THE EFFECTS OF EMOTIONAL INTELLIGENCE, REWARDS AND RECOGNITION, AND WORKLOAD ON WORK ENGAGEMENT AMONG ACADEMIC STAFF IN A MALAYSIAN PRIVATE UNIVERSITY

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APRIL 2023

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A final year project submitted in partial fulfillment of the

requirement for the degree of

BACHELOR OF BUSINESS ADMINISTRATION (HONS)

UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF BUSINESS AND FINANCE

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APRIL 2023

DECLARATION

We hereby declare that:

(1)   This undergraduate FYP is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.

(2)   No portion of this FYP has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.

(3)   Equal contribution has been made by each group member in completing the FYP.

(4)   The word count of this research report is <u>12730</u> words.

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ACKNOWLEDGEMENTS

DEDICATION

This dissertion is dedicated to:

Our supervisor.

Dr. Ng Lee Peng

For guiding us throughout the way of completion in this research project.

Tertiary educational institutional,

Universiti Tunku Abdul Rahman (UTAR)

For giving us an opportunity to conduct this research project.

Families and friends,

Makes us able to face different challenges and win those challenges.

Last but not least group members, who support us a lot and contribute their full effort to make this project possible.

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PREFACE

It is a great opportunity for me and my team member to have the BACHELOR OF BUSINESS ADMINISTRATION (HONS) in Universiti Tunku Abdul Rahman (UTAR). In the accomplishment of this degree I am submitting a research project on "THE EFFECTS OF EMOTIONAL INTELLIGENCE, REWARDS AND RECOGNITION, AND WORKLOAD ON WORK ENGAGEMENT AMONG ACADEMIC STAFF IN A MALAYSIAN PRIVATE UNIVERSITY. The aim of this research project is to identify the effects of determinants on work engagement among academic staff in a Malaysian private university.

ABSTRACT

Academic staff at universities are essential to every country's development. In order to achieve clearly stated objectives relating to program enhancement, recruitment and retention, and student learning outcomes, they coordinate the work of department heads. It was important to maintain their work engagement.

The purpose of this research is to identify the effects of determinants on work engagement among academic staff in a Malaysian private university. It will also help the academic staffs and readers to have more understanding about the factors that will affect the work engagement.

Quantitative research was used for this research by using self-administered questionnaire. The design of this research is cross-sectional design. A total of 285 questionnaires were collected from UTAR Kampar and UTAR Sungai Long using simple random sampling method. The result shows that workload is not significantly correlated with work engagement.

It is important to have training and support in better understand and manage emotions. Besides that, employees should feel recognized and appreciated for their contributions. Furthermore, Workload is not an important factor affecting work engagement and other factors should be considered for future research.

CHAPTER 1: RESEARCH OVERVIEW

1.0 INTRODUCTION

Academic staff at universities are essential to every country's development. According to Awang et al., (2010), academic staff carry out essential tasks like doing research to address societal issues that are widespread and teaching students specific skills and knowledge for their future professional growth. However, academic staff burnout rate is on the rise in Malaysia in recent years, which may lead to low work engagement. This poor situation is caused by numerous variables. Hence , this research will investigate the effects of emotional intelligence, reward and recognition, and workload on work engagement among academic staff at a private institution in Malaysia. This chapter provides the study background, research problem, research question, research objectives, hypothesis, and importance of study.

1.1 Research Background

Malaysia is attempting to extend its higher education system to support an entrepreneurial economy (Tan & Khuan, 2018). The purpose of the Malaysian government is to create a higher education scape that can encourage excellence in academic development to reach the status of a global education hub. There are two styles of post-secondary education centers in Malaysia: private higher education institutions (HEIs) and public HEIs. According to Tan and Khuan (2018), the increasing demand for higher education has given rise to the presence of private HEIs in the quest to ensure access to higher education for both international and local students. It is critical to ensure that education quality is frequently examined and improved. Education is a service-based industry. Thus, the academic staffs are one of the important parts in education. Therefore, academicians at private universities must be closely scrutinized in the terms of their work engagement.

According to Barkhuizen and Rothmann (2006), the concept of work engagement was first introduced by Kahn in year 1990. Kahn (1990) explains personal engagement as the harnessing of the selves of organization members to their work roles. In contrast, Khan (1990) defined personal disengagement as separating oneself from one's work roles. Individuals can employ distinct levels of their cognitive, emotional, and physical capacities in their professional endeavors while maintaining the boundaries between who they are and the roles they play.

The concept of engagement, first coined by Kahn (1990), can be viewed as a person's expression of "preferred self" in the task behaviours that stimulate connections to work and others. According to Lestari and Sawitri (2017), high work engagement, which demonstrated by absorption, perseverance, and enthusiasm at work, is associated with optimal job performance of university academic staff. Engaged employees are vigorous, immersed in their work and highly dedicated (Schaufeli et al., 2002). Dedication is more about being intensely interested in one's work and having important, enthusiastic, motivating, and challenging feelings. In other words, dedicated academics would be content with their work and feel that it is significant, fulfilling, and difficult (Alzyoud et al., 2014).

1.2 Research Problem

The Malaysian Higher Education has developed a better education system in 2015-2025 Education Higher Strategic Plan. This plan recognizes the need for higher education to adapt to the changing landscape of the twenty-first century, where new fields of study are increasingly relevant for sustainable development. One key development in this era is the Fourth Industrial Revolution (IR4.0), which involves the widespread use of intelligent networked systems and the emergence of new products, practices, and services. The goal of IR4.0 is to transform the nature of work and the required skill sets for workers. New products and services are introduced more often in IR4.0, and new employment is being created. Higher education institutions should concentrate on the IR4.0 movement as the industrial workforce is transforming. As such, it is crucial to prepare students for the industry because they will be operating in the environment of industry 4.0. As a result, industry representatives and university students should work together to create high-quality education (Hajar Halili, 2021).

However, the transformation plan's effects on higher education institutions in Malaysia have increased levels of work stress among academic staff, which influences their work engagement, involvement, and job satisfaction (Norzaini Azman et al ., 2013).

To gain a competitive advantage, organizations require highly energized, productive, and committed human resources (Chen, 2018; Bakker & Schaufeli, 2008). Positive employee attitudes have been shown to contribute significantly to an organizational succeed (Gruman & Saks, 2011; Al Mehrzi & Singh, 2016), enhancing both organizational performance and work engagement (Aboramadan et al., 2020).

Academicians or lecturers at the higher education level are in charge of making sure that students are ready to fulfil the expectations of the labour market. Because students are constantly drawn to the acts of the lecturer, thus academicians should serve as positive role models for their pupils. Additionally, they are expected to provide a high degree of devotion in every area of their work, thus this might put them under stress, which could result in psychological, physical, and behavioural problems (Deepti, & Hemant, 2018).

Nevertheless, those with better emotional intelligence and repair have less negative emotional reactions and intrusive thoughts, which makes it easier for them to adjust to the event (Extremera et al., 2007). Workers with a prominent level of emotional intelligence generally demonstrate greater engagement with their job because they can regulate their own emotions as well as the emotions of others. This ability serves as a source of energy to help them fulfill their work duties (Finkel et al., 2017). Besides, employees who can control their emotions in the face of stressful situations at work provide energetic fuel for productive behaviour (Elfenbein, 2007). So, emotional intelligence is important for academic staff who have been under a lot of pressure in recent year because emotional intelligence can reduce person to feel stress, then work engagement will increase (Al Miskry et al., 2021; Elfenbein, 2007).

Any organization's ability to succeed relies on its workforce. Additionally, this is true for academic institutions. Nevertheless, the management of private higher education institutions must strike a balance between profitability and expense. As a result, there are several instances in Malaysia when private higher education institutions are said to provide academic employees poor pay and benefits (Manogharan, & Thivaharan, 2018). While employees in certain industries may be more likely to switch to rival companies for better offers, academics may be more motivated to enhance their work enjoyment and engagement by participating in workplace decisions. Academic employees may become more devoted to their work and

workplace if they receive rewards and recognition at work. According to Alzyoud et al. (2014), employees look more prepared to manage problems at work and demonstrate a deeper understanding of the significance of their job because of strong links between rewards and recognition. As such, reward and recognition have become one of the most important parts of management in an organization that can influence how employees engage in their work nowadays (Akafo & Boateng, 2015; Taufek et al., 2016). Employee motivation and performance enhancement are heavily reliant on rewards and recognition (Lawler, 2003). A well-planned incentive system may dramatically boost an organization's efficiency and output (Akafo & Boateng, 2015).

One of the major challenges faced by academic staff is coping with high workloads. Workload refers to the perceived pressure caused by the amount and complexity of work, mental effort required, and the pace of work (Antoniou et al., 2003; Tomic & Tomic, 2010). According to Antoniou et al. (2003), workload, task variety, and pay rates are fundamental issues in the teaching profession. Chin et al. (2003) found that lecturers' weekly workloads ranged from 43 to 46 hours. About 47% of those surveyed participated in research and publishing. Overly demanding jobs frequently result in job discontent, stress, and burnout, disengagement which impact retention. Academic staff need to manage multiple tasks include committee engagement, research, community service, administrative, student evaluation, course preparation, and many more. Academic staff often face with time pressure as they have to work under extreme time constraints (Schmoldt et al., 1994; Kyvik, 2012; Ahsan et al., 2009; Kenny & Fluck, 2014). Employees will become stressed out and less engaged in their work if they have to do enormous work within a specified deadline (Yousefi & Abdullah, 2019).

Thus far, though several studies on predictors of work engagement among academic staff was found in Malaysia. But extremely limited studies had focused their attention in evaluating the combination of workload, recognition as well as emotional intelligence which is the important personal resources that can stimulate work engagement among academic staff thus far. Also, the published studies on work engagement on work engagement among academic staff is still less extensive as compared to those in healthcare sector, especially among nurses (Van Bogaert et al., 2017; Remegio et al., 2021), hotel (Park et al., 2019), finance (Abu Bakar et al., 2016) and information and communication technology (Barbars, 2018). Moreover, the studies on emotional intelligence on work engagement among academic staff in Malaysia's higher education sector are less compared to other countries, such as Italian (D'Amico, Geraci, & Tarantino, 2020), Indonesia (Hutami, & Kurniawan, 2019), The Netherlands (Tomic, & Tomic,

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2010) and India (Ravichandran et al., 2011), thus further evaluations are needed. As such, this study intends to evaluate the impact of emotional intelligence, rewards and recognition, and workload on work engagement among academic staff in Malaysian Private Universities.

1.3 Research Objectives

The study's primary goal is to examine the extent to which determinants impact the work engagement of academic staff in a Malaysian private university.

1.3.1 General Objective

To determine how factors affect the level of work engagement among academic staff at a private institution in Malaysia.

1.3.1.1 Specific Objective

1. To identify the effects of emotional intelligence on academic staff's work engagement.

2. To identify the effects of reward and recognition on academic staff's work engagement.

3. To identify the effects of workload on work engagement academic staff's work engagement.

1.4 Research Question

The primary inquiry driving this study is whether the variables influence academic staff members' work engagement in a Malaysian private university.

1. What influence does emotional intelligence have on work engagement of academic staff in a Malaysian private university?

2. What impact of reward and recognition on academic staff work engagement in a Malaysian private university?

3. How does workload affect the work engagement of academic staff in a Malaysian private university?

1.5 Hypothesis

H1: Emotional intelligence is positively related to work engagement among academic staff.

H2: Reward and recognition is positively related to work engagement among academic staff.

H3: Workload is negatively related to work engagement among academic staff.

1.6 Study Contribution

Theoretical Contribution

The present research contributes to the existing knowledge by emphasizing on emotional intelligence, reward and recognition and workload among the academic staff member at a

private institution in Malaysia. For workload, transformation plan's effects on higher education institutions in Malaysia have increased levels of work stress among academic staff, which influences their work engagement (Norzaini Azman et al., 2013). Other than that, the extra duties might put academic staff under stress, which could result in emotional, and behavioural problems (Deepti, & Hemant, 2018).

Additionally, currently there is lack of pertinent research about work engagement in academic field in Malaysia, specifically with workload, rewards and recognition and emotional intelligence as predictors, the relative influence of each variable on academic staff engagement will be examined in this study. Furthermore, a lot of studies on work engagement were targeted on nursing profession (Van Bogaert et al., 2017; Remegio et al., 2021), employees in finance sector (Abu Bakar et al., 2016), as well as information and communication technology (Barbars, 2018). As such, the present study can provide additional contribution to the existing work engagement literature.

Practical Contribution

From organization perspective, the study may assist the management of HEIs, specifically the private universities in better understanding the needs of their academic staff to motivate them toward better work engagement in their profession. It gives employers the information on different variables that are examined, hence employers can identify the problem and make improvements.

From employee perspective, this research can help employee understand the causes of their low work engagement. Therefore, they can take emotional intelligence, reward and recognition, and workload seriously to make improvement. As a result, they are not losing work engagement and potentially lead to low job performance.

1.7 Layout of Chapter

There are five chapters in this thesis. Chapter 1 focuses on background of study, problem description, goals and questions of research, research hypothesis and importance of the study.

It will aid researchers and readers in comprehending the main idea, as well as information of background regarding the research question, objectives, and meaning of the study.

Chapter 2 covers literature review, associated theoretical models, the proposed theoretical framework, and hypothesising. The chapter discusses and reviews previous research in journals and articles on the factors influencing the work engagement of academic staff at a private university.

Chapter 3 covers research design, related methodology, data gathering techniques, design of sampling, research instruments, constructive measurement, and methods to analyse data. It is crucial to detail the target groups, sample frames, locations, sizes, and methodologies, as well as the quantitative and qualitative research designs, main or secondary data gathering methods, and sampling designs.

Chapter 4 outline descriptive analysis, along with information on respondents' demographics and a construct's central tendencies. In this chapter also included the reliability analysis. Pearson correlation analysis is utilized to assess the connection between variables. Besides, Multiple regression analysis is used to evaluate the relative impact of each independent variable on the dependent variable. It shows all the results from the collected questionnaire.

Chapter 5 covers the discussion on major finding on three independent variables: Emotional Intelligence, Rewards and Recognition and Workload. The chapter provides implication and limitation of study together with recommendation for studies in future.

1.8 Chapter Summary

The background of the research, research problem, the research question and obejective, the hypothesis, and the importance of the research have all been discussed in this chapter. The creation of a hypothesis, a review of the literature on the variables, pertinent underlying theories, and the proposed conceptual framework will all be covered in the following chapter.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This chapter discuss on underlying theory that support the proposed research framework of this study The second section include the theoretical explanation and reviews of past research that are pertaining to the dependent and independent variables of the study. The third section discusses the conceptual framework, which is in line with the research objectives. The fourth section outlines and explains the variables relationship based on the hypothesis of the study The last section concludes the chapter.

2.1 Underlying Theories

2.1.1 The Job Demands-Resources (JD-R) Model

The JD-R model, which has widely been used to discuss the phenomenon of job burnout, has been extended to work engagement research (Bakker & Demerouti, 2008; Demerouti et al., 2001). Job demands are the physical or emotional stressors in your role (Taris & Schaufeli, 2016, p. 158)." Even though job expectations are not always wrong, they might become stressful if they involve much work and the employee does not recover enough (Bakker et al., 2007). Job demands, including work overload, interpersonal conflict, and job insecurity, can lead to stress and burnout (Schaufeli & Taris, 2013). When job demands exceed available resources, employees may experience adverse effects like illness, absenteeism, poor performance, difficulty working, and low commitment to the organization (Schaufeli, 2017). Based on the model, job resources can counteract the bad site effects of job demands on fatigue. It is also intended to alleviate the demands of the job and the associated fatigue (Schaufeli & Taris, 2013).

It is also the components that facilitate goal achievement, lessen workload expectations, and frequently promote personal development. Previous research found that job resources, for example emotional support from supervisors and co-workers, and learning chances are positively affect work engagement (Bakker & Demerouti, 2008). These resources are essential because they can suffice basic human needs, as an example competence, autonomy, and provide intrinsic motivation. Not only that, but job resources are also assist individuals achieve their professional goals (Bakker & Albrecht, 2018). Rewards and recognition are also a type of job resource. Several studies have found that job resources having relationship between work engagement, and it serves as a motivation. Furthermore, the connection between job resources and inclination to resign was mediated by work involvement, rather than job demands (Bakker & Demerouti, 2008).

Not only that, the JD-R model also includes personal resources. These are positive self-evaluations and the feeling of being able to regulate and positively influence one's environment (Bakker & Demerouti, 2008). Depending on the personal resource being investigated, fixed personality traits such as optimism may act as background to job resources and job demand, changeable personal features such as self-efficacy may mediate between job characteristics and well-being (Schaufeli, 2017). High-resource workers are more likely to believe that their efforts will yield desirable results and that their wants will be fully addressed as a result of their involvement with the company (Knight et al., 2016).

Moreover, workers who are confidence and believe they can meet the demand of their job by include themself in organizational responsibilities tend to have positive expectations about their lives. Follow-up research conducted after two years by Xanthopoulou et al. (2007) confirmed and extended these findings. In addition to job resources and past levels of engagement, the study revealed that confidence, organisational development-based self-esteem, and positivism uniquely contribute to explaining the variation in work engagement over time. Additionally, Bakker et al. (2006) found that female school principals with the highest levels of personal resources had the highest levels of work engagement. Not only did social support from team members, principal colleagues, and intimate companions contribute to their work engagement, but also resilience, optimism and self-efficacy. The unique variance in scores for engagement

was explained by these personal resources, indicating that engaged workers possess personal assets that enable them to influence their work environment and advance their careers, such as confidence in themselves, self-worth, durability, and a proactive managing style (Bakker & Demerouti, 2008).

2.2 Literature review

2.2.1 Dependent Variable: Work Engagement

Bakker and Schaufeli (2004) claims that work engagement defined an enthusiastic, productive condition associated with employment that is marked by vigor, dedication, and absorption. "Engagement" is a state of affective-cognitive immersion that is not restricted to a specific object, event, person, or activity, but rather is sustained over time (Bakker, & Schaufeli, 2004).

The initial facet of work engagement, known as "vigor," is marked by a deep feeling of eagerness and psychological endurance when executing work-related duties. It involves a willingness to exert oneself and maintain a persistent approach, even when faced with obstacles or difficulties. (Bakker, Martínez, Pinto, Salanova, & Schaufeli, 2002). The second dimension is dedication is used to describe having a great feeling of commitment, excitement, and challenge in one's profession (Bakker, & Schaufeli, 2004). An especially intense participation that goes above and beyond the typical degree of identification is referred to as dedication in a qualitative sense. In a qualitative sense, dedication encompasses a larger range of concepts by not just referring to a certain belief or cognitive state but also the emotive component (Bakker, González-romá, Salanova, & Schaufeli, 2002).

The third dimension of work engagement, known as "absorption", refers to the state of being deeply engrossed and contentedly absorbed in one's job (Bakker, & Schaufeli, 2004). It is a state where time seems to fly by, and it becomes challenging to separate oneself from work. While engagement is a more widespread and long-lasting state of mind, flow is often a complex concept that encompasses several distinct, short-term "peak" experiences. When one is fully immersed in their work, they are said to be in a state of flow (Bakker, González-romá, Salanova, & Schaufeli, 2002).

According to some academics, people who are not motivated at work will seem to be with drawing and defensive, which will manifest in actions that harm productivity, morale, wages, and time. Employees that are engaged in their job will put in more effort and connect with it more effectively and energetically, leading to favourable results for both the person and the company. According to theories about engaged workers, they work harder, are more dynamic while at work, and are more receptive to new knowledge. Employee personal resources are significant contributors to work engagement in this regard, especially when workers can change the workplace (Alotaibi, Amin, & Winterton, 2020).

Job resources may be driven by intrinsic motivation, such as fostering learning or personal development, or extrinsic motivation, such as offering assistance or information to attain objectives (Bakker, & Schaufeli, 2004). According to, they induce employees to meet their goals. As a result, workers could become more engaged to and enthusiastic about their work because they find satisfaction in it (Bakker, Demerouti, Schaufeli, & Xanthopoulou, 2009). According to the social exchange theory (SET), when an employee receives recognition and rewards from their employer, this compels them to react with increased levels of engagement (Saks, 2006). According to Schaufeli (2013), when an organization provides an employee with resources (such as a respectable income, recognition, and possibilities for growth), the employee feels obligated and is more likely to "repay" the employer by contributing to the company (Schaufeli, 2013).

Workplaces that impose excessive job demands on their employees typically result in poor work performance and outcomes, leading to a decline in work engagement. The term "workload" has been associated with several adverse employee consequences, including fatigue and absenteeism. Additionally, job demands have adverse effects on workers' overall health and psychological well-being, which can ultimately impact their job performance (Ahmed, Dahri, Shah, Shah, Siddiqui, & Qureshi, 2017).

2.2.2 Independent Variable: Emotional Intelligence

"A collection of interconnected qualities held by humans to cope with emotions," is how emotional intelligence is defined (Mayer, & Salovey, 1997). In addition, emotional intelligence refers to the ability to identify and regulate one's own emotions and the emotions of others. This includes the skill of differentiating between various emotions and utilizing this knowledge to make informed decisions and regulate one's behaviour (Mayer, & Salovey, 1997). On the other hand, George et al. (2021) explained emotional intelligence as a collection of abilities that help people manage their emotions, get along with others, plan, and complete tasks in the job (George, Okon, & Akaighe, 2021).

Emotional intelligence is the "ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions." While there are various definitions of emotional intelligence, this particular definition is widely acknowledged as the most commonly accepted (Mayer, and Salovey, 1990).

Using this idea of emotional intelligence as a starting point, Law and Wong (2002) designed an emotional intelligence scale that is linked to the four emotional intelligence aspects. (Law, & Wong, 2002). First, the Others' Emotion Appraisal stated that this related to peoples' capacities for sensing and comprehending the emotions of others around them. Individuals with a strong aptitude in this skill tend to be considerably more sensitive to both the emotions and thoughts of others (Law, & Wong, 2002).

Second, the Self-Emotion Appraisal indicated that this relates to the person's ability to grasp and naturally communicate their powerful sentiments. Individuals who are highly skilled in this domain can identify and acknowledge their own emotions much earlier than those who are not as proficient (Law, & Wong, 2002). Third, the Use of Emotion stated that this refers to people's capacity to harness their feelings and channel them toward worthwhile endeavors and improved performance (Law, & Wong, 2002). Lastly, the Regulation of Emotion stated that this pertains to people's capacity for emotional regulation, which would facilitate a quicker recovery from psychological suffering (Law, & Wong, 2002).

In fact, occupational health models for teachers are increasingly emphasizing the need for emotional intelligence (Leisink, Schaufeli, & Taris, 2017). According to Beltman, Broadley, Mansfield, and Weatherby-Fell (2016), one of the main factors influencing teachers' affective reactions is whether they think they have the necessary emotional intelligence to manage stress at school (Beltman, Broadley, Mansfield, & Weatherby-Fell, 2016). Emotional intelligence is consistently linked to greater life happiness, more teaching satisfaction (Jin, Lee, Yin, & Zhang,

2013), and more favourable views toward teaching (Extremera, & Mérida-López, 2017). According to Extremera, Pena, and Rey (2012), the interaction of organizational and personal variables to forecast the distinctive variation in depression symptomatology among teachers (Extremera, Pena, & Rey, 2012).

According to Côté (2014), emotional intelligence is a personal resource that may how individuals perceive and respond to a dangerous situation or altering their approach to addressing problems. These emotional resources may thus enable individuals to engage to dangers in a more positive way, leading to more favourable workplace responses (Côté, 2014). Personal resources like emotional intelligence may thus invigorate staff, foster perseverance, and help them concentrate on their work.

2.2.3 Independent Variable: Rewards and Recognition

Reward and recognition programmers are powerful tools for influencing an employee's attitudes and behaviours. Salary may be used as a tactic to boost employee work engagement in an organization. Compensation is an important component of Human Resource Management since it promotes employee motivation while also increasing organisational productivity and efficiency. (Attiogbe, & Quartey, 2013). When workers perceive higher benefits and acknowledgment for their efforts, it is thought that they would be more invested in their work. Employee views of the advantages they get from their roles might fluctuate, which can lead to disparities in employee engagement (Hutami, & Kurniawan, 2019).

Effective tactics for rewards and recognition also convey to workers that a company is ready to make an investment in their welfare. Recognition is used to act as a reminder of excellent achievement. Such acknowledgement might serve to further demonstrate how much the company appreciates its employees. When workers are given credit for their efforts, they often feel obligated to repay the favour by continuing to perform well. According to Harrison (2005), efficient strategies for recognizing employees may include timely and formal or informal acknowledgment of an individual's behaviour, effort, or business outcomes that align with the

organization's objectives and values and exceed conventional expectations. Most workers' compassionate and appreciative attitudes are validated by daily acknowledgment. Additionally, it lends support, authority, and significance to the select few who win formally or informally nominated or awarded accolades (Madhani, 2020).

There are two categories of rewards, namely extrinsic and intrinsic rewards. The primary kind of extrinsic reward is monetary. It is termed "extrinsic" because it is apart from the task itself and someone else determines its scope and approval. It includes things like compensation, perks, job security, promotions, competitive pay, pay hikes, merit bonuses, make-up time off, and others (Lederer, & Mahaney, 2006). According to Buelens et al. (1998), private sector employees value extrinsic rewards higher. In short, employee will be stressed on attaining the company goal to achieve their bonus, promotion, meanwhile increasing their work engagement.

On the other hand, intrinsic reward is a psychological benefit that workers get for completing meaningful job properly (Obicci, 2015). Examples of intrinsic rewards include accomplishment, challenge, autonomy, responsibility, professional and personal development, recognition of status, appreciation from managers and colleagues, personal fulfilment, a sense of self-value, self-awareness, the chance to apply one's skills and abilities, and constructive feedback (Obicci, 2015). Therefore, reward refers to all the financial and psychological advantages provided by the company to the employee (Obicci, 2015). According to Bosco (2014), rewards and recognition are the most efficient intrinsic rewards in improving employee's performance. Company pays employee intrinsic rewards to attract and ensure participation (work engagement).

Research showed that payment, potential incentives, and perks all have a favourable impact on normative commitment (Rezaei, & Valaei, 2016). Besides, workforce adaptability and an increased feeling of corporate support are both influenced by reward schemes as well (Madden, Madden, & Mathias, 2015). Higher levels of employee performance are encouraged by recognition, particularly during lean financial times. Employees trade their actions and efforts for monetary and emotional benefits. When an employee receives a reward, they feel appreciated by the company and motivated to keep improving since they believe their work is

valuable to the company. Additionally, acknowledging progress achieved towards any goal may inspire an employee to focus more effort on achieving that goal (Chauhan, Ghosh, Rai, & Singh, 2018).

Both recognition (e.g., verbal praise) and monetary rewards, such as incentives are important to significantly improve performance in service environments (Wilches, 2009). According to Bisobori et al. (2012), employee recognition makes employees aware of how much their work is being appreciated and valued. It instils pride and belonging in employees, raises morale, fosters loyalty, and increases the organization's employee retention rate. Employee recognition has been demonstrated to be an effective motivator in increasing employees' efforts to achieve organisational goals and objectives (Ahmad et al., 2014). It also has a favourable impact on staff performance and work engagement (Daud, & Rahim, 2013). Non-monetary recognition has been promoted as a less expensive and more effective cash replacement, a motivator, and a means to improve performance and work engagement.

2.2.4 Independent Variable: Workload

Workload is a precursor variable that may influence the environment for engagement. The inability of employees to perform job requirements successfully or satisfactorily might have a negative influence on the work engagement (Ladyshewsky, & Taplin, 2018). Conversely, a lack of employment might result in lesser involvement (Ladyshewsky, & Taplin, 2018).

A position's or an organizational unit's workload is determined by the sum of the work volume and the expected turnaround time (Inegbedion et al., 2020). If a worker's aptitude exceeds what is needed of them, they risk becoming disenchanted with their line of work. On the other hand, greater exhaustion will appear if a worker's strength is insufficient to match the demands of the task. (Hermawan, 2021).

Moreover, workload cause tension employees deal with severe workloads when they cannot complete the tasks that are expected of them by their employers. The idea of perceived workload is fluid. It is connected to the individual's workplace circumstance and the workers' subjective sentiments. Workload is a measure of how taxing the task is on the brain, the complexity of the task, and the pace of the task (Ahmed, Khalid, Islam, & Abro, 2019). Past studies showed that increased workload cause more health issues (Tomic, & Tomic, 2011).

According to Yaacob (2018), to ensure that Malaysian higher education ranks among the best in the world, the government has divided the public universities of Malaysian into four categories: Comprehensive University, Research University, Focused University, and APEX University. All four universities have their own autonomy when it comes to allocating workload to academic staff. These allocations are determined by their objectives, vision, mission and annual performance indicators. Namely, these allocations differ not only between university categories, but also between faculties. Different annual performance indicators would reflect different workloads for these academic staff members (Yaacob, 2018).

High workload has been identified as one of the main reasons of burnout. In contrast, it leads to lower work engagement among employees. Based on the job demands-resources model, the health impairment process of job demands can be used to explain the negative association between perceived heavy workload and employees' work engagement. Despite there have been conflicting findings in the past on the link between job demand and work engagement or the other related variables (Ugwu, & Onyishi, 2020), several findings show workload is the major cause of rising tiredness (Ugwu, & Onyishi, 2020).

According to Ahmed et al. (2017), Workload has been linked to a variety of negative employee outcomes, including fatigue and absenteeism. Most employees are experiencing a lack of energy and mental connectivity, which is reducing their work engagement (Ahmed et al., 2017).

2.3 Proposed Conceptual Framework

```
┌─────────────────────────┐
│ Emotional Intelligence  │────────H1─────┐
└─────────────────────────┘               │
┌─────────────────────────┐     H2        ▼    ┌──────────────────────┐
│ Rewards and Recognition │───────────────────▶│   Work Engagement    │
└─────────────────────────┘     H3              └──────────────────────┘
┌─────────────────────────┐               ▲
│        Workload         │───────────────┘
└─────────────────────────┘
```
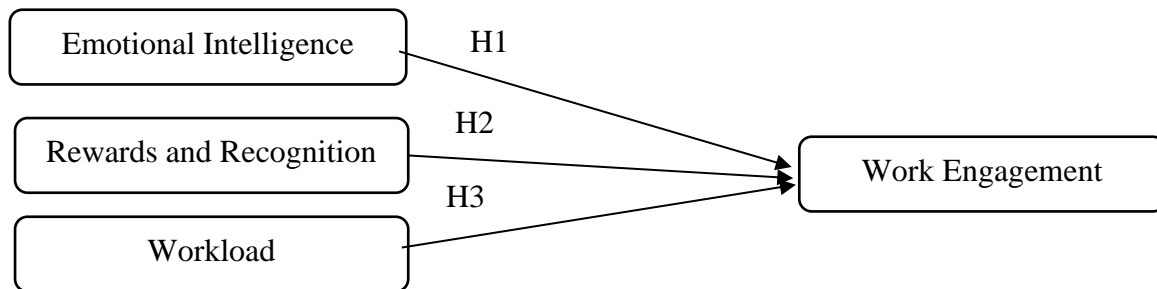
Independent Variables (IV)   **Dependent Variables (DV)**

Diagram 2.0: Advocated Conceptual Framework Model

Diagram above shows the conceptual framework model for the present study. This model is based on the foundation of JD-R model (Bakker & Demerouti, 2008). Job demands and job resources based on JD-R model may include various aspects of the organizations and job. Emotional intelligence is an example of personal resources that can allows for more flexible planning, better decision-making, and creative thinking punctuality and perseverance in the face of difficult tasks (Sarangi & Vats, 2015). Appropriate emotions and feelings are strategic in nature and have an impact on both the organization and the individual. Besides that, rewards and recognition are an important job resource in the organization. Employees were more engaged in their work when organizations provided heightened rewards and recognition (Victor & Hoole, 2017). In addition, workload is job demand that linked with low motivation and increased stress. According to Abualigah et al. (2021), workload overload will deplete emotional energy and leads to burnout. Thus, will reduce the work engagement.

2.4 Hypotheses Development

2.4.1 Relationship Between Emotional Intelligence and Work Engagement

Extremera et al. (2018) conducted research that found a positively relationship between employees with higher emotional intelligence and job engagement. These findings are coherent with studies that had been done before suggesting a connection between emotional intelligence

and work engagement. Specifically, employees with high emotional intelligence tend to exhibit greater levels of vigour and vitality, report more excitement, inspiration, pride, and enjoyment in their work, and demonstrate more focused attention and energy during work tasks (Pena, Rey, & Extremera, 2012). It shows that these positive result from the heightened levels of vigour, and absorption exhibited by employees with high emotional intelligence. Additionally, employees with high emotional intelligence may be more inclined to display positive attitudes, as they tend to be happier, more energetic, and more motivated to put in extra effort at work. In contrast, employees with low emotional intelligence may struggle to maintain a positive work attitude.

To summarize Jackson's (2014) research on trait emotional intelligence and job engagement, it was found that there is a correlation between the two. Additionally, Jackson et al. (2014) discovered that affect-related traits are utilized as resources by engaged workers to indirectly enhance their work performance through trait emotional intelligence. Additionally, previous research has demonstrated that emotionally intelligent individuals are more positively engaged at work (de Clercq et al., 2013; Inceoglu & Warr, 2011).

H1: Emotional intelligence is positively related to work engagement among academic staff

2.4.2 Relationship Between Rewards and Recognition and Work Engagement

Several studies have established a positive link between rewards and recognition and work engagement (Jacobs et al., 2014; Hakonen et al., 2014; Gill, Dugger, and Norton, 2014). The social exchange theory supports this connection between extrinsic rewards and work engagement by suggesting that workers are likely to engage in a fair exchange of doing more work when they receive rewards for their hard work (Waqas & Saleem, 2014Ram & Prabhakar, 2011; Gujral & Jain, 2013;). In South Africa, Jacobs et al. (2014) found that employees showed more interest in their work when organizations offered greater intrinsic rewards, which is consistent with Masvaure et al.'s (2014) findings that organizations with genuinely motivated

and compensated employees had higher work engagement. Additionally, May, Gilson, and Harter (2004) discovered a statistically significant relationship between work engagement and intrinsic rewards, particularly psychological meaningfulness. To boost job satisfaction, a workplace should offer diverse forms of compensation to its workers (Roberts & Davenport, 2002). Ram and Prabhakar (2011) both intrinsic and extrinsic rewards were found to increase employee engagement at work. The use of both intrinsic and extrinsic rewards to boost employee engagement should be explored, despite the fact that most studies have concentrated on the former (Roberts & Davenport, 2002; Obicci, 2015; Ram & Prabhakar, 2011).

Several studies (Holee & Hotz, 2016; Hulkko-Nyman et al., 2014; Jacobs et al., 2014) have explored the relationship between organizational rewards and work engagement, finding that various types of incentives, both intrinsic and extrinsic, have a positive association with job satisfaction. Furthermore, previous research has shown that rewards and recognition and work engagement are having relationship (Holee & Hotz, 2016; Ram & Prabhakar, 2011). It can be inferred from these findings that high levels of organizational rewards which is both intrinsic and extrinsic rewards can increase employees' work engagement. In addition, according to Schaufeli and Bakker (2003) and Thomas (2009), intrinsic rewards have the strongest association with employee engagement because they encourage workers to put in more time, energy, and care for the success of the company.

H2: Rewards and recognition is positively related to work engagement among academic staff

2.4.3 Relationship Between Workload and Work Engagement

According to Montani et al. (2019), workload is defined as having too many demands placed on one's time and resources to handle them. Workload is correlated to the employees' increased work tasks and responsibilities, resulting in the capacity for motivation to mobilize effective work performance. (Montani et al., 2019)

According to Tomic and Tomic (2010), perceived workload is a dynamic concept. It is related to the subjective perception and the individual work situation of the employee. Employee priorities and organizational objectives are in line when workers are motivated by their work.

There is a negative relationship between workload and work engagement (Tomic & Tomic, 2010). When the workload increases, the work engagement of the academic staff will reduce. This is because workload is associated with several negative employee outcomes, including fatigue and absenteeism. Most employees are experiencing a lack of energy and mental connectivity, which is reducing their work engagement (Ahmed et al., 2017).

H3: Workload is negatively related to work engagement among academic staff

2.5 Chapter Summary

This chapter has provided comprehensive review on dependent variable (work engagement) and independent variables (emotional intelligence, rewards and recognition, and workload). We also proposed conceptual framework and hypotheses development as our research study guideline. In Chapter 3, we will carry out our research methodology according to the themes set in this chapter.

CHAPTER 3: METHODOLOGY

3.0 Introduction

In chapter 3, the research approach is described, which involves examining the design and techniques used to gather data. This is followed by an explanation of the sample design, the research instrument and the construct measurement. Additionally, this chapter offers information on data processing and analysis in depth. The final section will include a chapter summary.

3.1 Research Design

Design of research creates a structure to gather and interpret data (Burns & Bush, 2010). This study emphasizes the use of a quantitative research design as it tests hypotheses anchored in grounded theory. Furthermore, the deductive research approach used in this study starts from general concepts and moves towards specific ones (Burney & Saleem, 2008). It starts with theories and hypotheses and then collects data to test those theories and hypotheses (Dudovskiy, 2019). In addition, the questionnaire design was based on fixed alternative questions. The entire study's information will be gathered through self-administered questionnaires from intended participants and the data will be analysed to test hypotheses. Furthermore, this study is causal and seeks to establish the degree and nature of the causal relationship between the independent and dependent variables. (Zikmund, Babin, & Griffin, 2012). For data collection, data for this study are collected once over the course of several days, weeks, or months using a cross-sectional method. (Sekaran, U. & Bougie, R. 2016). The design was chosen because it is inexpensive, easy to perform, and does not require tracking of individuals over time (Wang & Cheng, 2020).

3.2 Method of Data Collection

In statistical analysis, collecting data is necessary. In order to obtain relevant information on all factors that show meaningful correlations between dependent and independent variables, primary and secondary data are the two categories into which data collecting may be split.. (Douglas, 2015).

3.2.1 Primary Data

This empirical study relies on primary data relating to researcher-generated first-hand information such as surveys, interviews and experiments, all aimed at understanding and solving the research problem at hand (Wagh, 2022). Primary data is considered superior to secondary data when it comes to answering specific research questions and interpreting data. To determine the effects of reward and recognition, emotional intelligence, and workload on academic staff's work engagement, this study uses both online surveys and physical questionnaires. The questionnaire serves as the primary source of raw data as the information collected from respondents is first-hand and unprocessed. It is an extremely effective data collection tool when researchers are aware of the precise requirements and methods of measuring the variables of interest (Sekaran & Roger, 2009). The details of the data collection process to meet the required sample size for the present study are given in Section 3.3.5.

3.3 Sampling Design

3.3.1 Target Population

This study's target population includes the research and teaching personnel currently employed at Universiti Tunku Abdul Rahman (UTAR) in Malaysia, a non-profit private entity wholly owned by the UTAR Education Foundation (Times Higher Education, 2022). UTAR is ranked 801st in QS World University Ranking 2022 and has two campuses, UTAR Kampar and UTAR Sungai Long. According to QS top universities (2022), UTAR has 1036 domestic faculty staff and 78 international faculty staff, resulting in a target population of 1114 academic staff for this study. It was planned to collect data for this study from both campuses.

3.3.2 Sampling Frame and Location

A sampling frame is a compilation of each action undertaken by the study's population for each item (Stephanie, 2014). The study was conducted at two UTAR campuses, namely Kampar District in Perak (UTAR Kampar) and Bandar Sungai Long in Kajang, Selangor (UTAR Sungai Long). The sampling frame included all academic staff members at both locations listed in the staff directory. The directory contains a comprehensive list of academic staff currently employed at UTAR, including their department and contact information.

3.3.3 Sampling Element

The sample element is an analysis unit or a case in the population to be measured, it can be a person, an organization, a group and a company. The sample element for this study includes local and foreign academic staff who worked at the two campuses. Academic staff in various positions including tutor, lecturer, senior lecturer, assistant professor, associate professor and professor are the target of the study, whether they are permanent or contract staff.

3.3.4 Sampling Technique

To produce findings that are applicable to the overall population of interest, researchers must use proper sampling methods (Sekaran & Bougie, 2016). Since a sample frame of the entire academic staff of the selected private university is available, a probability sampling method can be used. When adopting probability sampling, each member of the population has an equal likelihood of being picked. Simple random sampling, one of many different probability sampling strategies, is used in this study. According to Thomas (2022), a simple random sample is a subset of the population that has been chosen at random. For the present study, respondents were randomly selected from the list of staff directories available on the university's website.

3.3.5 Sampling Size

Krejcie and Morgan (1970) claim that a target sample size of 285 is desirable for a population of 1114 in UTAR. According to Roscoe (1975), The minimum sample size for statistical analysis is 30, and a sample size of at least 100 is preferred for studies with medium effect sizes. The actual sample size of 285 met the requirement for successful research. There were several extenuating considerations that justified the use of this sample size as sufficient, Despite the fact that this might cast doubt on the study's statistical validity and its capacity to generalise its findings. For example, the study was conducted in and targeted a specific geographic region and targeted a specific population with specific characteristics, reducing the need for a larger sample size. In addition, the research team applied a rigorous sampling strategy that ensured the sample was representative of the target population, improving the study validity.

Data collection for this research study was conducted from December 2022 to February 2023. The email addresses of potential respondents were obtained from the educational institutions' staff directory and an invitation to participate in the online survey (Google form) was sent to the academic staff of both UTAR Kampar and Sungai Long campuses. The

respondent can access the online survey at their convenience and reminders have been sent to encourage participation. Initially, the response rate was low, only 90 responses were received. One possible reason could be privacy concerns, as respondents had to provide their email address in the online survey. Therefore, changes were made by removing the requirement to provide email addresses in the online questionnaire and changing the subject line of the email. These approaches help increase the response rate and an additional 146 responses were received, raising the overall count of online surveys to 236.

Since the online survey did not meet the target sample size and the time pressure to collect data, we personally distributed the surveys to the academic staff in different faculties on the UTAR Kampar campus starting in February 2023. To increase the response rate, we decided to walk-in to the academic staff's office, where we distributed the questionnaires in two forms: a form with a QR code (electronic form) and a paper questionnaire. The target participants can choose an option which was the most convenient for them. Ultimately, 49 questionnaires out of 100 distributed were returned. Along with the online survey, which was sent via email, a total of 285 usable and valid questionnaires were obtained that met the required sample size.

3.4 Research Instrument

Research tools are measurement tools used for studies to acquire data and information. The questionnaire has served many researchers as a statistical tool to effectively get data from the intended population (Wilkinson and Birmingham, 2003). Since the respondents only have to read, interpret and fill out the questionnaire in a few minutes, it is possible to rapidly generate the respondents' primary data.

3.4.1 Questionnaires Design

The online questionnaire's questions are designed in structured form and separated into five sections. Section A contains demographic data. Sections B, C, D include three independent variables including emotional intelligence, reward and recognition, and workload. While section E is dependent variable, the work engagement among academic staffs. The questionnaire consists of fifty-nine questions in total. Target participants' personal and demographic data will be gathered in Section A. It covers eight questions, including university working at, marital status, age, gender, highest education completed, ethnicity, current position and tenure. Sections B, C, and D are designed on a five-point Linkert scale to investigate responses ranging from "strongly disagree," "disagree," "neutral," "agree," and "strongly agree." Section B has measurement purpose on emotional intelligence, and it consists of sixteen questions in four dimensions: others' emotion appraisal (OEA), regulation of emotion (ROE), self-emotion appraisal (SEA) and use of emotion (UOE). Section C measures reward and recognition with seven questions are designed. Section D measures workload with nine questions are designed. While section E is to measure work engagement with nine questions designed in five-point Frequency Scale to determine the responses ranged from "never, rarely, sometimes, often and always". It covers three dimensions: vigor, dedication and absorption.

3.4.2 Pilot Testing

To determine the suitability of the questionnaire instrument, small simulations of the formal data collection process are used in pilot test (Arulogun et al., 2015). A pilot study is completed to obtain 30 academic staff samples in UTAR (Kampar campus), and to test reliability of each variable.

Table 3.3 Pilot Study Reliability Test

No	Variable	Cronbach's Alpha
i.	Emotional Intelligence	.903
ii.	Workload	.780
iii.	Reward and Recognition	.869

iv.	Work engagement	.908

Source: Generated by SPSS 28.0 system

Table 3.3 shows that the independent variables reward and recognition, emotional intelligence, and the dependent variable work engagement have excellent reliability. In contrast, the independent variable workload showed a reliability of 0.714, but after removing the item 'I am given enough time to do what is expected of me at my job', the reliability improved to 0.780, which corresponds to indicate a good level of reliability.

3.5 Origin and Constructs Measurement

3.5.1 Operational Definition

In this research study, emotional intelligence is operationalized with the scales adopted from Wong and Law (2002), reflect the ability to monitor one's own and others' feelings and emotions. There are four dimensions, namely others' emotion appraisal (4 items), use of emotion (4 items), self-emotion appraisal (4 items), and regulation of emotion (4 items), total of 16 items.

Reward and recognition are an acknowledgement of employee performance in intrinsic or extrinsic ways, which adopted from De Beer (1987) and Leary (2004). It consists of 7 items.

Workload is operationalized with the measure from Johnston et al. (1990); Rizzo et al. (1970); Firth et al. (2004); Mazlina (2012), with a total of 9 items among others reflect the amount of work and responsibility one need to handle, extent to which one need to work very hard and rush to work.

Work engagement is enthusiastic associated to employment, which is adopted from Schaufeli et al. (2006). There are 3 dimensions, namely vigor (3items), dedication (3items) and absorption (3items), total of 9 items.

Table 3.4 Measurement of Independent Variables and Dependent Variable

Variable	Source	Scales	No. Question	Dimensions	Sample Questions
Emotional Intelligence	Wong and Law (2002)	Interval scale (5-point Likert Scale)	4	Self-emotion appraisal (SEA)	I really understand what I feel.
			4	Others' emotion appraisal (OEA)	I am a good observer of others' emotions.
			4	Use of emotion (UOE)	I am a self-motivated person.
			4	Regulation of emotion (ROE)	I have good control of my own emotions.
Reward and Recognition	De Beer (1987); Leary (2004)		7	-	The rewards are distributed rightfully.
Workload	Johnston et al. (1990); Rizzo et al. (1970); Firth et al. (2004)	Interval scale (5-point Likert Scale)	9	-	My job requires me to work very hard.

Work Engagement	Schaufeli et al. (2006)	Interval scale (5-point Frequency Scale)	3	Vigor	At my job, I feel strong and vigorous.
			3	Dedication	My job inspires me.
			3	Absorption	I am immersed in my work.

3.5.2 Scale Measurement

This questionnaire consists of five components. Demographics information is covered in Section A. All factors are contained in Sections B, C, D and E. All inquiries are from previous research studies. The three measurement scales used in this study are listed below.

Nominal Scale

Section A has six questions that classify objects or individuals into different classes using nominal scales.

8.Your current position in workplace?

□ Tutor

□ Lecturer

□ Senior Lecturer

□ Assistant professor

□ Associate professor

□ Professor

Other please specify: _____

Ordinal Scale

Two questions in section A are designed in ranking order.

3. Age: _____

□ 20 years old and below

□ 21 to 30 years old

□ 31 to 40 years old

□ 41 to 50 years old

□ 51 years old and above

Interval Scale

The questions in Section B, C, D and E are designed with interval scale, the respondents' level of agreement is expressed using a frequency scale and a 5-point Likert scale.

No.	Questions	SD	D	N	A	SA
Self-emotion appraisal (SEA)						
1.	I have a good sense of why I have certain feelings most of the time.	1	2	3	4	5
2.	I have good understanding of my own emotions.	1	2	3	4	5

No.	Questions	Never	Rarely	Sometimes	Often	Always
Vigor						
1.	At my work, I feel bursting with energy.	1	2	3	4	5
2.	At my job, I feel strong and vigorous.	1	2	3	4	5

3.6 Data Processing

It is a graphic representation of the data preparation programme that was used to examine the design premise before data analysis. This procedure is intended to make sure that the data recorded is correctly formatted for future usage. To test the hypothesis, the researcher must first process, check, edit and then transcribe the data gathered.

3.6.1 Data Checking

Researcher needs to review the data after data collection to ensure the respondents are truthful and accurate with the information they provided. In this study, data checking can assist in identifying any fault that appear in questionnaire such as illogical response.

3.6.2 Data Editing

During the process of editing data, each individual record is examined to ensure that the data is correct in every aspect. (Waal, 2009). As questionnaire survey form is used in this study, respondents are required to answer all question to complete the survey. In case of any omission or inconsistent question, the researchers can infer the missing response or inconsistency responds by evaluating the respondents' answers to other similar questions. Data

processing is necessary to obtain more consistent and accurate data before proceeding with the analysis.

3.6.3 Data Coding

Data will be coded before entering the database and analysed using SPSS software. There are numeric or alphabetic symbols to be assigned to previously edited data. Data coding is useful in this study since it makes it data entry into the database easier and more efficient by directly representing the response using code. The coding sample for questionnaire items is shown in Table 3.5.

Table 3.5

Coding and Label for section B, C, D

Question No.	Coding	Label
E10	1= Strongly disagree	I have a good sense of why I have certain feelings most of the time.
	2= Disagree	
	3= Neutral	
	4= Agree	
	5= Strongly Agree	

3.7 Data Analysis

In this research study, the collected data are evaluated with the statistical analysis program SPSS (Statistical Package for the Social Sciences).

3.7.1 Descriptive Analysis

Rawat (2021) claims that descriptive analysis is a type of information analysis that aids in effectively describing, illustrating, or summarising information points. To classify the respondent's demographic traits, this study will utilize a sort of descriptive analysis called frequency distribution. In descriptive analysis, it's crucial to determine how frequently a specific event or reaction is anticipated to take place.

In the questionnaire, there are nine items in Part A of the questionnaire deal with the respondent's general information or demographic data. The study uses frequency distribution analysis to simply and summaries the data and represent the data in pie chart and bar graph since they are obvious and comprehensible.

3.7.2 Reliability Analysis

To investigate the components that make up the scales and the characteristics of measuring scales, reliability analysis is conducted. The data generated by the reliability analysis method include the correlation between certain scale items and various commonly used scale reliability indicators.

In this study, Cronbach's Alpha can be used to evaluate the consistency and dependability of three independent variables (emotional intelligence, reward and recognition and workload) along with the dependent variable (work engagement among academic staff in Malaysian private universities).

Table 3.6 Cronbach Coefficient Alpha Rule of Thumb

Coefficient Alpha (α value)	Strength of Association (Reliability)
<0.6	Poor

0.6 to 0.7	Fair
0.7 to 0.8	Good
0.8 to 0.95	Excellent

Source: Sekaran & Bougie (2013)

Table 3.6 states that the reliability is poor if the range of alpha coefficients (value) is less than 0.6. Fair dependability can be taken into consideration if the alpha coefficient is between 0.6 and 0.69. The range between 0.7 and 0.79 is considered to have good dependability, while the range between 0.8 and 0.94 is considered to have excellent reliability.

3.7.3 Inferential Analysis

The practise of analysing data after it has been presented to draw firm conclusions is known as inferential analysis.

3.7.3.1 Pearson's Correlation Analysis

Based on Statistics Solution (n.d), the test statistic Pearson's correlation coefficient assesses the statistical link, or association, between two continuous variables. Because it is based on the method of covariance, it is known as the best method for quantifying the relationship between variables dependent and independent variables. It provides information on the magnitude and direction of the relationship's link, or correlation.

Table 3.7 Pearson Correlation Coefficient the Rule of Thumb

Coefficient Spectrum	Strength
From 0.91 to 1	Very Strong
From 0.71 to 0.9	High
From 0.41 to 0.7	Moderate
From 0.21 to 0.4	Small but definite relationship
From 0 to 0.2	Slight, almost negligible

Source: Hair et al. (2007)

3.7.3.2 Multiple Regression Analysis

According to Moore (2006), multiple regression is a statistical approach for analysing the connection between a few independent variables and a single dependent variable. Multiple regression analysis seeks to predict the value of a single dependent variable using the identified independent variables. The multiple regression analysis appropriate for this study includes 3 independent variables which are emotional intelligence, reward and recognition, and workload and the dependent variable in this study (work engagement on academic staffs among a Malaysian private university).

The linear equation is shown below. $\hat{Y} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$

Using the equation, $\hat{Y}$ = dependent variable (work engagement on academic staffs among a Malaysian private university)

α = Constant

β = Each independent variables' coefficients

X_1 = Variable of independent 1 (Emotional Intelligence)

X_2 = Variable of independent 2 (Reward and Recognition)

X_3 = Variable of independnet 3 (Workload)

3.8 Chapter Summary

In nutshell, the chapter addresses research methodology. We have determined about the research design and data collection methods. After that, we also discussed about the sampling design, research instrument and constructs measurements. We also explained about how we carried out our data processing and data analysis process. We had briefly described about how we carried out our research.

CHAPTER 4: RESEARCH RESULTS

4.0 Introduction

In the chapter, the descriptive, inferential, and reliability analysis of data collected from 285 sets of questionnaires will be analysed and interpreted by applying the SPSS application.

4.1 Descriptive Analysis

Descriptive analysis's primary purpose is to utilize SPSS to convert the demographic features of respondents into descriptive information. The generated demographic data is then analysed using frequency, percentage distribution, a pie chart, and a bar chart.

4.1.1 Respondents Demographic Profile

Table 4.1

Gender of Respondent

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	129	45.3	45.3	45.3
	Female	156	54.7	54.7	100.0
	Total	285	100.0	100.0	
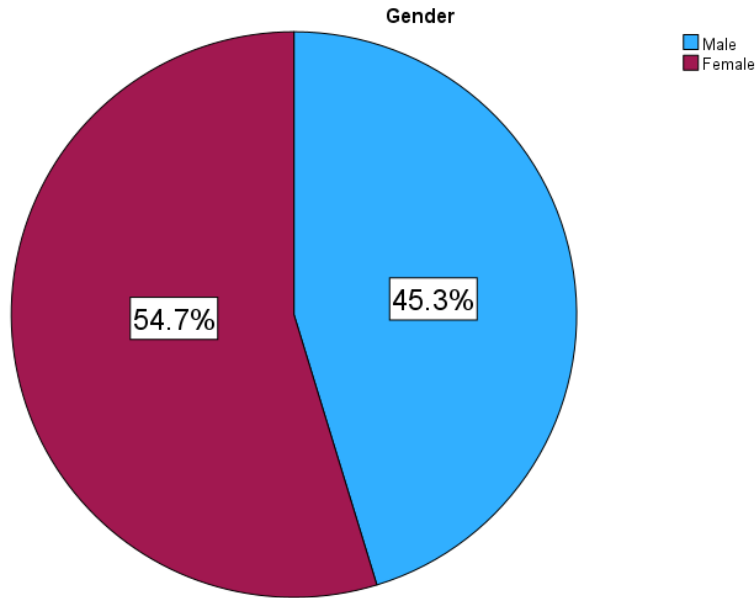
Pie Chart 4.1: Statistics on gender of respondents.

Table 4.1 represents frequency as well as percentage of respondents collected in gender, which targeted academics staff in private university. There are 285 respondents in this research. As the outcome from the research, there are 45.3% of respondents are male. The 129 respondents from this research are male. There are 54.7% of respondents which are female. 156 respondents from this research are female.

Table 4.2

Respondents' Age

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21 to 30 years old	24	8.4	8.4	8.4
	31 to 40 years old	163	57.2	57.2	65.6
	41 to 50 years old	74	26.0	26.0	91.6
	51 years old and above	24	8.4	8.4	100.0
	Total	285	100.0	100.0	

Chart 4.2: Statistics of respondent's age.

Table 4.2 represents frequency as well as percentage of respondents collected in age, which targeted academics staff in private university. There are 285 participants in this study. There are 24 participants represent 8.4% of the total targeted audience are between 21 and 30 years old. Therefore, there were 163 respondents who are 57.2% of the total respondents between 31 and 40 years old. Apart from that, there are 74 respondents who are 26% of the total respondents are between 41and 50 years old. Lastly, total number of 24 respondents who are 8,4% of the total respondents are between 51 and 60 years old.

Table 4.3

Respondents' Marital Status

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	112	39.3	39.3	39.3
	Married	173	60.7	60.7	100.0
	Total	285	100.0	100.0	
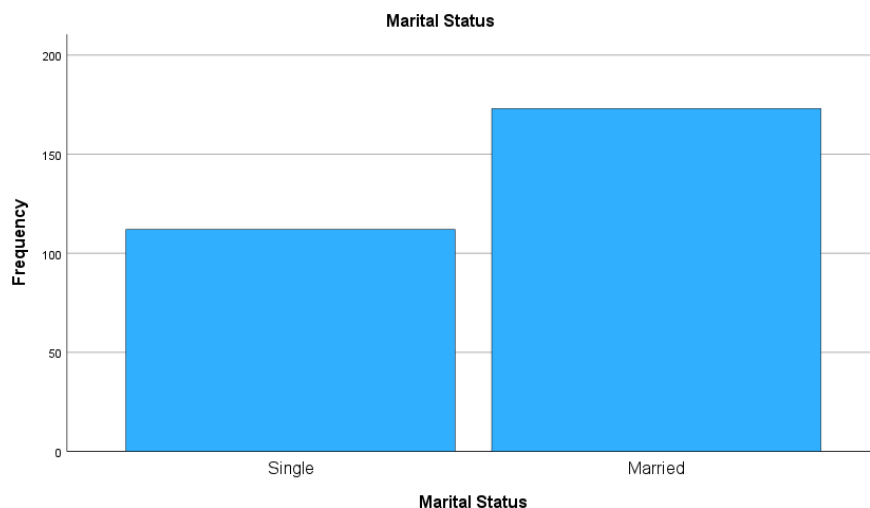
Chart 4.3: Statistics of respondent's marital status.

Table 4.3 represents frequency as well as percentage of respondents collected in marital status, which targeted academics staff in private university. There are 285 respondents in this study. Based on Table 4.3 results, majority respondents get married. There 173 numbers of the respondents are married. There are 60.7% of respondents which are married. There are 112 single respondents out of the total. 39.3% of respondents identify as single.

Table 4.4

Respondents' Highest Education Completed

Highest education completed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's degree	6	2.1	2.1	2.1
	Master's degree	166	58.2	58.2	60.4
	PhD/Doctorate Degree	113	39.6	39.6	100.0
	Total	285	100.0	100.0	
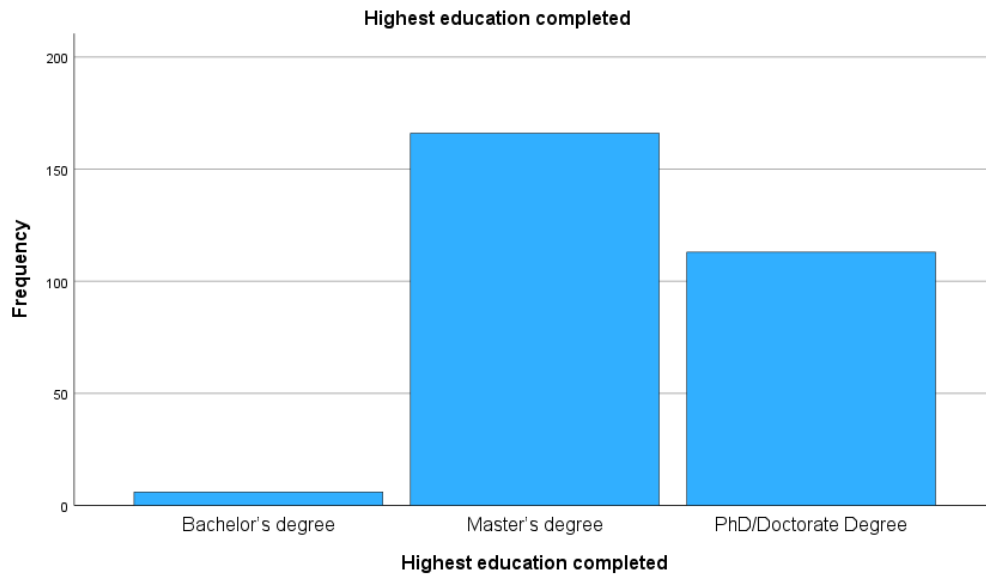
Chart 4.4: Statistics on respondent's highest level of education.

Table 4.4 represents frequency as well as percentage of respondents collected in highest education completed, which targeted academics staff in private university. Master's degree is the greater number of the total respondents. There are 166 numbers of respondents who achieved bachelor's degrees with 58.2% of total respondents. The second largest numbers of total audience are PhD/Doctorate degree audience. There are 113 numbers of respondents which obtain PhD/Doctorate degree education level. The least number of respondents who are educated is bachelor's degree level which contributed 6 number in respondents. 2.1% of total respondents in this survey.

Table 4.5

Respondents' Ethic Group

Ethnic group

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese	148	51.9	51.9	51.9
	Malay	73	25.6	25.6	77.5
	Indian	58	20.4	20.4	97.9
	Others	6	2.1	2.1	100.0
	Total	285	100.0	100.0	

42
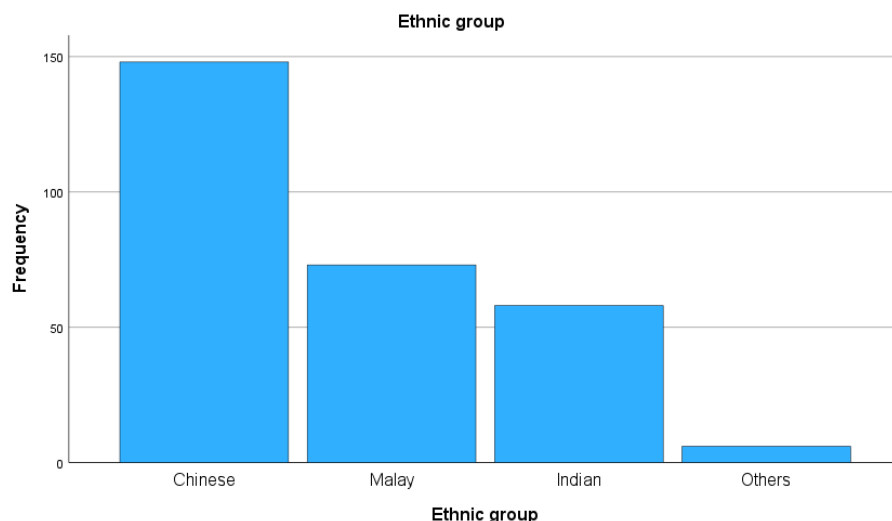
Chart 4.5: Ethnic group statistic for respondents.

Table 4.5 represents frequency as well as percentage of respondents collected in ethic group, which targeted academics staff in private university. Table 4.5 results show the largest respondents' ethnicity is Chinese. It comes up with 148 respondents and 51.9% of total respondents. Second largest ethnicity of respondents is Malay. It gives 73 respondents and 25.6% of total respondents. Third largest ethnicity of respondents is Indian. It contributed 58 respondents and 20.4% of the total respondents in this survey. At the meanwhile, there are only 6 respondent or 2.1% who contributed to the questionnaire.

Table 4.6

Respondents' Years Working

Your tenure (how many years working) in the current organisation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	30	10.5	10.5	10.5
	1-5 years	46	16.1	16.1	26.7
	5-10 years	97	34.0	34.0	60.7
	10-15 years	84	29.5	29.5	90.2
	>15 years	28	9.8	9.8	100.0
	Total	285	100.0	100.0	

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Chart 4.6: Statistics of respondent's working years in current organisation.

Table 4.6 shows the different years working in the current organization. The result indicate that the working hour of 5-10 years is the largest number of respondents which involved 97 respondents or 34%. At the same time, the working hour of 15 years and above is the lowest number of respondents which consisted of 28 respondents or 9.8%. There have 30 respondents with 10.5% who have work in current organization which the working hour of less than 1 year, 46 respondents with 16.1% who have work in current organization which the working hour of 1 to 5 years, 84 respondents with 29.5% who have work in current organization which the working hour of 10 to 15 years.

Table 4.7

Current Position of Respondents

Your current position in workplace?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tutor	4	1.4	1.4	1.4
	Lecturer	128	44.9	44.9	46.3
	Senior Lecturer	33	11.6	11.6	57.9
	Assistant Professor	100	35.1	35.1	93.0
	Associate Professor	18	6.3	6.3	99.3
	Professor	2	.7	.7	100.0
	Total	285	100.0	100.0	

Figure 4.7: Respondent current position's statistics.

Table 4.7 shows that the different position in the workplace. The largest respondents' position in the workplace are Lecturer. It comes up with 128 respondents and 44.9% of total respondents. Second largest position in the workplace of respondents is Assistant Professor. It gives 100 respondents and 35.1% of total respondents. Third largest position in the workplace of respondents is Senior Lecturer. It contributed 33 respondents and 11.6% of the total respondents in this survey. At the same time, Associate Professor positions in the workplace accounted for 6.3%, and a total of 18 people participated in the survey. The 4 respondents together belong to the position of Tutor, contributing 1.4%. Lastly, there are 2 respondents with 0.7% of the respondents belong to the Professor workplace.

4.1.2 Central Tendencies Measurement of Construct

Table 4.8

Central Tendency Measurement's summary

Variables	Mean	Standard Deviation
Emotional Intelligence	3.70	0.391
Workload	3.51	0.449
Reward and Recognition	3.21	0.616

Work Engagement	3.60	0.440

Table 4.8 had displayed the mean and standard deviation's value for both dependent variable and independent variables. According to table 4.8, the highest mean score is for emotional intelligence, which is 3.70. After that, work engagement had a mean of 3.60 which is lower than emotional intelligence. Then, the mean of workload is 3.51 which is lower than work engagement. However, the lowest value for mean is reward and recognition with 3.21. Next, the highest standard deviation is reward and recognition with 0.616. Furthermore, workload had a lower value of standard deviation compared with reward and recognition which is 0.449. Work engagement's standard deviation is 0.440 which is lower than workload. Lastly, emotional intelligence has the lowest standard deviation rating which is 0.391.

4.2 Reliability Analysis

Table 4.9

Reliability Test Using Cronbach's Alpha Coefficient

Variables	Cronbach's Alpha Coefficient	No. of Items	Result of Reliability
Emotional Intelligence (EI)	0.838	16	Excellent
Workload (W)	0.735	8	Good
Reward and Recognition (RR)	0.839	7	Excellent
Work Engagement (WE)	0.784	9	Good

Table 4.9 shows Cronbach's alpha value for all the variables. Among the variables, reward and recognition has the highest value (0.839) which is considered as excellent reliability. Then, followed by emotional intelligence with the value of 0.838. After that is the work engagement which have value of 0.784 and is deemed to be good. Workload has the lowest Cronbach's alpha value at 0.679, but the value increased to 0.735 after removing the item "I am given enough time to do what is expected of me at my job", which is considered as good. Overall, most of the variables are considered highly reliable and consistent. The Cronbach's alpha value ranges from 0.74 to 0.84..

4.3 Inferential Analysis

Multiple Regression Analysis and Pearson Correlation Coefficient are two of the methods used in our research's inferential analysis.

4.3.1 Pearson Correlation Coefficient

Table 4.10

Emotional Intelligence and Work Engagement Correlation

	Emotional Intelligence	Work Engagement
Emotional Intelligence	1.000	0.588
		<0.001
Work Engagement	0.588	1.000
	<0.001	

The correlation coefficient values between the dependent and independent variables are shown in Table 4.10. The finding demonstrates that among three independent variables, emotional intelligence has the strongest correlation value. Emotional intelligent is significantly and positively correlated with work engagement (r = 0.588, p < 0.001). The correlation's strength is regarded as moderate. This is due to the correlation coefficient, which lies in the 0.41 to 0.70 range.

Table 4.11

Workload and Work Engagement's Correlation

	Workload	Work Engagement
Workload	1.000	0.081
		0.174
Work Engagement	0.081	1.000
	0.174	

According to table 4.11, of the three independent variables, workload has the lowest correlation rating. Workload is not significantly correlated with work engagement (r = 0.081, p = 0.174). This is due to the fact that the p-value exceeds the 0.05 alpha value..

Table 4.12

Correlation between Reward and Recognition and Work Engagement

	Reward and Recognition	Work Engagement
Reward and Recognition	1.000	0.333

		<0.001
Work Engagement	0.333	1.000
	<0.001	

Besides that, table 4.12 shows that reward and recognition is significantly and positively correlated with work engagement (r = 0.333, p < 0.001). The positive value of correlation coefficient of rewards and recognition has indicated that when the rewards and recognition among academic staff is high, the work engagement of academic staff will also be high. The strength of correlation is considered as small but definite relationship as the correlation coefficient falls in range between 0.21 to 0.40.

4.3.2 Multiple Regression Analysis

This part is to access how the three independent factors (Emotional Intelligence, Workload, Reward and Recognition) interacted on the Work Engagement.

H1: Emotional intelligence is positively related to work engagement among academic staff.

H2: Reward and recognition is positively related to work engagement among academic staff.

H3: Workload is negatively related to work engagement among academic staff.

Multiple Regression Analysis was conducted for testing the three hypothesis included in our research. This is because this research used more than one independent variable (Emotional Intelligence, Workload, Reward and Recognition) to elucidate the variation in the dependent variable (Work Engagement).

Table 4.13

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.963	3	6.988	57.890	<.001ᵇ
	Residual	33.918	281	.121		
	Total	54.880	284			

a. Dependent Variable: Work Engagement Average

b. Predictors: (Constant), Reward and Recognition Average, Workload Average, Emotional Intelligence Average

As shown in Table 4.13, the F- value have a value of 57.890. The p-value of 0.001, which is lower than the alpha value of 0.05, indicates that the F-statistic is significant. From here, we know that independent variables (Emotional Intelligence, Workload & Reward and Recognition) can be used to reliably predict the dependent variable (Work Engagement).

Table 4.14

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.618ᵃ	.382	.375	.347

a. Predictors: (Constant), Reward and Recognition Average, Workload Average, Emotional Intelligence Average

The correlation coefficient for this study is 0.618, as indicated in Table 4.14. The variation in the independent variables (Emotional Intelligence, Workload, and Reward and Recognition) can explain about 38.2% of the variation in the dependent variable (Work Engagement), according to the R-square value of 0.382, but the remaining 61.8% of the variation cannot be explained in this study. Namely, there might be some other variables that exist in affecting the work engagement.

Table 4.15

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.037	.239		4.340	<.001
	Emotional Intelligence Average	.611	.055	.544	11.094	<.001
	Workload Average	-.043	.047	-.044	-.912	.363
	Reward and Recognition Average	.141	.035	.197	4.027	<.001

a. Dependent Variable: Work Engagement Average

As referred to in Table 4.15, emotional intelligence and reward and recognition appears to be the most significant variable to predict the work engagement, as the p-value of emotional intelligence and reward and recognition is less than 0.001. Emotional intelligence significantly and positively affects work engagement, as evidenced by the fact that its p-value is lower than its alpha value of 0.05 ($\beta = 0.544$, $p < 0.001$). Thus, H1 is supported. Given that the p-value is less than the threshold of 0.05 for alpha, rewards and recognition have a positive and significant impact on the work engagement ($\beta = 0.197$, $p < 0.001$). Therefore, H2 is supported. Workload has no significant impact on work engagement because the p-value exceeds alpha value of 0.05 ($\beta = -0.044$, $p = 0.363$). As such, H3 is not supported.

Multiple Regression equation:

$$Yi = a + b_1X_1 + b_2X_2 + b_3X_3$$

Where,

Y_i	Work Engagement
a	Constant Value, equal to the value of Y when the value of $b_i = 0$
b_i	Unstandardized beta coefficient, where I = 1,2,3…
X_1	Emotional Intelligence
X_2	Workload
X_3	Reward and Recognition

Work Engagement= 1.037 + 0.611 (Emotional Intelligence) - 0.043 (Workload) + 0.141 (Reward and Recognition)

As shown as the result of this study, when contrasted to other independent variables, emotional intelligence has the highest beta coefficient (0.611), which means it contributes the most to the variance of work engagement. After that is reward and recognition, with a coefficient value of 0.141, it contributes the second most. Workload has the lowest contribution in explaining the variance in work engagement with the value of 0.43. From the figure, it implies that emotional intelligence has contributed the most while workload has contributed the least in predicting the work engagement while holding all other variables constant.

4.4 Chapter Summary

As the summary, reliability test, descriptive analysis, and inferential analysis were the three main SPSS analyses covered in Chapter 4. A questionnaire was conducted to identify and analyse demographic characteristics of respondents. After that, all variables' dependability was evaluated using the reliability test, and some of the result showed excellent reliability. In inferential analysis, Pearson's correlation coefficient analysis was conducted to determine the linear relationship's strength between each independent variables and the dependent variables. Lastly, the multiple regression analysis was performed to identify interrelation among all variables. The results indicate that all the independent variables are significant in defining dependent variable. The other discussion on the findings will be recorded in Chapter 5.

CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATIONS

5.0 Introduction

Chapter 5 will summarise the statistical analysis and explain the significant conclusions. The study's implications, limitations, and future research ideas will be examined.

5.1 Discussion of Major Findings

5.1.1 Emotional Intelligence

H1: Emotional intelligence is positively related to work engagement among academic staff.

According to multiple regression result via SPSS result as found in chapter 4, it shown a positive relationship to academic staff's work engagement. There are several research have shown that emotional intelligence is having effect on work engagement among academic staff. From Jin et al. (2013) and Extremera et al. (2012), emotional intelligence has a good impact on academic staff, either directly or indirectly. It might eventually result in improved attitudes and behaviours at work, as well as improved teamwork and performance. Moreover, Extremera et al. (2012) addressed how emotional intelligence might boost workers' levels of workplace engagement. So, having a greater emotional intelligence will make academic staff more engaged at work, and fostering an environment of emotional intelligence can be crucial to doing so.

5.1.2 Rewards and Recognition

H2:   Rewards and Recognition is positively related to work engagement among academic staff.

Based on multiple regression result that obtained in above, the result shown a positive relationship between rewards and recognition and work engagement among academic staff, the finding is consistent with previous studies. According to Attiogbe and Quartey (2013) reward and recognition are powerful tools for influencing an employee's attitudes and behaviours. Salary may be used as a tactic to boost employee work engagement in an organization. It is believed that employees will put more effort into their work if they feel that they will receive greater rewards and recognition for their achievements. Employee perceptions of the benefits they receive from their jobs may change, which can result in differences in employee engagement (Hutami, & Kurniawan, 2019). It shown that if the reward and recognition from an organization is high, the work engagement among academic staff will also be high.

5.1.3 Workload

H3: Workload is negatively related to work engagement among academic staff.

According to multiple regression result generated through SPSS that obtained in chapter 4, the result shows that workload has no significant relationship with work engagement. The result does not appear to support past studies which view that workload is a factor that could affect the engagement-friendly atmosphere. Work engagement may suffer if employees are unable to properly complete their tasks or do so satisfactorily (Ladyshewsky, & Taplin, 2018). If a worker's aptitude exceeds what is needed of them, they risk becoming disenchanted with their line of work. On the other hand, greater exhaustion will appear if a worker's unable to complete the task given (Hermawan, 2021). The possible reason that workload has no impact on work engagement among a private university academic staff in this research maybe due to the key force that drive them to complete their work merely to satisfy the demands or requirements placed upon them and not because they are enjoy their work, employees do not feel proud or motivated about the current task (Fabiyani et al., 2021).

5.2 Implication of study

Theoretical

The study on the effects of emotional intelligence, reward and recognition, and workload on work engagement among academic staff in Universiti Tunku Abdul Rahman provides valuable insights into factors that affect employee engagement in academic settings. The finding that workload is not significant in the multiple regression analysis. This implies that other factors, such as emotional intelligence and recognition have much important and stronger influence on work engagement than workload.

Secondly, given the current limited related research in Malaysia, the present study provided some additional contributions to the existing work engagement literature.

Practical

One implication of this study is that organizations should prioritize the development of emotional among their employees. This may involve providing training and support to help employees better understand and manager their emotions, as well as creating workplace culture that values emotional intelligence. As such, universities and academic institutions should consider integrating emotional intelligence training into the curriculum of academic staff development programs.

From a stakeholder perspective, this finding suggests that organizations should ensure that their employees feel recognized and appreciated for their contributions, as this can have a positive impact on work engagement. Hence, the management of the university should consider developing tailored reward and recognition systems that are aligned with the specific needs and preferences of academic staff to improve engagement levels, such as research publications, teaching awards, and community engagement activities.

Another implication of this study is that workload is not an important factor affecting work engagement among academic staff. While workload is often seen as a major stressor in academic settings, other factors such as interpersonal relationship, job satisfaction, and work-life balance may also play a significant role in employee engagement. Therefore, organisations

should approach employee engagement holistically, considering a variety of elements that affect employees' job satisfaction and well-being.

5.3 Study's Limitations

One of the study's limitations is cross-sectional design. This study collects data using a cross-sectional approach, which provides only a snapshot of the association between variables at a time. In fact, employees' perceptions may change over time as they experience certain events and matters. For example, workload is not an important factor in our study, which could be due to the reduced workload at the beginning of the new semester. As such, it is impossible to ascertain the cause-and-effect relationship is compared to the longitudinal study.

Next, we are utilising a questionnaire to collect data and all the data was collected from a single university which is also a single source. This may come to common method bias, which is the same individual provided data for both the independent and dependent variables in the same assessment setting utilising comparable item attributes and the same item context. The use of questionnaire is efficient and enable wide distribution. Predetermined responses, however, limit respondents' ability to give honest feedback on how they really feel about a certain topic. All the questionnaire question is fixed if compared to the interview. The interview is better than the questionnaire, allowing the interviewer to talk more openly but not limit the answer from low to high. Academic staff can express their feelings better when interviewed compared to questionnaires.

The survey has only been conducted in a single private university, which is UTAR and majority of responses from Kampar campus in view of the location. Uncertainty exists regarding the generalizability of the results to the entire academic staff population in the country.

5.4 Recommendation for Study in Future

There are numerous recommendations for further research based on the findings.

First and foremost, cross-sectional design is used in this study which only provided a snapshot of the relationship between the variables at a particular point in time. Future studies ought to consider at utilising a longitudinal design to investigate effects of reward and recognition, and emotional intelligence on work engagement over time. For example, the beginning, middle and end of the semester.

Secondly, the study relied on self-reported data from a single source which is only based on closed questionnaire, it may be subject to bias and may not capture the full range of experiences and perspective of academic staff. Future research may adopt a mixed-approaches methodology, incorporating quantitative and qualitative data collection methods, such interviews and case studies, to provide a more thorough knowledge of the variables that affect academic staff members' levels of work engagement.

Thirdly, this study primary focused on determining whether the three independent variables (emotional intelligence, recognition and reward, and workload) and work engagement were related. Future research could extend the current research model by examining the impact other factors such as leadership style, organizational culture, and job autonomy on work engagement. Moreover, future study can also investigate the consequences of work engagement on academic personnels' burnout, job satisfaction and turnover intention.

The fact that the study was limited to a single Malaysian institution can make it difficult to extrapolate the results to other settings. Future research could consider duplicating the study across a range of higher education institutions to assess how well the conclusions apply in different situations and to produce more accurate and trustworthy results.

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Appendix Q

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DU012(A)

Topic: A study on the effects of emotional intelligence, rewards and recognition, and workload on work engagement among academic staff in a Malaysian private university.

Dear respondents,

We are students of Bachelor of Business Administration (Hons) from University Tunku Abdul Rahman (UTAR). The purpose of this study is to find out the effects of emotional intelligence, rewards and recognition, and workload on work engagement among academic staff in Malaysian private universities.

There are FIVE (5) sections in this questionnaire. Section A is on demographics. Section B, C, D and E cover all of the variables in this study. Please read the instructions carefully before answering the questions. Please answer ALL questions in ALL sections. Completion of this questionnaire will take you approximately 10 to 15 minutes. Your participation in this study is entirely voluntary. There will be no disadvantage if you decide not to complete the attached anonymous questionnaire. You can withdraw at any time without any penalty. You can refuse to answer any question at any time if you feel uncomfortable. The information collected from you will be kept strictly private and confidential. All responses and findings will be used solely for academic purpose. If you have any question regarding to this questionnaire, you may contact us at kkwong55@1utar.com. If you decide to complete this attached anonymous questionnaire, this will be taken as you voluntarily agree and formal consent to participate in this study. Thank you very much for your cooperation and willingness to participate in this study.

Yours sincerely,

Name	Student ID	Contact
Tan Keng Han	19ABB01481	016-7068326
Ng Jun Ming	19ABB04466	017-5813125
Yeoh Wei Loon	19ABB03567	011-20623218
Wong Ka Kin	21ABB00687	017-3395860

PERSONAL DATA PROTECTION STATEMENT

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 25 July 2021, University Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Notice:

1. The purposes for which your personal data may be used are inclusive but not limited to: -

2. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

3. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

4. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

1. By submitting this form you hereby authorise and consent to us processing (including disclosing) your personal data and any updates of your information, for the purposes and/or for any other purposes related to the purpose.

2. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfil our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.

3. You may access and update your personal data by writing to us at kkwong55@1utar.my.

Acknowledgment of Notice

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

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

• For assessment of any application to UTAR • For processing any benefits and services • For communication purposes • For advertorial and news • For general administration and record purposes • For enhancing the value of education • For educational and related purposes consequential to UTAR • For the purpose of our corporate governance • For consideration as a guarantor for UTAR staff/ student applying for his/her scholarship/study loan

Section A- General Information

Please select an option for each of the following statement:

1. Which university are you currently working with?

□ Universiti Tunku Abdul Rahman (UTAR)

□ Others :_____

2. Gender: _____

□ Male

□ Female

3. Age: _____

□ 20 years old and below

□ 21 to 30 years old

□ 31 to 40 years old

□ 41 to 50 years old

□ 51 years old and above

4. Marital Status:

□ Single

□ Married

□ Divorced

Others, please specify: _____

5. Highest education completed: _____

□ Diploma

□ Bachelor's degree

□ Master's degree

□ PhD/Doctorate Degree

Others, please specify: _____

6. Ethnic group: _____

□ Chinese

□ Malay

□ Indian

Others, please specify: _____

7.Your tenure (how many years working) in the current organisation?

□ Less than one year

□ 1-5 years

□ 5-10 years

□ 10-15 years

□ >15 years

8.Your current position in workplace?

□ Tutor

□ Lecturer

□ Senior Lecturer

□ Assistant professor

□ Associate professor

□ Professor

Other please specify: _____

Section B- Emotional Intelligence

Please circle the most appropriate option that best indicates your agreement level about the following statements.

Level of agreement

1- Strongly disagree (SD)

2- Disagree (D)

3- Neutral (N)

4- Agree (A)

5- Strongly Agree (SA)

No.	Questions	SD	D	N	A	SA
Self-emotion appraisal (SEA)						
1.	I have a good sense of why I have certain feelings most of the time.	1	2	3	4	5
2.	I have good understanding of my own emotions.	1	2	3	4	5
3.	I really understand what I feel.	1	2	3	4	5
4.	I always know whether or not I am happy.	1	2	3	4	5
Others' emotion appraisal (OEA)						
5.	I always know my friends' emotions from their behavior.	1	2	3	4	5
6.	I am a good observer of others' emotions.	1	2	3	4	5
7.	I am sensitive to the feelings and emotions of others.	1	2	3	4	5
8.	I have good understanding of the emotions of people around me.	1	2	3	4	5
Use of emotion (UOE)						
9.	I always set goals for myself and then try my best to achieve them.	1	2	3	4	5
10.	I always tell myself I am a competent person.	1	2	3	4	5
11.	I am a self- motivated person	1	2	3	4	5
12.	I would always encourage myself to try my best	1	2	3	4	5
Regulation of emotion (ROE)						
13.	I am able to control my temper and handle difficulties rationally.	1	2	3	4	5

No.		SD	D	N	A	SA
14.	I am quite capable of controlling my own emotions.	1	2	3	4	5
15.	I can always calm down quickly when I am very angry.	1	2	3	4	5
16.	I have good control of my own emotions.	1	2	3	4	5

Section C- Workload

Please circle the most appropriate option that best indicates your agreement level about the following statements.

Level of agreement

1- Strongly disagree (SD)

2- Disagree (D)

3- Neutral (N)

4- Agree (A)

5- Strongly Agree (SA)

No.	Questions	SD	D	N	A	SA
1.	I am given enough time to do what is expected of me at my job.	1	2	3	4	5
2.	It seems that I have more work at my job that I can handle.	1	2	3	4	5
3.	My job requires that me work very hard.	1	2	3	4	5
4.	There isn't enough time during my regular workdays to do everything that is expected of me.	1	2	3	4	5
5.	I am rushed in doing my job.	1	2	3	4	5
6.	I am willing to work after office hours/weekends/public holidays.	1	2	3	4	5

7.	There has been an increase in my workload in the past year.	1	2	3	4	5
8.	My responsibility have increased, but my salary remains.	1	2	3	4	5
9.	The increased workload has negatively affected my family, religious and/or cultural responsibilities.	1	2	3	4	5

Section D- Reward and Recognition

Please circle the most appropriate option that best indicates your agreement level about the following statements.

Level of agreement

1- Strongly disagree (SD)

2- Disagree (D)

3- Neutral (N)

4- Agree (A)

5- Strongly Agree (SA)

No.	Questions	SD	D	N	A	SA
Reward and recognition						
1.	The rewards are distributed rightfully.	1	2	3	4	5
2.	The rewards match my work effort.	1	2	3	4	5
3.	I am satisfied with the quality/quantity of the rewards.	1	2	3	4	5
4.	The rewards have a positive effect on the work atmosphere.	1	2	3	4	5

No.		1	2	3	4	5
5.	The rewards motivate me to perform well in my job.	1	2	3	4	5
6.	I am praised regularly for my work.	1	2	3	4	5
7.	I get credit for what I do.	1	2	3	4	5

Section E- Work Engagement

The following statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. Please indicate how often you felt it by circling the number that best describes how frequently you feel that way.

Level of Frequency

1- Never

2- Rarely

3- Sometimes

4- Often

5- Always

No.	Questions	Never	Rarely	Sometimes	Often	Always
Vigor						
1.	At my work, I feel bursting with energy.	1	2	3	4	5
2.	At my job, I feel strong and vigorous.	1	2	3	4	5
3.	When I get up in the morning, I feel like going to work.	1	2	3	4	5
Dedication						
4.	I am enthusiastic about my job.	1	2	3	4	5

5.	I am proud on the work that I do.	1	2	3	4	5
6.	My job inspires me.	1	2	3	4	5
Absorption						
7.	I am immersed in my work.	1	2	3	4	5
8.	I get carried away when I'm working.	1	2	3	4	5
9.	I feel happy when I am working intensely.	1	2	3	4	5

Thank you very much for your participation!

Appendix 4.1 Descriptive Analysis

Gender

Statistics

Gender

N	Valid	285
	Missing	0
Mean		1.55
Std. Deviation		.499

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	129	45.3	45.3	45.3
	Female	156	54.7	54.7	100.0
	Total	285	100.0	100.0	

Age

Statistics

Age

N	Valid	285
	Missing	0
Mean		2.34
Std. Deviation		.751

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21 to 30 years old	24	8.4	8.4	8.4
	31 to 40 years old	163	57.2	57.2	65.6
	41 to 50 years old	74	26.0	26.0	91.6
	51 years old and above	24	8.4	8.4	100.0
	Total	285	100.0	100.0	

Marital Status

Statistics

Marital Status

N	Valid	285
	Missing	0
Mean		1.61
Std. Deviation		.489

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	112	39.3	39.3	39.3
	Married	173	60.7	60.7	100.0
	Total	285	100.0	100.0	

Highest Education Completed

Statistics

Highest education completed

N	Valid	285
	Missing	0
Mean		3.38
Std. Deviation		.527

Highest education completed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's degree	6	2.1	2.1	2.1
	Master's degree	166	58.2	58.2	60.4
	PhD/Doctorate Degree	113	39.6	39.6	100.0
	Total	285	100.0	100.0	

Ethnic Group

Statistics

Ethnic group

N	Valid	285
	Missing	0
Mean		1.73
Std. Deviation		.857

Ethnic group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese	148	51.9	51.9	51.9
	Malay	73	25.6	25.6	77.5
	Indian	58	20.4	20.4	97.9
	Others	6	2.1	2.1	100.0
	Total	285	100.0	100.0	

Working Years

Statistics

Your tenure (how many years wo

N	Valid	285
	Missing	0
Mean		3.12
Std. Deviation		1.123

Your tenure (how many years working) in the current organisation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	30	10.5	10.5	10.5
	1-5 years	46	16.1	16.1	26.7
	5-10 years	97	34.0	34.0	60.7
	10-15 years	84	29.5	29.5	90.2
	>15 years	28	9.8	9.8	100.0
	Total	285	100.0	100.0	

Current Position in Workplace

Statistics

Your current position in workplac

N	Valid	285
	Missing	0
Mean		3.02
Std. Deviation		1.084

Your current position in workplace?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tutor	4	1.4	1.4	1.4
	Lecturer	128	44.9	44.9	46.3
	Senior Lecturer	33	11.6	11.6	57.9
	Assistant Professor	100	35.1	35.1	93.0
	Associate Professor	18	6.3	6.3	99.3
	Professor	2	.7	.7	100.0
	Total	285	100.0	100.0	

Appendix 4.2 Central Tendencies Measurement of Construct

Statistics

		Emotional Average	Workload Average	Reward Average	Work Engagement Average
N	Valid	285	285	285	285
	Missing	0	0	0	0
Mean		3.70	3.51	3.21	3.60
Std. Deviation		.391	.449	.616	.440

Appendix 4.3 Reliability Test

Independent Variable: Emotional Intelligence

Case Processing Summary

		N	%
Cases	Valid	285	100.0
	Excluded[a]	0	.0
	Total	285	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.838	16

Independent Variable: Workload

Case Processing Summary

		N	%
Cases	Valid	285	100.0
	Excluded[a]	0	.0
	Total	285	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.679	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I am given enough time to do what is expected of me at my job.	27.86	16.759	-.158	.735
It seems that I have more work at my job that I can handle.	28.08	12.905	.531	.619
My job requires that me work very hard.	27.82	13.854	.372	.650
There isn't enough time during my regular workdays to do everything that is expected of me.	28.14	12.713	.530	.617
I am rushed in doing my job.	28.31	12.307	.489	.621
I am willing to work after office hours/weekends/public holidays.	28.12	13.532	.256	.677
There has been an increase in my workload in the past year.	27.94	12.525	.510	.618
My responsibility have increased, but my salary remains.	27.89	13.713	.281	.668
The increased workload has negatively affected my family, religious and/or cultural responsibilities.	28.27	12.601	.415	.638

Independent Variable: Reward and Recognition

Case Processing Summary

		N	%
Cases	Valid	285	100.0
	Excluded[a]	0	.0
	Total	285	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.839	7

Dependent Variable: Work Engagement

Case Processing Summary

		N	%
Cases	Valid	285	100.0
	Excluded[a]	0	.0
	Total	285	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.784	9

Appendix 4.4 Pearson Correlation Coefficient

Correlations

		Emotional Intelligence Average	Work Engagement Average
Emotional Intelligence Average	Pearson Correlation	1	.588[**]
	Sig. (2-tailed)		<.001
	N	285	285
Work Engagement Average	Pearson Correlation	.588[**]	1
	Sig. (2-tailed)	<.001	
	N	285	285

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

Correlations

		Workload Average	Work Engagement Average
Workload Average	Pearson Correlation	1	.081
	Sig. (2-tailed)		.174
	N	285	285
Work Engagement Average	Pearson Correlation	.081	1
	Sig. (2-tailed)	.174	
	N	285	285

Correlations

		Reward and Recognition Average	Work Engagement Average
Reward and Recognition Average	Pearson Correlation	1	.333[**]
	Sig. (2-tailed)		<.001
	N	285	285
Work Engagement Average	Pearson Correlation	.333[**]	1
	Sig. (2-tailed)	<.001	
	N	285	285

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

Appendix 4.5 Multiple Regression Analysis

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Reward and Recognition Average, Workload Average, Emotional Intelligence Average[b]	.	Enter

a. Dependent Variable: Work Engagement Average

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.618[a]	.382	.375	.347

a. Predictors: (Constant), Reward and Recognition Average, Workload Average, Emotional Intelligence Average

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ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.963	3	6.988	57.890	<.001^b
	Residual	33.918	281	.121		
	Total	54.880	284			

a. Dependent Variable: Work Engagement Average

b. Predictors: (Constant), Reward and Recognition Average, Workload Average, Emotional Intelligence Average

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.037	.239		4.340	<.001
	Emotional Intelligence Average	.611	.055	.544	11.094	<.001
	Workload Average	-.043	.047	-.044	-.912	.363
	Reward and Recognition Average	.141	.035	.197	4.027	<.001

a. Dependent Variable: Work Engagement Average

Appendix P: Pilot Test Result

Emotional Intelligence

Reliability Statistics

Cronbach's Alpha	N of Items
.903	16

Workload

Reliability Statistics

Cronbach's Alpha	N of Items
.714	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I am given enough time to do what is expected of me at my job.	28.6000	18.455	-.291	.780
It seems that I have more work at my job that I can handle.	28.7000	13.183	.729	.637
My job requires that me work very hard.	28.3667	15.206	.351	.697
There isn't enough time during my regular workdays to do everything that is expected of me.	28.8000	13.959	.553	.665
I am rushed in doing my job.	29.1000	12.369	.711	.625
I am willing to work after office hours/weekends/public holidays.	28.6667	15.954	.045	.759
There has been an increase in my workload in the past year.	28.4000	12.110	.690	.625
My responsibility have increased, but my salary remains.	28.4000	12.179	.605	.641
The increased workload has negatively affected my family, religious and/or cultural responsibilities.	29.1000	13.541	.315	.711

Reward & Recognition

Reliability Statistics

Cronbach's Alpha	N of Items
.869	7

Work Engagement

Reliability Statistics

Cronbach's Alpha	N of Items
.908	9