

The Influence of Job Demand – Resources Model on Work Engagement Among Malaysian Northern Region Public Universities Academics

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ABSTRACTS

The purpose of this study was to examine the influence of Job Demand-Resource (JD-R) model level towards work engagement. This study brought insight and new contribution in overall JD-R model by serving Big-Five personality as personal resources. The data were gathered via e-survey from samples of academics (n =132) working in public universities located within Northern Region of Malaysia. Study revealed mixed results where personal resources and workload were significantly influence work engagement while the remaining independent variables (autonomy, social support, performance feedback, and emotional demand) shows not significant to predict work engagement in this study context. Besides, findings generally support past studies and suggest situations in accordance to academics' pressures. The results and implications of the study are discussed.

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INTRODUCTION

21st Century has brought trendy technology across industries and it is undeniable that technologies were synonym with the growth of a business that consistent with Industrial Revolution (IR) 4.0. It was started to discuss almost 20 years ago and been investigated in several specific aspects of disruption but till now there is no one clear definition (Kilkki, Mantyla, Karhu, Hammainen & Ailisto, 2018). Further, Moore (1991) coined disruption technologies as the reason for discontinuous of innovation which require people to change behavior to make full use of innovation. It is rationally led to change of work attitude and ultimately influence one to be engaged. It is not plain sailing to engage employee especially in this disruptive era that require lots of efforts from surrounding. Thus, work engagement was profound to be an issue across industries and education institution is no exception.

Basaruddin, Yeon, Yaccob and Rahman (2016) argued that academics apart from teaching and learning, they are required to produce more research paper on respective fields with the purpose and intention to lift university rank higher. Across the globe, conglomeration of technology development and high workload is an issue to employee to be engaged with work and the severity of the issues were identified when Gallup, a consulting firm has done an extensive and in-depth research on employee's engagement where 17 million employees across industries were involved in the study (Gallup, 2016). The firm came out with the statistic for United States (US) revealed that 50.8% of employees were not engaged. Previously, the same firm surveyed in United Kingdom (UK) and found 57% of employees were not engaged and the worst part is 26% of employees were actively disengaged, and the remaining 17% of employees were engaged with their work (Allen, 2014). Moreover, Aon (2018) coined the level of employees' engagement around Asia Pacific was drop by 2% (59%) compared to year 2016 at 61% (Trends in Global Employee Engagement Report, 2016).

Focusing on Asian markets, there is a survey done on employee's engagement level and found Malaysians are the most least engaged professionals, the results indicate that just 23% of Malaysian are engaged and satisfied with their work, while the remaining 77% of employees were disengaged (Dewan, 2016). The strain was divided into two categories that are job demands and job resources that reflects job strain and motivation, (Schreurs, Cuyper, Van Emmerik, Notelaers, Witte, 2011).

Furthermore, Xanthopoulou, Bakker, Demerouti and Schaufeli (2009) suggested personality dimensions which reflects a readiness for engagement due to behavioural characteristics. Particularly, prior evidence from studies suggested that high extraversion, agreeableness, conscientiousness and openness to experience and low in neuroticism contribute to high level of work engagement. This indicate that the inability of employees to be energetic to perform has effect towards low engagement level that derived from mismatch between personality and work. Astoundingly, Malaysia is going to face 65% of losing current job by year 2027 due to unfit to technology revolution 4.0, expressed by Human Resource Development Fund chief executive (The Star Online, 17th July 2017). The education sector is also of no exception when come to work engagement issues. Researcher believed IR 4.0 has affected education system in many developing and developed countries especially in Malaysia. Thus, the revolution leads Malaysian government to initiate the concept of Education 4.0. Embracing digital technology is what it is all about in education 4.0, and government's aspiration is to develop tech-savvy nation. Moreover, the former Higher Education Minister (HEM) Datuk Seri Idris Jusoh said that universities need to prepare in facing changes and challenges of technology and enhance that educators have to keep up with the fast pace of revolution (Rajaendram, 2018).

The initiative of redesigning higher education by Ministry of Higher Education in year 2018, such as in the aspect of redesign teaching and learning to be more interactive, immersive, and challenge-based role play, digital innovation (artificial intelligence, big data, virtual, augmented and mixed reality), translational research (global prominence, blockbuster research), and many more. Thus, to cater these demands for advanced studies, academics need to be alert on current education trend and for that they are required to engage in order to perform as well develop students to meet industrial requirements. Looking at the current trends in higher education, the engagement level among academics is questionable looking at the ratio of academics to cope with huge number of students at a time (refer Figure 1.1). As a result, institutions are facing challenges to make academics engaged. Thus, to acquire the real situation, the model of Job Demand-Resources (JD-R) was utilized to see its influence on academics' work engagement in Malaysian context

Academic Staff (A)*	Enrolment (B)**	Ratio (A:B)
31,712	532,049	1:16.8

Note : * Academic Staff - data as of 31st December 2016
 ** Enrolment - data as of 31st October 2016
 Source : Planning, Research and Policy Coordination Division, Ministry of Higher Education

Figure 1: Student and academic staff ratio at Public Education Institution 2016

LITERATURE REVIEW

Work Engagement

Kahn (1990; 1992) originally came out with the idea of engagement. He defined engagement as "the harnessing of organization members' selves to their work roles; people employ and express themselves physically, emotionally and cognitively during role performance". Over the past 28 years, it yielded multiple related concepts such as personal

engagement, job engagement, employee engagement, organizational engagement as well work engagement, which was used interchangeably. This study used working definition proposed by Schaufeli, Salanova, González-Romá, and Bakker (2002) to define work engagement as a positive, fulfilling, motivational state of mind that characterized by vigor, dedication and absorption. The previous findings on work engagement studies revealed colourful results across sectors and countries.

In educational setting specifically, numerous scholars have conducted studies on work engagement (e.g., Altunel, Kocak & Cankir., 2015; Alzyoud, Othman & Isa., 2015; Choochom, 2016; Hoigaard, Giske & Sundsli., 2011; Ongore, 2014; Othman, 2016 & Sukhri, 2015). Furthermore, even when undertaking a comparative study on work engagement between industries, scholars intended to consider education as one of essential industry (Akhtar, Boustani, Tsivrikos, Chamorro-Premuzic, 2014). The subjects of their studies are from diverse sectors which mainly covers education sector, followed by technology and health. It is clearly show that education become interest of scholars that perceived the setting as “must” studied industry. Thus, this denied the statement made by Robinson, Perryman & Hayday (2004) that there is little academic and empirical research work engagement in educational setting.

Job Demand-Resources (JD-R) Model

This study utilizes the JD-R model (Doi., 2005; Halbesleben, & Buckley., 2004) as predictors of work engagement which acted as independent variables to be tested among academics. Resources (job and personal resources) are motivational process that leads to job related learning, organizational commitment and work engagement. On the other side, job demand like high workload, emotional demands and role ambiguity lead to impaired health, that enable to drain one’s energy. There is new perspective was taken into consideration to carry out this study with additional component on JD-R model, specifically on personal resources.

Personal Resources

Personal resources are basically reflecting the things that employees bring with themselves that could be inherently or by practice and it has been recognized as the most crucial predictor of work engagement (Xanthopoulou, et al., 2009). Generally, in JD-R model, resilience, optimism, self-efficacy and self-esteem (Upadhyay, Vartiainen & Salmela-Aro, 2016; Xanthopoulou et al., 2009) fall under personal resources. However, Bakker, Boyd, Dollard, Gillespie, Winefield and Stough (2010) incorporate personality as personal resources into JD-R model. The authors applied two extreme traits in the model namely, neuroticism and extroversion which is based on Big-Five personality model. Thus, the present study utilizes all the Big-Five personality dimensions (extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) as personal resources. Personality has its own role in influencing work engagement (Langelaan, Bakker, Doornen & Schaufeli, 2006) and it has been emphasized that engaged employees frequently practice positive emotion (Schaufeli & Rhenen, 2006). Study by Zaidi, Wajid, Zaidi, Zaidi and Zaidi (2013) disclosed the relationship of five dimensions of personality which was significantly predict work engagement. Thus, it was hypothesized that:

H1: Personal resources (big 5 personality traits) is significantly influence work engagement.

Job Resources

Job resources is concerned about the availability of resources category in an organization to simplify work process of employee or anything that enable to boost employee’s energy. This kind of resources could be in any form that enable in achieving goals, able to reduce the demands of a job and related physiological and psychological costs and able to restorative personal growth (Demerouti, Bakker, Janssen & Schaufeli, 2001). Job

resources regulate the way which emotionally demanding conditions to determine work engagement level (Xanthopoulou, Bakker & Fischbach, 2013). In literatures, factors like social support, skill variety, performance feedback, learning opportunity and freedom in decision making (autonomy/job control) were positively influence work engagement (Alzyoud, et al., 2014; Bakker & Demerouti, 2007; Bakker & Demerouti, 2008; Korunka, Kubicek, Schaufeli, & Hoonakker, 2009; Schaufeli & Bakker, 2004 & Sukhri, 2015). In the present study, autonomy, social support and performance feedback are chosen as part of job resources (independent variables) that are perceived to influence work engagement.

Autonomy

High level of freedom with allocation of time frame create happy working environment and increase the sense of ownership on work, consequently, leads to engagement. Karasek (1985) defines autonomy as the extent of freedom independence and discretion of an employee to plan his or her work pace and method. Moreover, Karasek and Theorell (1990) demonstrated that autonomy is a working condition that has been acknowledge as one of valuable resources for employee. According to Hackman and Oldman (1975); Morgeson and Humphrey (2006) perceived autonomy as the individual freedom in carrying their work, including freedom in scheduling work, work method and decision-making. This enhances the importance of autonomy in workplace which increase engagement level when employee has autonomy over their work. As emphasized by Demerouti, et al., (2001); Schaufeli, Bakker and Rhenen (2009), that JD-R model has classified autonomy as one of job resources item. Further, autonomy significantly predict work engagement as past studies results revealed the correlation between the variables (Alzyoud, et al., 2014; Bakker & Bal., 2010; Sukhri., 2015; Taipale, Selander, Anttila & Natti., 2011). Therefore, it is hypothesized that:

H2: Autonomy is significantly influence work engagement.

Social Support

Karasek (1985) defines social support as level of social interaction available on the job from co-workers and supervisors. Social support from colleagues and supervisors can be a step stone to boost employees' motivation and consequently leads to higher engagement level. It is the sense of bonding in workplace, where it is important to work together in a healthy environment, and ultimately lead to supportive working environment. Literatures exposed positive and significant relationship between social support and work engagement. Therefore, it is hypothesized that:

H3: Social support is significantly influence work engagement.

Performance Feedback

Another crucial job resource component is performance feedback as it is not only for an employee but also to whole team of organization. If there is high opportunity for employees to get to know their performance feedback from different sources (360 degree), it would be great platform to them in improving their performance much better, thus they may repay by performing better and become engaged. Further, Sims, Szilagyi, & Keller, (1976), explain performance feedback as the degree to which an employee knows their own job performance from the job or task itself, co-workers, superiors or customers. The motive of performance feedback is to improve individual and team performance and consequently leads to engagement. Performance feedback was found to be predictive of work engagement (Alzyoud, et al., 2014; Bakker & Bal., 2010; Sukhri., 2015; Taipale, et al., 2011). Therefore, it is hypothesized that:

H4: Performance feedback is significantly influence work engagement.

Job Demand

Practically, anything that drain energy is classified as demand as it requires efforts in role performance which affect the level of energy. Moreover, things that demand an employee either physically or psychologically could leads to job stressors. In this case, although job demand is not necessarily giving negative impact, and probably able to balance up demand in one's work but mostly it is crucial and able to turn into job stressors when the task requires extra efforts from employees to meet those demands (Meijman & Mulder., 1998; Sonnentag & Zijlstra., 2006). Besides, there are various dimensions that can be categorized into job demands. Generally, there is increases in needs since new challenges of technology developed. It may jeopardize employee's satisfaction at work to meet their career objective and possibly leads to disengagement in work. High job demand either in the aspect of quantitative (workload) or qualitative (emotional demand) will lead an individual to burnout or exhaustion which ultimately result in disengagement and the worst is quit the job. Hence, company may loss the "resources". However, at the same time, if job demand is at below expectation also may consequently influences employees to be disengaged due to unchallenging working environment, especially for those expecting new challenges in work. Yet, an equilibrium of job demands is needed to enable employee voluntarily to represent in repaying through engagement. In current study, workload and emotional demand are treated as job demands (independent variables).

Workload

Workload is defined as the pace and amount of work to be done under restricted time and pressure (Euwena & Bakker., 2009). Workload can be either underload or overload. Work underload probably not a huge issue as employee was not putting much effort in performing tasks, yet it can leads to boredom and unchallenging work due to the insufficient work assigned. The most crucial is work overload which is common issue in today's working environment. Excessive work with limited time frame cause employees to work long hours, and ultimately lead to frustration and possibly drag to work disengagement. However, the results from past studies show mixed findings. For example, Xanthopoulou, Bakker, Demerouti & Schaufeli (2007) conducted a study among 714 Dutch workers on workload and work engagement. The result shows positive correlation between the constructs. Similarly, in the same year, Hallberg, Johansson & Schaufeli (2007) has found positive correlation between workload and work engagement among 329 ICT and management consultants. Additionally, Abdullah (2014) were also found positive relationship between workload and employee engagement. The study was conducted among 144 workers who are the UUM part time students. The positive correlation could be due to high self-discipline which enable them to manage excessive work and smartly managed time allocation for work and study. In contrast, study conducted on 1919 Finnish dentist for workload shows negative relationship in predicting work engagement (Hakanen, Bakker & Demerouti, 2005). Together with two more studies that shows negative correlation between workload and work engagement, namely Rothmann & Jordan (2006); Tomic & Tomic (2010). Therefore, it is hypothesized that:

H5: Workload is significantly influence work engagement.

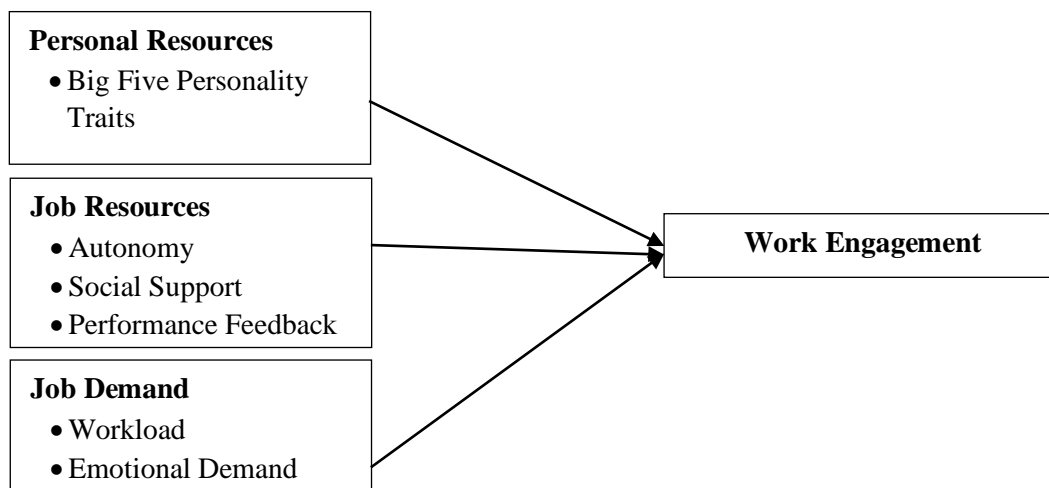
Emotional Demand

Employees' effort to manage personal emotions as well the job-related situations that provoke an emotional response, such as tension and suppression are defined as emotional demand (Van Riet & Bakker, 2008). Many studies were pointed that emotional demand were negatively influence work engagement. This has been demonstrated by Xanthopoulou, et al., (2013). The study suggests that job resources regulate the emotional demanding conditions in determining work engagement level and found emotional demands and work engagement was strongly negative when self-efficacy is low in two different study time as it was a longitudinal study. Self-determination is important in handling own emotional demands; equilibrium

emotional demand will predict better engagement level. Moreover, past studies show inconsistency result between emotional demand work engagement. A study conducted among Finnish teachers found that emotional demand was negatively predict work engagement. Specifically, when dealing with misbehave students. On the other hand, another study was conducted among flight attendants that show no correlation between emotional demands and engagement among the 154 Cabin attendants. However, situation that emotionally demanding require high energy investment may lead to confusion and exhausting employees' emotions which probably leads to disengagement. Thus, it is hypothesized that:

H6: Emotional Demand is significantly influence work engagement.

Based on the above discussion, the following research framework is developed.



METHODOLOGY

This study is cross-sectional and quantitative in nature. It focuses on academic staff from three public universities located within Northern region Malaysia excluding tutor and temporary/ contract academic staff due to the capability of explaining work engagement. Three universities were involved in this study namely, Universiti Utara Malaysia (UUM), Universiti Sains Malaysia (USM) and Universiti Teknologi MARA (UiTM). The total number of populations from three universities were about 2601 academics. Sample size were determined by Roscoe’s rule of thumb (1975) and undertaken recommendation made by Hill (1998) which at least 260 academics are needed to represent to whole study population, but researcher decides to distribute about 390 questionnaires with intention to receive high response rate. Besides, the unit of analysis is at individual level as the objective is to examine the influence of personal resources, job resources and job demands on work engagement among academics. The data were collected using SurveyMonkey. Statistical Package for the Social Science (SPSS) version 24 was utilized to analyse collected data by means of descriptive statistics, reliability, Pearson correlation as well multiple regression analysis.

Purposive sampling technique was utilized to select potential respondent for specific purpose as few criteria were set up in narrowing the number as well to get into actual respondents directly who are able to provide information by virtue of knowledge or experience in answering the survey. The criteria include permanent academic staff ranging from professors, associate professors, senior lecturers and lecturers.

Measurements

Table 1 shows the measurement items used in the study. In total, 50 questions were adapted from past studies. Personality traits (10 items), autonomy (3 items), social support (8 items), performance feedback (4 items), workload (10 items), emotional demands (6 items)

and work engagement (9 items). All items were measured using five-point Likert scale, ranging from 1 to 5, Strongly Disagree to Strongly Agree.

Table 1: Items Adapted from Past Studies

Variables	No. of Items	Author/ Developer
Big 5 personality traits	10 (BFI-10)	Rammstedt & John (2007)
Autonomy	3	Karasek (1985)
Social Support	8	Karasek & Theorell (1985)
Performance Feedback	4	Sims, Szilagyi & Keller (1976)
Workload	10	Gillespie, Walsh, Winefield, Dua & Stough (2001)
Emotional Demand	6	Bakker (2014)
Work Engagement	9 (UWES)	Schaufeli & Bakker (2004)

FINDINGS AND ANALYSIS

Sample Characteristics

Out of 390 questionnaires distributed, only 132 were returned which made up of 33.85% of response rate. Majority of the respondents are female academics, 70.5%. The average age of respondents is 37 years old. Further, all respondents are permanent staff. Out of 132 respondents, 40.9% respondents are from Universiti Sains Malaysia, followed by 35.6% respondents from Universiti Utara Malaysia and the remaining 23.5% respondents are from Universiti Teknologi MARA (UiTM). Senior lecturer made up 49.2% of the total respondents. The rest consists of professor, assistant professor, and lecturer. Moreover, most of the respondents have been serving their respective university between 1 to 5 years (24.2%).

Reliability Analysis

Reliability analysis was examined through Cronbach alpha value that indicate the internal consistency of measurement items used for the study. The Cronbach alpha value for this study is shown in Table 3. All variables understudy shows satisfactory level of reliability referring to Hinton, McMurray and Cozens (2004).

Table 2: Reliability Analysis for the Study Variables

Variables	No. of Items	No. of Items discarded	Cronbach's Alpha	Level of Reliability
Work Engagement	9	0	.816	High
Big 5 personality Resources	10	0	.508	Moderate
Autonomy	2	1	.703	High
Social Support	8	0	.825	High
Performance Feedback	4	0	.883	High
Workload	6	4	.729	High
Emotional Demand	6	0	.784	High

Descriptive Analysis

Table 3 shows overall mean for understudy variables. It ranges between 3.35 and 4.00. Basically, almost all variables indicate score above moderate nearest to 4 on the 5-point Likert scale. The highest mean was obtained by personal resources 4.00 with highest SD obtained by performance feedback. On the other hand, the low mean score draws by workload 3.35 while low SD acquired for work engagement, 0.45.

Table 3: Descriptive Statistics for Variables

Variables	Minimum	Maximum	Mean	SD
Work Engagement	2.37	5.00	3.85	0.45
Big 5 Personality	2.75	5.00	4.00	0.54
Autonomy	1.50	5.00	3.86	0.65
Social Support	2.25	5.00	3.72	0.57
Performance Feedback	1.00	5.00	3.67	0.80
Workload	1.50	5.00	3.35	0.68
Emotional Demand	1.83	4.83	3.43	0.64

Hypothesis Testing

Tables shows the result of six direct hypotheses tested in the study using Pearson correlation analysis and multiple regression analysis. Table 4 shows results derives from Pearson correlation analysis, while Table 5 shows the result of summary of hypotheses tested for the study using multiple linear regression analysis.

Table 4: Output of Pearson Correlation Analysis

	WE	PR	A	SS	PF	WL	EDD
WE	1						
PR	0.290**	1					
Auto	0.194*	0.115	1				
SS	0.232**	0.207*	0.493**	1			
PF	0.147	0.083	0.405**	0.730**	1		
WL	0.225**	-0.057	0.222*	0.467**	0.585**	1	
EDD	0.073	-0.011	-0.008	-0.165	-0.153	0.054	1

$N=132$; * $p < 0.05$; ** $p < 0.01$

Table 5: Multiple Linear Regression Analysis

HYP	Relation	Beta	T	Sig. (p)
H1	PR - WE	0.278	3.274	0.001*
H2	Auto - WE	0.105	1.111	0.269
H3	SS - WE	0.122	0.934	0.352
H4	PF - WE	-0.136	-1.026	0.307
H5	WL - WE	0.237	2.270	0.025*
H6	EDD - WE	0.064	0.751	0.454

$R^2 = 0.167$ $F Value = 4.181$ * $p = < 0.05$

Table 6: Summary of Hypotheses Testing of IVs with DV

HYP	Relation	Beta	T	Sig. (p)
H1	PR - WE	0.278	3.274	0.001*
H2	Auto - WE	0.105	1.111	0.269
H3	SS - WE	0.122	0.934	0.352
H4	PF - WE	-0.136	-1.026	0.307
H5	WL - WE	0.237	2.270	0.025*
H6	EDD - WE	0.064	0.751	0.454

$R^2 = 0.167$ $F Value = 4.181$ * $p = < 0.05$

DISCUSSION

Based on results from the findings, the research objectives of the study have been accomplished via hypothesis testing. The study shows that out of six hypotheses tested, only 2 hypotheses are supported. In other words, only big 5 personality and workload are significantly influence work engagement, whereas autonomy, social support, performance feedback and emotional demand are not significant to predict work engagement in this study's context. The result of multiple regression analysis found significant relationship between personal resources (Big 5 personality traits and work engagement. The result is parallel with past studies (Mostert & Rothmann, 2006; Zaidi, et al., 2013). This indicates that engaged academics tend to be more concern for others, helpful and are not demanding. Thus, it creates a harmonious working environment to be engaged. Further, the second, third and fourth hypotheses which fall under job resources (autonomy, social support and performance feedback) were found to be not significantly influence work engagement. The results are quite surprising and contradict to the existing literature as well. The possible explanation for the insignificant result for autonomy could due to the nature of academic's roles and responsibilities. As academics, their key performance indicators (KPIs) were set by those in authority (governmental body). Basically, academics are not given autonomy to set their KPIs, but just to follow the KPIs made available to them. This make clear sense on the reason why autonomy is not significantly influence work engagement.

Social support was also found to not significantly influence work engagement. The possible reason why social support was not significantly influence work engagement could be due to the fact that public universities in Malaysia are facing with challenges of budget cutting by government. Previously, 90 percent of the universities operating budgets came from the government while 10 percent were self-generated by universities through tuition fees and other self-generated income (Abdullah, 2017). Nowadays, only about 70 percent of budgets are allocated by government to public universities, with 30 percent of the budget covered through self-generated income. These massive cuts have not well received by Malaysian's academic community (Abdullah, 2017). Social support is seen as not enough to influence work engagement in situation where financial support is more important. Performance feedback also does not influence work engagement in this study context, which is contradict to previous literature. This could due to KPIs set for academics itself acts as feedback mechanism. Because of that, they do not require approval or feedback from superior to be engaged as the achievement or not achievement of performance standard itself serve as feedback mechanism.

Besides, workload was found significantly and positively influence work engagement among academics. This indicates that academics involved in this study accept workload as parts of their job and responsibilities by prioritizing job duties that leads them to engage in completing work. They are also able to manage excessive, unexpected tasks and adapted to workload to be accomplished in a given time frame.

Literature show mixed results for emotional demand and work engagement, from no relationship to negative relationship between emotional demands and work engagement. This study specifically revealed that emotional demand is not significant to predict work engagement. The possible reason could due to professionalism among academics. It indicates that academics in this study do not mixed up their personal life with their job-related situation thus they are able to balance up both and handle emotional demands well. Moreover, professional people are more independent and have some extent of freedom in dealing with tasks and responsibilities assigned to them. Academics participated in this study context act professionally and they does not based on personal emotions when confronting situations that provoke emotional response

IMPLICATIONS OF THE STUDY

Theoretically, this study provides additional contribution to the body of knowledge of JD-R model. The results also provide additional empirical support and contributions for the research framework. There is more room for further research since job resources (autonomy, social support and performance feedback) do not influence work engagement in this study.

This study also has practical implications. The results may act as key indicator to university's management and Ministry of Higher Education. This is because workload is positively impact in boosting academics engagement level. Therefore, management and responsible authority need to ensure that workload given to academics are in optimum level that enable them to counterbalance. Additionally, responsible authorities should ensure academics are prepared to face advance revolution of IR 4.0 in aspect of redesigned higher education systems to balance up the demands and resources of job in achieving Malaysia national education objectives. As academics are the backbone of a university, thus all these should take into consideration in attracting academics to be engaged in a way to develop educated nation.

CONCLUSION

The objective of this study is to find which variables (personal resources, job resources or job demands) are the best predictor of work engagement. The statistical results revealed and answered the hypotheses formulated through the analysis of multiple regression which found personal resources (big 5 personality traits) and workload are significantly predict work engagement, but job resources do not predict of work engagement in this study context. Thus, the objectives of this study are met. Future research is needed to fill in the gap in different setting.

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