The Extent of Blue Ocean Leadership, Employee Engagement and Team Performance During Covid-19 Pandemic

Oh Zi Jian, Khoo Yin Yin, and Marinah Awang

To Link this Article: http://dx.doi.org/10.6007/IJARBSS/v10-i11/8150

Received: 05 September 2020, Revised: 08 October 2020, Accepted: 11 November 2020

Published Online: 30 November 2020

In-Text Citation: (Jian et al., 2020)

To Cite this Article: Jian, O. Z., Yin, K. Y., & Awang, M. (2020). The Extent of Blue Ocean Leadership, Employee Engagement and Team Performance During Covid-19 Pandemic. International Journal of Academic Research in Business and Social Sciences, 10(11), 926–937.

Copyright: © 2020 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: http://creativecommons.org/licenses/by/4.0/legalcode
The Extent of Blue Ocean Leadership, Employee Engagement and Team Performance During Covid-19 Pandemic

Oh Zi Jian¹, Khoo Yin Yin², and Marinah Awang³

¹ & ³ Department of Educational Management, Faculty of Management and Economics, Sultan Idris Education University, 35900 Tanjung Malim, Perak, Malaysia, ² Department of Economics, Faculty of Management and Economics, Sultan Idris Education University, 35900 Tanjung Malim, Perak, Malaysia

Email: ohzijian@gmail.com

Abstract

The purpose of the study is to identify the extent of blue ocean leadership, employee engagement, and team performance among lecturers in vocational college during COVID-19 pandemic. Cross-sectional research design has been implemented, while quantitative data was collected from 2580 lecturers from the population across the 22 vocational colleges located in North Zone of Malaysia, using a structured survey. For analysis, descriptive analysis was employed using SPSS software version 23. The findings of the study revealed that there is a high level of blue ocean leadership, employee engagement, and team performance among lecturers in vocational college during COVID-19 pandemic. Future researchers could further broaden the study by cross-examining across the different vocational colleges’ state in Malaysia.

Keywords: COVID-19, Blue Ocean Leadership, Employee Engagement, Team Performance, Lecturers, Vocational College

Introduction

The pandemic of COVID-19 and its lockdown has taken the world by storm. It is not just a health problem, but it is a full-blown economic and social crisis that threatens billions of people's lives and livelihoods (Clark & Gruending, 2020). Therefore, COVID-19 has drawn considerable attention universally. For an organization, significant disruption will endanger business continuity (Dwiedienawati, Tjahjana, Faisal, Gandasari, & Abdinagoro, 2020).

Whereas this pandemic outbreak had disrupted not only the political, social, economics sector but also the education sector as well. As Covid-19 cases expanded quickly in Malaysia, the Movement Control Order (MCO) was forced cross country by the government, hence vocational colleges were immediately closed down. Subsequently, teaching and learning were converted directly into the distance and remote formats (Mohamad Nasri, Husnin, Mahmud, & Halim, 2020). Besides, lecturers are involving in many engagement activities like virtual learning and development, webinars with industry experts, team meet-ups virtually, live sessions for new-skill training, recognition and
acknowledgement session, providing online guidance for exercise, and many more online teaching and learning sessions (Chanana & Sangeeta, 2020).

Strong workload among lecturers at vocational colleges leading extremely high pressure (Pellerone, Rapisarda, Trischitta, Vitale & Ramaci, 2020) and low organisational commitment among lecturers (Barkhuizen, Rothman & Van de Viljver, 2014; Shafiq & Rana, 2016), and causing high turnover rate (Mack, Johnson, Jones-Rincon, Tsatenawa & Howard, 2019). As this pandemic of COVID-19 will worsen the employee engagement problem, which the previous study shows that 13 per cent of global employees are involved (Gallup, 2013) and reflect a low level of employee engagement (Nienaber, 2019).

On the other hand, there is a more astounding issue of employee engagement in Malaysia, where 8 per cent of the study shows no direct involvement, 11 per cent with engagement compared to a high 81% with less involvement. Along with the lower rate of employee engagement, however, there is increasing concern over the degree of employee engagement among lecturer in vocational colleges. Yet, employee engagement is a crucial topic to be discussed in the public sector.

Meanwhile, this alarming rate of employee engagement has resulted in a decline in team performance among lecturers as well as harming the quality of education (Rahman & Chowdhury, 2012). In a work environment full of dynamic work challenges, this stress triggers emotional disturbances, threatening personal well-being and individual performance as well as team performance in the organization. Therefore, there is a need to figure out the level of team performance in the context of vocational college. But, this issue has not treated in detail by the researcher.

In order to ensure the smooth operation of the organization, the ability of management to implement employee engagement strategies is important in an organization (Osborne & Hammoud, 2017), especially in a competitive environment. In a competitive environment, organizational leaders need to adapt, be more flexible and always be prepared for ever-changing environments. Thus, leaders need to practice leadership that is appropriate to the implementation of change, especially in the education system (Siva, Khuan, & Khoo, 2015). In terms of employees, for example, lecturers are recommended to be active, aggressive and involved as well as working in groups as well as marginalized individually to face situations of uncertainty (Chen, 2017; Gallup, 2017; Paulsen, 2017).

Thus, leaders play an important role in struggling for management to keep current staff involved in their jobs (Lee et al., 2016). Leaders are continually evolving new, imaginative and efficient ways to involve workers healthily during this difficult period. It is uncontested that successful leadership is essential during global emergencies (Rubenstein, Bergin, & Rowe, 2020). Blue ocean leadership (BOL) claimed was capable of improving leadership strategies so that all employees are interested in furthering their company forward using their talents and energy (Jian, Yin, & Awang, 2020a; Oh, Khoo & Awang, 2020). While BOL has been evaluated and clarified to some degree in previous studies (Kim & Mauborgne, 2014; Zehra, 2015; Wan Hanafi, Daud & Baharin, 2016; Zakaria, Idris & Ismail, 2017; Wan Hanafi & Daud, 2019), however, the extent of blue ocean leadership in vocational college have not treated by researchers in much detail. Hence, the objective of this study is to identify the extent of blue ocean leadership, employee engagement, and team performance among lecturers in vocational college during the COVID-19 pandemic.
Literature Review

COVID-19 Pandemic

COVID-19 starts to propagate at the end of December 2019 and it began in Wuhan, China (Zu et al. 2020). Since the beginning of January 2020, the entire world started to recognise the new virus COVID-19. In January, the world becomes turbulent. There is a rapid rise in the number of positive patients and there are no boundaries to shield humans from this virus. In February, China decides to lockdown Wuhan to control the dissemination of the virus (Qianying et al, 2020). Within a short period, COVID-19 stretch promptly and shook other countries worldwide. As the virus prolonged to spread, many sectors as financial, business, tourism, and education have been influenced by the government in different countries during the implemented MCO and lockdown (Kavaljit, 2020).

Blue Ocean Leadership (BOL)

Initially, Kim and Mauborgne (2014) have described BOL as a new model of leadership. By modifying the leadership profile of the company, this leadership style is capable to transform disengaged workers to become employees of a company. BOL stresses the triumph of a company that improves leadership power quickly and at a lower monetary cost, which could be turned into increased efficiency for the organization service (Kim & Mauborgne, 2014; Loh, Yusof, & Lau, 2018). Loh and his friends stressed that BOL concentrates on the actions and activities of leaders that can be modified with less effort and time. Meanwhile, BOL could strengthen strategic decision-making (Wan Hanafi & Daud, 2019). From the point of view of BOL, every leader has a client. The customer refers to the individual in the management of the organization, either ‘buy’ or “don’t buy’ the service (leadership).

Employee Engagement (EE)

Kahn (1990) perceived EE as the stage of devotion and involvement of employees in their organisation in terms of their physical, cognitive and emotional positions, in order to express their roles. In the meantime, Harter, Schmidt, and Hayes (2002) agree with Kahn and further expand on EE as the participation and gratification of an individual with a working spirit. However, the Chartered Institute of Personnel and Development (CIPD) (2007) has taken a different view and stated EE as an amalgamation of the responsibility to the organisation and the importance of being able to support its colleagues. Presently, EE claimed by researchers whereby employee had a genuine and wide-ranging relationship with companies that culminated in a willingness to act unexpectedly to help the organisation achieve success (Gebauer & Lowman, 2009) and also confirmed as goals and work targeted at others through personal initiative, suitability, craftsmanship and persistence towards the objectives of the organisation (Macey, Schneider, Barbara, Young & Schneider, 2009). While Kinicki and Fugate (2016) stated EE as the removal of an organisation, they have given themselves roles of function, dedication, individuals and express themselves physically, intellectually and emotionally through the performance of their roles. It can therefore be inferred that EE is the most important factor in achieving a specific vision and mission and has a major influence on organisations, institutions and businesses (Jian, Yin & Awang, 2020b). It is also a practice that saturates the prospects of company achievement, subsidising the organisational and individual performance, productivity and well-being of employees (Chanana & Sangeeta, 2020).
Team Performance (TF)

TF was intellectualized as an indicator of output and effectiveness and creativity success metrics have been used (Van Woerkom & Croon, 2009). Whereas previous researchers (Mathieu, Maynard, Rapp & Gilson, 2008; Morgeson, Lindoerfer, & Loring, 2010) saw TF as behaviour in the achievement of set team goals and is considered a fundamental dimension of team effectiveness. Since then, teamwork is formed to perform tasks and produces output that at least meets the needs (Hackman, 1987). Zhang, Waldman and Wang (2012) agree with this definition and continue perceived TF as the extent to which a team achieves a goal or mission which assisted by some informal leaders. Meanwhile, informal leaders also share more information and knowledge within the team (Daniel & Kahn, 1978), thereby increasing information sharing among team members thus improving TF (Ajay, Smith, Dixon, & Robertson, 2006). Next, TF displays a larger amount of contributions consistently compared to total contributions from individuals (Macht, Nembhard, Kim, & Rothrock, 2014). At the same time, TF defined as a gradual process in which team members engage in a teamwork process to manage tasks either individually or as a team (Salas, Cooke & Rosen, 2008; Costa, Passos, Bakker, Romana, & Ferrao, 2017). Subsequently, TF concluded as the result of a team process that has a subjective evaluation of team members (Han, Lee, Beyerlein, & Kolb, 2017). Therefore, when team members work together, overall team performance improves (Martin, Cormican, Sampaio, & Wu, 2018). Hence, a team member should work hard based on synergy goals by using positive synergy and complementary skills (Robbins & Coulter, 2012).

Methods

Research Instrument

This study employed a survey method to collect data for this study. Using this data collection procedure will assist the researcher to congregate truthful data, reduce bias, and rise the quality of data being collected (Sekaran & Bougie, 2010; Cresswell, 2015). This study was conducted at 22 vocational colleges located in the North Zone of Malaysia, which is Penang, Kedah, Perlis, and Perak. A survey questionnaire was modified based on the previous literature review.

Sample

This study employed stratified random sampling to gather 401 survey questionnaires from lecturers who work at vocational college. This sampling technique was applied because it is less biased sampling procedures in the process of selecting a sample and generate representative research findings. Researchers used a random number table when selecting the sample. The survey questionnaires were answered by respondents based on their agreement and voluntary basis.

Instrument

The instrument being used in this research is a list of questionnaires containing 37 questions relating to the study that was distributed to respondents to gather the necessary response in this study. The questionnaires consisted of four parts (A, B, C, and D). Part A consists of 8 questions on demographic information while part B consists of 12 questions on blue ocean leadership which adapted by Kim & Mauborgne (2014) & Zehra (2015). Part C consists of 11 questions on employee engagement which adapted by Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002). In part D, the study employed 6 questions on team performance which adapted by Callea, Urbini, Benevene, Cortini, Di Lemma & West (2014). This set of questionnaires carried the
score made regarding five Likert scales ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

**Pilot Study**

A pilot study is conducted to test the reliability of the structured instrument and ensure the instrument is fit to the situation and understood by the respondents. According to Mail and Noordin (2015), reliability refers to the ability of certain indicators or variables to have relied consistently on upon. The concept of the validity of a study is closely related to the concept of measurement. Based on Sekaran and Bougie (2010), the value for the reliability coefficient is near to 1, it considered as high-reliability value, whereas the value of the coefficient is 0.6 will treated as low-reliability value, while 0.7 can be accepted, and 0.8 will be measured as good. To ensure the reliability of the structured instrument to meet the standard, researchers conducted a pilot study on 300 lecturers. The result from the analysis showed that the Cronbach’s Alpha reliability coefficient is high at 0.929. Therefore, the researchers found that the adopted questionnaire is appropriate to implement in the actual study.

**Data Analysis**

The data from the questionnaire were analyzed using SPSS version 23.0 (Statistical Package for the Social Science). Descriptive analysis has been used to measure the mean to examine the extent of BOL, EE, and TF among lecturers in vocational colleges.

**Findings and Discussion**

**Findings**

A total of 401 lecturers have answered the questionnaires. the analysis of the results has shown in the table as follows.

**Table 1. Respondent’s demographic**

| Demographic Factor                  | Frequency | Percentage |
|------------------------------------|-----------|------------|
| **Age**                            |           |            |
| Less than 28 years old             | 43        | 10.7       |
| 28 - 38 years old                  | 189       | 47.1       |
| More than 38 years old             | 169       | 42.2       |
| **Races**                          |           |            |
| Malay                              | 360       | 89.8       |
| Chinese                            | 24        | 6.0        |
| Indian                             | 13        | 3.2        |
| Others                             | 4         | 1.0        |
| **Sex**                            |           |            |
| Male                               | 156       | 38.9       |
| Female                             | 245       | 61.1       |
| **Teaching Area**                  |           |            |
| Science & Mathematic               | 81        | 20.2       |
| Language                           | 86        | 21.4       |
| Humanity                           | 64        | 16.0       |
| Vocational & Technology            | 170       | 42.4       |
| **Academic profile**               |           |            |
| Bachelor                           | 360       | 89.8       |
| Master                             | 40        | 10.0       |
| PhD                                | 1         | 0.2        |
| **Teaching experiences**           |           |            |
| 10 years and below                 | 153       | 38.2       |
| 11-20 years                        | 136       | 33.9       |
| 21 years and above                 | 112       | 27.9       |
| **Marital status**                 |           |            |
| Single                             | 62        | 15.5       |
| Married                            | 339       | 84.5       |
Table 2. The result of the extent of blue ocean leadership among lecturers in the vocational college

| Monthly income          | Less than RM4,000 | RM4,000 – RM8,000 | RM8,001 and above | Total |
|-------------------------|-------------------|-------------------|-------------------|-------|
|                         | 109               | 242               | 50                | 401   |
|                         | 27.2              | 60.3              | 12.5              | 100.0 |

Table 3. The result of the extent of employee engagement among lecturers in the vocational college

| Item                                                                 | Mean score |
|----------------------------------------------------------------------|------------|
| 1 I trained my subordinates to succeed.                               | 3.93       |
| 2 I motivate the subordinates to succeed.                             | 4.04       |
| 3 I clearly explain the strategy to the subordinates.                 | 4.00       |
| 4 I develop subordinate skills to accomplish a task.                  | 4.03       |
| 5 I convey the vision and mission of the college/ department to the subordinates. | 4.01       |
| 6 I allow subordinates to do a project/job.                           | 4.10       |
| 7 I constantly monitor poor subordinate work performance.             | 3.91       |
| 8 I developed a plan for college/departmental change.                 | 3.84       |
| 9 I analyze future trends and their implications for colleges/departments. | 3.86       |
| 10 I set performance goals along with subordinates.                   | 3.97       |
| 11 Providing subordinates with the motivation to increase their confidence is important and necessary. | 4.14       |
| 12 I share the best practices in the team.                            | 4.14       |
| 13 I think leaders should lead but not rule.                          | 4.35       |
| 14 I explore and highlight existing talent in subordinates.           | 4.06       |

"1" = Strongly disagree, "2" = Disagree, "3" = Neutral, "4" = Agree, "5" = Strongly agree

The empirical test shows that the lowest mean was for the question “I developed a plan for college/departmental change.” (mean = 3.00), this indicates that the lecturers moderately developed a plan whenever there exists a change in his/her college or department. On the other hand, the question with the highest mean, which is (4.35), and the question is “I think leaders should lead but not rule.” (Table 2).
The empirical test shows that the lowest mean was for the question “When I am working, I forget everything else around me.” (mean = 3.64), this designates that the lecturers are thinking of something else when they are working. Conversely, the questions with the highest mean, which is (4.19), is “I am proud of the work that I do” (Table 3).

Table 4. The result of the level of team performance among lecturers in the vocational college

| Item                                                                 | Mean score |
|----------------------------------------------------------------------|------------|
| 1 I want to continue working on this team.                           | 4.07       |
| 2 I am satisfied with the number of responsibilities and tasks assigned to the team. | 3.97       |
| 3 In my team, we are developing new and improved ways of working.    | 4.01       |
| 4 My team works closely with team members and members from other departments in the college. | 4.03       |
| 5 Head of Department / Head of Program always praises the quality of work of our team. | 3.99       |
| 6 Teamwork cannot be accomplished without the contribution of each team member. | 4.28       |
| 7 My team understands any changes in college/department policy and the reasons behind the change. | 3.95       |
| 8 In my team, we look for and support alternatives to new products or services. | 4.02       |

“1” = Strongly disagree, “2” = Disagree, “3” = Neutral, “4” = Agree, “5” = Strongly agree

The empirical test displays that the lowest mean was for the question “My team understands any changes in college/department policy and the reasons behind the change.” (mean = 3.95), this describes that the lecturers are disagreed about his/her team to realize the reason behind the change in their college/department. On the contrary, the questions with the highest mean, which is (4.28), are “Teamwork cannot be accomplished without the contribution of each team member.” (Table 4).

Conclusion

Overall, this study attempt to discover the extent of BOL, EE, and TF among lecturers in vocational college during the COVID-19 pandemic. The findings show that the BOL, EE, and TF are high among the lecturers in vocational colleges. The findings can be a reference and help the organization's leader reflect on themselves, especially their leadership and practices, to enhance EE and TF among the lecturers in vocational colleges, especially in this sudden pandemic outbreak of COVID-19 disrupted education sector in Malaysia. In the future, researchers may extend the study by cross-examining across the different vocational colleges' state in Malaysia.

Acknowledgment

Acknowledgement to my supervisor, co-supervisor, and friends who have guided me in conducting this research.
Corresponding Author  
Oh Zi Jian, Faculty of Management and Economics, Sultan Idris Education University, Perak, Malaysia  
Email: ohzijian@gmail.com

References

Ajay, M., Smith, B. R., Dixon, A. L., & Robertson, B. (2006). Distributed leadership in teams: The network of leadership perceptions and team performance. *The Leadership Quarterly, 17*(3), 232–245.

Barkhuizen, N., Rothman, S., & Van de Viljver, F. J. (2014). Burnout and work engagement of academics in higher education institutions: Effects of dispositional optimism. *Stress and Health, 30*(4), 322-332. doi: 10.1002/smi.2520

Callea, A., Urbini, F., Benevene, P., Cortini, M., Di Lemma, L., & West, M. (2014). Psychometric properties and factor structure of the Italian version of the “Aston Team Performance Inventory”. *Team Performance Management, 20*(1/2), 6-18. doi: 10.1108/TPM-05-2013-0016

Chanana, N., & Sangeeta. (2020). Employee engagement practices during COVID-19 lockdown. *Journal of Public Affairs*, e2508. Retrieved from https://doi.org/10.1002/pa.2508

Chartered Institute of Personnel and Development (CIPD). (2007). *Employee engagement*. Retrieved from http://www.cipd.co.uk/subjects/empreltns/general/empengmt.htm?IsSrchRes=1

Chen, S. (2017). Cross-level effects of high-commitment work systems on work engagement: the mediating role of psychological capital. *Asia Pacific Journal of Human Resources*. doi: 10.1111/1744-7941.12144

Clark, H., & Gruending, A. (2020). Invest in health and uphold rights to “build back better” after COVID-19. *Sexual and Reproductive Health Matters, 28*(2), 1781583. doi: 10.1080/26410397.2020.1781583

Costa, P., Passos, A., Bakker, A., Romana, R., & Ferrao, C. (2017). Interactions in engaged work teams: A qualitative study. *Team Performance Management: An International Journal, 23*(5/6), 206-226.

Daniel, K., & Kahn. R. L. (1978) *The social psychology of organizations* (2nd ed.). New York: Wiley.

Dwiedienawati, D., Tjahjana, D., Faisal, M., Gandasari, D., & Abdinagoro, S. B. (2020). Transformational leadership, communication quality influences to perceived organization effectiveness and employee engagement and employee retention during the covid-19 pandemic. *Journal of Advanced Research in Dynamical and Control Systems, 12*(7), 773-787. doi: 10.5373/JARDCS/V12SP7/20202169

Gallup. (2013). *Worldwide, 13% of Employees are engaged at work. State of the Global Workplace*. Retrieved from http://doi.org/10.1073/pnas.0703993104

Gallup. (2017). *State of Global Workplace*. Gallup Inc, Washigton, USA.

Gebauer, J., & Lowman, D. (2009). *Closing the engagement gap: How great companies unlock employee potential for superior results*. New York: Portfolio.

Hackman, J. R. (1987). *The design of work teams*. In J. Lorsch (Ed.), *Handbook of organizational behavior* (pp. 315-342). New York: Prentice Hall.

Han, S. J., Lee, Y., Beyerlein, M., & Kolb, J. (2017). Shared leadership in teams: The role of coordination, goal commitment, and knowledge sharing on perceived team
performance. Team Performance Management: An International Journal, 1-20. Retrieved from https://doi.org/10.1108/TPM-11-2016-0050

Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. Journal of Applied Psychology, 87, 268-279.

Jian, O. Z., Yin, K. Y., & Awang, M. (2020a). Validating the Instruments Measuring Blue Ocean Leadership Construct Using Confirmatory Factor Analysis. International Journal of Academic Research in Business and Social Sciences, 10(5), 857–868. doi: 10.6007/IJARBSS/v10-i5/7255

Jian, O. Z., Yin, K. Y., & Awang, M. (2020b). Developing And Validating the Measurement Model for Employee Engagement Construct Using Confirmatory Factor Analysis. International Journal of Academic Research in Business and Social Sciences, 10(8), 924-941.

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. Academy of Management Journal, 33, 692-724.

Kavaljit, S. (2020). How to manage the economic fallout of the coronavirus. Retrieved from https://zcomm.org/znetarticle/how-to-manage-the-economic-fallout-of-the-coronavirus/

Kim, W. C., & Mauborgne, R. (2014). From blue ocean strategy to blue ocean leadership, blue ocean leadership series I.

Kinicki, A., & Fugate, M. (2016). Organizational behavior, a practical, problem solving approach. New York: McGraw-Hill Education.

Lee, C., Alonso, A., Esen, E., Coombs, J., Mulvey, T., Victor, J., & Ng, H. (2016). Employee job satisfaction and engagement: Revitalizing a changing workforce. Retrieved from https://www.shrm.org/hr-today/trendsand-forecasting/research-and-surveys/Documents/2016-Employee-Job-Satisfaction-and-Engagement-Report.pdf

Loh, K. L., Yusof, M. S., & Lau, D. H. C. (2018). Blue ocean leadership in lean sustainability. International Journal of Lean Six Sigma, 10(1), 275-294. doi:10.1108/ijlss-06-2016-0029

Macey, W. H., Schneider, B., Barbara, K. M., & Young, S. A. (2009). Employee engagement: Tools for analysis, practice and competitive advantage. UK: Wiley-Blackwell.

Macht, G., Nembhard, D., Kim, J., & Rothrock, L. (2014). Structural models of extraversion, communication, and team performance. International Journal of Industrial Ergonomics, 44(1), 82-91.

Mack, C. J., Johnson, A., Jones-Rincon, A., Tsatenawa, V., & Howard, K. (2019). Why do teachers leave? A comprehensive occupational health study evaluating intent-to-quit in public school teachers. Journal of Applied Bio Behavioral Research, 24(1), 1-13. doi: 10.1111/jabr.12160

Mail, R., & Noordin, R. (2015). Penyelidikan peringkat sarjana: Pendekatan kualitatif sebagai alternatif. Universiti Malaysia Sabah: Penerbit Universiti Malaysia Sabah.

Martin, J., Cormican, K., Sampio, S. C. B., & Wu, Q. (2018). Shared leadership and team performance: An analysis of moderating factors. Procedia Computer Science, 138, 671-679.

Mathieu, J., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997-2007: A review of recent advancements and a glimpse into the future. Journal of Management, 34(3), 410-476.
Nasri, M. N., Husnin, H., Mahmud, S. N. D., & Halim, L. (2020). Mitigating the COVID-19 pandemic: A snapshot from Malaysia into the coping strategies for pre-service teachers’ education. *Journal of Education for Teaching*, 1-8. doi: 10.1080/02607476.2020.1802582

Morgeson, F. P., Lindoerfer, D., & Loring, D. J. (2010). Developing team leadership capability. *The Center for Creative Leadership Handbook of Leadership Development*, 122, 285.

Nienaber, H. (2019). Employee engagement: Driving strategy implementation through dimensions of organisation. *Journal of Management & Organization*, 1-21. doi:10.1017/jmo.2019.22

Oh, Z. J., Khoo, Y. Y., & Awang, M. (2020). Developing Item for Blue Ocean Leadership in Vocational College. *International Journal of Academic Research in Business and Social Sciences*, 10(4), 268–280. doi: 10.6007/IJARBSS/v10-i4/712

Osborne, S., & Hammoud, M. S. (2017). Effective employee engagement in the workplace. *International Journal of Applied Management and Technology*, 16(1), 50-67.

Paulsen, R. (2017). Slipping into functional stupidity: the bifocality of organizational compliance. *Human Relations*, 70(2), 1-26.

Pellerone, M., Rapisarda, V., Trischitta, M. C. A., Vitale, E., & Ramaci, T. (2020). Burnout and self perceived instructional competence: An exploratory study of a group of Italian female elementary school teachers. *International Journal of Environmental Research and Public Health*, 17(4), 1356.

Qianying, L, Shi, Z., Daozhou, G., Yijun, L., Shu, Y., Salihu, S. M., Maggie, H. W., Yongli, C., Weiming, W., Lin, Y., & Daihai, H. (2020). A conceptual model for the coronavirus disease 2019 (COVID-19) outbreak in Wuhan, China with individual reaction and governmental action. *International Journal Infectious Diseases*, 93, 211-216.

Rahman, M., & Chowdhury, S. (2012). Job satisfaction and teachers’ turnover: A study on private universities in Bangladesh. *Bangladesh Research Publications Journal*, 7(2), 142-152.

Robbins, S., & Coulter, M. (2012), *Management*. Pearson Education, Inc, NJ, Upper Saddle River.

Rubenstein, K., Bergin, T., & Rowe, P. (2020). Gender, leadership and representative democracy: The differential impacts of the global pandemic. *Democratic Theory*, 7(2), 94-103. doi: 10.3167/dt.2020.070212

Salas, E., Cooke, N., & Rosen, M. (2008). On teams, teamwork, and team performance: discoveries and developments. *Human Factors: The Journal of the Human Factors and Ergonomics Society*, 50(3), 540-547.

Schaufeli, W., Salanova, M., Gonzalez-Roma, V., & Bakker, A. (2002). The measurement of burnout and engagement: a confirmatory factor analytic approach. *Journal of Happiness Studies*, 3(1), 71-92.

Sekaran, U., & Bougie, R. (2010). *Research methods for business: A skill building approach* (5th ed.). New York, NY: John Wiley & Sons Ltd.

Shafiq, M., & Rana, A. R. (2016). Relationship of emotional intelligence to organizational commitment of college teacher in Pakistan. *Egitim Arastirmalari – Eurasian Journal of Educational Research*, 62.

Siva, R., Khuan, W. B., & Khoo, Y. Y. (2015). The demands and influence of leadership on educational changes. *Jurnal Pendidikan Malaysia*, 40(1), 83-88.
Van Woerkom, M., & Croon, M. (2009). The relationship between team learning activities and team performance. *Personnel Review, 38*(5), 560–577. Retrieved from https://doi.org/10.1108/00483480910978054

Wan Hanafi, W. N., & Daud, S. (2019). Attaining sustainable organization in an era of technology disruption through leadership and strategic decision making: Mediating role of organizational politics. *International Journal of Engineering and Advanced Technology (IJEAT), 9*(1), 3561-3566.

Wan Hanafi, W. N., Daud, S., & Baharin, N. L. (2016). *Blue ocean leadership determinants.* Proceedings of 73rd The IIER International Conference. Kuala Lumpur, Malaysia.

Zakaria, Z., Idris, K., & Ismail, M. B. (2017). Blue ocean leadership (BOL) practices towards promoting employee engagement in public service. *International Journal of Academic Research in Business and Social Sciences, 7*(3), 85-98.

Zehra, R. (2015). *Effects of personality on blue ocean leadership, the impact of blue ocean leadership on life satisfaction.* Quest International University Perak: Unpublish master thesis.

Zhang, Z, Waldman, D. A., & Wang, Z. (2012). A multilevel investigation of leader–member exchange, informal leader emergence, and individual and team performance. *Personnel Psychology, 65*(1), 49–78.

Zu, Z. Y., Jiang, M. D., Xu, P. P., Chen, W., Ni, Q. Q., Lu, G. M., & Zhang, L. J. (2020). Coronavirus disease 2019 (COVID-19): a perspective from China. *Radiology, 296*(2), 15-25. Retrieved from https://doi.org/10.1148/radiol.2020200490