

**JOB ENGAGEMENT AND INDIVIDUAL WORK PERFORMANCE  
AMONG ACADEMIC STAFF IN MALAYSIA  
HIGHER EDUCATION INSTITUTIONS**

By

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## ABSTRACT

### JOB ENGAGEMENT AND INDIVIDUAL WORK PERFORMANCE AMONG ACADEMIC STAFF IN MALAYSIA HIGHER EDUCATION INSTITUTIONS.

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Job engagement is alarming, specifically among academic staff in Malaysia's higher educational institution. Not to mention that they may face setbacks in their job performance during the Covid-19 pandemic. Prior studies suggested that the association between job engagement and individual work performance among academic staff remains scarce and complex and deserves more attention. The present study aimed to study the association between the dimensions of job engagement (vigour, dedication, absorption) and individual work performance (task performance, contextual performance, counterproductive work behaviour (CWB) among academic staff in higher education institutions. The present study employed a cross-sectional and quantitative research design. Using the purposive sampling method, the target sample was 124 Malaysian academic staff recruited from three public and three private universities located in Sarawak, Sabah, Penang, Pahang, Kuala Lumpur, and Johor. The online survey method consisted of the Utrecht Work Engagement Scale (UWES-9) and Individual Work Performance Questionnaire (IWPQ) indicated good reliabilities were used to measure the variables of this study. Pearson's Product-Moment Correlation (PPMC), and Hierarchical Multiple Linear Regression (MLR) were conducted using SPSS version 23 to produce meaningful outcomes. The PPMC results revealed that job

engagement was positively associated with task performance and contextual performance while negatively associated with CWB. The prediction results showed that job engagement predicts task performance and contextual performance but not CWB. The findings of this study contributed to the literature by exploring how the sub-dimensions of job engagement and IWP can be linked to each other independently. Practically, HEIs should pay attention to nurturing academic staff's job engagement to enhance their work performance, especially during the pandemic time.

Keywords: job engagement, individual work performance, academic staff, higher education institutions

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## APPROVAL SHEET

This dissertation/thesis entitled “**JOB ENGAGEMENT AND INDIVIDUAL WORK PERFORMANCE AMONG ACADEMIC STAFF IN MALAYSIA HIGHER EDUCATION INSTITUTIONS**” was prepared by RODNEY SIN MING KEEN and submitted as partial fulfillment of the requirements for the degree of Master of Psychology in Industrial and Organizational Psychology at Universiti Tunku Abdul Rahman.

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## **SUBMISSION SHEET**

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#### **SUBMISSION OF DISSERTATION**

It is hereby certified that Rodney Sin Ming Keen (ID No: 20AAM03715) has completed this dissertation entitled “Job Engagement and Individual Work Performance among Academic Staff in Malaysia Higher Education Institutions” under the supervision of Dr. Lee Lai Meng from the Department of Advertising, Faculty of Arts and Social Science and Mr. Tan Soon Aun from the Department of Psychology and Counselling, Faculty of Arts and Social Science.

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

Yours truly,

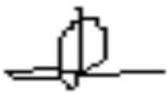


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(Rodney)

## DECLARATION

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

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Date 7<sup>th</sup> Jan 2022

## TABLE OF CONTENTS

	<b>PAGE</b>
<b>ABSTRACT</b>	<b>ii</b>
<b>ACKNOWLEDGEMENTS</b>	<b>iv</b>
<b>APPROVAL SHEET</b>	<b>v</b>
<b>SUBMISSION SHEET</b>	<b>vi</b>
<b>DECLARATION</b>	<b>vii</b>
<b>TABLE OF CONTENTS</b>	<b>viii</b>
<b>LIST OF TABLES</b>	<b>xi</b>
<b>LIST OF FIGURES</b>	<b>xii</b>
<b>LIST OF ABBREVIATIONS</b>	<b>xiii</b>
<b>LIST OF APPENDICES</b>	<b>xiv</b>
<b>CHAPTER</b>	
<b>1.0 INTRODUCTION</b>	<b>1</b>
1.1 Research Background	1
1.2 Overview of Higher Education Sector in Malaysia	4
1.3 Problem Statement	6
1.4 Significance of the Study	9
1.5 Research Objectives	11
1.6 Research Questions	11
1.7 Hypotheses	12
1.8 Conceptual Definition and Operational Definition	13
<b>2.0 LITERATURE REVIEW</b>	<b>16</b>
2.1 Demographic Variable	16
2.2 Vigour and Task Performance	16
2.3 Vigour and Contextual Performance	17
2.4 Vigour and Counterproductive Work Behaviour	19
2.5 Dedication and Task Performance	21



2.6	Dedication and Contextual Performance	22
2.7	Dedication and Counterproductive Work Behaviour	24
2.8	Absorption and Task Performance	26
2.9	Absorption and Contextual Performance	28
2.10	Absorption and Counterproductive Work Behaviour	29
2.11	Research Gap	31
2.12	Theoretical Framework	32
2.13	Conceptual Framework	34
<b>3.0</b>	<b>METHODOLOGY</b>	<b>36</b>
3.1	Research Design	36
3.2	Sampling Method	36
3.3	Sample Size	38
3.4	Location	38
3.5	Demographic Information	39
3.6	Procedures	40
3.7	Instruments	41
3.8	Data Analysis	43
<b>4.0</b>	<b>RESULT</b>	<b>44</b>
4.1	Reliability	44
4.2	Normality Assumptions	45
4.3	Multiple Linear Regression Assumptions	46
4.4	Correlation	48
4.5	Hierarchical Multiple Linear Regression	52
<b>5.0</b>	<b>DISCUSSION</b>	<b>60</b>
5.1	Introduction	60
5.2	Discussion	60
5.3	Implication	74
5.4	Limitations and Recommendations	80

5.5 Conclusion	82
<b>REFERENCES</b>	<b>83</b>
<b>APPENDICES</b>	<b>100</b>

## LIST OF TABLES

<b>TABLE</b>		<b>PAGE</b>
3.1	Demographic Information of Respondents (N = 124)	37
4.1	Descriptive Information and Cronbach Alpha Value for Pilot and Actual Study	43
4.2	Collinearity Table of Tolerance and VIF	43
4.3	Independent Error Test	44
4.4	Descriptive Statistics and One-tailed Correlation for Study Variables (N=124)	48
4.5	Hierarchical Regression Result for Task Performance	50
4.6	Hierarchical Regression Result for Contextual Performance	51
4.7	Hierarchical Regression Result for CWB	53
4.8	Summary of Hypotheses Testing	54

## LIST OF FIGURES

FIGURE		PAGE
2.1	Conceptual Framework for $H_1$ to $H_9$	33
2.2	Conceptual Framework for $H_{10}$ to $H_{12}$	33

## **LIST OF ABBREVIATIONS**

CP	-	Contextual Performance
CWB	-	Counterproductive Work Behaviour
HEI		Higher Education Institution
IWP		Individual Work Performance
SPSS	-	Statistical Program for Social Science
TP	-	Task Performance
UWES	-	Utrecht Work Engagement Scale

## LIST OF APPENDICES

<b>APPENDIX</b>	<b>TITLE</b>	<b>PAGE</b>
A	Ethical Approval for Research Project	94
B	Utrecht Work Engagement Scale (UWES-9)	95
C	Individual Work Performance Questionnaire (IWPQ)	96
D	Demographic Question	98
E	Histogram, Normal Q-Q plot and Boxplot	99

## **CHAPTER 1.0**

### **INTRODUCTION**

#### **1.1 Research Background**

In conjunction with the ever-fluctuating shift in the business world, there is an elevated attention given to the importance of employees' engagement in contributing to their effectiveness and productivity (Schaufeli, 2012; Ushie et al., 2015). Organizations have recently shown considerable interest in cultivating employee engagement, which plays a dynamic role in pursuing organizational goals (Rana et al., 2019). Job engagement is a well-known and valid yet complex predictor of work performance. Job engagement represents an active and positive working state that consists of vigour, dedication, and absorption (Schaufeli & Van Rhenen, 2006). Vigour refers to the self-willingness to work, resistance to challenges, working with a high level of energy and mental resilience (Chughtai & Buckley, 2011; Rana et al., 2019). Thus, a vigorous worker is highly motivated even facing difficulty under stressful situations (Kartal, 2018). The second dimension of job engagement is dedication which refers to a strong feeling of significance, inspiration, enthusiasm, and purpose toward achieving goals (Al-dalahmeh et al., 2018; Rana et al., 2019). A dedicated employee is characterized by a high job involvement, attachment, and job identification (Kartal, 2018). Absorption is defined as a high level of concentration on the job and fully engrossed in performing the task (Chughtai & Buckley, 2011; Kartal, 2018). Employees

experiencing absorption find it difficult to detach themselves from the job and time appears to pass promptly without the employees' awareness (Shekari, 2015). In general, engaged employee is characterized by high levels of energy, resilience, and enthusiastic involvement in their work.

As job engagement is conceptualized as the full utilization of the employees' physical, cognitive, and emotional state (Kahn, 1990), engaged academic staff can provide a competitive advantage to the HEIs in terms of better lecturer performance, improved research output and greater organizational commitment (Agbionu et al., 2018). Job engagement is advantageous for both HEIs and academic staff because engaged employees are characterized by positive emotion, which makes people more sensitive to the opportunity at work, helpful, confident, and optimistic (Cropanzano & Wright, 2001). In Kahn's (1990) theory, engagement is a crucial mechanism in predicting job performance as its antecedent impacts job performance. Additionally, work engagement of academic staff has a significant link with job satisfaction and academics' loyalty (Ludviga & Kalvina, 2016). From an organizational perspective, engaged academic staff are willing to go an "extra mile" and improve the organizational performance and agility, as well as the health and well-being of the employees (Institute for Employment Studies, 2018). The prospective mutual rewards for both parties have urged management research devoting considerable attention to how employee engagement can be developed and maintained (Byrne & MacDonagh, 2017).



On the other hand, the individual work performance (IWP) of academic staff also plays a vital role in securing the sustainability of HEIs. IWP had been popularized by occupational practitioners, (Koopmans et al., 2014), occupational health experts (Carrer & Wolkoff, 2018), and work psychologists to study the antecedents and consequences of IWP (Mahmoud et al., 2020; Meneghel et al., 2016; Nguyen et al., 2019). In human resource management, IWP serves as an “ultimate dependent variable” which its assessment turned into capital issues (Ramos-Villagrasa et al., 2019) and is regarded as the barometer that determines whether an organization can be successful or fail (Colquitt et al., 2010). Campbell (1990) defined IWP as any behaviours or actions that are aligned with the goals of the organization. Besides that, IWP focuses on the behaviours under the employee’s control. Thus, excluding behaviours that are restricted by the environment (Rotundo & Sackett, 2002). IWP consists of three-dimensions which are task performance, contextual performance, and counterproductive work behaviour (Koopmans et al., 2012). Task performance refers to the proficiency in performing the core substantive tasks central to his or her job (Campbell, 1990). It is also known as technical proficiency, in-role performance or job-specific task proficiency and is often described by work quality and quantity, job skills, and job knowledge (Koopmans et al., 2011). The job incumbents with excellent task performance are effective in performing the activities that contribute to the organization’s technical core (Borman & Motowidlo, 1997). Contextual performance refers to any individual behaviour contributing to the organizational, social, and psychological environment in which the technical core must function

(Koopmans et al., 2011). Literature also describes contextual performance in terms of organizational citizenship behaviour (OCB), extra-role behaviour, innovative behaviour, employee retention, active learning behaviour (Motyka, 2018). In general, contextual performance refers to the behaviour that goes beyond the formally prescribed job description and job specification such as creativity, proactivity, and adaptability (Borman & Motowidlo, 1997). Counterproductive work behaviour refers (CWB) to any action that harms the well-being of the organization (Koopmans et al., 2014). Koopmans et al. (2011) summarized those other labels of CWB are absenteeism, off-task behaviour, and theft, being late to work, drug misuse and hazardous behaviour. CWB is defined as a type of negative and deviant employee behaviour with the intention of harming organizations and their members (Rana et al., 2019). The present study will interpret each dimension of IWP to measure the academic staff's performance. Academic literature has widely demonstrated the performance improvements accrued from increased job engagement. Nonetheless, Kim et al. (2012) suggested that the association between job engagement and individual work performance (IWP) requires more understanding to create performance improvement.

## **1.2 Overview of Higher Education Sector in Malaysia**

The present study was propelled by one of the biggest current concerns worldwide which is the Covid-19 pandemic. Since 2015, there have been more than 70000 academic staff (Ainer et al., 2018) from 20 public universities, 111 private universities and university colleges, 402 private colleges, 34

polytechnics and 94 community colleges with an estimated number of 1.2 million students enrolled in these HEIs in Malaysia (Tapsir, 2016). In the education sector, academic staff in HEIs serves as a significant resource in achieving the vision and mission of the institutions and maintaining the student experience of studying in higher education (Rowley, 1996). During the pandemic, the movement control order (MCO) and conditional movement control order (CMCO) had completely dampened the standard norm of learning institution operation (Kamal et al., 2020). The literature showed that there are 1,198,530,172 learners in 186 countries have been impacted due to the closure of schools (UNESCO, 2020). The Malaysian government included school closure as part of the physical distancing policy to cut off the virus transmission and ease the burden on the health department system (Sia & Adamu, 2020). During the period of MCO, all classes in higher education institutions (HEI) were moved to online learning while partial physical reopening is allowed during CMCO.

Online learning method served as a protective mechanism, but it affected the job engagement of academic staff as their way and routine of working has been impacted tremendously (Mardiana, 2020). Pallof and Pratt (2001) suggested that the delivery method is more significant than content in determining the success of online learning. A survey conducted by Flynn and Noonan (2020) also revealed a significant drop in student engagement levels in the online learning method. The new teaching method left a challenge to lecturers in establishing and maintaining a lifeful connection with their students. The IWP of academic staff in HEI might be challenged in redesigning their teaching

content and altering the delivery method to teach their student effectively during this pandemic (Kamal et al., 2020). The lecturer is required to take extra responsibility to bridge the distance in an online environment (Flynn & Noonan, 2020). The gap between job demand and job resources of the academic staff will lead to challenges and negative impacts on the IWP of the academic staff (Sia & Adamu, 2020).

### **1.3 Problem Statement**

Job engagement serves as a significant predictor of IWP (Dajani, 2015; Kim et al., 2019; Rana et al., 2019; Rich et al., 2010). According to the report regarding the Malaysia workplace done by the Gallup Institute, only 17% of the workers can be identified as fully engaged in their job. While the rest 83% were either not engaged or actively disengaged (Gallup, 2017). The engagement levels vary by job type also showed that there are only 27% of educators are engaged employees. In the higher education context, Gallup (2016) examined the engagement of faculty members in every type of institution. Among more than 22500 faculty members, only 34% of faculty members are engaged in their job while the rest 66% are either not engaged or actively disengaged. In Malaysia, the low levels of job engagement can be reflected by the high turnover intention rate of academic staff (Lee, 2016) as engaged employee is much more likely to stay in the organizations (Gallup, 2017). The lack of engaged workers is a barrier to achieving a high-performing organization and there would be a “disengagement crisis” if the support is absent from employees to find their job meaningfulness. As IWP is essential

for employee performance and organizational success, the disengagement crisis can deteriorate the company's revenues and profitability indicators (Moore, 2014). The academic staff who are not engaged or actively disengaged will offer obstacles to individual achievement and success of HEI overall (Wasilowski, 2018).

The individual work performance of the employees had been questioned due to the impact of the pandemic. The Covid-19 Epidemic Employee Pulse Survey Report Malaysia (Lai, 2020) revealed that 77% of the employees reported a decline in productivity, and only 23% were able to maintain their productivity as usual. Among the employees with a higher workload during this pandemic, 56% of them also experienced a drop in productivity (Haroon, 2020). In particular, the performance of academic staff in HEIs might be compromised during the pandemic. Most of the courses and programmes had been rapidly changed from physical to online learning mode (Gewin, 2020) to act as a safety mechanism to prevent virus infection but it is an unfamiliar and challenging environment which requires academic staff to upskill and reskill for successful adaptation and transition (Sia & Adamu, 2020). The previous studies suggested that the academic staff working in a pandemic is prone to mental stress (Kamarudin, 2020), physical health issues (Forster, 2020) and technical issues (Sia & Adamu, 2020) thus showing that the performance of academic staff could be problematic and should be given sufficient attention. The present study will address the performance issues of academic staff to ensure the welfare of the instructors and the learners.

One of the rationales of the present study to focus on HEI academics stems from lacking engagement research has been done internationally amongst HEI compared to primary and secondary educational levels (Byrne & MacDonagh, 2017). Although, the past studies showed a relatively stable relationship between job engagement and IWP, there still exists a mixed outcome (Reijseger et al., 2017; Tims et al., 2015; Zhong et al., 2016) regarding the relationship between the dimensions of job engagement and IWP that require in-depth study (Kim et al., 2012). The past studies frequently examined the relationship between job engagement and IWP without looking into the association between the dimensions of both variables and instead only examined the dimension of either job engagement or IWP (Dajani, 2015; Gorgievski et al., 2010; Reijseger et al., 2017; Shantz et al., 2016; Zhong et al., 2016). It is important to look into their dimensions as it would be useful to examine, on a relative basis, which dimensions of job engagement may acts as more powerful predictor in different dimensions of IWP. Thus, the present study explored the extent to which job engagement dimensions are more influential to different types of IWP by examining their unique individual contribution among academic staff instead of an overall evaluation.

Regarding the literature gap, the past researchers revealed that most of the past studies examining the relationship between job engagement and IWP overlooked the Malaysian samples (Kim et al., 2012). The past studies are mostly conducted in the United States (Halbesleben & Wheeler, 2008), United Kingdom (Shantz et al., 2013), Netherlands (Gorgievski et al., 2010), Australia

(Kirk-Brown & Dijk, 2011), Pakistan (Bilal et al., 2019), Dutch (Bakker & Demerouti, 2009), Italy (Balducci et al., 2011), Irish (Chughtai & Buckley, 2011), China (Zhong et al., 2015) and Romania (Karatepe, 2013). Since Malaysia context can be very distinct from other countries in terms of cultural, political, historical and economic aspects, study conducted among local samples is necessary to reflect the realistic circumstance happening in Malaysia instead of tolerating for potential bias when learning from foreign studies.

#### **1.4 Significance of the Study**

The present study aimed to investigate the role of job engagement on IWP from a multidimensional perspective among the academic staff. HEIs require engaged educators that will be able to render the best performance that will improve the students' learning experience. The outcome of the study can provide potential implications for the practice of HEIs in Malaysia. As the study will examine all the three dimensions of job engagement and IWP, the outcome would be useful in developing specific guidelines for improving a certain type of IWP by emphasizing its most powerful engagement-predictors. Thus, this study contributes to the organizational and employee performance as the results indicates what changes can be emphasized by the HEIs are mostly likely to bring improvement of IWP among their academicians through creating engagement-evoking working condition during the pandemic. The HEIs will acknowledge this issue related to the importance of academician engagement and further foster their emotional, cognitive, and behavioural components that prominently affects the academic staff's IWP.

Besides, the outcomes of the present study supplement the existing research surrounding the job engagement and IWP relationship by exploring their dimensional linkage. The relationship between job engagement and IWP can be explored by looking into the unique contribution of the engagement dimension to the IWP dimensions. The different prediction pathway of individual engagement dimensions and the comparison among their prediction power to the specific types of IWP can serve as a reference for future researcher to be more perspectival in gaining a better understanding of the exact nature of such prediction. This study can supplement this research gap by providing evidence of the association between the dimensions of job engagement and IWP among academic staff in HEIs.

As a final point, acquiring results from the Malaysian sample is equally important to contribute to the existing literature by expanding our understanding of the topic of job engagement and work performance in Malaysia, specifically among academicians in higher education. Most of the past studies examined the relationship between the dimensions of job engagement and IWP among non-academicians. Besides, there is a lack of understanding of the association between job engagement and IWP in the local context. For this reason, it is vitally important to obtain relatively comprehensive knowledge among Malaysian to contribute to the welfare of academicians in this context, excluding any possible deviation in implication.



## **1.5 Research Objectives**

The overarching objective is to study the job engagement of academic staff as a possible predictor of individual work performance. To be precise, the present study would identify the relationship between the dimensions of job engagement (vigour, dedication and absorption) and individual work performance (task performance, contextual performance and counterproductive work behaviour) among academic staff in Malaysia HEIs.

## **1.6 Research Questions**

The **research questions** are:

1. Is there any significant positive association between job engagement (vigour, dedication, absorption) and task performance among academic staff in Malaysia?
2. Is there any significant positive association between job engagement (vigour, dedication, absorption) and contextual performance among academic staff in Malaysia?
3. Is there any significant negative association between job engagement (vigour, dedication, absorption) and counterproductive work behaviour among academic staff in Malaysia?
4. Does job engagement (vigour, dedication, absorption) predict task performance among academic staff in Malaysia?
5. Does job engagement (vigour, dedication, absorption) predict contextual performance among academic staff in Malaysia?

6. Does job engagement (vigour, dedication, absorption) predict counterproductive work behaviour among academic staff in Malaysia?

## **1.7 Hypotheses**

The hypotheses of this study are:

H<sub>1</sub>: There is a significant positive association between vigour and task performance among academic staff in Malaysia.

H<sub>2</sub>: There is a significant positive association between vigour and contextual performance among academic staff in Malaysia.

H<sub>3</sub>: There is a significant negative association between vigour and counterproductive work behaviour performance among academic staff in Malaysia.

H<sub>4</sub>: There is a significant positive association between dedication and task performance among academic staff in Malaysia.

H<sub>5</sub>: There is a significant positive association between dedication and contextual performance among academic staff in Malaysia.

H<sub>6</sub>: There is a significant negative association between dedication and counterproductive work behaviour performance among academic staff in Malaysia.

H<sub>7</sub>: There is a significant positive association between absorption and task performance among academic staff in Malaysia.

H<sub>8</sub>: There is a significant positive association between absorption and contextual performance among academic staff in Malaysia.

H<sub>9</sub>: There is a significant negative association between absorption and counterproductive work behaviour performance among academic staff in Malaysia.

H<sub>10</sub>: Job engagement (vigour, dedication, absorption) can predict task performance among academic staff in Malaysia.

H<sub>11</sub>: Job engagement (vigour, dedication, absorption) can predict contextual performance among academic staff in Malaysia.

H<sub>12</sub>: Job engagement (vigour, dedication, absorption) can predict counterproductive work behaviour among academic staff in Malaysia.

## **1.8 Conceptual Definition and Operational Definition**

### ***Vigour, Dedication, and Absorption***

Vigour refers to the self-willingness to work, motivation to deal with challenges, energy in working and mental resilience (Chughtai & Buckley, 2011; Rana et al., 2019). Dedication can be defined as the sense of job significance, inspiration, involvement, enthusiasm toward achieving goals (Al-dalahmeh et al., 2018; Rana et al., 2019). Absorption consists of a high level of concentration on the job and fully engrossed in performing the task without being conscious of time passage (Chughtai & Buckley, 2011; Kartal, 2018).

Job engagement was assessed by adopting the Utrecht Work Engagement Scale-9 (Schaufeli & Bakker, 2003). The questionnaire comprised of 9 items from three facets which are vigour, dedication, and absorption to examine the dimensions of job engagement. The present study will obtain scores from three

facets and measure the dimensions of job engagement. The higher the dimensional score represents the more vigorous, dedicated, and absorptive the employees are.

***Task Performance, Contextual Performance, and Counterproductive Work Behaviour***

Task performance refers to the proficiency to perform the core substantive tasks central to his or her job (Campbell, 1990). It is also defined as how well the employees perform their prescribed job requirements effectively (Koopmans et al., 2011). Contextual performance refers to any individual behaviour that contributes to the organizational, social, and psychological environment in which the technical core must function (Koopmans et al., 2011). In general, contextual performance refers to whether the employee takes the “extra-mile” for the good of other workers and organizations (Borman & Motowidlo, 1997). On the other hand, counterproductive work behaviour (CWB) refers to any action that harms the well-being of the organization and its members (Koopmans et al., 2014). CWB is defined as a type of negative and deviant employee behaviour with the intention of harming organizations and their member (Rana et al., 2019).

Individual work performance was measured using 18 items version of the Individual Work Performance Questionnaire (IWPQ: Koopmans et al., 2014). The questionnaire measures IWP based on three dimensions which are task performance, contextual performance, and counterproductive work behaviour in which these scores can be examined independently. The higher scores

indicate a higher frequency of task performance, contextual performance and CWB.

## **CHAPTER 2.0**

### **LITERATURE REVIEW**

#### **2.1 Demographic Variable**

Past studies suggested that demographic variables such as age, gender, educational level and marital status will affect the job performance of employees (Hassan & Ogunkoya, 2014; Kalia & Bhardwaj, 2019; Thakur, 2015; Ugwu, 2017). Thus, the present study examined the control effect of the age, gender, educational level, and marital status of the academic staff on their task performance, contextual performance and CWB.

#### **2.2 Vigour and Task Performance**

Rana et al. (2019) examined the relationship between work engagement (vigour, dedication, absorption) on employee work performance. An online survey was administered to a homogenous sampling of a company from the IT field. There were 134 respondents from Delhi, India which were recruited to participate in the study. The IWPQ developed by Koopmans et al. (2012) and UWES-9 scale (Shaufeli & Bakker, 2003) was adopted to gather data. The results showed that vigour has the highest positive and significant correlation with task performance followed by dedication and adsorption. In addition, vigour was revealed to be a significant predictor of the IWP of the respondents.

Halbesleben and Wheeler (2008) examined the relationship between work engagement and in-role performance in the United States. 587 employees from a wide variety of industries and occupations participated in the study. Data was gathered from the employees, their supervisors and co-workers and was analysed using confirmatory factor analysis (CFA). The results showed that vigour, dedication, and absorption had significant semi-partial correlations with self-rated, supervisor-rated and co-worker-rated in-role performance. The researchers indicated that work engagement had a relatively small effect on performance.

Gorgievski (2010) and his colleagues investigated the association between work engagement and job performance among employees and self-employed workers in the Netherlands. 1900 employees and 262 self-employed workers responded to the questionnaire published in the psychology magazine and their data was analysed by SEM. The job engagement measured was measured using UWES-9, while job performance was assessed in terms of task performance and contextual performance. The results revealed that job engagement (vigour, dedication, absorption) was positively related to task performance for both groups of employees. All data were collected using the self-report method.

### **2.3 Vigour and Contextual Performance**

Bakker and Demerouti (2009) collected data from 525 Dutch workers to examine the relationship between men's engagement and job performance and

examine the moderating effect of empathy on the crossover effect of women's work engagement on men's engagement. Work engagement was measured using two portions of the UWES-17 scale which are vigour and dedication whereas job performance was described by in-role and extra-role performance developed by Goodman and Svyantek (1999). The study revealed that men's vigour was positively related to extra-role performance (contextual performance) but not in-role performance (task performance). Besides, the study supported that work engagement crosses over between partners which strengthens the belief that positive experience may cross over as well as negative feelings.

Little et al. (2011) tested the impact of attachment styles on organizational citizenship behaviour (OCB) and workplace deviance behaviour through vigour at work. The recruited sample consisted of 495 full-time employees who are repair generalists in a building facilities and maintenance organization. 406 completed self-report responses, including 331 employees and 75 immediate supervisors who provided ratings of OCB and CWB. Vigour was assessed using hantzom-Melamed Vigor Measure (Shirom, 2004), whereas the OCB was measured using Williams and Anderson's (1991) OCB-I and OCB-O measure. The results showed a stronger correlation between vigour and OCB-I, followed by CWB and OCB-O. This indicated that vigorous employees are more likely to help others in the company (OCB-I) and improve the functioning of the company (OCB-O), which are similar to the concept of contextual performance.



The past study investigated the relationship between perceived organizational support for strength used (POSSU), work engagement and contextual performance (Meyers et al., 2019). A snowball sampling method was used, and 753 responses were collected through personal networks and social media. The UWES-9 developed by Schaufeli and Bakker (2003) and the contextual performance subscale of IWPQ developed by Koopmans et al. (2014) was utilized to measure job engagement and contextual performance. The results found that work engagement and contextual performance are positively correlated. Meyers et al. (2019) suggested that employees who feel more vigorous are more likely to take on activities that are not prescribed by their job position.

#### **2.4 Vigour and Counterproductive Work Behaviour**

Bilal et al. (2019) assessed the impact of employee engagement on counterproductive work behaviour among academic staff. The data was composed of academic staff of private universities in Pakistan. A total of 199 respondents were recruited using a simple random sampling method and responded to the self-administered questionnaire. The instruments were UWES-17 adopted from Schaufeli and Bakker (2003) and the CWB questionnaire from Robinson et al., (1998). The study provided sufficient evidence for the correlation between employee engagement (vigour, dedication, and absorption) and CWB and concluded a negative association between these two variables. The researchers suggested that universities shall emphasize more on job engagement to reduce CWB of academic staff.

The previous finding is aligned with what Rana et al. (2019) found among IT employees in India. They examined the relationship between the dimensions of job engagement (vigour, dedication, absorption) and individual work performance (task performance, contextual performance, CWB). 134 respondents were recruited to respond to the internet-based questionnaire. The IWPQ developed by Koopmans et al. (2012) and the UWES-9 scale (Shaufeli & Bakker, 2003) was used to gather data. The results showed that vigour serves as the second strongest predictor of CWB among the dimension of job engagement. In addition, vigour was revealed to be a significant predictor of the IWP of the respondents.

The master dissertation presented by Fourie (2013) provided a mixed outcome regarding the relationship between vigour and CWB compared to the other past studies. He examined the impact of workplace engagement on employee burnout and CWB among employees of South African commercial banks. 300 participants were recruited to answer a self-complied questionnaire, including team leaders, team managers, and team members. The UWES and CWB Inventory were used to assess the characteristics of the bank employees. The results revealed that vigour had a significant negative relationship with burnout, but only a non-significant, weak relationship was found with CWB.

## **2.5 Dedication and Task Performance**

Van Scotter (1994) examined the usefulness of task performance, job dedication and interpersonal facilitation as elements of overall performance. There were two groups of Air Force mechanics recruited to conduct the internal consistency test and structural equation analyses respectively. A total of 1136 subjects, with 82.2% of white males, voluntarily completed the self-reported questionnaire. The job dedication was measured in terms of conscientiousness, goal orientation, general self-esteem, and protestant work ethic, while task performance was measured in experience, ability and job knowledge. The results suggested that task performance and interpersonal facilitation are positively associated with overall performance. In addition, job dedication is more strongly correlated with task performance than overall performance.

Bakker and Demerouti (2009) studied the relationship between men's engagement and the colleague ratings of their job performance. 175 men and 175 colleagues of male participants in different occupational fields served as the source of information in the study. Two subscales of UWES-17 (Schaufeli & Bakker, 2003) which are vigour and dedication are used to assess men's job engagement. The performance questionnaire developed by Goodman and Svyantek (1999) was used to measure in-role and extra-role performance. Moderated structural equation modelling (MSEM) result revealed that men's engagement, especially their dedication, was positively associated with in-role performance slightly higher than extra-role performance.

Roseline and Konya (2019) investigated the relationship between employee dedication and employee performance among marine transport operators. 205 operators from 7 marine terminals in Nigeria were recruited to generate the data of the study. The employee performance was characterized by productivity, growth, and survival. Productivity refers to the ratio between the output and input of individual employees (Roseline & Kenya, 2019), growth and survival refer to the organizational ability to improve their financial performance and continue to live or exist despite threats and challenges (Aldrich, 2001). The analysis of Pearson's Product Moment Correlation Coefficient supported a strong relationship between employee dedication and all the productivity, growth, and survival. The researchers suggested that dedicated employees possessed higher intrinsic motivation, increased effort and were more productive.

## **2.6 Dedication and Contextual Performance**

Van Scotter and Motowidlo (1996) assessed the roles of job dedication and interpersonal facilitation as separate facets of contextual performance among Air Force mechanics in the United States. In all, 1136 supervisors of the mechanics completed the self-reported questionnaire that measures the interested variables of the mechanics. Job dedication of the mechanics was rated based on their willingness to work extra, challenges, attentiveness, initiation, self-control, persistence, and enthusiasm. The performance was rated according to the standard of performance, compared with others of the same rank and contribution to the unit. The results revealed that job dedication is too

strongly associated with task performance, hence the researchers suggested that job dedication is deserved to be defined as the second facet of contextual performance.

Muldoon et al. (2017) conducted a study to explore the job dedication role regarding organizational citizenship behaviour (OCB). There are 190 complete, eligible, paired supervisor-subordinate dyads from the United States collected and used to explore the hypotheses. Job dedication was measured using the items developed by Van Scotter and Motowidlo (1996) and OCB was rated by supervisors using the questionnaire of Williams and Anderson (1991) into a two-factor structure which are OCBO and OCBI. The results of hierarchical regression revealed that job dedication had a statistically significant positive relationship with both OCBI and OCBO. The finding supported the significant relationship between dedication and contextual performance proposed by the present study.

Tims et al. (2015) conducted a longitudinal study to examine whether job crafting, and work engagement led to higher levels of prospective work engagement and job performance. 1250 employees from chemical industries in The Netherlands were invited to complete the survey through the link received in their emails. The results showed that work engagement was not associated with OCB over time. In their study, work engagement was characterized by vigour, dedication, and absorption, and was measured using the UWES-9 scale.

The finding underscores the importance of dedication for employee proactive behaviours.

The present study posited that dedication is a motivational factor in pushing the employee to perform to their best as they usually possess higher enthusiasm and greater career goals. Although the mixed outcomes in previous studies may suggest that the motivational force does not apply in contextual performance but instead only task performance, the present study withholds the hypothesis that there is a positive linkage between dedication and contextual performance. The rationale behind this is that dedication also brings a sense of identity and belongingness to the academic staff so that they are more likely to attach themselves to their respective HEIs or faculty, thus motivating them to be more concerned and act for its well-being.

## **2.7 Dedication and Counterproductive Work Behaviour**

Fourie (2013) examined the relationship between the dimension of job engagement and CWB and employee burnout among employees from banks located in Pretoria, South Africa. The workers from three different employment levels which are team members, team leader and team manager received the survey distributed by the Head of Human Resource. The UWES-17 and CWB Checklist (CWB-C; Spector & Fox, 2002) were used to assess the dimensions of job engagement and CWB of the bank employees. A negative and significant correlation was revealed between the CWB dimensions (abuse,

production, withdrawal, theft) and dedication but not with vigour and absorption. Furthermore, job engagement and CWB are not significantly associated.

The negative relationship between dedication and CWB is supported by Balducci et al. (2011). Their study investigated the role of job-related affect in the association between the job demands-resource model and CWB among employees of a public administration agency in central Italy. A total of 818 employees from 13 departments completed the anonymous, structured questionnaire during working hours. The UWES-9 was adopted to assess employee engagement, whereas CBW-C (Spector et al., 2006) was taken to evaluate abuse or hostility CWB. The results suggested a significant negative relationship between work engagement and hostility CWB which is aligned with the hypotheses of the present study. Further analysis revealed that dedication contributed the most to the relationship between work engagement and CWB compared to vigour and absorption.

Reijseger et al. (2017) investigated the association between work engagement and multiple dimensions of job performance and the mediating role of open-mindedness. The source of information was 305 employees across two different samples (a homogenous and a heterogeneous sample) in the Netherlands who completed the online survey. The findings were cross-validated and revealed that dedication is the most contributing dimension of work engagement as aligned with Balducci et al. (2011). However, the

researchers are forced to be inconclusive due to the inconsistent findings regarding the relationship between work engagement and CWB. The work engagement was found to be not associated with CWB.

Previous studies showed mixed outcomes on the relationship between dedication and CWB. As dedication promotes the sense of job identification and involvement which makes academic staff more proud of and enthusiastic in working for their HEIs, CWB is predicted to be less likely to prevent harm to their beloved organization. Thus, the researcher remained a stance of assuming a significant negative relationship between dedication and CWB.

## **2.8 Absorption and Task Performance**

Satavuthi and Chaipoopirutana (2014) conducted a case study in Thailand to explore the factors contributing to in-role performance. Their study assessed job involvement, organizational commitment, job satisfaction, core self-evaluation, in-role performance among 347 Thailand employees. Job involvement in the study was defined as the degree of employee absorption at work and the job identification of employees. The results of Pearson's Correlation Coefficient showed that job involvement possessed a moderate and positive relationship with in-role performance and a weak and positive relationship with extra-role performance. The researchers suggested that the more absorbed the employees at work, the better their in-role performance will be.



Chu and Lee (2012) explored the impact of flow experience on job performance among 376 elementary school teachers (68% of women) in Taiwan. They defined flow experience as characterized by absorption, involvement and not being aware of the passage of time, which coincided with the absorption in UWES (Schaufeli & Bakker, 2003). The job performance of the teachers was measured in two dimensions: task performance and contextual performance. The results indicated that the frequency of flow experience of the teachers creates a positive and significant effect on task performance and contextual performance. This aligned with Demerouti (2006) that the teachers who were frequently immersed and enjoyed their job will receive favourable performance.

In 2019, Rana and his colleagues investigated the relationship between work engagement (vigour, dedication, absorption) on IWP (task performance, contextual performance and CWB). A total of 134 participants from the IT sector in India provided their valid responses via an online questionnaire. The questionnaire consisted of IWPQ developed by Koopmans et al. (2012) and the UWES-9 scale developed by Schaufeli and Bakker (2003) to assess employee engagement and job performance. The results showed that all three dimensions of job engagement were statistically significant and positively associated with the three dimensions of IWP. In addition, absorption was revealed to have the weakest positive relationship with task performance compared to vigour and dedication.

## **2.9 Absorption and Contextual Performance**

Karatepe (2013) tested a research model examining the mediation of work engagement in the relationship between high-performance work practices (HPWPs) and hotel employee performance. The research samples were 110 full-time frontline hotel employees and their managers in Romania. These employees from five hotels worked closely with customers in one of the most famous tourist destinations. The UWES-9 was completed by the employees to assess their job engagement in three dimensions (vigour, dedication, and absorption) while the employees' extra-role customer service was rated by their managers using the five items from Bettencourt and Brown (1997). The results showed that absorption was positively and significantly related to both job performance and extra-role customer service. Furthermore, the correlation coefficients showed that absorption positively correlated stronger with extra-role customer service than job performance. The researchers suggested that engaged employees will go the extra-mile in dealing with customers' needs and problems.

Bilal et al. (2019) examined the relationship between employee engagement and the contextual performance of teaching faculty of private universities. Their study was conducted among 231 lecturers, assistant professors, associate professors, and professors from private sector universities in Pakistan. The findings of correlations analysis showed that job engagement had a relatively strong positive relationship with contextual performance. The regression analysis also supported that employee engagement significantly predict

contextual performance. Employee engagement was characterized by vigour, dedication and absorption and measured using UWES-17 (Schaufeli & Bakker, 2003). The findings reflected that absorption plays a role in predicting contextual performance among academic staff.

Coffeng et al. (2014) studied the effectiveness of a combined social and physical environmental intervention on presenteeism, absenteeism, work performance and work engagement. A total of 1182 Netherlands employees of a financial service provider were invited to participate in the study. Two outcome measures were UWES-17 (Schaufeli & Bakker, 2003) and IWPQ (Koopmans et al, 2012) to assess the employees' task performance, contextual performance, CWB, vigour, dedication, and absorption. The outcome of the 6- and 12-months follow-up period showed no significant effects of the intervention on absorption, while a significantly lower contextual performance was found. The results indicated that the relationship between absorption and contextual performance might be inconclusive compared with other studies.

## **2.10 Absorption and Counterproductive Work Behaviour**

Shantz et al. (2013) explored the mediating role of employee engagement in the relationship between job design and task performance, OCB, and deviant behaviours. The research data were obtained from 283 employees and 131 of their supervisors in a consultancy and construction firm in the United Kingdom through an online questionnaire. Employee engagement was measured using

UWES-9 (Schaufeli & Bakker, 2003) while the deviant behaviour was measured with the deviance scale of Bennett and Robinson (2000). The results supported the negative relationship between employee engagement and deviant work behaviour. The researchers agreed that engaged employees with higher vigour, dedication and absorption are more likely to possess more job and personal resources, and eventually reduce the deviant performance which threatens the well-being of an organization.

In 2013, Fourie published his master dissertation findings regarding the relationship between the subsets of job engagement and the subsets of CWB. A non-probability sampling method was applied to collect responses from 300 bank employees in South Africa. The employees were recruited from three different employment levels which are team member, team leader and team manager. The UWES-17 (Schaufeli & Bakker, 2003) and CWB-C (Spector & Fox, 2002) were used to assess the job engagement (vigour, dedication, absorption) and CWB (abuse, production, withdrawal, theft) of the bank employees. The outcome of intercorrelations between the selected dimensions demonstrated a non-significant relationship between absorption and vigour and the dimensions of CWB. Only dedication possessed a significant negative relationship with CWB.

The previous finding is aligned with Rana et al. (2019) who examined the intercorrelations between the dimensions of job engagement and IWP among

134 IT employees in India. The results support that absorption, vigour and dedication possess a significant relationship with CWB. The significant relationship between absorption and CWB is congruent with what other researchers suggested in their study. Rana's study also showed that absorption serves as the strongest predictor of CWB compared to vigour and dedication. Bilal et al. (2019) conducted a cross-sectional study among academic staff in Pakistan to investigate the relationship between job engagement and CWB. The results showed that job engagement, which is characterized by vigour, dedication, and absorption, is strongly and negatively related to CWB.

## **2.11 Research Gap**

Most of the previous studies revealed that the dimensions of job engagement could increase the likelihood of task performance and contextual performance while decreasing the likelihood of CWB among the employee in different field (e.g., IT, maintenance, education, finance, military, tourism, construction) and different countries (e.g., Italy, South Africa, India, Romania, Taiwan, Thailand, the United States) (Balducci et al., 2011; Chu & Lee, 2012; Fourine, 2013; Muldoon et al., 2017; Rana et al., 2019; Satavuthi & Chaipoopirutana, 2014; Van Scotter & Motowidlo, 1996). However, mixed outcomes were found that underscore the effect of job engagement on IWP. Besides, the strength of each engagement dimensions was found to be in different ranking in predicting a specific dimension of IWP. This implied that each of the engagement dimensions may contribute uniquely to the individual type of IWP. Hence, the present study would like to explore the relationship between dimensions of job

engagement and IWP to examine the exact nature of dimensional influences. In addition, there are limited studies with the similar topic conducted among academic staff. Even some were conducted in education field, not many of them found conducted in higher education settings. Other than the different chosen sample, the literature is also lack of updated similar researches within 5 years. The present study would like to fill up the knowledge gap.

## **2.12 Theoretical Framework**

Kahn's (1990) job engagement theory proposed that engaged employees can perform their roles to the fullest potential. Job engagement is initially described by Kahn (1990) as the individual immersing full self in an active and complete work role performance by investing personal resources into their performance. The engaged employees attach themselves to the organization by employing themselves physically, cognitively, and emotionally during role performance. Kahn (1992) suggested three psychological antecedents that cause an individual to engage or disengage, including meaningfulness, safety, and availability. His later work stated that the primacy of psychological safety depends on the presence of healthy interpersonal relationships at the workplace which is crucial for the sustainment of job engagement (Kahn, 2007).

Rich et al. (2010) theorized a strong theoretical reason to believe that Kahn's engagement is linked to job performance. Generally, a highly engaged employee not only focuses on physical effort but is also cognitively vigilant

and emotionally connected. These characteristics are conceptually similar to vigour, dedication and absorption in the job engagement dimensions. It is because the physical energy helps the role holders accomplish their organization's behavioural expectation (Katz & Kahn, 1978). Besides, the cognitive energy promotes more vigilant and attentive behaviour, so the employees are more willing to step outside the bounds of their prescribed roles (Rich, 2010). Finally, the emotional energy promotes the employees' sense of connection to the co-workers and organization. It may nurture a mental frame which encourages employees to perform a wider array of behaviour that could ultimately contribute to organizational well-being (Rich, 2010). This is aligned with Kahn (1990, 1992) that all the three energies foster active role performances through extra conscientious, innovative, involved and interpersonally collaborative. These role performances also can be related to task performance, contextual performance and CWB, thus supporting the study framework of the present study.

Lee and Huang (2019) did the longitudinal study examined Kahn's theory of job engagement. The results contributed to developing a dynamic process model of engagement by proving that job engagement can predict job performance in the long term. In Zhong et al. (2016), they suggested that in-role performance, organizational citizenship behaviour and intent to quit are the key outcomes of personal engagement proposed by Kahn (1990). In Kahn's engagement theory, self-employment, self-expression, and self-engrossment in

the job role reflect a lower tendency of engaged employees to perform CWB (Bilal et al., 2019).

### 2.13 Conceptual Framework

In the present study, the dimensions of IWP (task performance, contextual performance and CWB) will be the dependent variables. The dimensions of job engagement (vigour, dedication, and absorption) will be the independent variables. The study is grounded in the job engagement theory (Kahn, 1992), which suggests that antecedents of job engagement can improve job performance (Lee & Huang, 2019). In addition, the past studies provided support for the association between job engagement and IWP (i.e., Kim et al., 2019).

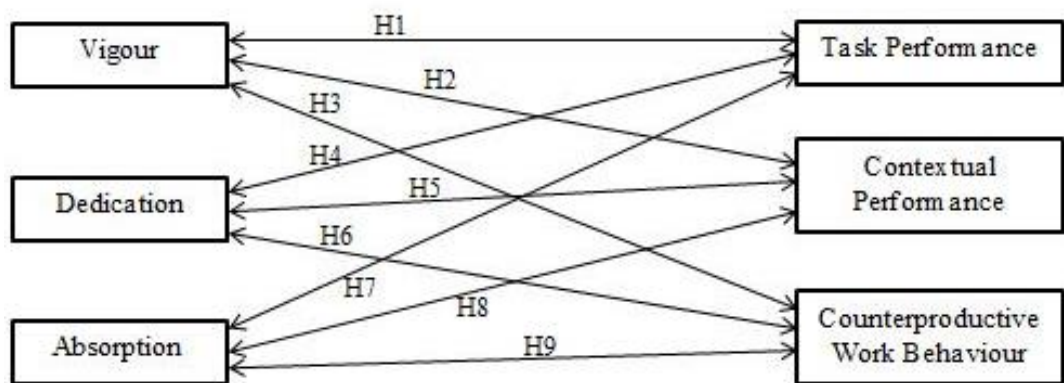
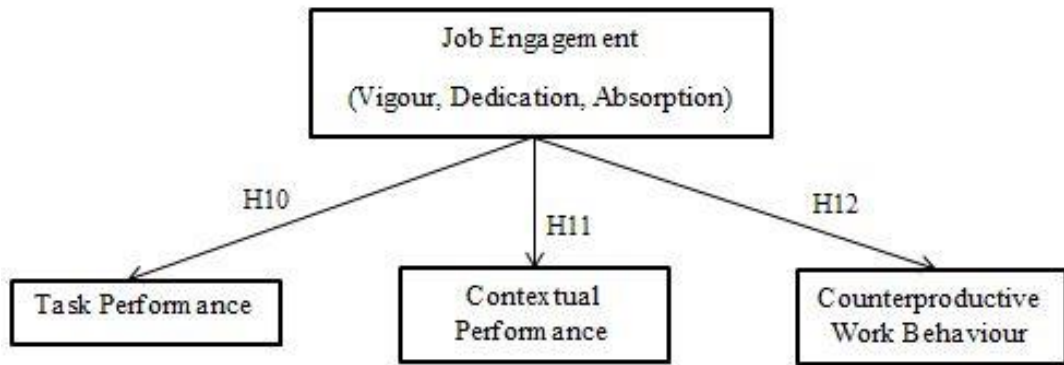


Figure 2.1: Conceptual Framework for H<sub>1</sub> to H<sub>9</sub>





**Figure 2.2: Conceptual Framework for H<sub>10</sub> to H<sub>12</sub>**

## **CHAPTER 3.0**

### **METHODOLOGY**

#### **3.1 Research Design**

The objective of this study is to examine the association between the dimensions of job engagement and IWP among Malaysian academic staff. A cross-sectional research design was utilized in the present study as the study only collects data at one point in time. Cost-saving and time-efficiency (Setia, 2016) are the two motives of the cross-sectional research design being chosen in the present study. Besides, the present study is quantitative research and correlational study with the adoption of the online survey method to gather the data of the study. All the data and information were collected using a self-report questionnaire. Self-report can be conducted with a large sample size due to its data opulence and practicality (Paulhus & Vazire, 2009).

#### **3.2 Sampling Method**

The purposive sampling method, a non-probability method, was used to collect data from academic staff in HEIs. The present study targeted the samples that fulfilled the characteristics to result in a meaningful outcome by recruiting employees from a specific sector. Six universities, each located in each region (Northern, Central, Southern, East Coast, Sarawak, and Sabah) have been selected. The inclusion criteria of the HEIs depend on the availability of their

staff directory online and a large number of respective academic staff (more than 250 academicians). Due to the selection criteria, purposive sampling method was used to ensure sufficient responses from all over Malaysia with effective and convenient means.

Ainer et al. (2018) concluded that the majority of the academic staff in Malaysia are from public universities (31877; 41.56%) and private universities (34750; 45.30%). Thus, the inclusion criterion of the target sample is to be a full-time academic staff from public and private universities in Malaysia. These sampling characteristics had been filtered as desirable to collect data from academic staff of both public and private universities settings who shares similar working experience. However, it is undeniable that these criteria lead to a limitation for the present study to only include public and private universities while overlooking the population from university colleges, colleges, accredited training centres, language centres, etc. The exclusion criteria are part-time lecturers and non-academic staff. It is because these respondents might experience different job nature and job demands with full-time academic staff, thus setting back the validity of the present study. Data has been collected using an online questionnaire generated using Qualtrics through email distribution.

### 3.3 Sample Size

The desired participants of this research include the full-time academician currently working in private and public universities. Considering large effect size ( $f^2 = .35$ ; Kim, 2017), 95% confidence level ( $\alpha = .05$ ), statistical power of .95 ( $1 - \beta = .05$ ) with 3 predictors, the optimal sample size was calculated using the G\*Power sample size calculator (Faul et al., 2007), which recommended a sample size of 54. The present study proposed a sample size of 100 to avoid missing data or incomplete questionnaire.

### 3.4 Location

The study focused on the academic staff of HEIs in Malaysia. One university from each of the six regions (Northern Region, Central Region, Southern Region, East Coast, Sabah, and Sarawak) has been selected by using purposive sampling to gather representative data. The data was collected among academic staff from three public and three private universities. **The purpose of such selection was to ensure the representativeness of the collected responses from public and private HEIs across Malaysia.** The inclusion criteria of university selection are the availability of the staff directory and the large number of academic staff to collect sufficient samples. The public universities selected were Universiti Sains Malaysia (USM) in the northern region, Universiti Malaysia Pahang (UMP) in the East Coast, and Universiti Malaysia Sabah (UMS) in Sabah. The private universities selected were University College Sedaya International (UCSI), Kuala Lumpur campus in the central region, Multimedia University (MMU), Johor campus in the southern region

and Swinburne University in Sarawak. The researcher reached the potential sample by distributing a total number of 3225 online survey through their respective university emails. The potential respondents' email addresses were obtained from their respective HEI websites.

### 3.5 Demographic Information

In the beginning, there were 158 data collected through Qualtrics via emails. However, there were 29 responses found to be incomplete and 5 responses found to be outliers. Thus, the final data set consisted of 124 respondents aged between 25 to 73 ( $M = 42.16$ ,  $SD = 7.95$ ). Among all the samples, there were 60.5% of female participants and 39.5% of male participants. Majority of the academic staff which are doctoral degree holders (70.0 %) followed by master's degree holders (28.2 %) and bachelor's degree holders (4.8 %). In addition, the majority of the respondents were currently married (70.2 %), followed by single (21.0 %), divorced (5.6 %) and in a relationship (3.2 %). Table 3.1 below summarizes the demographic information of the respondents.

**Table 3.1**

*Demographic Information of Respondents (N = 124)*

Baseline characteristics	<i>n</i>	%	<i>M</i>	<i>SD</i>	Min	Max
Gender						
Male	49	39.5				
Female	75	60.5				
Age			42.16	7.95	25	73
Education Level						
Bachelor	6	4.8				

Master	35	28.2
Doctoral	83	70.0
Ethnicity		
Malay	60	48.4
Chinese	47	37.9
Indian	6	4.8
Others	11	8.9
Religion		
Muslim	67	54.0
Buddhist	31	25.0
Christian	18	14.6
Hindu	2	1.6
Others	6	4.8
Marital Status		
Single	26	21.0
In a relationship	4	3.2
Married	87	70.2
Divorced	7	5.6

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*Note.*  $n$  = number of cases; % = percentage;  $M$  = mean;  $SD$  = standard deviation; Min = minimum value; Max = maximum value.

### 3.6 Procedures

The self-administrative questionnaire has been generated using Qualtrics, an online survey platform. Prior to the questionnaire distribution, ethical clearance was obtained from the UTAR Scientific and Ethical Research Committee [Ref: U/SERC/81/2021] (Appendix A). The finalized questionnaire included informed consent with a brief explanation about the aims, hypotheses, and benefits of the study. The participants were briefed about their participation rights, confidentiality, and their rights to withdraw from the study if they feel uncomfortable. The informed consent requested for permission and agreement of participants to be voluntarily involved in the present study.

A pilot study has been conducted before the actual study to detect unforeseeable difficulties in conducting study protocol, recruiting subjects, using the instruments, and analysing data (Hassan et al., 2006). The pilot study is also effective in identifying flaws in instruments by ensuring the reliability of the instruments chosen. For the present study, pilot study provided an opportunity to demonstrate the data collection procedure and to test for the scale reliability of the instruments. A sufficient number of 21 respondents (Birkett & Day, 1994) were recruited from Universiti Tunku Abdul Rahman (UTAR) and responded to the survey question through an online method. The internal consistency of the instruments was evaluated by analysing whether the Cronbach alpha value is more than 0.7 (George & Mallery, 2003). The Cronbach alpha value of more than 0.7 indicates the strong reliability of the instruments. After the ethical clearance approval and pilot study, the data collection for the actual study started by selecting universities that aligned with the selection criteria from each region. It is followed by sending the finalized questionnaire attached to an invitation email. Once it reached the targeted sample size, the study proceeded to data analysis.

### **3.7 Instruments**

#### ***Demographic Information***

The first section of the questionnaire collected demographic information from the participants. The participants were asked about their sex, age, ethnicity, religion, education level, relationship status, occupation, and income.

### ***Utrecht Work Engagement Scale***

The present study adopted the 9-item Utrecht Work Engagement Scale (UWES-9) to assess the employee's job engagement (Schaufeli & Bakker, 2003). There are three dimensions of job engagement which are vigour, dedication, and absorption. Each dimension consists of 3 items respectively with a 7-point Likert scale ranging from 0 (*never*) to 6 (*always*). The items are all positively worded; a higher sum of the scores indicates a higher job engagement. The previous study demonstrated that the coefficient alpha was .84, .89 and .79 for vigour, dedication and absorption, respectively, indicating strong reliability (Schaufeli & Bakker, 2003). The UWES-9 possesses good internal consistencies as well as UWES-15 and UWES-17, and it largely exceeds the accepted criterion of  $\alpha \geq .70$  (Schaufeli & Bakker, 2003). The UWES-9 was reported to possess strong construct validity (Seppala et al., 2020), factorial validity (Schaufeli & Bakker, 2003) and cross-national validity among samples from different countries such as Portugal (Sinval et al., 2018), Hong Kong (Klassen et al., 2012), Israel (Littman-Ovadia & Balducci, 2013), Australia (Schaufeli et al., 2006), Belgium (Schaufeli et al., 2017), China (Fong & Ho, 2015), South Africa (Storm & Rothman, 2003), Germany (Ulusoy et al., 2016) and Malaysia (Yew et al., 2017).

### ***Individual Work Performance Questionnaire (IWPQ)***

The Individual work performance Questionnaire (IWPQ) revised by Koopmans et al. (2014) was used to measure individual work performance. IWPQ consists of 18 items to measure IWP in three dimensions which are task performance (TP), contextual performance (CP) and counterproductive work behaviour



(CWB). Each item was scored using a 5-point Likert scale from 0 to 4. The larger the point, the higher frequency the respondents behave in the way stated as the items. The dimensions of IWPQ possess a high construct validity and internal consistency with a person separation index of .81, .85 and .74 respectively (Koopmans et al., 2014). Its validity and reliability were supported by past studies across various countries such as the Netherlands (Koopmans et al., 2014), United States (Koopmans et al., 2015), Argentina (Gabini & Salessi, 2016), Indonesia (Widyastuti & Hidayat, 2018) and Malaysia (Muda et al., 2014; Nuruzzakiah et al., 2020).

### **3.8 Data Analysis**

SPSS version 23 was used to run the statistical analysis in the present study. After collecting the data, the descriptive analysis was executed to organize the demographic information of the participants, such as gender, age, and income. Pearson's Product-Moment Correlation (PPMC) and Hierarchical Multiple Linear Regression (HMLR) were used to examine the association between the dimensions of job engagement and IWP.

## CHAPTER 4.0

### RESULT

#### 4.1 Reliability

A pilot study was conducted before actual data collection, to detect any possible issues that arise with the method of data collection method as well as to test the reliability of the instruments used. A total of 21 respondents were recruited for the pilot study. The results of the reliability test on Table 4.1 supported that the instruments chosen in the pilot study posed Cronbach alphas ranging from .82 to .93, which is within the acceptable range of above .70 according to George & Mallery (2003).

Since the pilot study supported the reliability of the instrument used, all instruments have remained in the actual study. The online survey questionnaires generated using Qualtrics were distributed to academic staff in universities via their academic emails to reach greater responses. There were 124 responses used for further analysis. Besides, the reliability ranging from .83 to .92 indicated acceptable reliability (refer to Table 4.1).

## **4.2 Normality Assumptions**

The present study utilized various normality tests including skewness, kurtosis, histogram, Q-Q plot and boxplot to test each dimension of the variables. The normality test provides evidence in determining whether the data collected is accurately described by the mean so that further data analysis can be carried out (Gupta et al., 2019).

### ***Skewness and Kurtosis***

Skewness and kurtosis were used to examine whether the normality assumption is not violated. Gravetter and Wallnau (2014) suggested that the acceptable range of skewness and kurtosis should be within  $\pm 2.00$ . Table 4.1 showed that the skewness of each dimension of job engagement and IWP were acceptable. Besides, the kurtosis value of each dimension was found to be located within the acceptable range of  $\pm 2.00$ . As all variables did not fall beyond the range of  $\pm 2.00$ , the normality assumption is supported.

### ***Histogram, Q-Q plot and Boxplot***

Histograms were used to demonstrate the visual estimation of the distribution in the current study. According to appendix E, the histogram showed a bell-shaped curve indicating that the value of each score is normally distributed. The Q-Q plots of each distribution also revealed that the data points are almost a straight line indicating that the normality assumptions are met (Appendix E). Besides, the boxplot demonstrated 5 outliers in Task Performance and CWB.

As the outliers may become an influential case, the present study decided to remove the outliers to enhance the accuracy of the results.

**Table 4.1**

*Descriptive Information and Cronbach Alpha Values for Pilot Study n= (21) and Actual Study (n= 124)*

Scale	M	SD	Range	Cronbach's $\alpha$		Skewness	Kurtosis
				Pilot	Actual		
UWES-9 total score	45.9	7.9	28-63	.94	.93	-.42	-.43
VI	14.6	3.0	7-21	.82	.88	.04	-.11
DE	15.9	2.9	8-21	.93	.90	-.08	-.35
AB	15.4	3.1	8-21	.84	.87	.06	-.55
IWP total score	44.2	10.7	14-67	.88	.88	-.14	.23
TP	13.3	3.9	2-20	.91	.88	-.42	-.21
CP	20.6	6.7	4-32	.91	.92	-.18	-.63
CWB	10.0	3.3	5-22	.93	.83	.76	.95

*Note.* VI = Vigour, DE = Dedication, AB = Absorption, TP = Task Performance, CP = Contextual Performance, CWB = Counterproductive Work Behaviour, M = Mean, SD = Standard Deviation.

### 4.3 Multiple Linear Regression (MLR) Assumptions

#### *Multicollinearity*

Multicollinearity assumption in MLR expects low inter-correlations between predictors by examining the tolerance level and Variance Inflation Factor (VIF). Shieh (2010) suggested that this assumption is only met when VIF values are less than 10 and tolerance values are more than .01. Table 4.2 revealed that the present study met the assumptions of multicollinearity.

**Table 4.2***Collinearity Table of Tolerance and VIF*

	Tolerance	VIF
1 (Constant)		
Vigour	.29	3.45
Dedication	.25	4.08
Absorption	.58	1.74

Dependent Variable: Task Performance, Contextual Performance & CWB

***Independent Error***

The present study used Durbin Watson to examine the assumption of independent errors. Table 4.3 showed that the value of Durbin Watson fall within the acceptable range which is  $>1$  and  $<3$  indicating congruence to the assumption.

**Table 4.3***Independent Error Test*

Model	Durbin-Watson
1	2.23
2	1.99
3	1.69

*Note.* Dependent Variable of Model 1= Task Performance, Dependent Variable of Model 2 = Contextual Performance, Dependent Variable of Model 3 = CWB.

***Linearity, Residual Normality and Homoscedasticity***

In addition, the assumptions of linearity of residual, residual normality and homoscedasticity were examined by generating the scatterplot of data

distribution. Appendix F showed that the assumptions of residual normality, linearity and homoscedasticity were met.

#### **4.4 Correlation**

*H<sub>1</sub> There is a significant positive association between vigour and task performance among academic staff in Malaysia.*

Pearson Product-Moment Correlation (PPMC) has been conducted to investigate the association between vigour and task performance. Table 4.4 showed that there was a statistically significant and positive relationship between vigour and task performance ( $r(124) = .56, p < .001$ ). According to Guilford and Fruchter (1973), coefficient value less than  $\pm 0.19$ , 0.20-0.39, 0.40-0.69, 0.70-0.89 and 0.90-1.00 and respectively represent very weak, weak, moderate, strong and very strong correlation. The coefficient value of 0.56 indicates that the H<sub>1</sub> was supported with a moderate correlation (Guilford & Fruchter, 1973).

*H<sub>2</sub> There is a significant positive association between vigour and contextual performance among academic staff in Malaysia.*

A PPMC was run to determine the relationship between vigour and contextual performance among academic staff. As shown in Table 4.4, there was a statistically significant positive relationship between vigour and contextual performance,  $r(124) = .57, p < .001$ . Thus, H<sub>2</sub> was supported with a moderate correlation.

***H<sub>3</sub> There is a significant negative association between vigour and counterproductive work behaviour performance among academic staff in Malaysia.***

A PPMC was conducted to study the association between vigour and CWB. Based on the results shown in Table 4.4, a significant negative relationship was found between vigour and CWB,  $r(124) = -.17, p = .028$ . Thus, H<sub>3</sub> was supported with a weak correlation.

***H<sub>4</sub> There is a significant positive association between dedication and task performance among academic staff in Malaysia.***

PPMC was conducted to study the association between dedication and task performance. The results of PPMC indicated that there was a statistically significant positive moderate relationship between dedication and task performance ( $r(124) = .57, p < .001$ ), indicating that the increase in employee dedication brings an increase in task performance. Hence, H<sub>4</sub> was supported.

***H<sub>5</sub> There is a significant positive association between dedication and contextual performance among academic staff in Malaysia.***

PPMC was conducted to investigate the association between dedication and contextual performance. The results revealed that there was a significant moderate positive association (Guilford & Fruchter, 1973) between dedication and contextual performance among academic staff as shown in Table 4.4 ( $r$

(124) = .58,  $p < .001$ ). The result supported H<sub>5</sub> as the increase in dedication correlated with the increase in contextual performance.

***H<sub>6</sub> There is a significant negative association between dedication and counterproductive work behaviour performance among academic staff in Malaysia.***

PPMC was run to determine the relationship between dedication and CWB. As revealed in Table 4.4, there was a significant negative relationship between vigour and CWB ( $r(124) = -.28, p = .001$ ), indicating that a more dedicated academic staff is less likely to perform CWB. H<sub>6</sub> was supported with a weak correlation.

***H<sub>7</sub> There is a significant positive association between absorption and task performance among academic staff in Malaysia.***

According to the outcome of PPMC in Table 4.4, there was a statistically significant relationship between absorption and task performance ( $r(124) = .48, p < .001$ ). This indicates that the increase in absorption correlated with the increase in task performance. Therefore, H<sub>7</sub> was supported with a moderate correlation between absorption and task performance (Guilford & Fruchter, 1973).



***H<sub>8</sub> There is a significant positive association between absorption and contextual performance among academic staff in Malaysia.***

The relationship between absorption and contextual performance among academic staff was examined by conducting PPMC. There was a statistically significant positive moderate relationship found between absorption and contextual performance,  $r(124) = .53, p = .001$ . Thus, H<sub>8</sub> was supported.

***H<sub>9</sub> There is a significant negative association between absorption and counterproductive work behaviour performance among academic staff in Malaysia.***

PPMC was conducted to examine the relationship between absorption and CWB. Based on the results of PPMC (refer to Table 4.4), there was a statistically significant negative relationship between absorption and CWB ( $r(124) = -.25, p = .003$ ) indicating that the increase in absorption correlated to the decrease in CWB. As H<sub>9</sub> was supported and the results found that absorption is weakly correlated with CWB.

**Table 4.4**

*Descriptive Statistics and One-tailed Correlation for Study Variables (n=124)*

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5	6
1. Vigour	14.57	2.98	-					
2. Dedication	15.90	2.88	.83***	-				
3. Absorption	15.38	3.05	.56***	.64***	-			
4. TP	18.31	3.94	.56***	.57***	.48***	-		
5. CP	28.60	6.66	.57***	.58***	.53***	.72**	-	
6. CWB	9.96	3.31	-.17*	-.28**	-.25**	-.15	-.09	-

*Note.* TP= Task Performance, CP= Contextual Performance, CWB= Counterproductive Work Behaviour, M = Mean, SD = Standard Deviation. \*\*\* indicates  $p < .001$ , \*\* indicates  $p < .01$ , \* indicates  $p < .05$ .

#### 4.5 Hierarchical Multiple Linear Regression

*H<sub>10</sub> Job engagement (vigour, dedication, absorption) can predict task performance among academic staff in Malaysia.*

To examine the effect of demographic variables, a hierarchical multiple linear regression was conducted to evaluate the prediction of task performance from age, gender, educational level and marital status. For the first and second block analysis, the demographic variables were evaluated. The results of the second block hierarchical multiple linear regressions (Table 4.5) revealed the model to be statistically significant ( $p < .001$ ). Besides, gender was found to be a significant predictor of task performance after considering the effect of job engagement in the second block ( $\beta = .25, p = .006$ ).

HMLR was conducted to examine whether job engagement (vigour, dedication and absorption) can predict task performance. For the second block analysis, the predictor variables (vigour, dedication, absorption) were added to the analysis. The results of the second block revealed a model to be statistically significant ( $p < .001$ ). Additionally, the  $R^2$  change value of .34 associated with this regression model suggests that the addition of vigour, dedication and absorption to the first block accounts for 34% of the variation in task performance after controlling the effect of demographic variables. The effect size has been calculated as follows (Cohen, 1988):

$$\text{Effect size : } f^2 = \frac{R^2}{1 - R^2}$$

Based on the formula, the effect size of job engagement for explaining task performance was .515 which can be considered as a large effect size (Cohen, 1988). As the  $R^2$  change of the second block is significant, job engagement can predict task performance, thus indicating that  $H_{10}$  was supported. However, based on Table 4.5, task performance can only be predicted by dedication ( $\beta = .28, p = .047$ ) and absorption ( $\beta = .19, p = .040$ ) but not vigour ( $\beta = .19, p = .149$ ).

**Table 4.5**

*Hierarchical Regression Result for Task Performance*

Variable	B	95% CI for B		SE B	$\beta$	$R^2$	$\Delta R^2$
		LL	UL				
Step 1						.11	.11
Constant	7.11	2.92	12.50	2.42			
Age	0.02	0.48	-0.07	0.11	.05		
Gender (1=Female)	2.03**	0.59	3.47	0.73	.25**		
Master vs Bachelor (1= Master)	1.70	-1.82	5.21	1.78	.20		
PhD vs Bachelor (1=PhD)	0.32	-3.07	3.70	1.71	.04		
Relationship vs Single (1= Relationship)	0.15	-4.13	4.42	2.16	.01		
Married vs Single (1=Married)	0.95	-0.80	2.70	0.88	.11		
Divorced vs Single (1=Divorced)	0.71	-2.60	4.01	1.67	.42		
Step 2						.45	.34***
Constant	-4.79	-9.75	0.17	2.51			
Age	-0.01	-0.08	0.07	0.04	-.01		
Gender	1.82**	0.66	2.98	0.59	.23**		
Master vs Bachelor	2.44	-0.44	5.31	1.45	.28		
PhD vs	1.08	-1.70	3.85	1.40	.13		

Bachelor Relationship vs Single	0.99	-2.43	4.40	1.72	.04
Married vs Single	0.52	-0.90	1.94	0.72	.06
Divorced vs Single	-0.45	-3.09	2.20	1.34	-.03
Vigour	0.25	-0.91	0.59	0.17	.19
Dedication	0.39*	0.01	0.77	0.19	.28*
Absorption	0.25*	0.01	0.48	0.12	.19*

*Note.* CI = confidence interval; LL = lower limit; UL = upper limit; Dependent Variable: Task Performance. \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

***H<sub>11</sub> Job engagement (vigour, dedication, absorption) can predict contextual performance among academic staff in Malaysia.***

A hierarchical multiple linear regression was conducted to evaluate the prediction of contextual performance from age, gender, educational level and marital status. For the second block analysis (Table 4.6), the demographic variables were evaluated. The results of the second block hierarchical multiple linear regressions revealed the model to be statistically significant ( $p < .001$ ). Besides, gender was found to be a significant predictor of contextual performance after considering the effect of job engagement in the second block ( $\beta = .22, p = .022$ ).

HMLR was conducted to examine whether job engagement (vigour, dedication and absorption) can predict contextual performance. For the second block analysis, the predictor variables (vigour, dedication, absorption) were added to the analysis. The results of the second block revealed a model to be statistically significant ( $p < .001$ ). The  $R^2$  change value of .38 associated with this regression model suggests that the predictors of job engagement account for

38% of the variation in explaining contextual performance after controlling the effect of demographic variables.

The effect size has been calculated, and the result showed that the effect size of job engagement for explaining contextual performance was .613, which can be considered large effect size (Cohen, 1988). As the **R<sup>2</sup> change of second block is significant**, job engagement can predict contextual performance, thus indicating that **H<sub>11</sub> was supported by the results**. However, based on Table 4.6, contextual performance can only be predicted by absorption ( $\beta = .26, p = .006$ ) but not vigour ( $\beta = .21, p = .109$ ) and dedication ( $\beta = .25, p = .086$ ).

**Table 4.6**

*Hierarchical Regression Result for Contextual Performance*

Variable	B	95% CI for B		SE B	$\beta$	R <sup>2</sup>	$\Delta R^2$
		LL	UL				
Step 1						.06	.06
Constant	14.76	6.40	23.12	4.22			
Age	0.04	-0.12	0.21	0.08	.05		
Gender (1=Female)	2.95*	0.43	5.46	1.27	.22*		
Master vs Bachelor (1=Master)	-0.87	-7.01	5.26	3.10	-.06		
PhD vs Bachelor (1= PhD)	-0.86	-6.76	5.04	2.98	-.06		
Relationship vs Single (1= Relationship)	-1.86	-9.31	5.60	3.76	-.05		
Married vs Single (1=Married)	0.26	-2.80	3.32	1.54	.02		
Divorced vs Single (1=Divorced)	-1.05	-6.81	4.71	2.91	-.04		

Step 2						.44	.38***
Constant		-7.71	-16.17	0.74	4.27		
Age		-0.01	-0.13	0.12	0.06	-.01	
Gender		2.56*	0.58	4.53	1.00	.19*	
Master	vs	0.38	-4.51	5.28	2.47	.03	
Bachelor							
PhD	vs	0.40	-4.32	5.13	2.39	.03	
Bachelor							
Relationship		-0.27	-6.08	5.55	2.94	-.01	
vs Single							
Married	vs	-0.43	-2.85	1.98	1.22	-.03	
Single							
Divorced	vs	-3.13	-7.64	1.39	2.28	-.11	
Single							
Vigour		0.47	-0.11	1.05	0.29	.21	
Dedication		0.57	-0.08	1.22	0.33	.25	
Absorption		0.57**	0.17	0.97	0.20	.26**	

Note. CI = confidence interval; LL = lower limit; UL = upper limit; Dependent Variable: Contextual Performance. \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ .

***H<sub>12</sub> Job engagement (vigour, dedication, absorption) can predict counterproductive work behaviour among academic staff in Malaysia.***

To examine the effect of demographic variables, a hierarchical multiple linear regression was conducted to evaluate the prediction of CWB from age, gender, educational level and marital status. For the first and second block analysis, the demographic variables were evaluated. The results of the second block hierarchical multiple linear regressions (refer to Table 4.7) revealed the model to be not statistically significant ( $p = .141$ ). Besides, age, gender, educational level and marital status were found not to predict CWB after considering the effect of job engagement in the second block.

HMLR was conducted to examine whether job engagement (vigour, dedication and absorption) can predict CWB. For the second block analysis, the predictor

variables (vigour, dedication, absorption) were added to the analysis. The results of the second block revealed the model to be not statistically significant ( $p = .141$ ). In addition, the  $R^2$  change value of .08 associated with this regression model suggests that the addition of vigour, dedication and absorption to the first block accounts for 8% of the variation in CWB after controlling the effect of demographic variables.

The effect size has been calculated and the result showed that the effect sizes of job engagement for explaining CWB was .087 which can be considered as medium effect size (Cohen, 1988). As the  $R^2$  change of second block is not significant, job engagement cannot predict CWB, thus indicating that the present study did not support  $H_{12}$ . Based on Table 4.7, vigour ( $\beta = .16, p = .323$ ), dedication ( $\beta = -.31, p = .082$ ) and absorption ( $\beta = -.127, p = .276$ ) are not significant predictors of CWB of academic staff.

**Table 4.7**

*Hierarchical Regression Result for CWB*

Variable	$B$	95% CI for $B$		$SE B$	$\beta$	$R^2$	$\Delta R^2$
		$LL$	$UL$				
Step 1						.04	.04
Constant	8.33	4.14	12.52	2.12			
Age	0.02	-0.07	0.10	0.04	.04		
Gender (1=Female)	0.17	-1.09	1.43	0.64	.03		
Master vs Bachelor (1= Master)	1.63	-1.45	4.70	1.55	.22		
PhD vs Bachelor (1=PhD)	1.54	-1.42	4.50	1.49	.22		
Relationship	0.35	-3.38	4.09	1.89	.02		

vs Single (1= Relationship)							
Married vs	-0.94	-2.47	0.59	-0.13	-.13		
Single (1=Married)							
Divorced vs	-2.50	-5.39	0.39	-0.18	-.18		
Single (1=Divorced)							
Step 2						.12	.08
Constant	13.69	8.41	18.96	2.67			
Age	0.03	-0.05	0.10	0.04	.06		
Gender	0.14	-1.10	1.37	0.62	.02		
Master vs	0.89	-2.17	3.95	1.54	.12		
Bachelor							
PhD vs	0.79	-2.17	3.74	1.49	.11		
Bachelor							
Relationship vs Single	0.03	-3.61	3.66	1.83	.00		
Married vs	-0.67	-2.18	0.84	0.76	-.09		
Single							
Divorced vs	-2.03	-4.84	0.79	1.42	-.14		
Single							
Vigour	0.18	-0.18	0.54	0.18	.16		
Dedication	-0.36	-0.76	0.05	0.21	-.31		
Absorption	-0.14	-0.39	0.11	0.13	-.13		

*Note.* CI = confidence interval; LL = lower limit; UL = upper limit; Dependent Variable: CWB.

As a summary of the results, the present study supported all the hypotheses on correlations among variables. Results of HMLR revealed that  $H_{10}$ ,  $H_{11}$  and  $H_{12}$  were expected that job engagement (vigour, dedication, absorption) could predict task performance, contextual performance and CWB among academic staff. The results revealed that  $H_{10}$  and  $H_{11}$  were supported but not  $H_{12}$  (refer to Table 4.8).

**Table 4.8**

*Summary of Hypotheses Testing*

Hypothesis	Decision
Correlation	
1. Vigour & TP	Supported



2. Vigour & CP	Supported
3. Vigour & CWB	Supported
4. Dedication & TP	Supported
5. Dedication & CP	Supported
6. Dedication & CWB	Supported
7. Absorption & TP	Supported
8. Absorption & CP	Supported
9. Absorption & CWB	Supported
<hr/>	
Hierarchical Regression	
10. JE → TP	Supported
11. JE → CP	Supported
12. JE → CWB	Not supported
<hr/>	

## **CHAPTER 5.0**

### **DISCUSSION**

#### **5.1 Introduction**

In this chapter, the research findings will be discussed. The limitation of the current study as well as the recommendations for future research will also be highlighted. The conclusion of the study is to present a clear picture and idea of this research project.

#### **5.2 Discussion**

##### *Correlation between Variables*

**Vigour, Dedication, Absorption and Task Performance.** The present study found that the vigour of academic staff positively correlated with their task performance. This finding is aligned with other past studies (Bhardwaj & Kalia, 2020; Carmeli et al., 2009; Hasbeleben, 2008; Kartal, 2018; Rana et al., 2019). Carmeli et al. (2009) posited that employee vigour will contribute to their completion of a task, quality of performance and achievement of goals. The possible explanation is that an academic staff with a higher level of vigour is more likely to be eager to act and engage in their work tasks such as teaching, research, publication, and consultation (Shirom, 2007). The vigour of academic staff brings a better concentration to identify a potentially effective

solution, thus cultivating a greater ability to make the right moves in the right ways (Isen, 1999).

The present study revealed a significant positive correlation between dedication and task performance. This finding aligns with past studies (Rana et al., 2019; Van Scotter, 1994) that the dedication of employees enhances their mindfulness, motivation, and commitment, thus leading to higher productivity and eventually increasing the likelihood of business success (Roseline & Konya, 2019). Academic staff with high dedication are more willing to commit to achieving their performance indicator which encourages them to improve their teaching, research, consultancy, and services. Thus, increased dedication will lead to better task performance among academic staff.

Based on the findings of the present study, the research outcome supported that absorption was significantly positive correlated with task performance. This result was parallel to past studies (Bhardwaj & Kalia, 2020; Chu & Lee, 2012; Rana et al., 2019; Satavuthi & Chaipoopirutana, 2014). Thus, it indicated that the academic staff with greater absorption are more likely to perform well in their essential tasks such as teaching, writing, publication and consultation. This could be explained by the absorbed academic staff feeling high-level sense of belonging with their HEIs and were happy to work with high concentration. This idea is supported by Bhardwaj and Kalia (2020), indicating that employees with a sense of belongingness, engrossment and happiness tend to perform their job roles and duties more efficiently and effectively.

When examining the unique contribution of the engagement dimension to task performance, the outcome showed inconsistency with the past studies. The present study found that dedication correlated to task performance with the largest effect size but this is not reflected in the past studies (Bhardwaj & Kalia, 2021; Karatepe, 2013; Rana et al., 2019; Sittar, 2020) which suggested either vigour or absorption possessing the highest effect size. It is suspected that the vigorous input of academic staff may be filtered in zoom teaching method while the absorbed academic staff may be interrupted by a decent amount of distraction thus the effect of vigour and absorption could be a setback in the online teaching method during the pandemic. However, a dedicated employee shows a strong involvement, attachment, and enthusiasm which make them maintain their task performance with high motivation in pursuing their goals (Kartal, 2018).

**Vigour, Dedication, Absorption and Contextual Performance.** According to the results of the present study, a significant positive relationship was found between vigour and contextual performance. This result is congruent with the previous studies (Bhardwaj & Kalia, 2020; Karatepe, 2013; Little et al., 2011; Rana et al., 2019), which found that vigorous employees were linked to a higher chance of helping others and improving the function of the organization. Bakker and Demerouti (2009) supported that employee vigour was positively correlated to the extra-role performance, which shared a similar theoretical definition with contextual performance. It refers to actions that improve organizational effectiveness without being stated in official job roles (McKenzie et al., 1991). Specifically, academic staff in the Malaysia HEIs

setting with high vigour characterized by physical strength, emotional energy and cognitive liveliness tends to enthusiastically help their colleagues and build social connections, thus, creating a prosocial working culture in the university.

The results of the present study exhibited a significant positive relationship between dedication and contextual performance. This result was consistent with the past studies (Muldoon et al., 2017; Rana et al., 2019; Roseline & Konya, 2019; Shantz et al., 2013; Van Scotter & Motowidlo, 1996). It can be explained that dedicated employees attach to and identify themselves as part of the organization and are more willing to perform extra-role behaviour for the good of other colleagues and the working environment (Kartal, 2018). He or she will invest personal resources in assisting the HEIs or faculty in reaching better financial, student and enrolment goals. This aligned with Muldoon et al. (2017) that dedication usually refer to the effort that is above or beyond the formally described work contract, and it is required for an employee to develop a positive social exchange relationship in their workplace, thus enhancing contextual performance.

The present study presented a significant and positive relationship between absorption and contextual performance. The increase in absorption will increase contextual performance, which was consistent with past studies (Al-dalahmeh et al., 2018; Bhardwaj & Kalia, 2020; Bilal et al., 2019; Karatepe, 2013; Rana et al., 2019). The result was shown to be reasonable as when academic staff enjoy their job activity with positive emotion, they tend to

perform prosocial behaviour such as offering help or taking the initiative in the workplace. It is because prosocial behaviour can prolong the positive mood and increase the academic staff's self-attention to their feelings (Kayser et al., 2010). Thus, absorbed academic staff is more likely to offer helping behaviour to students, faculty members and colleagues and eventually take the "extra mile".

The present study found that dedication is the strongest predictor in explaining contextual performance than vigour and absorption. This aligns with the past studies support that dedication contributes the most to contextual performance (Bakker & Demerouti, 2009; Rana et al., 2019). Rana et al. (2019) posited that dedication leads to higher cognitive and emotional association towards their job demand which is fundamental to outperforming their contribution towards organizational targets. With higher efficiency in completing goals and tasks, dedicated academic staff are more capable of "free up" resources to execute such prosocial acts that are which is not included in their job requirement (Christian et al., 2011).

#### **Vigour, Dedication, Absorption and Counterproductive Work Behaviour.**

The findings of the present study had supported that there was a negative significant relationship between vigour and CWB. This result aligns with the past studies (Balducci et al., 2011; Bilal et al., 2019; Hartog & Belschak, 2012; Rana et al., 2019). It may be due to vigour serving as a unique type of positive affect (Shirom, 2011), which showed linkage to job motivation (Quinn &

Dutton, 2005), resilience (Shirom, 2004) and mental health (Pressman & Cohen, 2005). The benefits of being vigorous inhibit the intention of academic staff to be counterproductive, which is harmful to their HEIs. Past evidence supported those happy employees with positive affect perform more prosocial behaviour (George, 1991) and relatively less CWB such as complaining, talking negatively about their job and creating problems.

The present study found that there was a significant negative association between dedication and CWB. The negative relationship was consistent with past studies (Balducci et al., 2011; Bilal et al., 2019; Fourie, 2013; Hartog & Belschak, 2012). This could occur as dedicated employees may feel indebted and attached to their organization, hence leading to fewer acts of CWB or deviance as a way of reciprocity (Shantz et al., 2013). Therefore, it makes sense that dedicated academic staff perform fewer CWB to protect the organizational well-being of the HEIs to which they are proud to belong to. Once the dedicated academic staff identify themselves as part of their HEIs, their CWB decreases because they regard the interests of HEIs as their own.

The present study found a significant negative relationship between absorption and CWB. This finding is aligned with the past studies (Bilal et al., 2019; Kura et al., 2019; Rana et al., 2019; Shantz et al., 2013). The possible explanation is that the academic staff with a high level of absorption performs the job duties with high concentration and finds it difficult to detach themselves from the flow experience (Shekari, 2015). As a result, the absorbed academic staff

invests most of their time and energy in performing their job role, leaving little room for CWB to happen. In addition, the positive mood from absorption may relatively decrease the tendency of CWB by promoting the tendency of prosocial behaviour. This is supported by Kura et al. (2019) that engaged academic staff to focus on the accomplishing work goals with a high level of passion and motivation. With this state of mind, they are less likely to perform CWB as it goes against their goals (Kura et al., 2019).

The comparison of the effect size between engagement dimensions showed that dedication possesses the highest power to inhibit CWB among academic staff. This is congruent with past studies (Fourine, 2013; Kartal, 2018) but incongruent with other studies (Rana et al., 2019; Reijseger et al., 2016) suggest that vigour and absorption could be the strongest predictor as well. Although there are mixed outcomes, the researcher maintained the stance of the present findings. The importance of dedication needs to be emphasized as it brings some significant elements such as a sense of pride, identification and attachment towards their job and organization. These are crucial supportive factor for academic staff to remain loyal and committed to their HEIs when overcoming the challenges during pandemic. They will feel responsible to protect the well-being of the organization thus reducing the occurrence of CWB in the most effective way.

### ***Prediction of Individual Work Performance from Job Engagement***



**Job Engagement and Task Performance.** The present study found that gender showed a significant control effect on job engagement to task performance. It may be because gender differences in personal characteristics can influence how the engaged academic staff produces fruitful job performance. Gender brings various advantages to the academic staff in converting job engagement into task performance. It is supported by past studies that female academic staff are more willing to encourage student participation (Maher, 1987), bond relationships with students (Statham et al., 1991) and be supportive and expressive (Rashidi & Naderi, 2012). Male academic staff was more task-oriented and focused on values of achievement (Hassan & Ogunkoya, 2014) and competitive (Rashidi & Naderi, 2012). Especially, the Covid-19 pandemic limited the contact between academic staff and students to control the virus outbreak; the control effect of gender has been magnified and creates a greater performance gap between academic staff of different genders.

Besides, vigour does not contribute uniquely to task performance in the presence of dedication and absorption. The non-significant relationship between vigour and task performance was inconsistent with the past studies (Bhardwaj & Kalia, 2020; Carmeli et al., 2009; Karatepe, 2013; Rana et al., 2019). This could be explained by the negative effect of the online teaching method in the virtual classroom, specifically during the outbreak of the Covid-19 pandemic. Indeed, vigour refers to the physical strength, emotional energy, and cognitive liveliness of the individual (Shirom, 2011). However, the involved academic staff in the present study is mostly teaching their students in

the virtual classroom due to the pandemic. These vigorous inputs may not directly be converted into an indicator of successful task performance. Flynn and Noonan (2020) supported this explanation, who found that academic staff is less connected and engaged with their students. The teaching experience of being “soulless” and “talking to myself” might explain why the vigour of academic staff does not predict their task performance. Another explanation is that academic staff may suffer from the negative effect of feeling vigorous, burnout due to the high potential for unfavourable teaching experience (Shirom, 2011) and overload and exposure to zooming (Amponsah et al., 2021). This aligned with academic staff reporting that they experienced more distractions, less student interaction and less rapport building in an online environment (Flynn & Noonan, 2020).

Between dedication and absorption, the present study revealed that dedication is a stronger predictor of task performance than absorption. This resonated with the previous study on its highest correlation with task performance among engagement dimension. Indeed, absorption also contributes to task performance as it brings “flow experience” to the academic staff that makes them immersed in their teaching activities and strongly influences their job performance (Chu & Lee, 2012). With better concentration, academic staff utilizes their resources to the fullest in achieving their key performance indicators and being more effective and efficient due to fewer distraction received in the work progress. Nevertheless, dedication showed the highest contribution to task performance. The findings emphasize that instead of the positive feelings from absorption, the strong willpower from dedication can be

more reliable in predicting task performance in emotional and energy-draining phenomenon during the pandemic (Amponsah et al., 2022). They need the sense of purpose, commitment and inspiration attributed to dedication to fight the tiredness and emptiness where the physical interactions remain absent (Spicer, 2020).

**Job Engagement and Contextual Performance.** The present study revealed that gender showed a significant control effect on job engagement to contextual performance. The possible explanation for gender to be a significant control variable is that the gender of academic staff could influence their priority and proportion of the job engagement invested in performing extra-role behaviour. In other words, gender may influence how the engaged academic staff utilizes their effort in pursuing certain job roles. This is supported by the past study that females are more people-oriented and interpersonally helpful (Graham, 1989; Hassan & Ogunkoya, 2014) while males are more realistic (Su et al., 2009); task-oriented (Graham, 1989) and working on things instead of people (Su et al., 2009). This gender difference may cause the academic staff to perceive the importance of contextual performance such as interpersonal helping, faculty key performance indicators, and overall HEIs success in different priority order, thus leading to significant differences in contextual performance.

According to the results of the present study, the relationship between job engagement and contextual performance was supported. However, the findings

found that absorption is the only significant predictor of contextual performance among the engagement dimensions. This indicated that absorption contributes uniquely to contextual performance to the extent that it overshadows the effect of vigour and dedication. It could be explained that the sense of belonging and attitude of engrossment from a high absorption generates positive emotions such as joy and happiness (Ballew & Omoto, 2018) which triggers them to be prosocial. The past study suggested that the absorbed academic staff was happy even when working intensely for long hours and absorption boosted their level of contextual performance (Bhardwaj & Kalia, 2020). In other words, employees with a high level of absorption were happier and more willing to take action to benefit the well-being of the larger group. Thus, suggesting that absorption enhances academic staff's contextual performance.

Further strengthening the contribution of absorption is the teaching experience of academic staff full of tiredness and exhaustion during the pandemic (Supiano, 2020). The positive emotion from absorption brings tremendous advantage in fighting fatigue and promoting, rewarding and reinforcing prosocial behaviour (Aknin et al., 2017). On the other hand, the contribution of vigour has been reduced as vigorous academic staff does not necessarily increase their contextual performance because vigour only represents the capability of academic staff to act good in their organization. Even they "can be' helpful' but not necessarily "will be" helpful especially in the midst of an unfavourable experience (Bakker & Demerouti, 2009). Although some studies suggested that vigour is closely related to the motivational process (Seo et al.,

2004) and positive action tendency (Frijda et al., 1989), it is still inconclusive to explain vigour's effect on its possible consequences. Past researchers argued that there are two mechanisms (Gendolla, 2000) that are important in linking vigour and its consequences which are its informational effect on behaviour-related appraisals (Tsai et al., 2007) and behavioural interests (Shirom, 2011).

The present study revealed that academic staff's dedication does not contribute to higher contextual performance. It may be due to dedicated academic staff being characterized by a strong sense of enthusiasm, inspiration, purpose, and challenges toward achieving their personal career goals (Karatepe & Olubade, 2009) and relatively less focus on organizational goals. Dedication mostly represents an interactive mode where employees obtain a sense of meaning and pride by engaging in their job role (Schaufeli et al., 2009), not their organizational role in the bigger context. Compared to the positive emotion stemming from the absorption that evokes a helpful act, the dedicated pursuit towards job performance might not be influential in contextual performance. It consumes most of the attention that should be reserved for other aspects such as personal relationships within the organization (Russo, 2018). Thus, dedicated academic staff might be overemphasized on persisting on job tasks and additional work beyond their job requirement (Liu et al., 2013) and eventually overlook the benefits of their colleagues, department, faculty and HEIs.

**Job Engagement and Counterproductive Work Behaviour (CWB).** The present study found that gender showed a non-significant control effect on job engagement to CWB. This is not aligned with past studies suggesting that males perform more CWB than females (Gonzalez-Mulé et al., 2013; Kanafa-Chmielewska, 2016; Raman et al., 2016; Spector & Zhou, 2013). This could be due to the increased females' CWB or the reduced males' CWB during the pandemic. The female academic staff may perform the same levels of CWB as males because they both suffer from unpleasant working experiences during the pandemic, thus cancelling the gender difference in CWB (Flynn & Noonan, 2020). This is supported by similar findings that individuals low in calmness, regardless of gender, are more likely to be short-tempered, upset, unhappy and tend to act aggressively or counterproductively (Gonzalez-Mulé et al., 2013). Therefore, the male and female academic staff might be similarly impacted by the negative feelings and result in the same levels of CWB.

The present study found that the relationship between job engagement and CWB is not supported. The non-significant relationship between vigour and CWB is inconsistent with most of the past studies (Ariani, 2013; Bagyo, 2016; Balducci et al., 2011; Bilal et al., 2019; Hartog & Belschak, 2012; Hu et al., 2017; Kura et al., 2019; Rana et al., 2019; Shantz et al., 2013). The possible reason is that the vigour, and the positive effect of academic staff had been offset before inhibiting their CWB due to the negative impact of the online teaching method, such as Zoom fatigue. Although vigour is linked to motivational processes, it is only a malleable state that can be affected by dispositional and contextual variables (Little et al., 2011). The previous study

recognized that prolonged exposure to zooming with students or colleagues could be overwhelming for academicians and cause emotional exhaustion, fatigue and burnout (AL Ma'mari et al., 2020). The vigorous energy may not reduce CWB as zooming is reported as an “energy-draining action” to understand the non-verbal gestures and imitate real-life interaction (Jiang, 2020). Adding to that, academic staff may hold a stronger prior negative attitude towards the online teaching method, thus offsetting the inhibition power of vigour on CWB (Zounek & Sudický, 2013).

Besides that, the present study also found that the dedication of academic staff does not predict their CWB. This finding contradicts with the past studies (Ariani, 2013; Bagyo, 2016; Balducci et al., 2011; Bilal et al., 2019; Fourie, 2013; Hartog & Belschak, 2012; Kura et al., 2019; Shantz et al., 2013) which indicates that academic staff with higher dedication will perform fewer CWB as they identify themselves as part of the HEIs and attach their sense of pride and purpose to it. However, the impact of dedication could be discounted without face-to-face interaction with organizational member. There is no doubt that the online communication method is effective, but a lack of physical presence can be depersonalizing while zooming with a large group in a virtual space (Jiang, 2020). Spicer (2020) argued that zooming could diminish self-recognition as an individual and cause the feeling of being overlooked. This could explain that the academic staff behind the screen tends to neglect their responsibility for being counterproductive since they do not feel like being part of the group. Hence, academic staff in virtual space is prone to perform CWB regardless of their dedication level.

Lastly, the results of the present study revealed that there is no prediction of CWB from the absorption of academic staff. This finding is contradicted with the past studies (Ariani, 2013; Bagyo, 2016; Bilal et al., 2019; Fourie, 2013; Hartog & Belschak, 2012; Hu et al., 2017; Kura et al., 2019; Rana et al., 2019; Shantz et al., 2013). It may be due to absorbed academic staff being characterized by a high level of concentration and fully invested attention into every aspect of work (Gera et al., 2019). In this case, the academic staff tends to broaden their thinking and widen their perspective of thoughts (Fredrickson, 2001). Thus, the academic staff enhances their recognition to be more receptive and sensitive to job-related negative aspects especially during this pandemic where academic staff are forced to face difficulties adapting to new delivery methods. Therefore, it makes them more likely to complain to colleagues or outsiders about the episodes of technical breakdowns and problematic communication during online teaching (Zounek & Sudický, 2013).

### **5.3 Implication**

#### ***Theoretical Implication***

The present study contributes to the literature by exploring the relationship between the dimensions of job engagement (vigour, dedication, absorption) and individual work performance (task performance, contextual performance, counterproductive work behaviour). The findings of correlation consolidated the positive relationship between the three dimensions of job engagement and task performance as well as contextual performance. Besides, the present study also reaffirmed the negative relationship between the dimensions of job



engagement and CWB which is aligned with the literature. By exploring the dimensional relationship between job engagement and IWP, the present study discovered some literature gaps which the researchers may have overlooked. The findings of regression analysis argued that the dimensions of job engagement do not predict CWB among academic staff. At the same time, vigour does not predict task performance and contextual performance, while dedication does not predict contextual performance. The present study suggests that the Covid-19 pandemic may affect the engagement-performance relationship among Malaysian academic staff. It may be due to the heightened job demand that affects how their job engagement contributes to their behavioural outcomes. During the pandemic, the academic staff faced acute challenges and stresses of the time-pressured upskill due to the transition into the new delivery and communication methods (Flynn & Noonan, 2020). Furthermore, the change in working experience impacts the contribution of individual engagement dimension to IWP by magnifying or diminishing their respective effect on the specific type of IWP. For example, dedication is more powerfully correlated to IWP while CWB is less attributed to job engagement. Similar research is scarce in literature, especially research among academic staff in HEIs during the pandemic. Therefore, the present study provides insight and a new perspective on the engagement-performance relationship among this group of working employees. The findings serve as literature support for future researchers to further examine the relationship between job engagement and IWP in HEIs and study the effect of the Covid-19 pandemic.

The present study had referred to Kahn's (1990) Job engagement theory to hypothesize the dimensional relationship between job engagement and IWP. Kahn (1990) suggested that an engaged individual fully invest personal energy into his or her job role to be active and complete their job (Rich, 2010) without explicitly concluding the linkage between job engagement and IWP. The findings of the present study outlined that the academic staff with higher vigour, dedication, and absorption tends to carry out more task performance, contextual performance and less CWB. The findings of the correlation analysis consolidated the engagement-performance relationship suggested by Kahn's (1990) Job Engagement theory. Therefore, the theory is suitable for explaining the relationship between job engagement and IWP among Malaysian academic staff. Besides, the present study provides a reference for future studies regarding the unique contribution of the job engagement dimensions to the dimensions of IWP. The findings displayed that even though each dimension of job engagement was related to each other, they still serve as an independent variable in predicting different types of IWP. Thus, future studies should explore job engagement and IWP together with their dimensions to enrich the existing work in the field.

### ***Practical Implication***

Firstly, the present study suggested that gender has a significant control effect on the association between job engagement and task performance and contextual performance of academic staff. This is aligned with the past studies as the gender difference in academicians' performance existed even before the pandemic (Khan et al., 2015; Leahey, 2006; Lev & Koslowsky, 2012; Thakur,

2015). This finding contributes to practical implication by highlighting the capability and advantage of each gender which should be learned and imitated by the opposite gender. The findings on the gender difference in job performance could be translated into gender diversity practice in the faculty. The university management should encourage gender diversity in the faculty to enhance the cross-gender learning process. Through working with colleagues from the opposite gender, academic staff can reflect on their teaching style and strategy and encourage the learning process to improve their job performance. This is supported by past studies which suggested that gender diversity in a university can bring innovation and creativity (Al-Shaali & Al-Khoury, 2015), problem-solving and productivity (Cooney, 2016), organizational reputation (Kaur & Arora, 2020), organizational performance (Lowen, 2019) and organizational maturity (Wieczorek-Szymanska, 2020). The university could adopt several practices to enhance gender diversity, such as workplace inventory, leader involvement and diversity committees to improve the job performance of the academic staff and the HEIs (American Federation of Teachers (AFT), 2011).

The present study can also raise awareness of academic staff regarding how their job engagement and IWP will be affected during the pandemic. This study can provide insight for the academic staff to understand the impact of the pandemic on their job engagement and IWP, thus being more aware of the consequences of the transition adopted in the HEIs. The findings serve as a reference for academic staff to be more prepared deal with their IWP difficulties throughout their adaptation. At the same time, the findings of this

study have managerial implications for human resource (HR) practitioners and upper management of the HEIs. It contributes to HEIs management by revealing alarming issues in academic staff's engagement and IWP so that more effort could be invested in supporting their staff who need managerial support in coping with challenges. Effective intervention, training programmes or adaptive organizational policies and procedures can be designed and introduced to the academic staff. It aims to enhance the job engagement and job performance of academic staff by assisting them to adapt to the transition made in the HEIs.

The findings of the present study also provide an insight to policymakers such as training experts and industrial-organizational practitioners in designing an appropriate solution to improve the specific types of IWP. For example, the policymakers can improve the academic staff's task performance by nurturing their dedication. The management can promote the academic staff's dedication by enhancing their motivation in learning and goal achievement to adopt an active problem solving and coping strategies (Liu et al., 2013). It is necessary to provide work demands that are challenging and yet attainable to encourage academic staff to overcome and fulfil their competency needs. During the pandemic, the performance evaluation system should be altered according to the transition in the working environment. At the same time, necessary training and resources need to be prepared for academic staff to overcome the new challenges in the pandemic (Osborne & Hammoud, 2017). For example, technical literacy, change in teaching strategy, and attitude towards technological change (Mardiana, 2020) should be well-trained to empower the

academic staff. Once the academic staff adapts successfully and fulfils their competency needs, they can be characterized by a sense of meaning, significance, inspiration, and pride (Roseline & Konya, 2019) and eventually improve their dedication and task performance.

Besides, the present findings provide practical implications in guiding HEIs management in improving the academic staff's contextual performance. The absorption of academic staff can improve their contextual performance by creating enjoyment and happiness. The key to achieving absorption in the job is the variety, appropriate challenges, clear goals, and immediate feedback (Cziksentsmihalyi, 1990). The HEIs management can design attainable and meaningful goals for personal, department or faculty levels to increase the tendency of absorption. When the academic staff consciously focuses on realistic goals with their skills matching, they are more likely to concentrate their attention and enjoy doing the task. A meaningful goal is necessary for the academic staff to stretch their effort to its limit voluntarily to accomplish something worthwhile (Cziksentsmihalyi, 1990). After evaluation goal achievement, feedback should be given as soon as possible to monitor the progress and performance. Thus, the absorption of academic staff can be promoted by proper goal setting and feedback and eventually improving their contextual performance.

#### 5.4 Limitations and Recommendations

The first limitation of the present study is the sampling method used to gather the research data. Although the purposive sampling method is more cost-saving and time-efficient, the present study acknowledged that it might not be able to represent the population in Malaysia. Even though data was collected from both public and private universities in each region of Malaysia, a fair manner of participant recruitment cannot be guaranteed. It has been argued that the purposive sampling method is prone to unforeseeable bias which might affect the accuracy and generalization of the findings (Sharma, 2017). Future researchers are suggested to consider a random sampling method. **It is preferable to strengthen the internal validity of the study by collecting responses through a more rigorous sample selection.** Thus, the results of the study can be generalizable to the academic staff population in Malaysia and eliminate sampling bias.

Secondly, the present study was limited by the difficulty with the reliance on self-reported data. It is undeniable that self-reported measure is commonly used because it is effective in collecting a large amount of quantitative data. However, the limitations of self-reported measures should be considered by future researchers. The self-reported measure is prone to social desirability bias, which refers to the tendency of respondents to faking or lying when answering sensitive questions. The probability of respondents providing invalid answers may affect the validity and reliability of the questionnaire (Demetriou et al., 2015). The recommendation for future study is to consider a multi-rater

source for outcome variables. For example, supervisor, student, and colleague ratings can be included as a cross-validation source for rating academic staff's task performance, contextual performance and CWB. The multi-rater feedback from different perspectives is more accurate and reflective in examining the nature of the relationship between variables.

Finally, one of the limitations is that the present study remains inconclusive about the relationship between job engagement and IWP. The present study did not capture important information of the participants such as working mode and tenure year of working. This information can make difference in results but the study did not include them to enrich the discussion. By examining the dimensional association between job engagement and IWP, the results provided a reference for future researchers to further investigate the engagement-performance relationship. Future research should take account of possible moderators or mediators between the linkages such as gender, working experience, delivery method of teaching, emotional exhaustion, perceived organizational support and organizational commitment to understand better how job engagement is related to behavioural outcomes. The inclusion of the mediator or moderator can create more senses in explaining the inconsistency of the linkage between job engagement and IWP.

## **5.5 Conclusion**

In conclusion, the present study has examined the relationship between job engagement and IWP in the details of their dimensions among the academic staff in HEIs of Malaysia. Firstly, gender showed a significant control effect on job engagement to task performance and contextual performance. Secondly, the present study supported the correlations between all the dimensions of job engagement and IWP except for vigour and CWB. Besides that, dedication and absorption were found to significantly predict task performance, while only absorption was found to predict contextual performance significantly. None of the vigour, dedication or absorption was found to be a significant predictor of CWB. The existing research on the association between job engagement and IWP can be replicated by targeting the academic staff from different work settings such as face-to-face and online teaching modes, to better understanding of this topic. Hence, the research outcomes of this paper could be a reference for future researchers and academic practitioners to develop better welfare for academic staff in HEIs.



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# APPENDIX A

## Ethical Approval for Research Project



Re: USERC/81/2021

13 April 2021

Dr Lee Lai Meng  
Department of Advertising  
Faculty of Arts and Social Science  
Universiti Tunku Abdul Rahman  
Jalan Universiti, Bandar Baru Bangi  
31900 Kampar, Perak

Dear Dr Lee,

### Ethical Approval For Research Project/Protocol

We refer to your application for ethical approval for your research project (Master student's project) and are pleased to inform you that your application has been approved under Expedited Review.

The details of your research project are as follows:

Research Title	Job Engagement and Individual Work Performance Among Academic Staff in Higher Education Institution in Malaysia
Investigator(s)	Dr Lee Lai Meng Mr Tan Soon Ann Rodney Sin Ming Keen
Research Area	Social Sciences
Research Location	Online Study
No of Participants	400 participants (Age: 18 - 60)
Research Costs	Self-funded
Approval Validity	13 April 2021 - 12 April 2022

The conduct of this research is subject to the following:

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

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

The University wishes you all the best in your research.

Thank you.

Yours sincerely,

Professor Ts Dr Faidz bin Abd Rahman  
Chairman

UTAR Scientific and Ethical Review Committee

c.c. Dean, Faculty of Arts and Social Science  
Director, Institute of Postgraduate Studies and Research

Kampar Campus : Jalan Universiti, Bandar Baru, 31900 Kampar, Perak Darul Ridzuan, Malaysia  
Tel: (055) 464 8888 Fax: (055) 462 1313  
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Website: www.utar.edu.my



Kampar Campus : Jalan Universiti, Bandar Baru, 31900 Kampar, Perak Darul Ridzuan, Malaysia  
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Sungai Long Campus : Jalan Sungai Long, Bandar Sungai Long, Cheras, 43000 Kajang, Selangor Darul Ehsan, Malaysia  
Tel: (03) 9686 0288 Fax: (03) 9019 8868  
Website: www.utar.edu.my



## APPENDIX B

### 9-items Utrecht Work Engagement Scale (UWES-9) (Schaufeli & Bakker, 2003)

*Instructions: Please read the following statements and for each, circle the number that best represents you. The rating scale is as follows:*

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

1) At my work, I feel bursting with energy	0 1 2 3 4 5 6
2) At my job, I feel strong and vigorous	0 1 2 3 4 5 6
3) I am enthusiastic about my job	0 1 2 3 4 5 6
4) My job inspires me	0 1 2 3 4 5 6
5) When I get up in the morning, I feel like going to work	0 1 2 3 4 5 6
6) I feel happy when I am working intensely	0 1 2 3 4 5 6
7) I am proud on the work that I do	0 1 2 3 4 5 6
8) I am immersed in my work	0 1 2 3 4 5 6
9) I get carried away when I'm working	0 1 2 3 4 5 6

## APPENDIX C

### Individual Work Performance Questionnaire (IWPQ) (Koopmans et al., 2014)

*The following questions relate to your behaviour at work in the last 3 months. To get a true picture of your conduct at work, it is important that you respond as carefully and honestly as possible. If you are not sure how to answer a question in particular, please give the best possible answer.*

*To begin, answer the following questions by using this scale:*

Seldom	Sometimes	Frequently	Often	Always
0	1	2	3	4

Question	Scale
<b>1</b>	I managed to plan my work so that it was done on time. 0 1 2 3 4
<b>2</b>	My planning was optimal. 0 1 2 3 4
<b>3</b>	I kept in mind the results that I had to achieve in my work. 0 1 2 3 4
<b>4</b>	I was able to separate main issues from side issues at work. 0 1 2 3 4
<b>5</b>	I was able to perform my work well with minimum time and effort. 0 1 2 3 4
<b>6</b>	I took on extra responsibilities. 0 1 2 3 4
<b>7</b>	I started new tasks myself, when my old ones were finished. 0 1 2 3 4
<b>8</b>	I took on challenging work tasks, when available. 0 1 2 3 4
<b>9</b>	I worked at keeping my job knowledge up-to-date. 0 1 2 3 4
<b>10</b>	I worked at keeping my job skills up-to-date. 0 1 2 3 4
<b>11</b>	I came up with creative solutions to new problems. 0 1 2 3 4
<b>12</b>	I kept looking for new challenges in my job. 0 1 2 3 4
<b>13</b>	I actively participated in work meetings. 0 1 2 3 4

*To continue, answer the following questions by using this scale:*

<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Often</b>
0	1	2	3	4

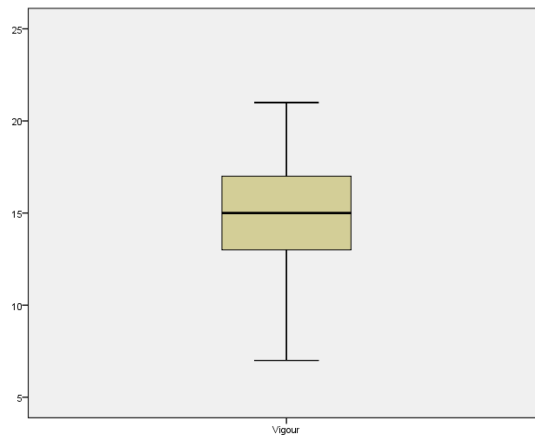
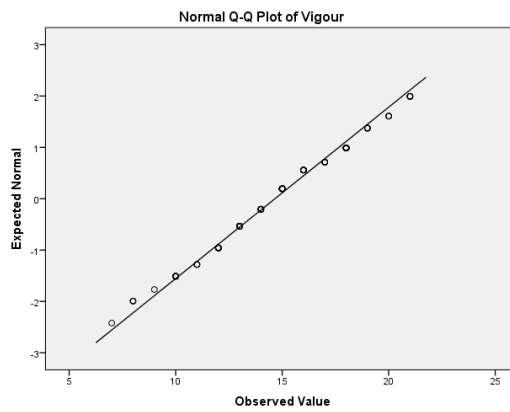
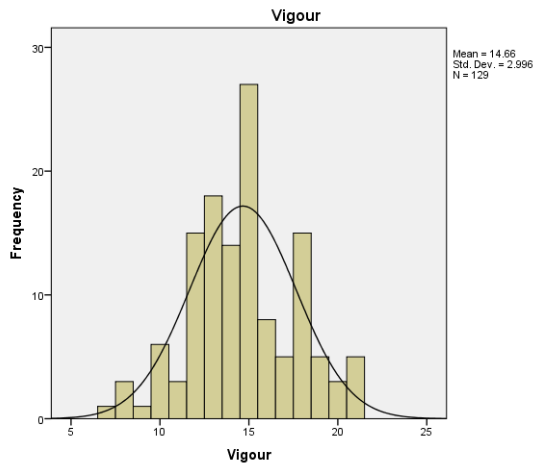
<b>Question</b>	<b>Scale</b>				
<b>14</b> I complained about unimportant matters at work.	0	1	2	3	4
<b>15</b> I made problems greater than they were at work.	0	1	2	3	4
<b>16</b> I focused on the negative aspects of a work situation, instead of on the positive aspects.	0	1	2	3	4
<b>17</b> I spoke with colleagues about the negative aspects of my work.	0	1	2	3	4
<b>18</b> I spoke with people from outside the organization about the negative aspects of my work.	0	1	2	3	4



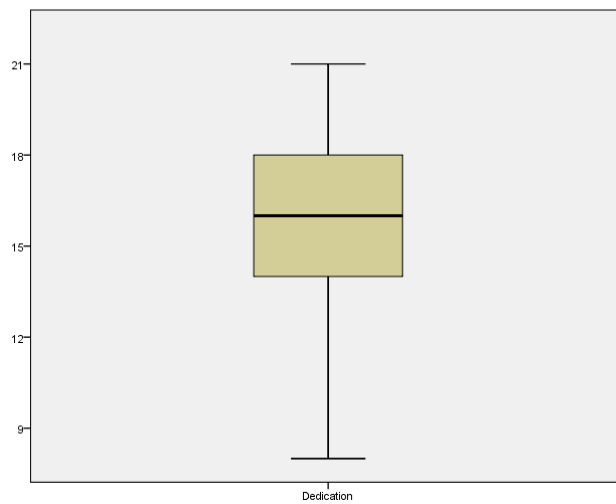
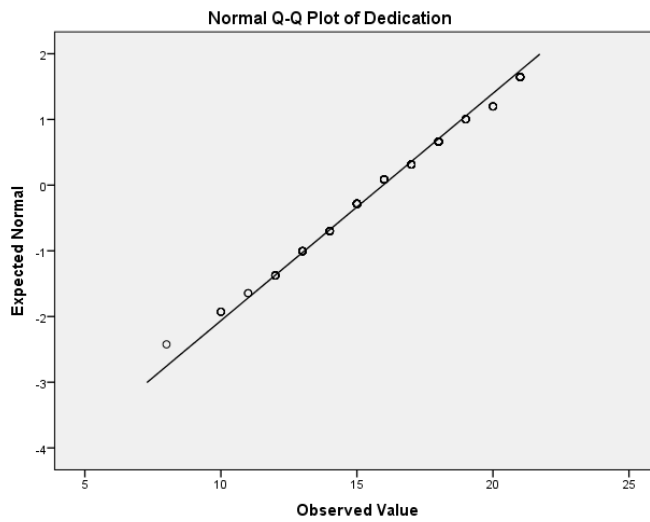
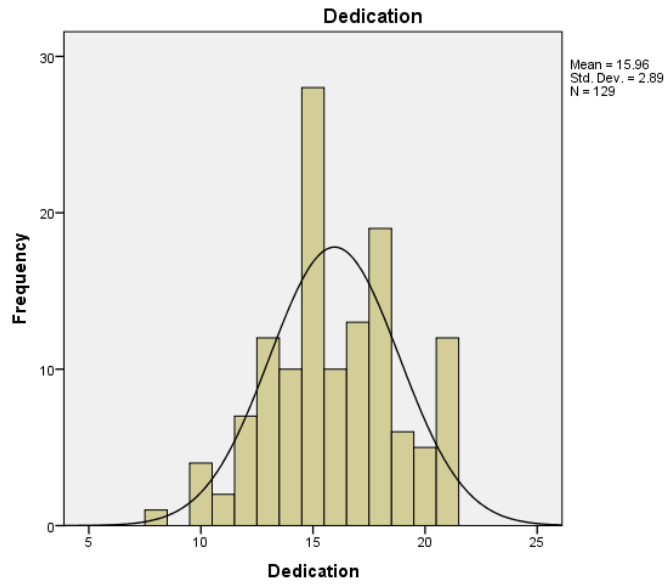
# APPENDIX E

## Histogram, Normal Q-Q plot and Boxplot

### Vigour

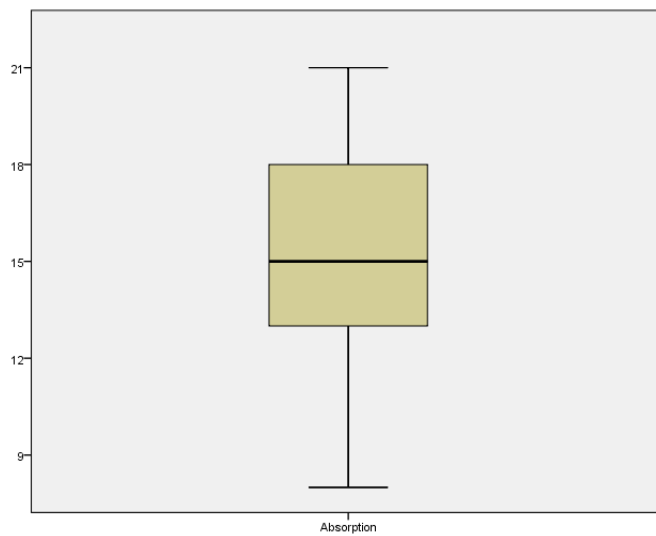
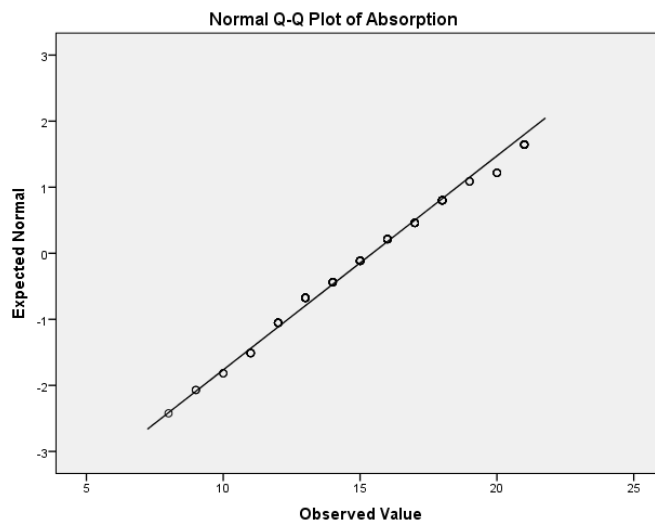
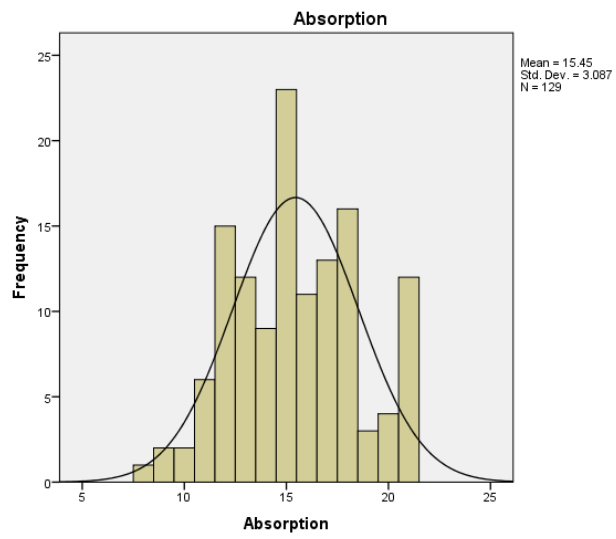


# Dedication

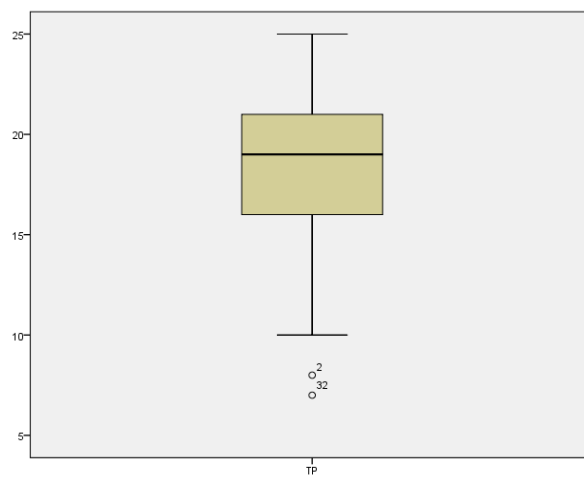
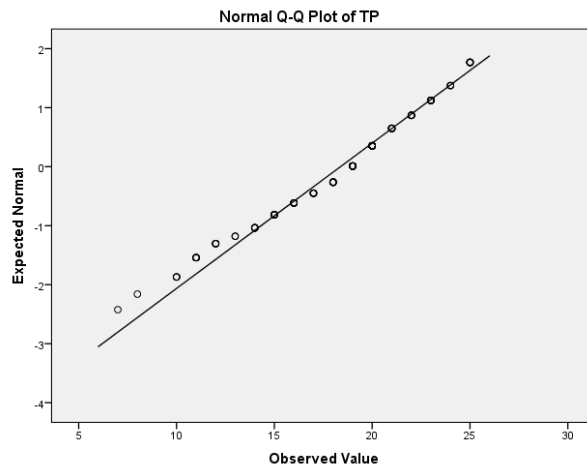
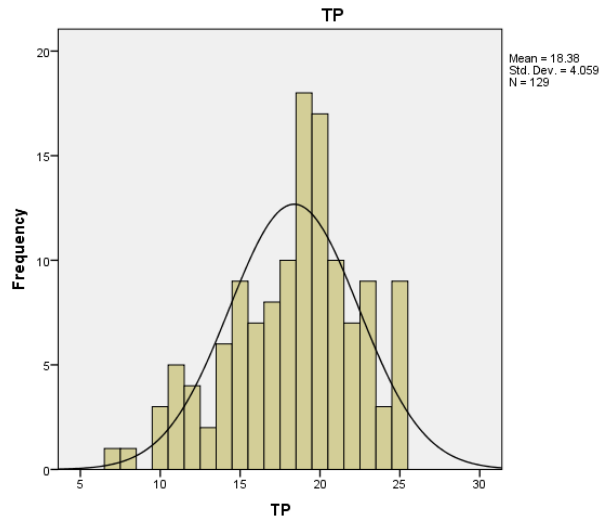




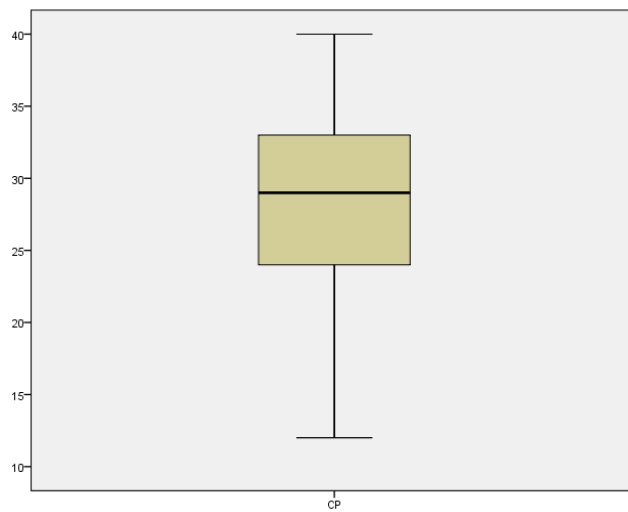
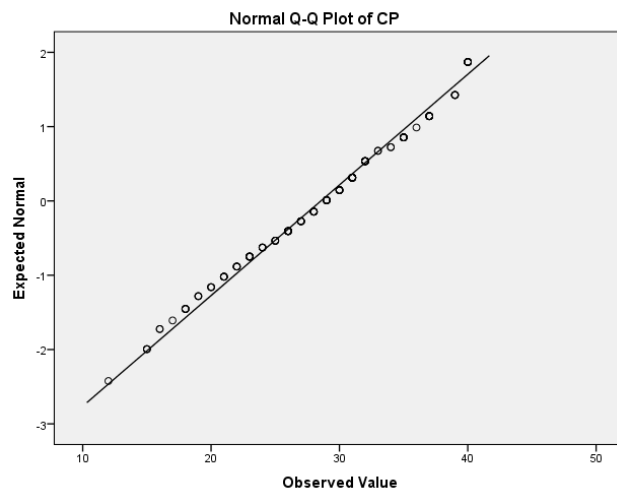
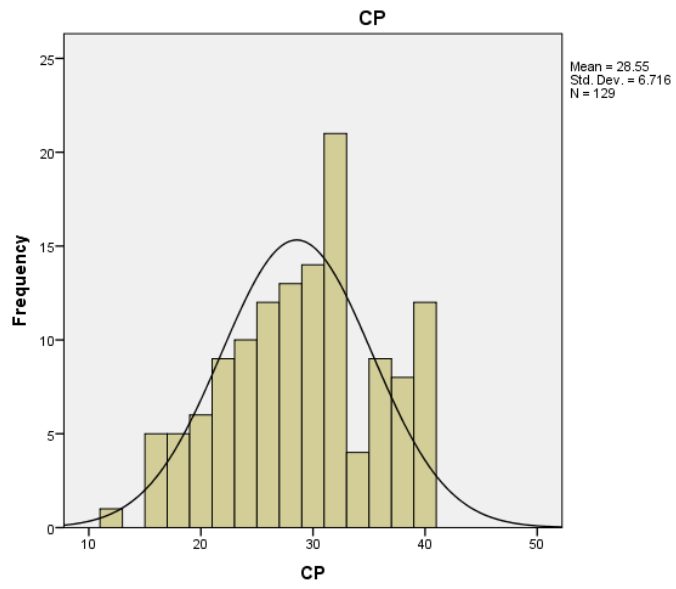
# Absorption



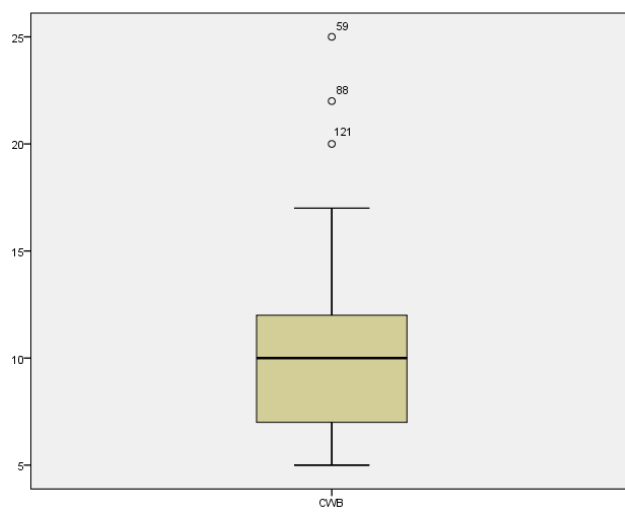
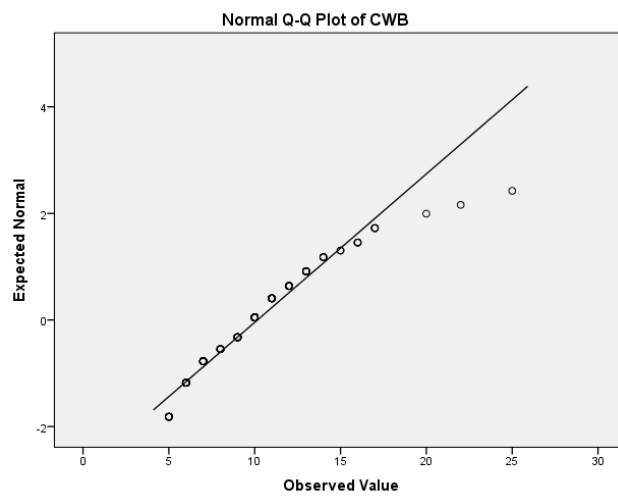
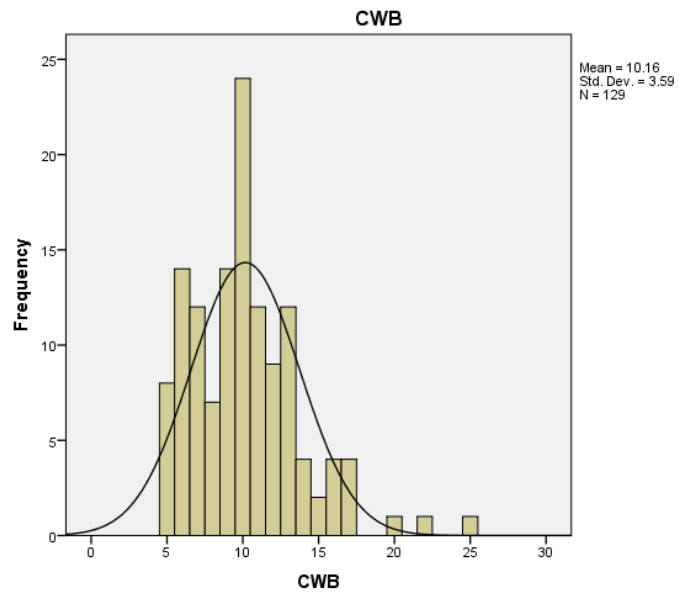
# Task Performance



# Contextual Performance



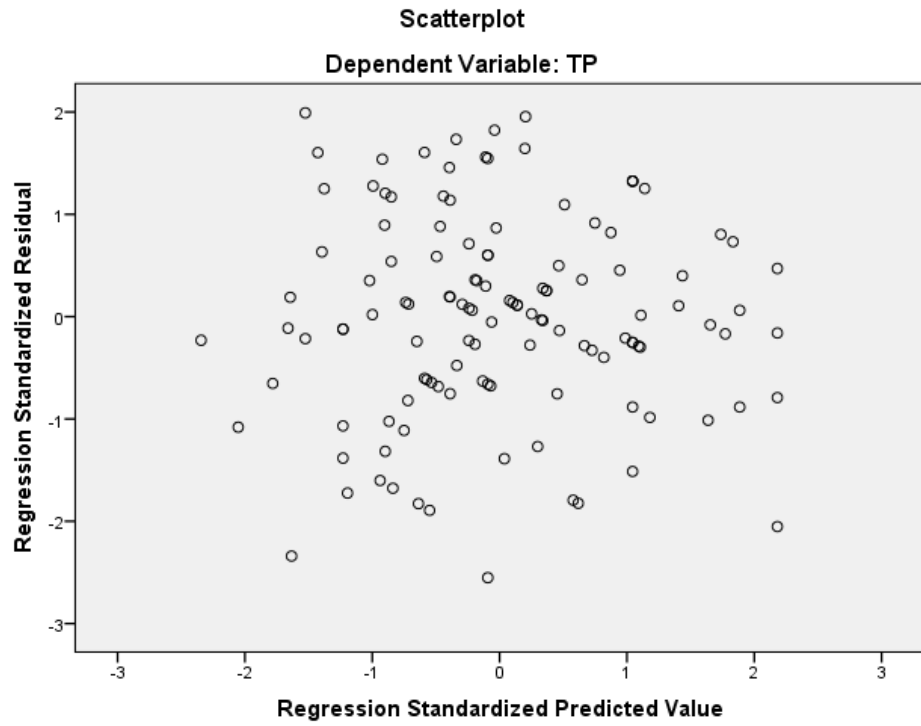
# Counterproductive Work Behaviour



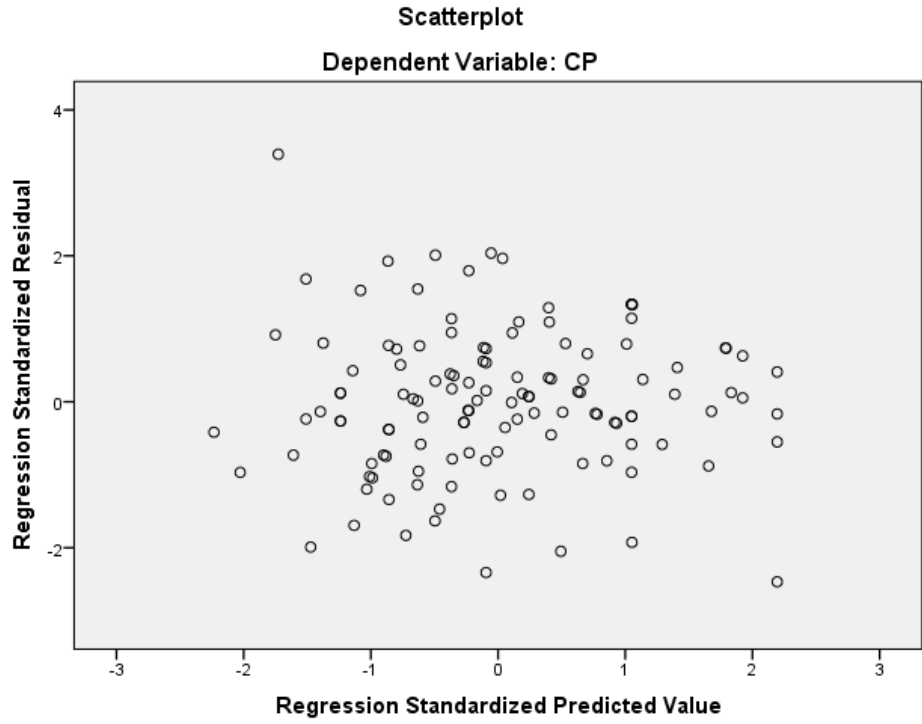
## APPENDIX F

### Scatterplot

#### Task Performance



#### Contextual Performance



### Counterproductive Work Behaviour

