The Effect of Job Resources on Work Engagement: Does this Matter among Academics in Malaysia?

Rozana Othman, Noorazima Asyikin Mohd Asri, Nurul Ezaili Alias, Arnida Jahya, Wei-Loon Koe, Ramesh Krishnan

To Link this Article: http://dx.doi.org/10.6007/IJARBSS/v11-i6/10245    DOI:10.6007/IJARBSS/v11-i6/10245

Received: 11 April 2021, Revised: 15 May 2021, Accepted: 29 May 2021

Published Online: 13 June 2021

In-Text Citation: (Othman et al., 2021)
To Cite this Article: Othman, R., Asri, N. A. M., Alias, N. E., Jahya, A., Koe, W.-L., & Krishnan, R. (2021). The Effect of Job Resources on Work Engagement: Does this Matter among Academics in Malaysia? *International Journal of Academic Research in Business and Social Sciences*, 11(6), 1165–1175.

Copyright: © 2021 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

Vol. 11, No. 6, 2021, Pg. 1165- 1175

http://hrmars.com/index.php/pages/detail/IJARBSS    JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
http://hrmars.com/index.php/pages/detail/publication-ethics
The Effect of Job Resources on Work Engagement: Does this Matter among Academics in Malaysia?

Rozana Othman, Noorazima Asyikin Mohd Asri, Nurul Ezaili Alias, Arnida Jahya, Wei-Loon Koe, Ramesh Krishnan
Faculty of Business and Management, Universiti Teknologi MARA Melaka
Email: rozanaothman@uitm.edu.my

Abstract
A rapidly changing business environment requires an organization to gain a competitive advantage to survive. As people are known to be the most valuable asset to an organization, having employees that are actively engaged in their work can positively lead to higher performance, and subsequently contribute to the success of the organization. One of the predictors that lead to work engagement is through the dimensions of job resources, which is rooted in Job Demand-Resources Theory. Therefore, the primary purpose of conducting this research is to examine the role of job resources on work engagement among academics in a local public university. Before the actual study, a pilot study was conducted to assess the reliability and suitability of the measurements used. The data from 87% out of 101 academics were collected, and then analyzed using IBM SPSS Statistics (Version 23.0). The result from the Multiple Regression analysis indicated that only two dimensions in job resources, which are autonomy and social support, have significant and positive relationships with work engagement, while performance feedback is insubstantial. Moreover, from the analysis, a predictor of social support represented the most significant variable influencing work engagement among academics. Theoretical discussion, practical implications, limitations of the study and direction for future research were also discussed in this research.

Keywords: Job Resources, Work Engagement, Academics, Jd-R Model, University.

Introduction
In today’s fast-changing environment, many organizations face complex challenges in the propensity to becoming a high-performing business entity. It is of dire importance for employers to have highly engaged employees who view ‘work as meaningful’ as they offer a comparative strength through their unique contribution (Anitha, 2014). In this respect, many organizations believe that work engagement is the key to retain organizational success (Alzyoud, Othman, & Isa, 2015). Employees that are engaged in their work will feel more motivated to perform better, produce more and succeed in their jobs (Christian & Slaughter, 2011). In the meantime, the disengaged employee would result in significant loss to the organization (Othman et al., 2019).
Likewise, this phenomenon has become an epidemic in educational organizations, especially among academics in Higher Education Institutions (HEIs), since current global HEIs have been confronted with structural changes and challenges (Arinto, 2013). Motivated and proactive academics are vital for any university to achieve the goals of high-quality performance (Dubbelt, Rispens, & Demerouti, 2016). Besides, rapid growth in terms of the number of universities has necessitated institutions to optimize their strategic internal and external resources to maintain top academic performances while ensuring profit maximization (Akanji et al., 2018). In the Malaysian context, work engagement among academics has been impacted, as many changes and restructuring episodes have been brought into HEIs through the transformation plan by the government (Azman, Jantan, & Sirat, 2011). Moreover, the expansion of the higher education system, especially in public universities, has posed a great challenge to academics. Prior studies have shown that high teaching commitment, the struggle to find external funding, and administration and research works are among the sources of job-related stress for academics (Alzyoud et al., 2015). Due to these challenges, academics in Malaysia must have a strong work engagement to improve their skills, promote a good working relationship, manage workload and increase the quality of work (Ali, 2014).

Despite the abundance of studies that have been conducted, it is revealed that there are limited empirical studies on work engagement related to academicians, and that the majority of studies concentrate on the healthcare sector (Gabel-Shemueli, Dolan, & Ceretti, 2017), banking (Albdour & Altarawneh, 2014), the hotel sector (Božac, Sušanj, & Besim, 2017) and telecommunications (Li & Qi, 2015). Hence, work-related issues among academicians, particularly in the higher education sector in Malaysia, have been ignored (Ayob & Zainal, 2011). The Job Demand-Resources (JD-R) theory is the most common theory used to describe work engagement (Bakker & Demerouti, 2017; Bakker, Demerouti, & Sanz-Vergel, 2014). However, it has been argued that this theory suggests that job resources are more closely linked to work engagement compared to job demand (Bakker et al., 2014). Thus, studies should be conducted to continue to explore which elements of job resources may impact work engagement in public universities, especially in the Malaysian context.

**Literature Review**

**Work Engagement**

The concept of personal engagement at work was originally conceptualized by Kahn (1990) as “the psychological experiences and conditions that shape how individuals employ and express themselves physically, emotionally, and cognitively during role performances” (p.700). Afterwards, Schaufeli and colleagues (2002) defined work engagement as “a positive, fulfilling, work-related state of mind that is characterized by vigour, dedication, and absorption” (p. 74). Consequently, it has brought about the evolution of the most used assessment instrument, which is the Utrecht Work Engagement Scale (UWES) (W. B. Schaufeli & Bakker, 2003). In recent years, work engagement has received more attention, and shows that researchers and organizations are highly interested in this matter (Jay Lee & Ok, 2016; Knight, Patterson, & Dawson, 2017). Numerous studies have shown that work engagement has influenced desirable organizational results by contributing potentially higher yields for organizations (Bakker & Schaufeli, 2008). Thus, having an engaged employee is highly valuable for public and private organizations (Bakker et al., 2014).
Job Resources as Antecedents of Work Engagement

The JD-R model is commonly used to summarize and analyze the relationships between job-related/organizational variables and wellbeing/ill-being outcomes in various work settings (Bhatti, Mat, & Juhari, 2018; Boštjančič, Antolović, & Erčulj, 2018). In this study, the JD-R model was primarily used to explain factors that play a vital role in work engagement. The model is also frequently used to investigate the effect of job characteristics in terms of job demands and job resources on an individual’s wellbeing (Bakker et al., 2003). Job resources have been defined as those physical, psychological, social, or organizational aspects of the job that possibly reduce the adverse effect of job demands in achieving organizational objectives and stimulate the growth of employees (Bhatti et al., 2018; Demerouti et al., 2001). Past research shows a positive association between job resources’ components and work engagement in various settings and countries (Buys & Rothmann, 2010). Prior study has proven that job resources such as social support from co-workers and superiors, feedback on performance, autonomy, and opportunities for professional development are strongly associated with work engagement (Halbesleben, 2010).

Autonomy

Autonomy has been recognized as a crucial variable by most researchers in the academic context as it remarkably influences motivation levels among employees (Yu-Ping, Shiuh-Nan, & Jehn-Yih, 2010). Autonomy is characterized as the degree to which employees are given freedom and independence over their work schedules and working processes (Hackman & Oldham, 1975). Prior research has found that autonomy has a positive relationship with dedication, psychological wellbeing and the motivational and meta-cognitive learning processes of employees (Thompson & Prottas, 2006; Wielenga-Meijer, Taris, Kompier, & Wigboldus, 2010).

Research conducted among public servants revealed that autonomy improved their work engagement when they were satisfied with the work-related aspects (Borst, Kruyen, & Lako, 2019). Moreover, a study has shown that autonomy has a significant positive relationship with work engagement among academics (Alzyoud et al., 2015; Johari, Tan, & Zulkarnain, 2018).

Social Support

Prior studies have proven that social support has become a part of job resources, and has recently been promoted to an essential predictor for work engagement (Bakker & Schaufeli, 2008; Schaufeli, Bakker, & van Rhenen, 2009). Social support can be referred to as social interaction with superiors and coworkers that supports one’s wellbeing (Karasek & Theorell, 1990). Support can stem from different sources; perhaps the organization or superiors as well as co-workers (Simosi, 2012). Previous studies have shown that support from the organization, supervisors and co-workers was the most often debated predictor of work engagement (Karatepe, 2012; Suan & Nasurdin, 2016). Prior studies have also indicated that employees who gain healthy support from their supervisor may display higher outcomes in their work engagement (Nasurdin, Ling, & Khan, 2018; Rothmann & Jordaan, 2006; Swanberg, McKechnie, Ojha, & James, 2011; Thongpoon, 2013; Toyama & Mauno, 2017).

Performance Feedback

Performance feedback is recognized as information provided by an agent from the aspects of productivity and understanding (Hattie & Timperley, 2007). Feedback, is also
acknowledged as the availability of information about performance effectiveness (Hackman & Oldham, 1975). Receiving feedback may reduce job ambiguity, and allows employees to increase their understanding and clarity of work goals as well as enhance individual and team performance (Aguinis, 2009; Beenen, Pichler, & Levy, 2017). Performance feedback is included in the predictors of work engagement, and is considered as one of the essential resources affecting work engagement (Christian, Garza, & Slaughter, 2011; Xiao, Liu, & Chen, 2018). Past studies have discovered how job resources such as receiving constructive feedback were positively related to work engagement, with workers being more motivated to improve their performance and increase the level of contribution to their job (Hakanen, Perhoniemi, & Toppinen-Tanner, 2008).

Data and Methodology
This study performed a quantitative research design, which integrates scientific research to investigate the relationships between the independent variables and the dependent variables. 105 respondents have participated, and there are only 88 samples were usable. The data was collected through an online questionnaire and blast to all the respondents through the “convenience sampling” approach. The respondents were asked to complete the survey as part of study on the relationship between job resources dimensions (autonomy, social support, and performance feedback) and work engagement among academics in a local public university. Additionally, the unit of analysis of this study is the individual level (academic staff) to act as respondents. The cross-sectional study was also used to collect data through the distribution of questionnaires.

Measurement
A set of self-administered questionnaires were used as the instrumentation for this study. By using a Likert type scale of 1 to 5, a collection of the surveys was administered to the respondents. The data was evaluated and clarified by the IBM SPSS Statistics (Version 23.0). The reliability analysis of all variable items for both pre and post-test demonstrated above 0.7; this indicated that the consistency of inter-item data in this study was reliable.

The questionnaire for the purpose of this study was divided into three main sections; section A (demographic profile); section B (work engagement); and section C (job resources). All variable items in the survey used a five-point Likert type scale (1; strongly disagree, 5; strongly agree). All the items used to measure the relationship among variables were adopted from past studies, which are: to measure work engagement (9-items) (W. B. Schaufeli & Bakker, 2003), autonomy (5-items) (van Veldhoven et al., 2004), social support (8-items)(Karasek, 1985) and performance feedback (6-items) (van Veldhoven et al., 2004).

Participants
The sample for this study comprised 88 academicians, who were selected from six faculties in a public university located in the Southern region of Malaysia. A total of 19 (21.6%) male and 69 (78.4%) female respondents participated in this study. The majority of the respondents are aged between 31-40 years old, making up 62.5% of the total number. Out of the 88 respondents, 92% of them were Malay. It is reported that most of the respondents had a Master’s degree. In terms of faculty, 81.8% were from the Business and Management Faculty, which was indicated as the most prominent faculty. Almost half of the respondents’ had tenure of at least ten years or more, making up 47.7% of the total sample.
Results

Table 1

| Model             | Unstandardized Coefficients | Standardized Coefficients | T   | Sig. |
|-------------------|----------------------------|---------------------------|-----|------|
| Autonomous        | .185                       | .077                      | .234| 2.388|.019 |
| Social Support    | .522                       | .098                      | .580| 5.312|.000 |
| Performance Feedback | -.060                    | .100                      | -.068|-.603|.548 |

As specified in Table 1, autonomy and social support have a significant and positive relationship with work engagement (ß=0.85, p<0.019, ß=0.522, p<0.098). This can be explained as the higher the level of autonomy and social support to the job, the higher the work engagement level among academics.

Meanwhile, the third independent variable in this study, which is performance feedback, shows no significant relationship with work engagement (ß=-0.060, p<0.548). Additionally, social support has received the highest significant beta value (ß=0.522). This study therefore indicates that social support is the most significant factor in work engagement among academics, followed by autonomy (ß=0.85).

Table 2

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|---|----------|-------------------|----------------------------|
| 1     | .683a | .466 | .447 | .36025 |
| F Value | 24.422 | | | |
| Sig. Level | .000b | | | |

Table 2 shows that the regression model was statistically significant, and the r-square value of 0.466 explained that 46.6% of the variation within the dependent variable could be explained by all independent variables, which include autonomy and social support. The remaining 53.4% of the variations can be explained by other predictors, which did not fall under the research scope of this study. Table 2 also displayed the F value as (F=24.422, p<0.05), which indicated that the model of the study is statistically fit and significant.

Discussions, Limitation and Direction for Future Research

This study aims to investigate the role of job resources such as autonomy, social support and performance feedback towards work engagement among academics in one of the public universities located in Malaysia. The findings are consistent with the JD-R model of theoretical prediction that was contended, which is that the higher the level of job resources, the higher the level of work engagement (Bakker & Demerouti, 2007; Schaufeli & Bakker, 2004).

Our findings suggest that autonomy is positively associated with work engagement. This result is consistent with a prior study conducted among academicians in Jordan, which exposed that autonomy and work engagement were positively significant, and the employees believed that they would be more interested in their work if they gained more autonomy (Alzyoud et al., 2015). Besides, a recent study also reported autonomy could affect teachers’ efficiency as it may increase their level of productivity in the workplace (Johari et al., 2018).
Working conditions that offer substantial freedom and independence as well as give employees control over their work therefore promotes engagement in the organization. These practices are more crucial to academic institutions than other organizations as high teaching commitments, research, and administration have been associated with a high level of stress and anxiety.

Second, the results also show that social support has a significant positive impact on work engagement. This finding is consistent with a study conducted in Thailand’s public universities, which showed that social support could increase engagement and loyalty among academics (Thongpoon, 2013). Academics in HEIs are likely to devote and invest themselves in their work roles if they are provided with sufficient resources and the necessary work environment. Besides, a supportive organizational environment will promote psychological safety among academics and associates with work engagement as they are not worried about negative consequences for expressing their true selves at work.

On the other hand, this study shows contradicting results, as performance feedback did not predict work engagement among academics. Performance feedback is a performance evaluation result given by managers to their employees to ensure that they understand their work and help them to improve performance. Useful performance feedback information will encourage employees to feel accepted and recognized, which makes them more motivated, which can in turn promote work engagement. However, employees will express different behavioural responses depending upon the quality or attitude of the manager in delivering the feedback. Besides, performance feedback may become insignificant towards work engagement for academics in public universities as they need to wait for six months or even a year to discuss their performance. This situation may make employees feel neglected, undervalued and disengaged.

As the scope of study was only focused on academics in a public university, this therefore represents the limitation of this study. The generalizability of the outcome may increase if future research is conducted on other universities throughout the states. Moreover, other possible predictors of work engagement can be researched in future studies such as personal characteristics, job characteristics and leadership style. Future researchers are also recommended to extend the comparison type of study between academics in private and public universities to obtain in-depth findings that can be added to the body of knowledge.

Conclusion

The findings of this study revealed a more comprehensive understanding of how job resources (autonomy, social support and performance feedback) influenced work engagement. Based on the results of this study, it can be concluded that autonomy and social support play a significant role in the work engagement of academics at HEIs. Social support was found to be a strong predictor of work engagement. More interestingly, the finding reported that performance feedback was not a significant predictor towards work engagement in an academic context. Thus, the results offer vital insight for managers or superiors, specifically in higher education institutions, where emphasis could be placed on providing freedom towards academics in doing their work and to be independent in decision-making. Further, HEIs should continue to provide academics with security in terms of social support, such as having positive relations with superiors and colleagues in order to make them feel safer and more comfortable in their job.
References

Aguinis, H. (2009). An expanded view of performance management. *Performance Management: Putting Research into Action*. https://doi.org/10.1108/09659390910978510

Akanji, B., Mordi, T., Ajonbadi, H., & Mojeed-Sanni, B. (2018). Impact of leadership styles on employee engagement and conflict management practices in Nigerian Universities. *Issues in Educational Research*, 28(4), 830–848.

Albdour, A. A., & Altarawneh, I. I. (2014). Employee engagement and organizational commitment: Evidence from Jordan. *International Journal of Business*, 19(2), 192–212.

Ali, K. (2014). The Effects of Leader-Member Exchange and Employee Wellbeing towards Employee Turnover Intention.

Alzyoud, A. A. Y., Othman, S. Z., & Isa, M. F. M. (2015). Examining the role of job resources on work engagement in the academic setting. *Asian Social Science*, 11(3), 103–110. https://doi.org/10.5539/ass.v11n3p103

Anitha, J. (2014). Determinants of employee engagement and their impact on employee performance. *International Journal of Productivity and Performance Management*, 63(3), 308–323. https://doi.org/10.1108/UPPM-01-2013-0008

Arinto, P. B. (2013). A framework for developing competencies in open and distance e-learning. *The International Review of Research in Open and Distributed Learning*, 14(1), 167–185.

Ayob, A., & Zainal, S. R. M. (2011). The role of psychological empowerment on employees creativity: the development of conceptual framework. In *Journal of International Conference on Economics, Business and Management IACSIT Press* (pp. 118–122).

Azman, N., Jantan, M., & Sirat, M. (2011). Changing Governance and Management in Higher Education The Changing Academy – The Changing Academic Profession in International Comparative Perspective 2 Series Editors. In 2011.

Bakker, A. B., & Demerouti, E. (2017). Job Demands-Resources Theory : Taking Stock and Looking Forward Job Demands – Resources Theory : Taking Stock and Looking Forward. *Journal of Occupational Health Psychology*, 22(September 2018), 273–285. https://doi.org/10.1037/ocp0000056

Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology*. https://doi.org/10.1108/02683940710733115

Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2014). Burnout and Work Engagement: The JD–R Approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 1(1), 389–411. https://doi.org/10.1146/annurev-orgpsych-031413-091235

Bakker, A. B., Demerouti, E., Taris, T. W., Schaufeli, W. B., & Schreurs, P. J. G. (2003). A Multigroup Analysis of the Job Demands-Resources Model in Four Home Care Organizations. *International Journal of Stress Management*. https://doi.org/10.1037/1072-5245.10.1.16

Bakker, A. B., & Schaufeli, W. B. (2008). Positive organizational behavior: Engaged employees in flourishing organizations. *Journal of Organizational Behavior*. https://doi.org/10.1002/job.515

Beenen, G., Pichler, S., & Levy, P. E. (2017). Self-Determined Feedback Seeking: The Role of Perceived Supervisor Autonomy Support. *Human Resource Management*. https://doi.org/10.1002/hrm.21787

Bhatti, M. A., Mat, N., & Juhari, A. S. (2018). Effects of job resources factors on nurses job performance (mediating role of work engagement). *International Journal of Health Care Quality Assurance*. https://doi.org/10.1108/IJHCQA-07-2017-0129
Borst, R. T., Kruyen, P. M., & Lako, C. J. (2019). Exploring the Job Demands–Resources Model of Work Engagement in Government: Bringing in a Psychological Perspective. *Review of Public Personnel Administration, 39*(3), 372–397. https://doi.org/10.1177/0734371x17729870

Boštjančič, E., Antolović, S., & Erčulj, V. (2018). Corporate volunteering: Relationship to job resources and work engagement. *Frontiers in Psychology.* https://doi.org/10.3389/fpsyg.2018.01884

Božac, M. G., Sušanj, Z., & Besim, A. (2017). Attitudinal and Behavioral Outcomes of PO Fit and Work Engagement in Hotel Staff. *Organizational Cultures: An International Journal, 17*(1), 21–38.

Buys, C., & Rothmann, S. (2010). Burnout and engagement of reformed church ministers. *SA Journal of Industrial Psychology.* https://doi.org/10.4102/sajip.v36i1.825

Christian, M. S., Garza, A. S., & Slaughter, J. E. (2011). Work engagement: A quantitative review and test of its relations with task and contextual performance. *Personnel Psychology.* https://doi.org/10.1111/j.1744-6570.2010.01203.x

Christian, M. S., & Slaughter, J. E. (2011). Work engagement: A meta-analytic review and directions for research in an emerging area. *Personnel Psychology,* (August). https://doi.org/10.5465/ambpp.2007.26536346

Demerouti, E., Nachreiner, F., Bakker, A. B., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology.* https://doi.org/10.1037/0021-9010.86.3.499

Dubbelt, L., Rispens, S., & Demerouti, E. (2016). Work engagement and research output among female and male scientists. *Journal of Personnel Psychology.*

Gabel-Shemueli, R., Dolan, S., & Ceretti, A. S. (2017). Work conditions and engagement among nurses in Uruguay. *Academia Revista Latinoamericana de Administración.*

Hackman, J. R., & Oldham, G. R. (1975). Development of the Job Diagnostic Survey. *Journal of Applied Psychology.* https://doi.org/10.1037/h0076546

Hakanen, J. J., Perhoniemi, R., & Toppinen-Tanner, S. (2008). Positive gain spirals at work: From job resources to work engagement, personal initiative and work-unit innovativeness. *Journal of Vocational Behavior, 73*(1), 78–91. https://doi.org/10.1016/j.jvb.2008.01.003

Halbesleben, J. R. B. (2010). A meta-analysis of work engagement: Relationships with burnout, demands, resources, and consequences. In *Work Engagement: A Handbook of Essential Theory and Research.* https://doi.org/10.4324/9780203853047

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research.* https://doi.org/10.3102/003465430298487

Healthy work: stress, productivity, and the reconstruction of working life. (1990). *Choice Reviews Online.* https://doi.org/10.5860/choice.28-0381

Jay Lee, J., & Ok, C. M. (2016). Hotel Employee Work Engagement and Its Consequences. *Journal of Hospitality Marketing and Management, 25*(2), 133–166. https://doi.org/10.1080/19368623.2014.994154

Johari, J., Yean Tan, F., & Tjik Zulkarnain, Z. I. (2018). Autonomy, workload, work-life balance and job performance among teachers. *International Journal of Educational Management.* https://doi.org/10.1108/IJEM-10-2016-0226

Kahn, W. A. (1990). Psychological Conditions of Personal Engagement and Disengagement at Work. *Academy of Management Journal.* https://doi.org/10.5465/256287

Karasek, R. (1985). Job content questionnaire and user’s guide. *Lowell: University of
Massachusetts.

Karatepe, O. M. (2012). Job resources, work engagement, and hotel employee outcomes: A time-lagged analysis. *Ekonomiska Istrazivania*. https://doi.org/10.1080/1331677X.2012.11517527

Knight, C., Patterson, M., & Dawson, J. (2017). Building work engagement: A systematic review and meta-analysis investigating the effectiveness of work engagement interventions. *Journal of Organizational Behavior, 38*(6), 792–812. https://doi.org/10.1002/job.2167

Li, S.-L., & Qi, J. (2015). Power sharing and task performance: The role of work engagement and traditionality. *Social Behavior and Personality: An International Journal, 43*(5), 767–776.

Nasurdin, A. M., Ling, T. C., & Khan, S. N. (2018). Linking social support, work engagement and job performance in nursing. *International Journal of Business and Society.*

Othman, R., Rapi, M. R., Alias, N. E., Jahya, A., & Wei Loon, K. (2019). Factors Affecting Employee Engagement: A Study among Employees in the Malaysian Construction Industry. *International Journal of Academic Research in Business and Social Sciences, 9*(7), 784–797. https://doi.org/10.6007/IJARBSS/v9-i7/6178

Rothmann, S., & Jordaan, G. M. E. (2006). Job demands, job resources and work engagement of academic staff in South African higher education institutions. *SA Journal of Industrial Psychology*. https://doi.org/10.4102/sajip.v32i4.247

Schaufeli, W. B., & Bakker, A. B. (2003). UWES Utrecht Work Engagement Scale Preliminary Manual. *Journal of Occupational Health Psychology.*

Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior, 25*(3), 293–315. https://doi.org/10.1002/job.248

Schaufeli, W. B., Bakker, A. B., & van Rhenen, W. (2009). How changes in job demands and resources predict burnout, work engagement, and sickness absenteeism. *Journal of Organizational Behavior*. https://doi.org/10.1002/job.595

Schaufeli, W., Salanova, M., González-romá, V., & Bakker, A. (2002). The Measurement of Engagement and Burnout: A Two Sample Confirmatory Factor Analytic Approach. *Journal of Happiness Studies*. https://doi.org/10.1023/A:1015630930326

Simosi, M. (2012). Disentangling organizational support construct: The role of different sources of support to newcomers’ training transfer and organizational commitment. *Personnel Review*. https://doi.org/10.1108/004834812121212959

Swanberg, J. E., McKechnie, S. P., Ojha, M. U., & James, J. B. (2011). Schedule control, supervisor support and work engagement: A winning combination for workers in hourly jobs? *Journal of Vocational Behavior*. https://doi.org/10.1016/j.jvb.2011.04.012

Thompson, C. A., & Prottas, D. J. (2006). Relationships among organizational family support, job autonomy, perceived control, and employee well-being. *Journal of Occupational Health Psychology*. https://doi.org/10.1037/1076-8998.10.4.100

Thongpoon, S. (2013). Enhancing Work Engagement among Higher Education Lecturers. *The 2nd Annual PSU Phuket International Conference 2013*, (November 2013).

Toyama, H., & Mauno, S. (2017). Associations of Trait Emotional Intelligence with Social Support, Work Engagement, and Creativity in Japanese Eldercare Nurses. *Japanese Psychological Research*. https://doi.org/10.1111/jpr.12139

Van Veldhoven, M., Meijman, T. F., van Rijswijk, K., Bekker, M. H. J., Rutte, C. G., & Croon, M. A. (2004). Questionnaire on the Experience and Evaluation of Work. *The Relationships*
among Part-Time Work, Work-Family Interference, and Well-Being.
Wielenga-Meijer, E. G. A., Taris, T. W., Kompier, M. A. J., & Wigboldus, D. H. J. (2010). From task characteristics to learning: A systematic review. Scandinavian Journal of Psychology. https://doi.org/10.1111/j.1467-9450.2009.00768.x
Xiao, J., Liu, T., & Chen, Y. (2018). The impact of performance feedback on work engagement - The mediating effect of psychological empowerment. In IEEE International Conference on Industrial Engineering and Engineering Management. https://doi.org/10.1109/IEEM.2017.8290282
Yu-Ping, P., Shiu-Nan, H., & Jehn-Yih, W. (2010). How to Inspire University Librarians to Become “Good Soldiers”? The Role of Job Autonomy. Journal of Academic Librarianship.