two variables which are independent variable (work engagement) and dependent variable (job performance). Linear regression analysis can help the researcher to predict the value of job performance based upon the value of work engagement. Besides, it is easier for researcher to work and understand the linear relationship between work engagement and job performance through mathematically when the variables are not linearly related.

$$y = \beta_0 + \beta_1 x_1 + \varepsilon$$

y	Job performance
β_0	Y intercept
β_1	Slope of regression line
x_1	Work engagement
ε	Error

3.8 Conclusion

In conclusion, this research is useful for the academic staff to better understand whether they have engaged in their work or not. The questionnaire was designed that include the independent variables relates to self-efficacy, optimism, resilience, hope and transformational leadership. Moreover, the simple random sampling was designed in sampling techniques in this research. The reliability test is using the Statistical Package for Social Science (SPSS) computer software program to analyse it. The measure of reliability is described most often by using the Coefficient Alpha to ensure the success of the research.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

The outcomes collected is going to present in this chapter by applying into IBM Statistics SPSS 25 of respondents has been generated in descriptive analysis. For the 271 set of collected responses on variables will be described in the analysis of inferential, reliability, multicollinearity and multiple regression.

4.1 Descriptive Analysis

In this part, the researcher will illustrate the respondent's demographic by using the gender, nationality, age, ethnic, marital status, qualification, job status, academic position and number of years that the respondent contribute to the organization. All the data about the respondent's demographic was included in Section A in questionnaires.

4.1.1 Respondent Demographic Profile

This part has shown about the demographic data that collected from questionnaires.

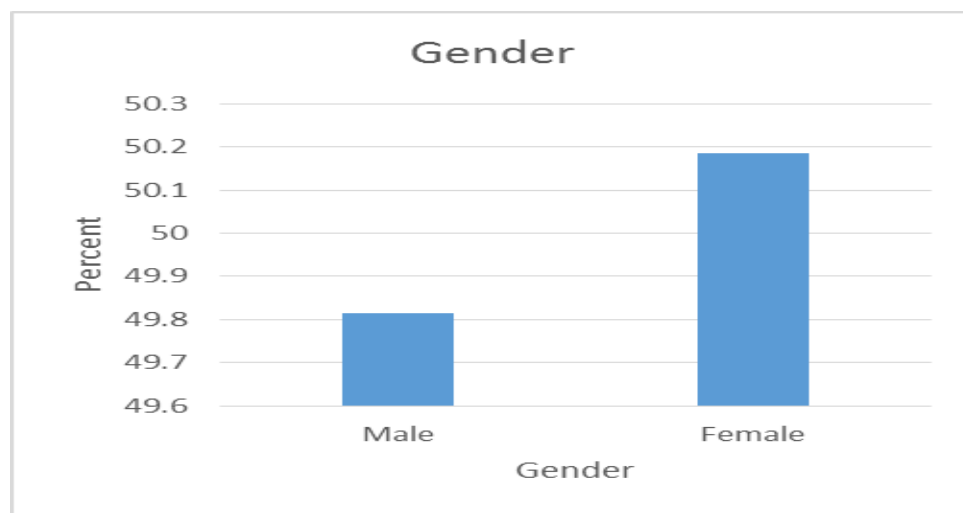
4.1.1.1 Gender

Table 4.1: Statistic of Respondent's Gender

Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	135	49.8	49.8	49.8
Female	136	50.2	50.2	100.0
Total	271	100.0	100.0	

Source: Developed for the research

Figure 4.1: Statistic of Respondent's Gender



Source: Developed for the research

Based on Table 4.1 and Figure 4.1, the total number of respondents is 271. All the respondents are the academic staff from University Tunku Abdul Raman. The data shows that there are 135 male respondents (49.80%) and 136 female respondents (50.20%) contributed in the survey. There is only one female respondent more than male respondent.

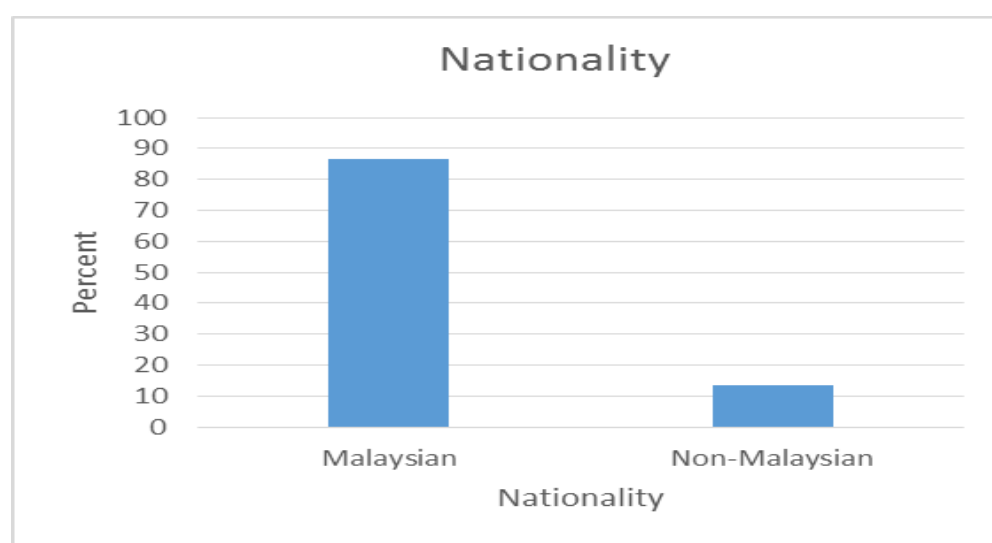
4.1.1.2 Nationality

Table 4.2: Statistic of Respondent's Nationality

	Nationality			
	Frequency	Percent	Valid Percent	Cumulative Percent
Malaysian	235	86.7	86.7	86.7
Non-Malaysian	36	13.3	13.3	100.0
Total	271	100.0	100.0	

Source: Developed for the research

Figure 4.2: Statistic of Respondent's Nationality



Source: Developed for the research

The data from Table 4.2 and Figure 4.2 are showing the 271 respondents' nationality. There are 235 respondents (86.7%) from Malaysian and 36 respondents (13.3%) are Non- Malaysian. So, there are obviously shows the Malaysian respondents that contribute in this survey are more than Non- Malaysian which is 73.40%.

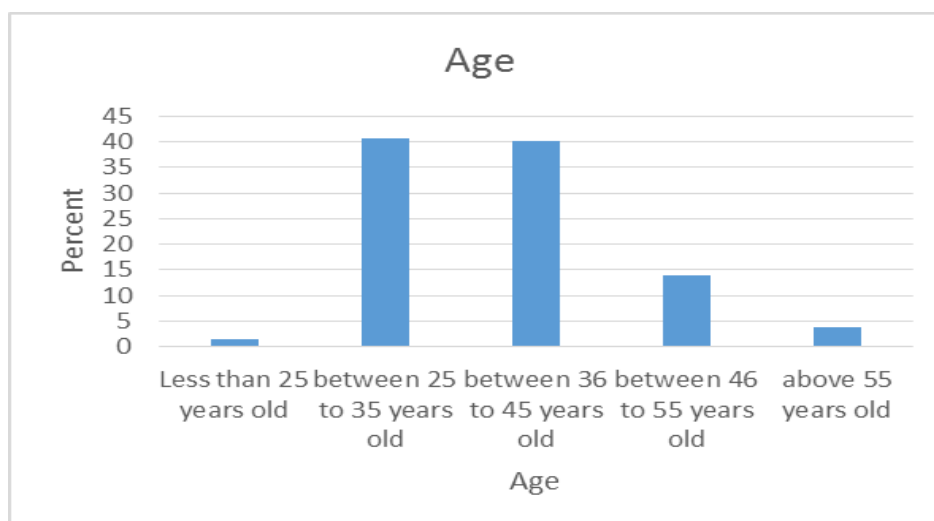
4.1.1.3 Age

Table 4.3: Statistic of Respondent's Age

	Age			
	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 25 years old	4	1.5	1.5	1.5
between 25 to 35 years old	110	40.6	40.6	42.1
between 36 to 45 years old	109	40.2	40.2	82.3
between 46 to 55 years old	38	14.0	14.0	96.3
above 55 years old	10	3.7	3.7	100.0
Total	271	100.0	100.0	

Source: Developed for the research

Figure 4.3: Statistic of Respondent's Age



Source: Developed for the research

Table 4.3 and Figure 4.3 show the 271 respondent's age. The largest age group of respondents is from 25 to 35 years old which 110 respondents or 40.60%. Then, there are followed by the second largest age group of respondents is from 36 to 45 years old

which is 109 respondents (40.20%). Besides, there are only 4 respondents and 10 respondents are from the age group of less than 25 years old and above 55 years old.

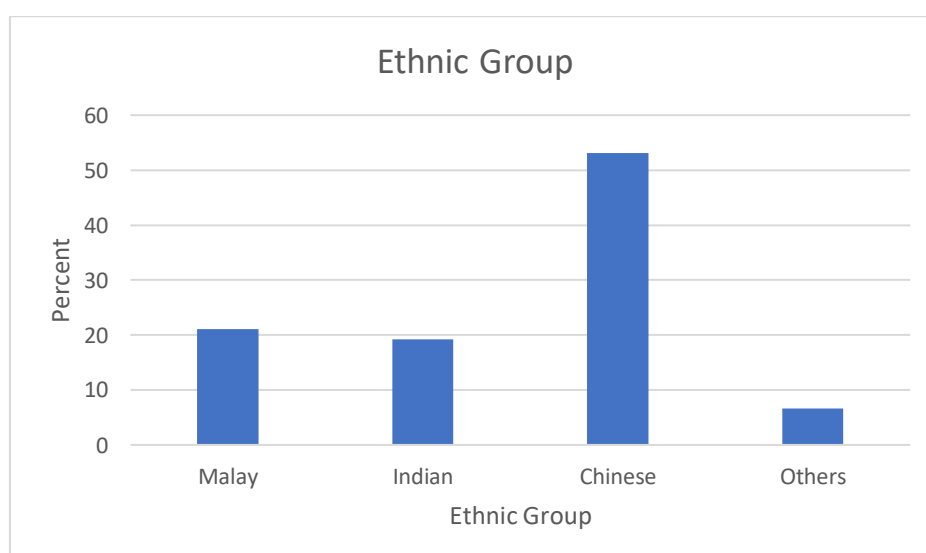
4.1.1.4 Ethnic Group

Table 4.4: Statistics of Respondents' Ethnic Group

Ethnic Group				
	Frequency	Percent	Valid Percent	Cumulative Percent
Malay	57	21.0	21.0	21.0
Indian	52	19.2	19.2	40.2
Chinese	144	53.1	53.1	93.4
Others	18	6.6	6.6	100.0
Total	271	100.0	100.0	

Source: Developed for the research

Figure 4.4: Statistics of Respondents' Ethnic Group



Source: Developed for the research

Table 4.4 and Figure 4.4 indicate the Ethnic Group of respondents. Most respondents are Chinese occupied 144 (53.1%), followed by Malay with 57 (21.0%). There are 52 (19.2%) Indian's respondents and 18 (6.6%) respondents are other ethnic groups.

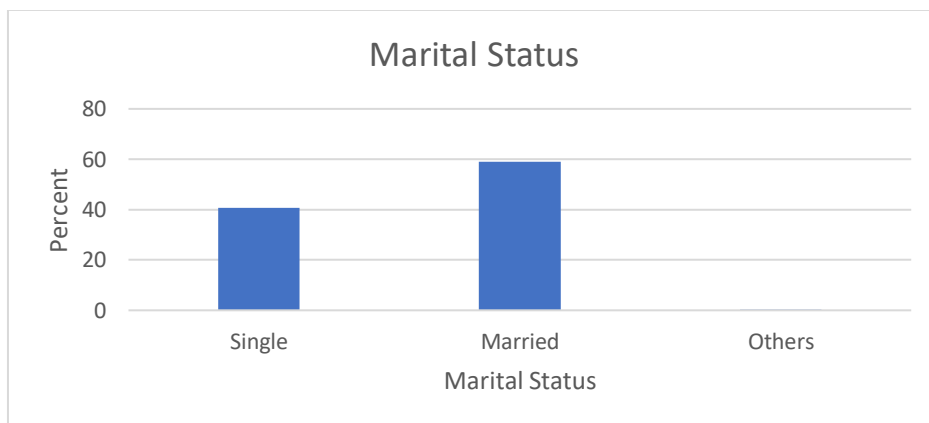
4.1.1.5 Marital Status

Table 4.5: Statistics of Respondents' Marital Status

Marital Status				
	Frequency	Percent	Valid Percent	Cumulative Percent
Single	110	40.6	40.6	40.6
Married	160	59.0	59.0	99.6
Others	1	0.4	0.4	100.0
Total	271	100.0	100.0	

Source: Developed for the research

Figure 4.5: Statistics of Respondents' Marital Status



Source: Developed for the research

The marital status of respondents is shown in Table 4.5 and Figure 4.5. There have 160 (59.0%) respondents are in married relationship and 110 (40.6%) respondents are in single relationship. Only has 1 (0.4%) respondent is another marital status.

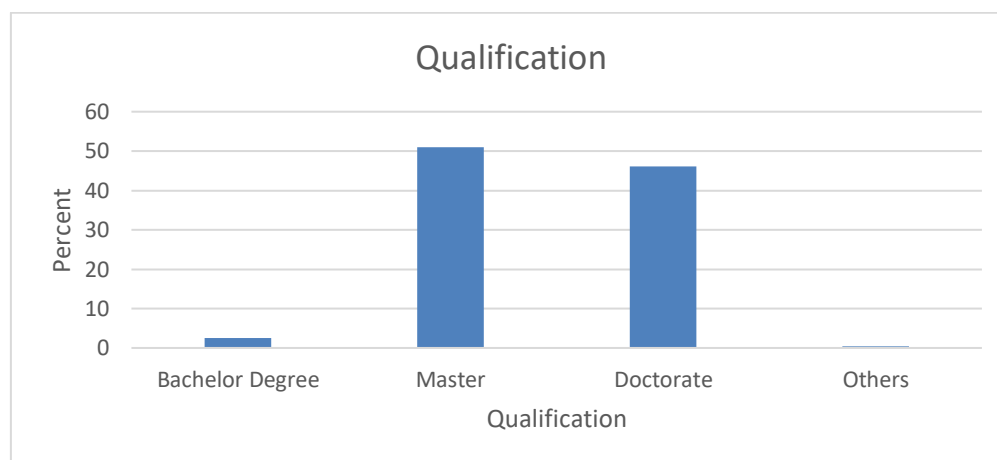
4.1.1.6 Qualification

Table 4.6: Statistics of Respondents' Qualification

Qualification				
	Frequency	Percent	Valid Percent	Cumulative Percent
Bachelor Degree	7	2.6	2.6	2.6
Master	138	50.9	50.9	53.5
Doctorate	125	46.1	46.1	99.6
Others	1	0.4	0.4	100.0
Total	271	100.0	100.0	

Source: Developed for the research

Figure 4.6: Statistics of Respondents' Qualification



Source: Developed for the research

Table 4.6 and Figure 4.6 explained the qualification of respondents. There have 138 (50.9%) respondents who are in master qualification and 125 (46.1 %) respondents in doctorate qualification. 7 (2.6%) respondents are qualifying bachelor degree. Only 1 (0.4%) is other qualification.

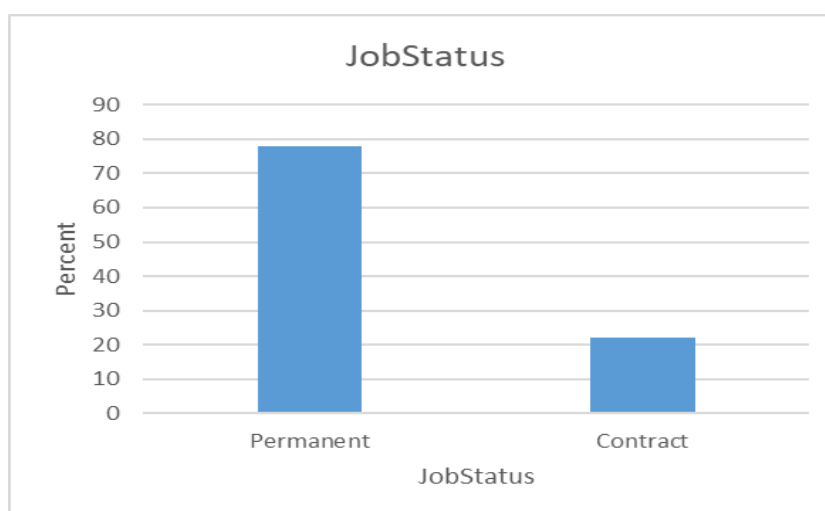
4.1.1.7 Job Status

Table 4.7: Statistic of Respondent's Job Status

JobStatus				
	Frequency	Percent	Valid Percent	Cumulative Percent
Permanent	211	77.9	77.9	77.9
Contract	60	22.1	22.1	100.0
Total	271	100.0	100.0	

Source: Developed for the research

Figure 4.7: Statistic of Respondent's Job Status



Source: Developed for the research

Based on Table 4.7 and Figure 4.7, the total number of respondents is 271. The data stated that there are 211 respondents are permanent and 60 respondents are contract which are 77.9% and 22.1% respectively.

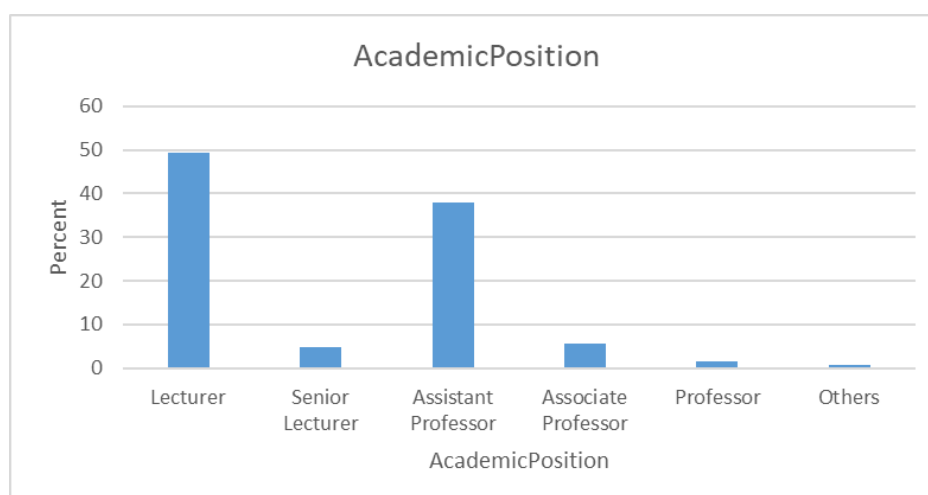
4.1.1.8 Academic Position

Table 4.8: Statistics of Respondent's Academic Position

Academic Position				
	Frequency	Percent	Valid Percent	Cumulative Percent
Lecturer	134	49.4	49.4	49.4
Senior Lecturer	13	4.8	4.8	54.2
Assistant Professor	103	38.0	38.0	92.3
Associate Professor	15	5.5	5.5	97.8
Professor	4	1.5	1.5	99.3
Others	2	0.7	0.7	100.0
Total	271	100.0	100.0	

Source: Developed for the research

Figure 4.8: Statistics of Respondent's Academic Position



Source: Developed for the research

The data showed that there have 271 respondents from the Table 4.8 and Figure 4.8. It stated that there have 134 (49.4%) lecturer, 13 (4.8%) senior lecturer, 103(38.0%) assistant professor, 15 (5.5%) associate professor, 4 (1.5%) professor and 2 (0.7%) others academic position from the Table 4.8. Thus, it shows that the professor is the least in University Tunku Abdul Raman.

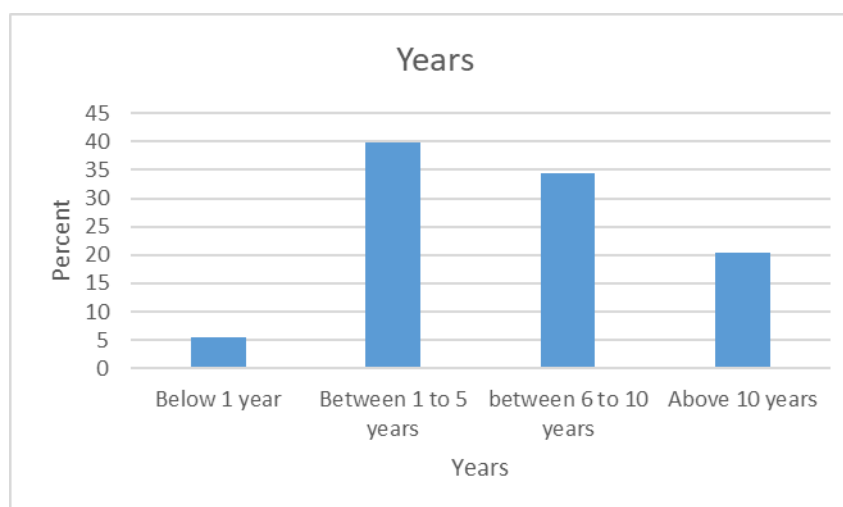
4.1.1.9 Years

Table 4.9: Statistics of Respondent's Years

	Years			
	Frequency	Percent	Valid Percent	Cumulative Percent
Below 1 year	15	5.5	5.5	5.5
Between 1 to 5 years	108	39.9	39.9	45.4
between 6 to 10 years	93	34.3	34.3	79.7
Above 10 years	55	20.3	20.3	100.0
Total	271	100.0	100.0	

Source: Developed for the research

Figure 4.9: Statistics of Respondent's Years



Source: Developed for the research

Table shows that there have 271 respondents for conducting this research. From the table, it showed that the years of academic staff working in UTAR which 15 (5.5%) respondents are below 1 year, 108 (39.9%) respondents between 1 to 5 years, 93 (34.3%) respondents between 6 to 10 years, and 55 (20.3%) respondents above 10 years.

4.1.2 Central Tendencies Measurement of Constructs

4.1.2.1 Personal Resources

Table 4.10: Statistic of Personal Resources

Statement	N Valid	Mean	Std. Deviation	Ranking (Mean)
I feel confident analyzing a long-term problem to find a solution.	271	3.94	0.621	11
I feel confident contacting people outside the company to discuss problem.	271	3.71	0.793	21
Although superior assigns me an extra job which I never had done it, I still believe in my ability that I can do it.	271	4.05	0.645	3
I am confident in my performance that I can work under pressure and challenging circumstances.	271	4.06	0.618	2
I feel confident that I can accomplish my work goals.	271	4.09	0.590	1
If organizations transform new working system which is difficult to understand, I am still confident that I can learn new things from this system.	271	3.97	0.767	6
I'm optimistic about what will happen to me in the future as it pertains to work.	271	4.01	0.735	4
At work, I always find that every problem has a solution.	271	4.01	0.669	5
I always look on the bright side of things regarding my job.	271	3.97	0.767	7
If I have to face with bad situation, I believe that everything will change to be better.	271	3.96	0.703	8
I believe that success in the current work will occur in the future.	271	3.95	0.734	9
I always stuck with the problem and found that the problem cannot do anything.	271	3.95	0.659	10

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I usually manage difficulties one way or another at work.	271	3.94	0.621	12
I usually take stressful things in stride.	271	3.93	0.680	13
Although my work is failed, I will try to make it success again.	271	3.93	0.711	14
Although too much responsibility at work makes me feel awkward, I can go through to work successfully.	271	3.92	0.697	15
I am undiscouraged and ready to face with difficulties at work.	271	3.91	0.638	16
When I faced with disappointment at work, I fell but I could quickly get through.	271	3.90	0.697	17
At the present time, I am energetically pursuing my work goals.	271	3.88	0.756	18
I have several ways to accomplish the work goal.	271	3.85	0.660	19
When I found that my performance appraisal was less than the expected goal, I am trying to find the ways to improve, and then start to do better.	271	3.73	0.823	20
Now, I feel that I am energetic to accomplish the work goal.	271	3.71	0.793	22
When I set goals and plan to work, I will be concentered to achieve the goal.	271	3.60	0.748	23
I work as the goals set by belief that”Where there is a will, there is a way.	271	3.06	1.089	24

Source: Developed for the research

Based on the table 4.10, there have shown the number of responses, mean, standard deviation for every statement of personal resources. The statement of “I feel confident that I can accomplish my work goals” has ranked the highest mean of 4.09. The last

ranking statement is “I work as the goals set by belief that “Where there is a will, there is a way” which with the mean 3.06.

The second ranking statement is “I am confident in my performance that I can work under pressure and challenging circumstances” with mean 4.06. Follow by, the top 10 is “Although superior assigns me an extra job which I never had done it, I still believe in my ability that I can do it”, “I’m optimistic about what will happen to me in the future as it pertains to work”, “At work, I always find that every problem has a solution”, “If organizations transform new working system which is difficult to understand, I am still confident that I can learn new things from this system”, “I always look on the bright side of things regarding my job”, “If I have to face with bad situation, I believe that everything will change to be better”, “I believe that success in the current work will occur in the future” and “I always stuck with the problem and found that the problem cannot do anything” with mean 4.05, 4.01, 3.97, 3.96, 3.95.

4.1.2.2 Transformational Leadership

Table 4.11: Statistic of Transformational Leadership

Statement	N Valid	Mean	Std. Deviation	Ranking (Mean)
My immediate superior discusses my most important values and beliefs.	271	3.55	0.909	17
My immediate superior specifies the importance of having a strong sense of purpose.	271	3.55	0.905	18
My immediate superior considers the moral and ethical consequences of decisions	271	3.66	0.866	8

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My immediate superior emphasizes the importance of having a collective sense of mission.	271	3.68	0.880	6
My immediate superior instills pride in me for being associated with him or her.	271	3.56	0.908	14
My immediate superior goes beyond self-interest for the good of the group.	271	3.60	0.901	13
My immediate superior acts in ways that build respect.	271	3.73	0.914	3
My immediate superior displays a sense of power and confidence.	271	3.76	0.855	1
My immediate superior talks optimistically about the future.	271	3.65	0.843	9
	271	3.76	0.843	2
My immediate superior talks enthusiastically about what needs to be accomplished.				
My immediate superior articulates a compelling vision for the future.	271	3.62	0.886	12
My immediate superior expresses confidence that goals will be achieved.	271	3.72	0.876	4
My immediate superior re-examines the appropriateness of critical assumptions.	271	3.56	0.853	15
My immediate superior seeks differing perspectives when solving problems.	271	3.72	0.872	5
My immediate superior gets others to look at problems from many different angles.	271	3.63	0.908	10
My immediate superior suggests new ways of looking at how to complete assignments.	271	3.68	0.867	7
My immediate superior spends time teaching and coaching me.	271	3.31	1.028	20
My immediate superior treats others as individuals rather than just a group member.	271	3.56	0.929	16

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My immediate superior considers an individual's needs, abilities, and aspirations.	271	3.63	0.942	11
My immediate superior helps me to develop my strengths.	271	3.51	1.007	19

Source: Developed for the research

Based on the table 4.11, there have shown the number of responses, mean, standard deviation for every statement of personal resources. The statement of "My immediate superior displays a sense of power and confidence" has ranked the highest mean of 3.76. The last ranking statement is "My immediate superior spends time teaching and coaching me" which with the mean 3.31.

The top 10 statement is "My immediate superior talks enthusiastically about what needs to be accomplished", "My immediate superior acts in ways that build respect", "My immediate superior expresses confidence that goals will be achieved", "My immediate superior seeks differing perspectives when solving problems", "My immediate superior emphasizes the importance of having a collective sense of mission", "My immediate superior suggests new ways of looking at how to complete assignments", "My immediate superior considers the moral and ethical consequences of decisions", "My immediate superior talks optimistically about the future", "My immediate superior gets others to look at problems from many different angles" with mean 3.76, 3.73, 3.72, 3.68, 3.66, 3.65 and 3.63.

4.1.2.3 Work Engagement

Table 4.12: Statistic of Work Engagement

Statement	N	Mean	Std. Deviation	Ranking (Based on the mean value)
At my job, I feel strong and vigorous.	271	5.01	0.962	8
When I get up in the morning, I feel like going to work.	271	5.07	1.117	7
At my work, I feel bursting with energy.	271	4.92	1.051	9
My job inspires me.	271	5.32	1.016	3
I am enthusiastic about my job.	271	5.40	1.049	2
I am proud of the work that I do.	271	5.50	1.105	1
I am immersed in my work.	271	5.23	1.054	5
I feel happy when I am working intensely.	271	5.27	1.056	4
I get carried away when I am working.	271	5.11	1.189	6

Source: Developed for the research

Tables 4.12 illustrate the number of respondents, mean and standard deviation on each statement in work engagement. The table shown the statement “I am proud of the work that I do” ranked the highest mean of 5.50. The lowest mean ranking statement is “At my work, I feel bursting with energy” with mean of 4.92.

Furthermore, the statement “I am enthusiastic about my job.” has the second highest mean of 5.40. The following statement will be “My job inspires me”, “I feel happy when I am working intensely”, “I am immersed in my work”, “I get carried away when I am working”, “When I get up in the morning, I feel like going to work”, and “At my job, I feel strong and vigorous” with the mean of 5.32, 5.27, 5.23, 5.11, 5.07, and 5.01 respectively.

4.1.2.4 Job Performance

Table 4.13: Statistic of Job Performance

Statement	N	Mean	Std. Deviation	Ranking (Based on the mean value)
I achieve the objectives of the job.	271	4.06	0.615	3
I meet criteria for performance.	271	4.04	0.643	4
I demonstrate expertise in all job-related tasks.	271	4.01	0.621	6
I am able to fulfill all the requirements of the job.	271	4.07	0.649	2
I could manage more responsibility than typically assigned.	271	4.00	0.710	7
I appears suitable for a higher-level role.	271	3.80	0.769	9
I am competent in all areas of the job, handle tasks with proficiency.	271	3.92	0.715	8
I perform well in the overall job by carrying out tasks as expected.	271	4.03	0.593	5
I plans and organizes to achieve objectives of the job and meet deadlines.	271	4.13	0.645	1

Source: Developed for the research

Tables 4.13 illustrate the number of respondents, mean and standard deviation on each statement in job performance. The table shown the statement “I plans and organizes to achieve objectives of the job and meet deadlines. ranked the highest mean of 4.13. The lowest mean ranking statement is “I appears suitable for a higher-level role” with mean of 3.80.

Furthermore, statement “I am able to fulfill all the requirements of the job.” has the second highest mean of 4.07. The following statement will be “I achieve the objectives of the job”, “I meet criteria for performance”, “I perform well in the overall job

by carrying out tasks as expected”, “I demonstrate expertise in all job-related tasks”, “I could manage more responsibility than typically assigned”, and “I am competent in all areas of the job, handle tasks with proficiency” with the mean of 4.06, 4.04, 4.03, 4.01, 4.00, and 3.92 respectively.

4.2 Scale Measurement

4.2.1 Reliability test

Table 4.14: Reliability Test Outcome for Full Study

No	Variables	Cronbach's Alpha	Items	Number of responses
1	Self-efficacy	0.799	6	271
2	Optimism	0.643	6	271
3	Resilience	0.707	6	271
4	Hope	0.856	6	271
5	Transformational leadership	0.968	9	271
6	Work Engagement	0.910	9	271
7	Job Performance	0.886	9	271

Source: Developed for the research

The result of the reliability for the full study has shown through Table 4.14. Transformational leadership has the highest value of Cronbach's alpha which is 0.968 compared with others. For other variables which are self-efficacy, resilience, hope, work engagement and job performance with Cronbach's alpha is above 0.70 but there has one variable's Cronbach's alpha is below 0.70 which is optimism. The value of Cronbach's alpha of optimism is 0.643. According to Sekaran and Bougie (2010) states that the level of reliability of optimism is fair reliability which the value of Cronbach's alpha of optimism dropped between the

ranges of 0.60 to 0.70. For other variables which are self-efficacy, and resilience's value of Cronbach's alpha falls in the range of between 0.70 to 0.80 and the level of reliability considered as good reliability (Sekaran & Bougie, 2010). For the variables which are hope, transformational leadership, work engagement and job performance's level of reliability were considered as the very good reliability since the range of coefficient alpha falls into the range between 0.80 to 0.95 (Sekaran & Bougie, 2010).

4.3 Inferential Analyses

4.3.1 Pearson Correlation Coefficient Analysis

The variables' direction and strength is analysed in this section. By using the Table 4.15, the significant of the relationship will be shown among different variables.

Table 4.15: Pearson Correlation Coefficient

Range of coefficient	Strength among the variables
± 0.91 to ± 1.00	Very strong
± 0.71 to ± 0.90	High
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Small but definite relationship
± 0.01 to ± 0.20	Slight, almost negligible

Source: Jnr, Money, Samouel & Page (2007). *Research Methods for Business*, UK Edition.

4.3.1.1 Self-efficacy and Work Engagement

Table 4.16: The Result of Pearson Correlation Coefficient Analysis

Correlations (Self-efficacy)		
Work Engagement	Pearson Correlation	Self-Efficacy 0.484**
	Sig. (2-tailed)	0.0001
	N	271

**Correlation is significant at the 0.01 level (2-tailed).

Source: Developed for the research

H₁: Self-efficacy has significant influence on work engagement among academic staff.

Based on table 4.16, there is a positive and significant correlation between self-efficacy and work engagement ($r = 0.484$, $p < 0.0001$). The correlation shows 0.484, thus when high self-efficacy, work engagement also will increase. The strength of this relationship is moderate as the correlation coefficient value of 0.484 falls within ± 0.41 to ± 0.70 . The p-value is below alpha value of 0.01, hence the relationship is significant.

4.3.1.2 Optimism and Work Engagement

Table 4.17: The Result of Pearson Correlation Coefficient Analysis

Correlations (Optimism)		
Work Engagement	Pearson Correlation	Optimism 0.481**
	Sig. (2-tailed)	0.0001
	N	271

**Correlation is significant at the 0.01 level (2-tailed).

Source: Developed for the research

H₂: Optimism has significant influence on work engagement among academic staff.

Based on table 4.17, there is a positive and significant relationship between optimism and work engagement ($r=0.481$, $p<0.0001$). The correlation shows 0.481, thus when optimism is high, work engagement is high. The correlation coefficient falls under the coefficient range of ± 0.41 to ± 0.70 , therefore the strength of relationship between optimism and work engagement is moderate. The p-value is 0.0001 below 0.01 of alpha value, thus the relationship is significant.

4.3.1.3 Resilience and Work Engagement

Table 4.18: The Result of Pearson Correlation Coefficient Analysis

Correlations (Resilience)		
Work Engagement	Pearson Correlation	Resilience 0.448**
	Sig. (2-tailed)	0.0001
	N	271

**Correlation is significant at the 0.01 level (2-tailed).

Source: Developed for the research

H₃: Resilience has a significant influence on work engagement among academic staff.

Table 4.18 shows a significant and positive relationship between resilience and work engagement ($r = 0.448$, $p < 0.0001$). Thus, when resilience is high, work engagement is high. The correlation coefficient value is 0.448. The value falls under the range of ± 0.41 to ± 0.70 , therefore the strength of relationship

between resilience and work engagement is moderate. The p-value is 0.0001 below 0.01 of alpha value, this relationship is significant.

4.3.1.4 Hope and Work Engagement

Table 4.19: The Result of Pearson Correlation Coefficient Analysis

Correlations (Hope)		
Work Engagement		Hope
	Pearson Correlation	0.580**
	Sig. (2-tailed)	0.0001
	N	271

** Correlation is significant at the 0.01 level (2-tailed).

Source: Developed for the research

H₄: Hope has a significant influence on work engagement among academic staff.

Based on the results as shown in table 4.19, the relationship between the hope and work engagement among academic staff is significant and positive relationship ($r = 0.580$, $p < 0.0001$). The correlation coefficient value is show 0.58, thus when hope is high, work engagement will be high. The strength of relationship between hope and work engagement is moderate because the correlation coefficient value as 0.58 is fall within ± 0.41 to ± 0.70 . The p-value is 0.0001 below 0.01 of alpha value, this relationship is significant.

4.3.1.5 Transformational Leadership and Work Engagement

Table 4.20: The Result of Pearson Correlation Coefficient Analysis

Correlations (Transformational Leadership)			
Work Engagement	Pearson Correlation		Transformational Leadership 0.599**
	Sig. (2-tailed)		0.0001
	N		271

**Correlation is significant at the 0.01 level (2-tailed).

Source: Developed for the research

H₅: Transformational leadership has a significant influence on work engagement among academic staff.

The results in table 4.20 show that there is a significant and positive relationship between transformational leadership and work engagement ($r = 0.599$, $p < 0.0001$). The correlation coefficient value is 0.599. Therefore, when transformational leadership is high, the work engagement will be high. The strength of this relationship is moderate as the correlation coefficient is fall within ± 0.41 to ± 0.70 . The p-value is 0.0001 below 0.01 of alpha value, this relationship is significant.

4.3.1.6 Work Engagement and Job Performance

Table 4.21: The Result of Pearson Correlation Coefficient Analysis

Correlations (Work Engagement)			
Job Performance			Work Engagement
	Pearson Correlation		0.555**
	Sig. (2-tailed)		0.0001
	N		271

**Correlation is significant at the 0.01 level (2-tailed).

Source: Developed for the research

H₆: Work engagement has a significant influence on job performance among academic staff.

Based on table 4.21, the relationship between work engagement and job performance is show a positive relationship ($r=0.555$, $p<0.0001$). The correlation coefficient value of the work engagement and job performance is 0.555, it means when work engagement is high, the job performance also will be high. Besides, the strength of relationship of this relationship is moderate because the correlation coefficient value is falls under ± 0.41 to ± 0.70 . The p-value is 0.0001 below 0.01 of alpha value, this relationship is significant.

4.3.2 Collinearity Statistics Analysis

4.3.2.1 Coefficient VIF

Table 4.22: The result of Collinearity Statistics Analysis

Coefficients ^a		
Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Self-Efficacy	0.600	1.666
Optimism	0.639	1.565
Resilience	0.562	1.778
Hope	0.546	1.831
Transformational leadership	0.761	1.315

** Dependent Variable: Work Engagement

Source: Developed for the research

Table 4.23: The Result of Collinearity Statistics Analysis

Coefficients		
Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Job Performance	1.000	1.000

** Dependent Variable: Work Engagement

Source: Developed for the research

Variance inflation factor (VIF) can detect the multicollinearity in regression analysis (Chappelow, 2018). Multicollinearity is defined as there is a correlation between predictors such as independent variables in a model and the regression results may be adversely affected by its existence (Stephanie, 2015). Multicollinearity occurs due to one or more of the independent variables or inputs have a linear relationship, or association. The VIF predicts how much the variance of a regression coefficient is inflated due to multicollinearity in the model (Chappelow, 2018). All the figures of VIF are below 10 which show that it is no multicollinearity based on table 4.23. In addition, the VIF of work engagement and job performance is 1. This showed that the predictors are moderately correlated due to all the figures are fall under the range of between 1 and 5. Hence, multiple regression analysis can be performed as the assumption of multicollinearity was met.

4.3.2 Multiple Linear Regression Analysis

This section is used to evaluate the influence of the independent variables on work engagement.

Table 4.24: Statistics of Modal Fit

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.734 ^a	0.539	0.530	0.559	0.539	61.870	5	265	0.0001

a. Predictors: Transformational leadership, Self-Efficacy, Optimism, Resilience, Hope
b. "Dependent Variable: Work Engagement"

Source: Developed for the research

Table 4.25: Statistics of ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	96.626	5	19.325	61.870	0.0001
	Residual	82.774	265	0.312		
	Total	179.400	270			

a. Dependent Variable: Work Engagement
b. Predictors: Transformational leadership, Self-Efficacy, Optimism, Resilience, Hope

Source: Developed for the research

Table 4.26: Statistics of Multiple Regression of self-efficacy, optimism, resilience, hope and transformational leadership

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-0.148	0.353		-0.419	0.676
Self-Efficacy	0.344	0.092	0.202	3.749	0.0001
Optimism	0.255	0.092	0.144	2.768	0.006
Resilience	-0.037	0.100	-0.020	-0.368	0.713
Hope	0.372	0.087	0.241	4.269	0.0001
Transformational Leadership	0.462	0.055	0.402	8.406	0.0001

a. Dependent Variable: Work Engagement

Source: Developed for the research

Table 4.25 show that the F-statistics is significant ($F=61.870$, $df=5$) as the p-value is 0.001 which is less than alpha value of 0.05. The proposed model is sufficient to define for dependent variable in relation to independent variables. Besides, the p-value is lower than 0.05 of alpha value. Therefore, the independent variables include self-efficacy, optimism, resilience, hope and transformational leadership are important to clarify the variance of the work engagement.

Furthermore, R square equals 0.539 which means 53.9% of dependent variable (work engagement) is able to describe by the independent variables (self-efficacy, optimism, hope and transformational leadership). Yet, the remaining of 46.1 % (100% - 53.9%) was incapable to interpret by this study. It indicates that there are other significant variables for were not taking into account in explaining work engagement.

Hypothesis

H1₁: Self- efficacy has a significant influence on work engagement among academic staff

H2₁: Optimism has a significant influence on work engagement among academic staff

H3₁: Resilience has a significant influence on ~~and~~ work engagement among academic staff

H4₁: Hope has a significant influence on work engagement among academic staff

H5₁: Transformational leadership has a significant influence on work engagement among academic staff

The results how four independent variables (self-efficacy, optimism, hope and transformational leadership) have a positive

relationship while resilience has a negative relationship toward work engagement. Self-efficacy ($\beta=0.202$, $p=0.0001$), optimism ($\beta=0.144$, $p=0.006$), hope ($\beta=0.241$, $p=0.0001$) and transformational leadership ($\beta=0.402$, $p=0.0001$) have a positive and significant influence on work engagement as p-value is less than alpha value of 0.05. As such, H1₁, H2₁, H4₁ and H5₁ are supported. While resilience ($\beta=-0.020$, $p=0.713$) does not has a significant influence on work engagement as p-value is more than alpha value of 0.05. As such, H3₁ is not supported.

By referring to the result of table 4.26, researchers can figure out the below equation:

$$\text{Work Engagement} = 0.353 + 0.202 (\text{self-efficacy}) + 0.144 (\text{optimism}) - 0.02 (\text{resilience}) + 0.241 (\text{hope}) + 0.402 (\text{transformational leadership})$$

The independent variable with first ranked beta is the greatest influence to the dependent variable. The largest beta is occupied by transformational leadership with the positive value of 0.402 while the lowest beta is occupied by resilience with the negative value of -0.020. The following independent variable which are hope, self-efficacy, and optimism's beta were 0.241, 0.202 and 0.144. Therefore, it recorded the strongest unique contribution on work engagement compare to the remaining independent variables.

4.3.3 Linear Regression Analysis

Table 4.27: Statistics of Modal Fit

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.555 ^a	0.308	0.305	0.679	0.308	119.638	1	269	0.0001
a. Predictors: Work Engagement									
b. Dependent Variable: Job Performance									
Source: Developed for the research									

Table 4.28: Statistics of ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.226	1	55.226	119.638	0.0001
	Residual	124.174	269	0.462		
	Total	179.400	270			
a. Dependent Variable: Job Performance						
b. Predictors: Work Engagement						
Source: Developed for the research						

Table 4.29: Statistics of Linear Regression of Job Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.434	0.347		4.134	0.0001
	JP	0.941	0.086	0.555	10.938	0.0001
a. Dependent Variable: Job Performance						
Source: Developed for the research						

Table 4.28 shown that the F-statistics is significant ($F=119.638$, $df=1$) as the p-value is 0.0001 which is less than alpha value of 0.05. The proposed model is sufficient to define for dependent variable in relation with independent variables. Besides, the p-value is lower than 0.05 of

alpha value. Therefore, the independent variables include work engagement are important to clarify the variance of job performance.

Furthermore, R square equals 0.308 which mean 30.8% of dependent variable (work engagement) is able to describe by the independent variables (work engagement). Yet, the remaining of 69.2 % (100% - 30.8%) was incapable to interpret by this study. It indicates that there are other significant variables for were not being taken into account in explaining job performance.

H6₁: Work engagement has a significant influence on job performance among academic staff

The results how three independent variables (job performance) have a positive relationship toward dependent variables (work engagement). Job performance ($\beta=0.555$, $p=0.0001$) has a positive and significant influence on “work engagement” as p-value is less than alpha value of 0.05. As such, H6₁ is supported.

By referring to the result of table 4.26, researchers can figure out the below equation:

$$\text{Job Performance} = 0.347 + 0.555 (\text{Work Engagement})$$

The independent variable with first ranked beta is the greatest influence to the dependent variable. The beta value of job performance with the positive value of 0.555. Therefore, it recorded the strongest unique contribution on work engagement compare to the remaining independent variables.

4.4 Conclusion

Firstly, respondents' demographic information was analyzed and concludes into tables and figures. Researchers have presented the constructs measurement of total 62 statements that used to measure the variables. For reliability of questionnaires statements, researchers have run internal reliability test. By using Pearson correlation, researchers able to identify the relationship of variables' strength, direction, and significance. In order to explain the relationship among the variables, researchers have run multiple regression analysis and multicollinearity. Summarization and discussion of results will be presented in chapter five.

CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATIONS

5.0 Introduction

In chapter five, summarization of analyses on descriptive, inferential and major findings are presented. Consequence of the research be going to included. Researchers will discuss limitations found in this research and recommends provided for upcoming research.

5.1 Summary of Statistical Analyses

5.1.1 Descriptive Analysis

Based on chapter 4, there are 271 respondents that contribute to the survey. The data shows that there are 135 male respondents (49.80%) and 136 female respondents (50.20%). Moreover, the majority of respondents are from Malaysian which are 235 respondents (86.7%) and 36 respondents (13.3%) are Non-Malaysian. So, there are obviously showed that the difference between Malaysian respondents and Non-Malaysian respondents is 73.40%.

Besides, 25 to 35 years old are the largest age group of respondents in the survey which are 110 respondents or 40.60%. Then, there have 109 respondents (40.20%) are aged from 36 to 45 years old. The respondents from the age group of less than 25 years and above 55 years old occupied a small portion which is only 4 respondents and 10 respondents.

Subsequently, mostly respondents involved in the survey are Chinese which consists of 144 respondents (53.1%), followed by Malay with 57 respondents (21.0%). There are 52 (19.2%) Indian respondents and 18 (6.6%) respondents are other ethnic groups. Furthermore, the married status of respondents is 160 respondents (59.0%) while the single status of respondents is 110 respondents (40.6%). There is only has 1 respondent (0.4%) is another marital status.

In the 271 respondents involved in the survey, there have 138 respondents (50.9%) are in master qualification and 125 respondents (46.1 %) in doctorate qualification. Besides, 7 respondents (2.6%) are having qualifications of bachelor's degree and only 1 respondent (0.4%) is another qualification. There are 211 respondents who have permanent and 60 respondents are contracted which are 77.9% and 22.1% respectively.

On the other hand, there have 134 respondents (49.4%) are lecturer, 13 respondents (4.8%) are senior lecturer, 103 respondents (38.0%) are assistant professor, 15 respondents (5.5%) are associate professor, 4 respondents (1.5%) are professor and 2 respondents (0.7%) are others academic position. Thus, the largest portion of the academic position is a lecturer in this survey.

Lastly, there have 15 respondents (5.5%) which working in University Tunku Abdul Rahman are below 1 year, 108 respondents (39.9%) are between 1 to 5 years, 93 respondents (34.3%) are between 6 to 10 years, and 55 respondents (20.3%) are above 10 years.

5.1.2 Inferential Analyses

5.1.2.1 Pearson Correlation Coefficient Analysis

The variable that has the most significant value is transformational leadership with 0.599 and followed by hope with 0.580, work engagement with 0.555, self-efficacy with 0.484, optimism with 0.481, and resilience with 0.448. The result showed the value of all six variables falls within the range of ± 0.41 to ± 0.70 . All the independent variables are high association with work engagement. Moreover, all variables are positively correlated with work engagement and job performance. All independents variables have a moderate strength of association with the dependent variable.

5.1.2.2 Multiple Liner Regression Analysis and Linear Regression Analysis

Table5.1: Summary of the Result of Hypotheses Testing

No.	Hypothesis	Result
1	Self-efficacy has significant influence on work engagement among academic staff.	p=0.0001 p<0.05 Accepted
2	Optimism has a significant influence on work engagement among academic staff.	p=0.006 p<0.05 Accepted
3	Resilience has a significant influence on work engagement among academic staff.	p=0.713 p<0.05 Not Accepted

4	Hope has a significant influence on work engagement among academic staff.	p=0.0001 p<0.05 Accepted
5	Transformational leadership has a significant influence on work engagement among academic staff.	p=0.0001 p<0.05 Accepted
6	Work engagement has a significant influence on job performance among academic staff.	p=0.0001 p<0.05 Accepted

Source: Developed for the research

5.2.1 Self- Efficacy and Work Engagement

H1₀: Self- efficacy does not has a significant influence on work engagement among academic staff

H1₁: Self- efficacy has a significant influence on work engagement among academic staff

The result showed that self-efficacy has a significant influence on work engagement among academic staff. Stajkovic and Luthan (1998) found that self-efficacy is the most important psychological mechanism because it can produce positive work-related outcomes like engagement. Other than that, Hasbesleben (2010) explained that engaged employees are the employee that have high self-efficacious. This is because they believe that they can meet the demands they face in a broad array of contexts. Gruman and Saks (2011) believe that self-efficacy has a positive influence

on employees' level of engagement in their work. The high levels of efficacy will lead to high levels of goal setting, performance, and achievement Bekker (2016 as cited in Luthans, 2002).

5.2.2 Optimism and Work Engagement

H2₀: Optimism does not has a significant influence on work engagement among academic staff

H2₁: Optimism has a significant influence on work engagement among academic staff

The finding indicated that optimism has a significant influence on work engagement among academic staff. According to Avey, Wersing and Luthans, (2008), individual who are optimistic will have a clearer positive perspective about their future. They also will become more confident in their ability in facing challenges and opportunities. They will have a higher level of engagement in their work. Kahn (1990) stated that absorption will lead to higher level of engagement. Thus, optimism has a direct relationship with dedication and absorption components of work engagement (Sweetman & Luthans, 2010). Dekker (2015) has stated that academic staff that scored high on optimism will have a higher level of work engagement. In addition, academic staff who believe they will succeed in teaching and plan ways to meet the goals, they are optimistic about the future and demonstrate effective strategic for working with challenging students or the school situation which is stressful (Gu & Day, 2007; Howard & Johnson, 2004).

5.2.3 Resilience and Work Engagement

H3₀: Resilience does not has a significant influence on and work engagement among academic staff

H3₁: Resilience has a significant influence on work engagement among academic staff

Resilience has a non-significant influence on work engagement among academic staff. Based on King, Newman & Luthans (2015); Mache, Vitzthum, Wanke, David, Klapp & Danzer (2014); Shin, Taylor & Seo (2012), resilience can affect the employee engagement which brings a positive outcome to the organization. This can prove that a female school principal who have resilience can produce the highest work engagement (Bakker, Gievelde & Rijswijk's, 2006). However, this study has shown an adverse impact of resilience on work engagement among academic staff. According to Chamorro and Lusk (2017), sometimes the people with extreme resilience can lead to the people become overly persistent with unattainable goals. Besides, employees who have too much resilience can make them overly tolerant of adversity, for example putting up with boring or demoralizing jobs. In short, that is means the academic staff in this study were likely to experience extreme resilience that leads to a backfire effect on work engagement.

5.2.4 Hope and Work Engagement

H4₀: Hope does not has a significant influence on work engagement among academic staff

H4₁: Hope has a significant influence on work engagement among academic staff

Based on the outcome of this research, hope was found to have a significant influence on work engagement among academic staff. According to past study, hope played an important role to improve the work engagement among employees. This can support by the previous study which is mission school teachers who with hope in their work will have a pathway to know their new image is an opportunity to strengthen their belief in future and also have high judgment on finding innovative ways, for example more engage in their work in order to grab this opportunity (Ugwu & Amazue, 2014). By refer to Luthans and Jensen (2002), hope is an overall perception that they will achieve the target they set in the future. In short, academic staff who have hope to achieve goals will become more work engagement, because they are willing to put more effort in their job.

5.2.5 Transformational Leadership and Work Engagement

H5₀: Transformational leadership does not has a significant influence on work engagement among academic staff

H5₁: Transformational leadership has a significant influence on work engagement among academic staff

The result from multiple regression analysis transformational leadership has a significant impact on work engagement among the academic staff. Schaufeli, Salanova, Gonzalez-Roma & Bakker (2002) proven that the high level of participation and commitment of the participating workers. When the supervisor who shows the “intellectual stimulation” behavior can influence the employees to involve in the work and thus work with a high degree of dedication, which is the second aspect of engagement. Besides that, Avolio and Bass (2002) found that the manager’s intellectual motivation able to creates a supportive

organizational atmosphere that can play a role in the development of employee work participation. The transformational leadership are more likely to increase their intrinsic motivation and thereby increase their level of dedication when employees' work contribution has not been criticized (Avolio & Bass, 2002; Bass & Bass, etc., 2008). Based on the previous studies, it is shown that transformational leadership able to influence the academic staff's level of work engagement in the organization. Thus, the research has shown that the p-value 0.0001 below 0.05 of alpha value is strong to support these statements.

5.2.6 Work Engagement and Job Performance

H₆₀: Work engagement does not has a significant influence on job performance among academic staff

H₆₁: Work engagement has a significant influence on job performance among academic staff

The present study found a significant positive relationship between work engagement and job performance from the research. According to Halbesleben, Neveu, Paustian-Underdahl, and Westman (2014), employee and well-being can be impacted by employee engagement. Due to Bakker and Bal (2010) stated that engaged teachers will receive a better evaluation from their supervisors on in-role performance, prove that engaged employees are ready to go the extra mile that enables them to perform well in their job. Engaged employees always practicing positive emotions (Schaufeli and Van Rhenen, 2006). It is due to the engaged employees are willing to move further and perform better. This study further confirmed that work engagement can influence the academic staff's job performance among academic staff.

5.3 Implications of the Study

5.3.1 Theoretical Implication

The results of this study advanced the understanding of the positive effects of personal resources (self-efficacy, optimism, and hope) on work engagement. When personal resources are high, work engagement is high while work engagement is high, job performance is high. Academic staff will perform well in planning and organization when their self-efficacy increase. They will motivate to achieve their goal when their hope is high. Academic staff with high optimism will believe that they can achieve success through their ability. Because of their personal resources (self-efficacy, optimism, and hope) are strong, they will have a strong work engagement and in order to cause strong job performance in their work. Moreover, it further supports for the argument in Job demand-resources model (JD-R Model) which expresses personal resources such as self-efficacy, optimism, and hope have played important role in the “work engagement”. It also further advanced knowledge in the context among academic staff in higher education in Malaysia.

Besides, this study also found that transformational leaders are playing a key role in the organization as they are able to excite enhance the employee’s work engagement and so that they perform well in their jobs. The transformational leaders who have the capability to inspire employee engagement at the highest level by creating a trustworthy and comfortable environment in an organization that are proved by Breevaart and Bakker (2018). This research is able to explore the potential uses of SET in terms of explaining the transformational leadership is important to employee’s engagement in the higher education industry.

5.3.2 Practical Implication

Based on the results, this study may provide useful information to help the academic staff to increase their work engagement from the factors of self-efficacy, hope, transformational leadership and, optimism.

This study shows several practical implications as the academic staff. Work engagement considered important due to it can directly affect the key outcomes of the employees in different organizations. Moreover, Demerouti and Cropanzano (2010) mentioned that engaged employees who is motivated and eager to put a lot of effort into their duties as producing a better job performance compared to a non-engaged employees. If universities had found that their academic staff is in the slow progress of doing their duties, they need to take action to figure out whether what is the problem happened and solve it.

In order to enhance work engagement, Ministry of Education (MOE) should provide supports such as develop new programs and provide financial support to the universities so that each institution can have adequate training and resources to be provided to the academic staff. This can ensure that the academic staff have the potential to face the challenges in the future. Besides, MOE in collaboration with the university can introduce holistic programmes to train the academic staff to be a leader in the teaching fields and more emphasis to transmit the curricula in innovative ways (Student Info & Guide, 2015). By participating the programme, the academic staff able to obtain the competencies and skills to perform their task well. Thus, academic staff can have more passion and immerse in doing their task and managed well the university as boost the ranking of the university through the aspect of the independent variables of this study.

The university should provide sufficient resources (financial resources, human resources, governance and management, culture and info-structure), training and environment to the academic staff as it can lead to high work engagement and job performance. Besides, the universities can create an environment that cultivates the civilization of excellence to bring the most competent academic staff as it could increase the work engagement. Moreover, self-efficacy can be improved as the university provided ample time for the academic staff to prepare an examination and teaching method for the student. Besides, use positive affirmations and recognize more positive people that can bring out the energy to others as it could increase the optimism and hope. It is due to mind set is very important for accomplishing succeed and fulfilment. Thus, it can increase the work engagement and job performance of the academic staff.

Furthermore, the aspect of the leadership has a significant impact on the academic staff through boosting their self-efficacy, hope and, optimism, which can encourage the academic staff engaged in their work. It is due to transformational leadership have the potential to employ the academic staff by inspiring them to stimulate the skills as it could ensure the university succeed in the long-term. For an example, the academic staff should think outside of the box and university should invite professor who was experts in leadership organize a talk about how to become a successful leader to inspire the academic staff.

5.4 Limitations of the Study

There were some limitations for this research. The sample of this study only consists of 271 academic staff from one private university (UTAR). The sample size that used for this study was limited. As such, the result may not able to be generalized to the academic staff in other universities

Furthermore, there have some limitations while using cross-sectional approach. According to Bhat (2019), cross-sectional approach cannot establish the variable of cause-effect relationship because it usually evaluates variables at a particular time and not across a continuous time frame. The cross-sectional studies are designed to provide correlated data that can be used to conclude the population group (Gaille, 2018). This study was unable to determine the cause-and-effect relationship between independent variable (self-efficacy, optimism, hope, and transformational leadership) and dependent variables (work engagement) among academic staff in particular time so the study was consisting a high potential of ineffective to the education industry.

Moreover, this research has faced the respondent error. The respondent was refused to participate in this questionnaire. Respondents were unwilling to participate in this research because the questionnaire containing too much statement. Other than that, some respondents had not completed the questionnaire. There have 62 statements in the questionnaire has cause the respondent use a long time to complete the statements. The respondent was loss the motivation to complete the questionnaire. Therefore, this research contains missing data.

5.5 Recommendations for future study

Prospect researcher is suggested to gain more respondent from a wider geographical area in order to obtain more accurate and reliable responses. This research only covered University Tunku Abdul Rahman (Kampar Campus). It is restriction to define the whole education industry in Malaysia. Researchers are suggested to cover all the private universities and public universities in Malaysia to get an accurate result.

Future researchers can use longitudinal study; the longitudinal study is more effective to determine the pattern of variable over the longest period of time for collection of data (Future of Working, 2020). The longitudinal study involves

a longer period of time for the data collection so researchers can determine the variable's patterns more efficiently. While the researchers are able to have the chance to study the cause and effect relationships and it also enables them to have the clearer manner when they will make the connection for their dependent variable and independent variables (Caruana, Roman, Sánchez, & Solli, 2015).

Respondent error has caused due to the research questionnaire have 62 questions have given responses for. In order to overcome this problem, researcher can keep the questionnaire in a shorter and clearer format. Although framing straight forward questionnaire may sound simple enough since respondents are less likely to answer the question if too long.

5.6 Conclusion

In a nutshell, this research has disclosed a research framework of personal resources (self-efficacy, optimism, hope, and resilience), transformational leadership, work engagement and job performance among academic staff. Future empirical studies focus more on other factors affecting work engagement so that future users can gain the benefits from it.

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APPENDIX

Appendix A: Letter of Permission to Conduct Survey



UNIVERSITI TUNKU ABDUL RAHMAN

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

23rd August 2019

To Whom It May Concern

Dear Sir/Madam,

Permission to Conduct Survey

This is to confirm that the following students are currently pursuing their *Bachelor of Business Administration (Hons)* program at the Faculty of Business and Finance, Universiti Tunku Abdul Rahman (UTAR) Perak Campus.

I would be most grateful if you could assist them by allowing them to conduct their research at your institution. All information collected will be kept confidential and used only for academic purposes.

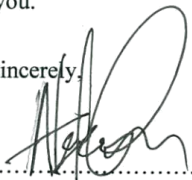
The students are as follows:

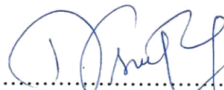
<u>Name of Student</u>	<u>Student ID</u>
Cherry Wong Xin Ying	16ABB05888
Irene Kong Ji Cheng	16ABB03626
Lai Chun Weng	16ABB03099
Lai Siew Kei	16ABB03354
Ong Xin Yi	16ABB05881

If you need further verification, please do not hesitate to contact me.

Thank you.

Yours sincerely,


.....
Dr Choong Yuen Onn
Head of Department,
Faculty of Business and Finance
Email: choongyo@utar.edu.my


.....
Dr Ng Lee Peng
Supervisor,
Faculty of Business and Finance
Email: nglp@utar.edu.my

Kampar Campus : Jalan Universiti, Bandar Barat, 31900 Kampar, Perak Darul Ridzuan, Malaysia
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Tel: (603) 9086 0288 Fax: (603) 9019 8868
Website: www.utar.edu.my



Appendix B: Letter of Ethical Approval For Research Project/Protocol



UNIVERSITI TUNKU ABDUL RAHMAN

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

Re: U/SERC/208/2019

17 October 2019

Dr Choong Yuen Onn
Head, Department of Business
Faculty of Business and Finance
Universiti Tunku Abdul Rahman
Jalan Universiti, Bandar Baru Barat
31900 Kampar, Perak

Dear Dr Choong,

Ethical Approval For Research Project/Protocol

We refer to the application for ethical approval for your student's research project from Bachelor of Business Administration (Hons) programme enrolled in course UBMZ3016. We are pleased to inform you that the application has been approved under expedited review.

The details of the research projects are as follows:

	Research Title	Student's Name	Supervisor's Name	Approval Validity
1.	The Roles of Personal Resources and Transformational Leadership on Work Engagement and Its Impact on Job Performance Among Academic Staff	1. Cherry Wong Xin Ying 2. Irene Kong Ji Cheng 3. Lai Chun Weng 4. Lai Siew Kei 5. Ong Xin Yi	Dr Ng Lee Peng	17 October 2019 – 16 October 2020

The conduct of this research is subject to the following:

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

Should the students collect personal data of participants in their studies, please have the participants sign the attached Personal Data Protection Statement for records.

Thank you.

Yours sincerely,

Professor Ts Dr Faidz bin Abd Rahman
Chairman
UTAR Scientific and Ethical Review Committee

c.c Dean, Faculty of Business and Finance
Director, Institute of Postgraduate Studies and Research

Kampar Campus : Jalan Universiti, Bandar Barat, 31900 Kampar, Perak Darul Ridzuan, Malaysia

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Appendix C: Personal Data Protection Statement

PERSONAL DATA PROTECTION STATEMENT

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Notice:

1. The purposes for which your personal data may be used are inclusive but not limited to:-
 - For assessment of any application to UTAR
 - For processing any benefits and services
 - For communication purposes
 - For advertorial and news
 - For general administration and record purposes
 - For enhancing the value of education
 - For educational and related purposes consequential to UTAR
 - For the purpose of our corporate governance
 - For consideration as a guarantor for UTAR staff/ student applying for his/her scholarship/ study loan
2. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.
3. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.
4. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

1. By submitting this form you hereby authorise and consent to us processing (including disclosing) your personal data and any updates of your information, for the purposes and/or for any other purposes related to the purpose.
2. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.
3. You may access and update your personal data by writing to us at _____.

Acknowledgment of Notice

[] I have been notified by you and that I hereby understood, consented and agreed per UTAR above notice.

[] I disagree, my personal data will not be processed.

.....
Name:
Date:

Appendix D: Questionnaire



UNIVERSITI TUNKU ABDUL RAHMAN

DU012(A)

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Co. No. 578227-M

Dear respondents:

We are students of Bachelor of Business Administration (Hons) from Universiti Tunku Abdul Rahman , Perak Campus, Malaysia. We are currently doing our research project with the title of “The roles personal resources and transformational leadership on work engagement of academic and its impact on job performance”.

This questionnaire consists 4 parts. Part A is about personal details of the respondents, part B is related to personal resources and transformational leadership. Part C is related to work engagement. Part D is the items that are related to job performance.

Please read the instruction carefully before answering the question. Your participation will greatly contribute to the success of the survey. We deeply appreciate your help in participating in this survey, and your responses will remain private and confidential. The result of the survey will used in whole and not on individual basis.

It will take about 10-15 minutes to complete the attached questionnaire. Your participation is very much needed to complete our final year project. If you have any question regarding the questionnaires, you may contact any of us:

Name	Student ID	Contact Number
Cherry Wong Xin Ying	16ABB05888	016-5496681
Irene Kong Ji Cheng	16ABB03626	016-5945985
Lai Chun Weng	16ABB03099	016-2186032
Lai Siew Kei	16ABB03354	017-5050605
Ong Xin Yi	16ABB05881	011-16294581

Instruction:

1) There are 4 parts in this questionnaire. Please answer ALL questions.

2) Please be informed that in accordance with Personal Data Protection Act 2010('PDPA) which came into force on 15 November 2013, Universiti Tunku Abdul Rahman is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Acknowledgement of Notice:

() I have been notified by you and I hereby understood, consented and agreed per UTAR notice.

() I disagree and my personal data will not be processed.

Part A: Personal Details

Please tick “ / ” the appropriate box provided.

1. Your gender

☐ Male ☐ Female

2. Your nationality

☐ Malaysian ☐ Non-Malaysian

3. Your age ranges

☐ Less than 25 years old ☐ 25-35 years old ☐ 36-45 years old
☐ 46-55 years old ☐ 55 years old above

4. Which ethnic group you belong to?

☐ Malay ☐ Indian ☐ Chinese ☐ Others (Please specify:)

5. Marital status

☐ Single ☐ Married ☐ Others

6. Your Highest Qualification

☐ Bachelor's Degree ☐ Master ☐ Doctorate (PhD or equivalent)
☐ Others (Please specify:)

7. Your job status

☐ Permanent ☐ Contract

8. Your academic position

☐ Lecturer ☐ Senior lecturer ☐ Assistant professor
☐ Associate professor ☐ Professor
☐ Other (Please specify:)

9. Number of years in the present organization

☐ Less than 1 year ☐ 1 to 5 years ☐ 6 to 10 years
☐ 10 years and above

Part B: Factors that Influences work engagement

The following question is about the factor of personal resource and transformational leadership that will influence the work engagement of academic and impact on job performance. Number 1-5 is represent the strongly disagree to strongly agree of your opinion. Based on your personal working experience in the education industry, please select a number for each question to reflect your opinion.

SD= Strongly Disagree, D= Disagree, N= Neutral. A= Agree, SA= Strongly Agree

Personal Resources					
Self-efficacy					
	SD	D	N	A	SA
1. I feel confident analyzing a long-term problem to find a solution.	1	2	3	4	5
2. I feel confident contacting people outside the company to discuss problem.	1	2	3	4	5
3. Although superior assigns me an extra job which I never had done it, I still believe in my ability that I can do it.	1	2	3	4	5
4. I am confident in my performance that I can work under pressure and challenging circumstances.	1	2	3	4	5
5. I feel confident that I can accomplish my work goals.	1	2	3	4	5
6. If organizations transform new working system which is difficult to understand, I am still confident that I can learn new things from this system.	1	2	3	4	5
Optimism					
1. I'm optimistic about what will happen to me in the future as it pertains to work.	1	2	3	4	5
2. At work, I always find that every problem has a solution.	1	2	3	4	5

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3. I always look on the bright side of things regarding my job.	1	2	3	4	5
4. If I have to face with bad situation, I believe that everything will change to be better.	1	2	3	4	5
5. I believe that success in the current work will occur in the future.	1	2	3	4	5
6. I always stuck with the problem and found that the problem cannot do anything.	1	2	3	4	5
Resilience					
1. I usually manage difficulties one way or another at work.	1	2	3	4	5
2. I usually take stressful things in stride.	1	2	3	4	5
3. Although my work is failed, I will try to make it success again.	1	2	3	4	5
4. Although too much responsibility at work makes me feel awkward, I can go through to work successfully.	1	2	3	4	5
5. I am undiscouraged and ready to face with difficulties at work.	1	2	3	4	5
6. When I faced with disappointment at work, I fell but I could quickly get through.	1	2	3	4	5
Hope					
1. At the present time, I am energetically pursuing my work goals.	1	2	3	4	5
2. I have several ways to accomplish the work goal.	1	2	3	4	5
3. When I found that my performance appraisal was less then the expected goal, I am trying to find the ways to improve, and then start to do better.	1	2	3	4	5

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4. Now, I feel that I am energetic to accomplish the work goal.	1	2	3	4	5
5. When I set goals and plan to work, I will be concentrated to achieve the goal.	1	2	3	4	5
6. I work as the goals set by belief that Where there is a will, there is a way.	1	2	3	4	5
Transformational Leadership					
Idealized influence					
	SD	D	N	A	SA
1. My immediate superior discusses my most important values and beliefs.	1	2	3	4	5
2. My immediate superior specifies the importance of having a strong sense of purpose.	1	2	3	4	5
3. My immediate superior considers the moral and ethical consequences of decisions	1	2	3	4	5
4. My immediate superior emphasizes the importance of having a collective sense of mission.	1	2	3	4	5
5. My immediate superior instills pride in me for being associated with him or her.	1	2	3	4	5
6. My immediate superior goes beyond self-interest for the good of the group.	1	2	3	4	5
7. My immediate superior acts in ways that build respect.	1	2	3	4	5
8. My immediate superior displays a sense of power and confidence.	1	2	3	4	5
Inspirational motivation					
1. My immediate superior talks optimistically about the future.	1	2	3	4	5
2. My immediate superior talks	1	2	3	4	5

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enthusiastically about what needs to be accomplished.					
3. My immediate superior articulates a compelling vision for the future.	1	2	3	4	5
4. My immediate superior expresses confidence that goals will be achieved.	1	2	3	4	5
Intellectual stimulation					
1. My immediate superior re-examines the appropriateness of critical assumptions.	1	2	3	4	5
2. My immediate superior seeks differing perspectives when solving problems.	1	2	3	4	5
3. My immediate superior gets others to look at problems from many different angles.	1	2	3	4	5
4. My immediate superior suggests new ways of looking at how to complete assignments.	1	2	3	4	5
Individual consideration					
1. My immediate superior spends time teaching and coaching me.	1	2	3	4	5
2. My immediate superior treats others as individuals rather than just a group member.	1	2	3	4	5
3. My immediate superior considers an individual's needs, abilities, and aspirations.	1	2	3	4	5
4. My immediate superior helps me to develop my strengths.	1	2	3	4	5

Part C: General Information of Working Engagement

Based on your experience, please circle the number that best reflects your opinion about the statement.

1= Never 2=Almost Never 3=Rarely 4=Sometimes 5=Often 6=Very Often 7=Always

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Work engagement							
Vigor	Never	Almost never	Rarely	Sometimes	Often	Very often	Always
1. At my job, I feel strong and vigorous.	1	2	3	4	5	6	7
2. When I get up in the morning, I feel like going to work.	1	2	3	4	5	6	7
3. At my work, I feel bursting with energy.	1	2	3	4	5	6	7
Dedication							
1. My job inspire me.	1	2	3	4	5	6	7
2. I am enthusiastic about my job.	1	2	3	4	5	6	7
3. I proud of work that I do.	1	2	3	4	5	6	7
Absorption							
1. I am immersed in my work.	1	2	3	4	5	6	7
2. I feel happy when I am working intensely.	1	2	3	4	5	6	7
3. I get carried away when I am working.	1	2	3	4	5	6	7

Part D: General Information of Job Performance

Based on your working experience in the organization, please circle the number that best reflects your opinion about the statement.

SD= Strongly Disagree, D= Disagree, N= Neutral. A= Agree, SA= Strongly Agree

	SD	D	N	A	SA
1. I achieve the objectives of the job.	1	2	3	4	5
2. I meet criteria for performance.	1	2	3	4	5

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3. I demonstrate expertise in all job-related tasks.	1	2	3	4	5
4. I am able to fulfill all the requirements of the job.	1	2	3	4	5
5. I could manage more responsibility than typically assigned.	1	2	3	4	5
6. I appears suitable for a higher-level role.	1	2	3	4	5
7. I am competent in all areas of the job, handle tasks with proficiency.	1	2	3	4	5
8. I perform well in the overall job by carrying out tasks as expected.	1	2	3	4	5
9. I plans and organizes to achieve objectives of the job and meet deadlines.	1	2	3	4	5

Thank you very much for your participation.

Your time and opinions are greatly appreciated!



Appendix E: Reliability Test Result for Full Study

Statements of Personal Resources (Self-efficacy, Optimism, Resilience and Hope)

Scale: ALL VARIABLES

Reliability Statistics

Self-efficacy

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.799	0.806	6

Reliability Statistics

Optimism

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.643	0.701	6

Reliability Statistics

Resilience

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.707	0.713	6

Reliability Statistics

Hope

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.856	0.857	6

Statements of Transformational Leadership

Scale: ALL VARIABLES

Reliability Statistics

Transformational Leadership

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.968	0.968	20

Statements of Work Engagement

Scale: ALL VARIABLES

Reliability Statistics

Work Engagement

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.910	0.912	9

Statements of Job Performance

Scale: ALL VARIABLES

Reliability Statistics

Job Performance

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.886	0.887	9

Appendix F: Inferential Analyses

Pearson Correlation Coefficient Analysis

Statements of Personal Resources (Self-efficacy, Optimism, Resilience and Hope)

Self-Efficacy			
Correlations			
		Self-Efficacy	Work Engagement
Self-Efficacy	Pearson Correlation	1	0.484**
	Sig. (2-tailed)		0.0001
	N	271	271
Work Engagement	Pearson Correlation	0.484**	1
	Sig. (2-tailed)	0.0001	
	N	271	271

** . Correlation is significant at the 0.01 level (2-tailed).

Optimism			
Correlations			
		Optimism	Work Engagement
Optimism	Pearson Correlation	1	0.481**
	Sig. (2-tailed)		0.0001
	N	271	271
Work Engagement	Pearson Correlation	0.481**	1
	Sig. (2-tailed)	0.0001	
	N	271	271

** . Correlation is significant at the 0.01 level (2-tailed).

Pearson Correlation Coefficient Analysis

Statements of Personal Resources (Self-efficacy, Optimism, Resilience and Hope)

Resilience

Correlations			
		Resilience	Work Engagement
Resilience	Pearson Correlation	1	0.448**
	Sig. (2-tailed)		0.0001
	N	271	271
Work Engagement	Pearson Correlation	0.448**	1
	Sig. (2-tailed)	0.0001	
	N	271	271
**. Correlation is significant at the 0.01 level (2-tailed).			

Hope

Correlations			
		Hope	Work Engagement
Hope	Pearson Correlation	1	0.580**
	Sig. (2-tailed)		0.0001
	N	271	271
Work Engagement	Pearson Correlation	0.580**	1
	Sig. (2-tailed)	0.0001	
	N	271	271
**. Correlation is significant at the 0.01 level (2-tailed).			

Pearson Correlation Coefficient Analysis

Statements of Transformational Leadership

Transformational leadership

Correlations			
		Transformational leadership	Work engagement
Transformational leadership	Pearson Correlation	1	0.599**
	Sig. (2-tailed)		0.0001
	N	271	271
Work engagement	Pearson Correlation	0.599**	1
	Sig. (2-tailed)	0.0001	
	N	271	271
**. Correlation is significant at the 0.01 level (2-tailed).			

Multicollinearity Analysis of Work Engagement and self-efficacy, optimism, resilience, hope and transformational leadership

Model		Collinearity Statistics	
		Tolerance	VIF
	Self-Efficacy	0.600	1.666
	Optimism	0.639	1.565
	Resilience	0.562	1.778
	Hope	0.546	1.831
	Transformational Leadership	0.761	1.315

Muticollinearity Analysis of Work Engagement and Job Performance

Model		Collinearity Statistics	
		Tolerance	VIF
	Job Performance	1.000	1.000

Multiple Linear Regression Analysis

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.734 ^a	0.539	0.530	0.559	0.539	61.870	5	265	0.000
a. Predictors: Transformational leadership, Self-Efficacy, Optimism, Resilience, Hope									
b. Dependent Variable: Work engagement									

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	96.626	5	19.325	61.870	.000 ^b
	Residual	82.774	265	0.312		
	Total	179.400	270			
a. Dependent Variable: WE						
b. Predictors: Transformational leadership, Self-Efficacy, Optimism, Resilience, Hope						

Coefficients ^a									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
	Self-Efficacy	0.344	0.092	0.202	3.749	0.000	0.484	0.224	0.156
	Optimism	0.255	0.092	0.144	2.768	0.006	0.481	0.168	0.115
	Resilience	-0.037	0.100	-0.020	-0.368	0.713	0.448	-0.023	-0.015
	Hope	0.372	0.087	0.241	4.269	0.000	0.580	0.254	0.178
	Transformational Leadership	0.462	0.055	0.402	8.406	0.000	0.599	0.459	0.351

Linear Regression Analysis

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.555 ^a	0.308	0.305	0.679	0.308	119.638	1	269	0.000
a. Predictors: Work Engagement									
b. Dependent Variable: Job Performance									

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.226	1	55.226	119.638	.000 ^b
	Residual	124.174	269	0.462		
	Total	179.400	270			
a. Dependent Variable: Job performance						
b. Predictors: Work engagement						

Coefficients ^a									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
	Job Performance	0.941	0.086	0.555	10.938	0.000	0.555	0.555	0.555