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Factors Motivating Academicians' Work Engagement in HeNan province of China

Factores que motivan el compromiso laboral de los académicos en la provincia china de HeNan

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Abstract: The present study is designed to propose a framework for the implementation of work engagement among academicians in the higher education institutions in HeNan province of China. Its aim is to motivate academicians serving higher education institutions to improve their work engagement, which can facilitate the development of university. The sample size for the study consists of 300 academicians and using SPSS software as an analysis tool to test the hypothesis, the constructed model has better stability. The proposed motivational factors are career development; occupational stress; work-life balance, and work-related well-being. Academicians' loyalty is also included as mediating variable. The researcher has applied cross-sectional survey research to validate the framework. It is found that three factors (career development, occupational stress, work-related well-being) influenced work engagement significantly. On the other hand, academicians' loyalty is influenced by the four factors. However, academicians' loyalty did function significantly as mediating variable. It is recommended that management should provide great career development, reduce occupational stress and increase work-related well-being as important motivating factors for both academicians' loyalty and work engagement. Thus, this paper contributes with the literature review for theories and future research directions for achieving a more profound understanding of the importance of academicians' work engagement.

Keywords: Work engagement; loyalty behavior; career development; occupational stress; work-life balance; work-related well being.

Resumen: El presente estudio propone un marco para la implementación del compromiso laboral entre académicos en las instituciones de educación superior en la provincia china de HeNan. Su objetivo es motivar a los académicos de las instituciones de educación superior a mejorar su compromiso laboral, lo que puede facilitar el desarrollo de la universidad. El tamaño de la muestra para el estudio consta de 300 académicos y utilizando el software SPSS como herramienta de análisis para probar la hipótesis, el modelo construido tiene mejor estabilidad. Los factores motivacionales propuestos son el desarrollo profesional; estrés laboral; equilibrio entre el trabajo y la vida personal y el bienestar relacionado con el trabajo. La lealtad de los académicos también se incluye como variable mediadora. El investigador ha aplicado la investigación de encuestas transversales para validar el marco. Se encuentra que tres factores (desarrollo profesional, estrés ocupacional, bienestar relacionado con el trabajo) influyeron significativamente en el compromiso laboral. Por otro lado, la lealtad de los académicos está influenciada por los cuatro factores. Sin embargo, la lealtad de los académicos funcionó significativamente como variable mediadora. Se recomienda que la administración proporcione un gran desarrollo profesional, reduzca el estrés ocupacional y aumente el bienestar relacionado

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con el trabajo como importantes factores de motivación para la lealtad y el compromiso laboral de los académicos. Por tanto, este artículo contribuye con la revisión de la literatura de teorías y direcciones de investigación futuras para lograr una comprensión más profunda de la importancia del compromiso laboral de los académicos.

Palabras clave: Compromiso laboral; comportamiento de lealtad; desarrollo de carrera; estrés laboral; equilibrio trabajo-vida; bienestar relacionado con el trabajo.

1. Introduction

In recent years, all the countries in the world have made significant efforts to enhance their education system in order to improve the nation building and societal betterment. The higher educational institutions (HEIs) in China have been subjected to various changes during past twenty years. Enormous factors have been studied in relation to the issues in the HEIs in China, including HeNan Province, namely distortions and inequities of the education system, under-prepared students from poorly resources of university and academic contexts.

Kahn (1990) conceptualized engagement at work as harnessing of organization members' selves to their work roles – people employ and express themselves physically, cognitively, emotionally, and mentally during role performances. Because of this, Kahn (1990) argued that work engagement can produce positive outcomes, both at the organizational level and the individual level. Overall, Kahn (1990) believed that the most important thing of work engagement is the work role. In business environment, the reference is neither the work role nor the job activity but the company. Bates (2004) reported that roughly half of the Americans are not entirely engaged in the workplace, which was costing US businesses $300 billion a year in lost of productivity. Work engagement is studied as the active antithesis of burnout. Contrary to employees who suffer from burnout, employees who engaged have a sense of positive and energetic related to their job and work engagement is also characterized by efficacy, energy and involvement. Most academic conceptualizations defined work engagement in its own right and agree that it entails an emotional, behavioral-energetic, and a cognitive component.

The concepts between loyalty behavior and work engagement have gained many interests by a great number of scholars and practitioners. Mohsan et al. (2011) stated that the significance of loyalty behavior in the organization has been acknowledged in many countries because the performance of every organization is partly contributed by the loyalty of its employees; the higher the loyalty behavior the better the performance of the organization. Actually, loyalty behavior is often considered as the key role that determines an organization's success in modern business, which is known for its raised competition as well as the technological benefits. According to Mohsan et al. (2011), the organizations need to attract and retain skilled, loyal and reliable human resources for maintaining its competition. They also believed that loyalty behavior is a key factor to promote quality productivity.

Upon reviewing recent related researches, it is known that there had been a lack of study on employees' loyalty behavior and work engagement. Moreover, most of the researches are focusing on corporate sectors more than HEIs (Ng'ethe et al., 2012). It is necessary to examine the factors, which can help work engagement in the educational sector so that the findings may be useful in offering useful points to the academicians. This study proposed compensation, attitude and emotion constructs to develop academicians' work engagement and loyalty behavior in the HEIs in HeNan Province of China.

Theoretical overview

For the overview understanding of higher educational institutions, this paper showed that work engagement amongst academicians is based on the concepts of career development, occupational stress, work-life balance, work-related well-being. In the following parts, discussions of these factors are offered. Otherwise, the loyalty behavior as mediating variable is also provided.

Work Engagement

Nowadays, organizational psychologists have studied work engagement and another concept of job involvement. May et al. (2004) believed that the definition of two concepts are similar, both work engagement and job involvement measured employees' psychological attachment with their job. According to Brown (1996), between the two terms, sometimes the researchers used them interchangeably. For the purpose of this research, the term work engagement was used although some scholars use job involvement instead. The concept of engagement is one that is familiar to many educators. Teacher engagement focuses on teaching, with higher teacher engagement being linked to higher teacher achievement (Marks, 2000). Actually, academicians' work engagement is seldom studied, but the purpose for researching it is similar since higher level of engagement among employees, has been illustrated in many sectors to be connected with greater employee effort motivation, productivity and higher employee retention (Hakanen et al., 2006). Higher levels of teacher engagement also probably lead to higher level of student engagement.

Regardless of the context research, the motivation for developing work engagement stems from scholar's belief that no misunderstanding these concepts will benefit to both employees and administrators in many industry areas. Brown (1996) cited 87 researches that indicated active, strong and positive relationship between engagement in one's work and their job satisfaction. Hakanen et al. (2006) believed that the academicians who are more engaged tend to be more committed to their institutions. These findings illustrated that learning and knowing more about academicians' engagement might help us understand how to retain and motivate them effectively. It has been claimed that employee loyalty can be an antecedent and an effect of work engagement (Hsieh et al., 2012). Their study was considered as measuring work engagement levels based on certain parameters. For example, a career development that provides opportunities for advancement, fair rewards and benefits; a satisfactory work environment, a reasonable workload, a good relationship with leader and colleagues, internal communication effectively. It was also included that loyalty behavior is one significant parameter that is the key factors of work engagement in an organization (Welch, 2011).

The top managers in the universities are becoming more convinced that academicians' work engagement is the key role to maintaining teaching success. Actually, past researches have illustrated how engaged academicians tend to be more satisfied with their jobs, and feel more committed to the university, as well as do not intend to leave their university (Schaufeli & Bakker, 2004; Schaufeli et al., 2006). Furthermore, in order to achieve a high level of engaged academicians and to ensure engaged academicians stay engaged is not an easy task. In the academic context for example, however, teaching has been viewed to be one of the toughest occupations, first, this is might due to cannot improve their career development. Second, this is might due to the deny from their high workload and stress. Third, this is also may due to emotional demands, include, wish to keep work-life balance, and feel more well-being (Carlson & Thompson, 1995; Hakanen et al., 2006).

Proposed Conceptual Framework

Based on the above discussion, this research conceptual framework was generated which is depicted in Figure 1. The conceptual framework postulates that loyalty behavior and in turn work engagement amongst academicians in the HEIs in HeNan Province of China were influenced by the following constructs: career development, occupational stress, work-life balance and work-related well-being.

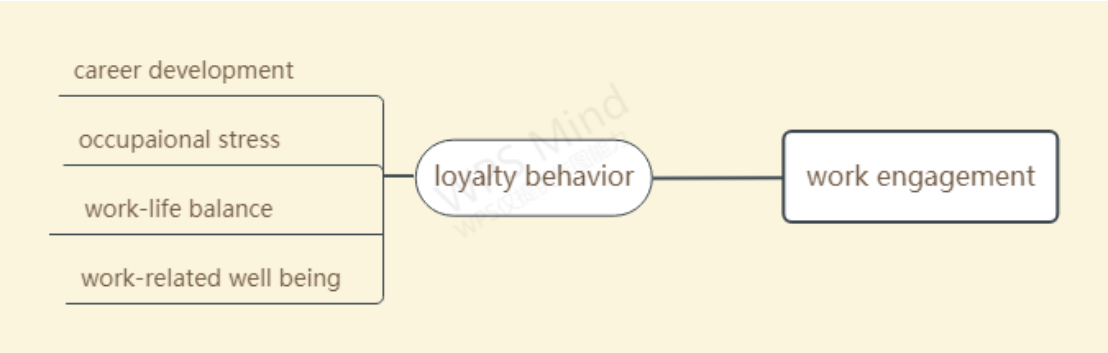

Figure 1. Conceptual framework for creating work engagement among academicians in HeNan Province of China

All these independent variables were argued to have positive impact on loyalty behavior (Mediating Variable) and work engagement (Dependent Variable) amongst academicians in the HEIs in HeNan Province of China. In addition, work engagement amongst academicians in the HEIs in HeNan Province of China was considered as the outcome of this research conceptual framework.

Developing loyalty behavior and work engagement amongst academicians in HEIs

To develop loyalty behavior and in turn work engagement amongst academicians in HEIs. The content which consists of career development, occupational stress, work-life balance and work-related well-being. The following parts illustrate all these factors in detail.

Career development

The greater the possibilities of developing abilities and self-realization, the greater the experience of loyalty behavior and work engagement. However, an employee should be given some level of autonomy to make decisions that might support his or her jobs. Several researches confirm this situation and further emphasize the crucial effect of career development on employees' loyalty behavior and work engagement (McCusker & Wolfman, 1998; Talley, 1998). The career development also affords better possibilities of good promotion and career prospects. It was mentioned that promotion also connect with the need for career development and as a motivational dimension (Maslow, 1970; Herzberg et al., 1974). Thus, it is strongly argued that the possibility of good career prospects and promotion have an influence on loyalty behavior and work engagement directly.

Brown (1996) believed that employees' perception on their organizations that offer approaches to excel in their career is very significant as they have impression that employees' personal development is made possible by their organizations. This is because when an employee is confident with a bright future career development, the loyalty and work engagement are built in his/her mind automatically (Bagga, 2013). Thus, it can be illustrated that career development has an influence on the employees' loyalty behavior and work engagement in the education industry area. Furthermore, some scholars believed that for the organizations to develop relationship with the employees, it is necessary to spend considerable amount of fund on employees' personal development of abilities and skills (Nagabhaskar, 2014). Leidner & Smith (2013) stated that employees generally improve their performance to their employers when they have a brave career development, and in this situation, it can make employees more engage in their job. Similarly, Farris (2004) highlighted that career development is positively connected with loyalty behavior and work engagement.

However, HeNan province has the largest number of students in China, it is trying to become one of the Centre of Educational excellence in China and for the past one decade, the HEIs in HeNan province has grown tremendously. Career development is viewed as the heart of a continuous effort designed to improve academicians' engagement and loyalty behavior (O'Leary et al., 2002).

The benefits of having a great career development include improved academicians' satisfaction, higher retention, lower turnover and improved hiring. All these benefits could satisfy academicians, increase motivation and commitment, hence, improve the overall behavior and engagement of academicians.

Based on the above discussion it could be said that there is a potential relationship between career development, work engagement and loyalty behavior amongst academicians in the HEIs in HeNan Province of China. This is because career development is connected with the individual academicians' possibility of self-realization and is viewed as a very important dimension by the academicians. Thus, the following hypotheses were developed:

- H1a: There is a significant relationship between career development and work engagement amongst academicians in the HEIs in HeNan province of China.
- H1b: There is a significant relationship between career development and loyalty behavior amongst academicians in the HEIs in HeNan province of China.

Occupational stress

Over the past decades, many organizations considered occupational stress, loyalty behavior and work engagement as three significant workplace issues (Lyne et al., 2000). Based on current global researches, occupational stress is one of the focused issues among academicians in the university, which need for a particular investigation (Winefield, et al., 2008). The influence of occupational stress experienced by university academicians was highly significant because it may affect not only the academicians' loyalty behavior, but also their work engagement (Noor & Ismail, 2016). Hence, occupational stress can be either mild or severe, temporary or long term, mostly, depending on how long it continues, and how powerful of it influences on academicians' loyalty behavior and work engagement.

Occupational stress usually affects individual issue including performance, behavioral, loyalty and engagement (Beheshtifar, 2011). Several dimensions of working life can be stressful such as role ambiguity, role conflict and lack of power (Nelson & Burke, 2000). They also believed that undervalued achievement and career development, redundancy and unclear promotion prospects are stressful. Thus, Sparks & Cooper (1999) argued that the quality of social environment in the workplace is linked to stress. Discussion above shows that occupational stress from many dimensions, and may also may could influence on academicians' loyalty behavior and work engagement. Actually, some scholars already conducted examined the relationship between occupational stress, job satisfaction, loyalty behavior and work engagement of police officers and found significant and positive relationships between them (Rothmann et al., 2005; Mostert & Rothmann, 2006).

Rollinson (2005) stated that occupational stress is the conditions arising from the interaction of employees and their work, which are characterized by changes within employees that force them to deviate from their normal functioning. Stressors are those conditions that have the potential to cause an individual experiencing a stress. Cox et al (1988) defined stress in terms of the stimulus characteristics of external environmental, personal emotional states, the interaction variable emphasizing the connection between personal and their environment. Over the years, the amount of study on academicians' stress has grew steadily and now it is a major and important topic of study in many nations (Vandenberghe & Huberman, 1999; Kyriacou, 2001; Troman & Woods, 2001). It can be assumed that occupational stress may influence the presence of loyalty behavior and work engagement among academicians. It appears that continuous and incessant occupational stress is one of the main reasons academician's disengagement and leave the profession finally (Beaman & Wheldall, 2000).

Based on the above discussion it could be said that there is a potential relationship between attitude towards occupational stress, work engagement and loyalty behavior amongst academicians in the HEIs in HeNan Province of China. This is because occupational stress creates unpleasant negative emotions, for instance, anxiety, anger, depression, frustration and nervousness, resulting from some job dimension and in turn the employees become less engaged and active in the organization where they work. Thus, the following hypotheses were developed:

- H2a: There is a significant relationship between occupational stress and work engagement amongst academicians in the HEIs in HeNan province of China.
- H2b: There is a significant relationship between occupational stress and loyalty behavior amongst academicians in the HEIs in HeNan province of China.

Work-life balance

The relationship between work-life balance, work engagement and loyalty behavior on one's personal life remain unclear. Though some studies have uncovered the correlation between work engagement, employees' loyalty behavior and personal life interactions (Rothbard, 2001; Montgomery et al., 2003; Halbesleben et al., 2009). Based on currently literature, most academicians try to use different methods and strategies to deal with work or life problems and issues such as stress, anxiety, and work-life conflict. What is more, a significant number of scholars exhibit interest in the research of methods coping with work-life balance in a variety of contexts and environments, while exploring its relationship with loyalty behavior and work engagement (Kumaraswamy & Azizah, 2007). Hence, organizational support, self-control and keep work-life balance for issues solving as dealing strategies used to cope with pressing, behavior and engagement (Lazarus & Folkman, 1988).

Hence, Deery (2008) opined that the real meaning of work-life balance refers to a concept of simple task as it can be considered from every definition from word "work", "life" and "balance". It is possible to find work-life balance trend and its growth as it affects employees' behavior and their engagement (Guest, 2002). Dundas (2008) believed that work-life balance is about managing and engaging between the work and all individuals' dimensions. The main work-life balance study has focused on positive spillover between the work and personal life. Generally, work-life balance was illustrated as a form of inter role relationship in which the role stress from the work and personal life domains are incompatible in some respect (Greenhaus & Beutell, 1985).Work-life balance study is dominated by the perspective that roles such as work and personal life bring pressures and obligations to employee themselves. Recently, some scholars demonstrated the significance of investigating the role of cognitive factors in work-life balance (Janasz & Behson, 2007; Poposki, 2011). Since many employees have difficulties in performing two demanding roles conflict between work and personal life, especially family, its influences on employees has been arising.

Lambert et al. (2009) stated that limiting involvement in work or life will help employee better achieve balance. As such, it is important to examine the role of work-life balance on the relationship among work engagement, loyalty behavior and work-life balance. Work-life balance was found to decrease stress and burnout, improve loyalty behavior and productivity and work engagement among academicians (Bragger, Rodriguez-Srednicki, Kutcher, Indovino & Rosner, 2005; Blix et al., 2006). Academicians' engagement in various behavior such as researching and teaching contributed to greater and more job demands which may arise work-life conflict (Bragger et al., 2005). So that keep work-life balance was found associated reduce academicians' stresses which in turn improve loyalty behavior and decrease turnover intention, coupled with enhance their work engagement (Hammer et al., 2003; Rode & Near, 2005; Noryati et al., 2009).

Based on the above discussion it could be said that there is a potential relationship between work-life balance, work engagement and loyalty behavior amongst academicians in the HEIs in HeNan Province of China. This is because work-life balance help academicians achieve better balance in life and in turn the academicians become more loyal and engaged as well as active in the university where they work. Thus, the following hypotheses were developed:

- H3a: There is a significant relationship between work-life balance and work engagement amongst academicians in the HEIs in HeNan province of China.
- H3b: There is a significant relationship between work-life balance and loyalty behavior amongst academicians in the HEIs in HeNan province of China.

Work-related well being

Well-being refers to how person evaluate their lives (Ellis, 1994). This evaluation may take in the form of cognitions when people make a conscious evaluative judgment about their satisfaction with life as a whole. However, the evaluation of people's life may also be in the form of influence, as the experience of pleasant or unpleasant emotions in reaction to their life. Therefore, well-being becomes a very significant measure for gauging the effect of organization on employees. For the employees, including academicians who working in HEIs, work is not only a livelihood but also work could improve their well-being. However, these aims are not easy to combine or to achieve. Therefore, it is no doubt that the work-related well-being of academicians or problems related to their work engagement and loyalty behavior have become a popular topic of study during the last decades.

Increasingly, work engagement and loyalty behavior have been adopted in empirical researches on work-related well-being during the past two decades. The definition of work-related well-being has been debated fiercely, generally, its concept refers to a pervasive, positive, and persistent work-related state of mind characterized by feeling energetic and having positive and significant feelings towards employees' loyalty behavior and work engagement (Bakker et al., 2011). However, work-related well-being becomes one of the most significant measure for gauging the effect on employees' behavior and engagement (Schaufeli & Salanova, 2011). By the way, the significance of work-related well-being is further reinforced by scholar at Towers Perrin Talent Report (2003) who argued that the most significant factor of work engagement and loyalty behavior was senior top management's interest in employees' work-related well-being.

In recent years, the concept of work-related well-being has witnessed a surge of academic interest with significantly important implications for work, and especially, for academicians' loyalty behavior and work engagement. This is understandable in consider of the fact that improving work-related well-being represents a serious preoccupation among job satisfaction, loyalty behavior and work engagement, it could be viewed that work-related well-being is a quality of work and life (Emerson, 1985). It can be assumed, however, that it argued that work-related well-being as the ongoing improvement of academicians' behavior or engagement, even work as a whole, as fulfilling, pleasant, and meaningful (Myers, 1993). Moreover, Warr (2002) pointed out that an employee may experience his or her job as difficult and effortful and then may suffer performance anxiety but still feel enthusiastic about his or her job. Meanwhile, Rothmann (2008) also pointed that an employee may experience low work-related depression but high level of work-related anxiety. Some scholars also highlighted that the motivational driver of work-related wellbeing could leads to the improving of loyalty behavior and work engagement (Bakker et al., 2008; Warr & Inceoglu, 2012).

Based on the above discussion it could be said that there is a potential relationship between work-related well-being, work engagement and loyalty behavior amongst academicians in the HEIs in HeNan Province of China. This is because work-related well-being refers to a pervasive, positive, and persistent work-related state of mind characterized by feeling energetic and having positive

and significant feelings towards academicians' work and in turn the academicians become more engaged and active in the university where they working. Thus, the following hypotheses were developed:

- H4a: There is a significant relationship between work-life balance and work engagement amongst academicians in the HEIs in HeNan province of China.
- H4b: There is a significant relationship between work-life balance and loyalty behavior amongst academicians in the HEIs in HeNan province of China.

Loyalty Behavior as mediating variable

Loyalty behavior is the organizational citizenship performance that shows employee commitment to the organization through promotion of its interest (Bettencourt et al., 2001). The study on loyalty behavior in the western context illustrated a connection among work-life balance, work-related well-being and personality traits. According to Walker and Boyne (2005), a satisfied employee will do more loyalty behavior when he or she perceive his or her company as providing the chances to grow and at the same time offering a clear established career development, receive great financial rewards that he or she can pursue in the company. In this case, Walker & Boyne (2005) also believed that training opportunity is one of the most important factors that influence loyalty behavior.

In this study, academicians' loyalty behavior can be best described in terms of a process, where certain factors may give rise to certain behaviors. Thus, loyalty behavior has become more and more difficult to obtain in the university. Academicians' loyalty behavior seems like a quality that's becoming increasingly harder to find, no matter how long the academicians work in the university. In the past, academicians believed that when they were hired by the university that they would be with the university until they retired. From now on, academicians' loyalty behavior may be influenced by many factors. Such as financial rewards, training opportunity, work environment, career development, attitude towards supervisor, attitude towards colleagues, attitude towards workload, attitude towards occupational stress, work-life balance, work-related well-being and personality traits. Finally, the purpose of this research is to report findings of a research study that explored the possible influence of these factors on loyalty behavior among the academicians. In turn, the following hypothesis was proposed as the final hypothesis:

H5: There is a relationship between loyalty behavior and work engagement amongst academicians in the HEIs in HeNan Province of China.

2. Methodology

However, the questionnaire of this paper is illustrated in SPSS. It was set according to the conceptual framework which illustrates the influence on work engagement among academicians in HEIs. This questionnaire was also amended as well as modified according to the suggestions given by academicians. Survey is considered to be the favored tool for data collection amongst quantitative researchers (Fowler, 2009). In addition, it is one of the most common data collection methods for examining loyalty behavior and work engagement amongst academicians in the HEIs (Hakanen et al., 2006; Abugre, 2011; Garg & Kumar, 2012).

Survey research suited the unit of analysis of this study, which were academicians in the HEIs in HeNan Province of China. Dwivedi (2005) suggested that when the unit of analysis is individual rather than organization, survey approach is more preferable than other approaches such as case study. This is because of several research issues such as convenience, cost, time and accessibility (Dwivedi, 2005). In other words, survey approach facilitates data collection from the majority of respondents within a short period of time, which was the main gist of this research (Fowler, 2009; Zikmund, 2003). In addition, since this study involved hypotheses testing and validation of conceptual framework, survey approach was considered the most suitable one (Dwivedi, 2005).

Based on the past scholar's discussion, the number of sample population should be more than 100 as it could be offered a valid result. According to Sekaran (2003) research, three or more indicators per factor should be include 100 of the sample sizes. And this was also supported by Fowler (2009), Babin & Griffin (2010), where the scholars argued an important sample population of 200 and above was suitable. Thus, in this paper, the researcher distributed 300 questionnaires in 15 universities of HeNan province.

Research findings

Out of 350 distributed questionnaires, 306 were returned. This resulted in a response rate of 87.4%. As suggested by Sekaran (2003), a response rate of 30% is considered adequate for survey research. Based on this suggestion, the response rate of this study (87.4%) was above the recommended rate. In turn, the findings of this research can be generalized to the population.

Profile of Respondents

The frequencies as well as rate of every demographic profile are showed in Table 1. The reported demographic profiles include gender, age and number of years working in the current university.

Table 1.

Background of the Respondents

	Frequency	Percentage
Gender		
Male	108	35.3
Female	198	64.7
Age (years)		
21-30	47	15.4
31-40	95	31
41-50	102	33.3
51-60	62	20.3
Length of Service (years)		
Less than 5	45	14.8
5-10	82	26.8
10-15	124	40.5
15-20	35	11.4
Over 20	20	6.5

In this paper, female respondents (academicians) were a little higher than male respondents (academicians) slightly. Out of 306 respondents (academicians), 108 (35.3%) is male and 198 (64.7%) is female. Most of the respondents (academicians) (N=102, 33.3%) showed that they were in the age group of "41-50". Thus, the second largest group was "31-40" (N=95, 31%), and the third largest group was "51-60" (N=62, 20.3%) and the smallest group was "21-30" (N=47, 15.4%). Otherwise, most of the respondents (academicians) (N=124, 40.5%) showed that they have already worked

in the HEIs for "10-15 years". And, the second largest group was working in the HEIs for "5-10 years" (N=82, 26.8%). Thus, the third and fourth largest group was working in the HEIs, being "less than 5 years" (N=45, 14.8%) and "15-20 years" (N=35, 11.4%). Meanwhile, the smallest group was "over 20 years" (N=20, 6.5%).

Internal Consistency Reliability

Internal consistency is used to assess a summated scale where several items are summed to form score for a construct (Hair et al., 2010). In this study, the Croanbach's alpha coefficient of thirteen variables were tested through the confirmation of scales to confirm the reliability. Tabachnick & Fidell (2007) recommended that an acceptable alpha is between 0.50 and 0.60. However, Hair et al. (2010) suggested a rule of thumb level of acceptance higher than 0.70, with a level as low as 0.60 being accepted for the new scale. Lyne et al., (2000) used the Cronbach's alpha of 0.6 to confirm the reliability of the instrument. However, if the coefficient alpha was above 0.60 then it is considered as cut-off-point in measuring reliability. This was based on a suggestion from Cavana et al. (2001) stating that generally, an alpha coefficient of 0.60 and above is acceptable for an investigation.

As revealed in Table 2, coefficient alphas for all study variables were above the acceptable level of 0.60 (Cavana et al., 2001; Lyne et al., 2000) ranging from a minimum of 0.854 to 0.935. Accordingly, no items were deleted from the present scales. All the variables in this study have values above 0.60. Overall, the analysis indicated that each instrument was meaningfully measured and represented by a reliable item.

Table 2.

Reliability Coefficients for Variables

Variables	N of Items	Alpha
Work Engagement	9	0.921
Loyalty Behaviour	6	0.900
Career development	5	0.935
Occupational stress	4	0.919
Work-life balance	4	0.854
Work-related well being	4	0.877

Multiple Regression Analyses – Hypotheses Testing

Multiple regressions were utilized to test hypotheses developed in the previous chapter. Multiple regression analysis using enter methods were applied with the confidence level of 95 percent ($p<0.05$) were adapted (Pallant, 2010). The regression models in this study comprises the construct of career development, occupational stress, work-life balance and work-related well-being as the predictors (X), work engagement and loyalty behavior as the outcome (Y). Furthermore, in testing the mediating effect, loyalty behavior was treated as the mediating variable.

Work Engagement as Dependent Variable

Five hypotheses were developed to test the effect of independent variables and mediating variable on work engagement. Result of multiple regression to the developed hypotheses are summarized in Table 3. It is illustrated in Table 3 that the independent variables highly explained work engagement for 72.4 percent ($R2 = 0.724$, $F = 101.358$, $p<0.01$).

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Table 3.

Factors Affecting Work Engagement

Independent Variables	β	t	Sig.	Evaluation
Loyalty Behavior	.787	21.814	0.001	Accepted
Career development	.131	2.690	.0007	Accepted
Occupational stress	.224	2.527	.0008	Accepted
Work-life balance	.266	5.009	.000	Accepted
Work-related well being	.168	2.710	.0006	Accepted
R^2	0.724			
F	101.358			
Sig.	0.001			

As indicated in Table 3, out of five independent variables, all of them were found to be significant predictor to work engagement. Loyalty behavior was found to have the biggest significant effect on work engagement ($\beta = 0.787$, $t = 21.814$, $p<0.05$), followed by work-life balance ($\beta = 0.266$, $t = 5.009$, $p<0.05$) and occupational stress ($\beta = 0.224$, $t = 2.527$, $p<0.05$). Other significant variables were work-related well-being ($\beta = 0.168$, $t = 2.710$, $p<0.05$) and career development ($\beta = 0.131$, $t = 2.690$, $p<0.05$). Thus, H1a, H3a, H4a, Ha5 and H5 were accepted.

Table 4.

Factors Affecting Loyalty Behaviour

	β	t	Sig.	Evaluation
Career development	.124	2.823	.005	Accepted
Occupational stress	.116	2.314	.004	Accepted
Work-life balance	.109	2.394	.017	Accepted
Work-related well being	.120	2.056	.040	Accepted
R^2	0.840			
F	128.164			
Sig.	0.001			

As indicated in Table 4, all four independent variables explained 84.0 percent of loyalty behavior (R2 =0.840, F = 128.164, $p<0.01$). Out of 4 variables, all of them were found to be significant predictor to loyalty behavior. Therefore, career development was found to have the biggest significant effect on loyalty behavior ($\beta = 0.124$, $t = 2.823$, $p<0.01$), followed by work-related well-being ($\beta = 0.120$, $t = 2.056$, $p<0.01$),occupational stress ($\beta = 0.116$, $t = 2.314$, $p<0.01$) and work-life balance ($\beta = 0.109$, $t = 2.394$, $p<0.01$). Thus, H1b, H2b, H3b, H4b were accepted.

3. Discussion

The Effect of Career development on Loyalty Behavior (mediating variable) and Work Engagement

Hypothesis H1aand H1b posited that career development will have a positive effect on loyalty behavior (mediating variable) and work engagement amongst academicians in the HEIs in HeNan province, China. This research found that career development significantly and positively influenced loyalty behavior (mediating variable) and work engagement amongst academicians in the HEIs in HeNan province, China. The result indicates that this factor was perceived by the respondents as the factor influencing work engagement amongst academicians in the HEIs in HeNan province, China.

The above finding is parallel with previous related researches such as Markos & Sridevi (2010), Simbula et al., (2011), Masood (2012), Wozniak (2013) and Anitha (2014). These studies found that giving academicians more opportunities for development lead them to pay more attention to engagement and more loyal to their organization. Implicit in the above findings is that great career development means could realize self-worth. The HEIs in HeNan province should create a professional promotion channels for academicians' career development. One channel for administrative work, one channel for teaching work. But the employers and employees focus on administrative work normally. Actually, for academicians, teaching is the most important thing in HEIs, we should give academicians a great development, so that they will engage their work. Everyone wants to realize their value in life, especially for academicians, great career development is one of the best ways to realize their noble quality.

The Effect of Occupational stress on Loyalty Behavior (mediating variable) and Work Engagement

Hypothesis H2a and H2b posited that occupational stress will have a positive effect on loyalty behavior (mediating variable) and work engagement amongst academicians in the HEIs in HeNan province, China. This research found that occupational stress was significantly and positively influenced loyalty behavior (mediating variable) and work engagement amongst academicians in the HEIs in HeNan province, China. The result indicates that this factor was perceived by the respondents as the factor influencing work engagement amongst academicians in the HEIs in HeNan province, China.

The above finding is parallel with previous related researches such as Fairbrother & Warn (2003), Schaufeli & Bakker (2004), Rothmann, Steyn & Mostert (2005) and Mostert & Rothmann (2006). These studies found that occupational stress leads the academicians to be more loyal and engaged to work. One probable explanation is that the academicians consider their job as a noble occupation. In turn, they try to educate every young student to enhance their knowledge and promote their abilities. The present study proposed that the academicians may show a more versatile teaching and loyalty performance through work engagement when occupational stress is considered a noble mission. It is only plausible for an academician to make extra efforts or carry out extra stress when this academician is made to feel that he or she has an obligation to do the job better.

The Effect of Work-life balance on Loyalty Behavior (mediating variable) and Work Engagement

Hypothesis H3a and H3b posited that work-life balance will have a positive influence on loyalty behavior (mediating variable) and work engagement amongst academicians in the HEIs in HeNan province, China. This research found that work-life balance significantly and positively influenced loyalty behavior (mediating variable) and work engagement amongst academicians in the HEIs in HeNan province, China. The result indicates that this factor was perceived by the respondents as the factor influencing work engagement amongst academicians in the HEIs in HeNan province, China.

The above finding was consistent with previous studies which covered that work-life balance has an effect on employees' work engagement (Susi & Jawaharrani, 2011; Wasay, 2013; Alvi et al., 2014). The most probable explanation could be that the academicians have more than three-month holiday in a year in China. This is quite different from other jobs. In turn, the academicians need to focus on work-life balance when they are during the holidays. This explains why work-life balance is ameliorating work engagement among academicians in this present study. Thus, in china, the females have to pay more attention to their family, including take care the children, look after

both side parents, doing housework as well as need to work, but form the female's academician's opinion that they also think that they need to do this. So, they do worry about the work-life balance when they are working or teaching. Every university in China has this situation, and it means that work-life balance can affect academicians' loyalty behavior and work engagement, because they cannot balance between work and life by themselves. Finally, work-life balance is ameliorating loyalty behavior and work engagement among academicians in this study.

The Effect of Work-related well-being on Loyalty Behavior (mediating variable) and Work Engagement

Hypothesis H4a and H4b posited that work-related well-being will have a positive influence on loyalty behavior (mediating variable) and work engagement amongst academicians in the HEIs in HeNan province, China. This research found that work-related wellbeing significantly and positively influenced loyalty behavior (mediating variable) and work engagement amongst academicians in the HEIs in HeNan province, China. The result indicates that this factor was perceived by the respondents as the factor influencing work engagement amongst academicians in the HEIs in HeNan province, China.

The present results are consistent with previous related researches such as Watson & Tellegen (1985); Bakker et al (2008); Warr & Inceoglu (2012). All these researchers uncovered that work-related well-being affect the decision of the employees to stay loyal to their organizations and leads the academicians to be more engaged to work. Implicit in the above findings is that work-related well-being is important for academicians who working in HeNan province of China. And the HeNan province government should take some methods to continue preaching the virtues of teachers, in order to improve the well-being of teachers. In the university, every academician has a master degree at least, many of them have doctor degree. The one who will quite feel well-being and happiness when they were praised by their colleagues. Furthermore, the academician must be felt well-being in the class when his or her student approve the content of the teaching. All the well being discussed above related to work, we found that work-related well-being is viewed important as a significant facilitator of work engagement among academicians in this study.

4. Conclusions

From the findings, the findings showed that career development, occupational stress, work-life balance and work-related well-being had positive influence on work engagement amongst academicians in the HEIs in HeNan province, China. All of the individual factors were significant for loyalty behavior (mediating variable). Overall, the significant factors were at the satisfactorily level.

Although this paper has contributed to HEIs, some limitations have to be thought. On the one hand, the context in this paper is limited to academicians. For further study it is advice that a comparison is made between academicians and practitioners. On the other hand, this paper conceptual framework was measured as well as tested from the Malaysian perspective. Hence, receiving feedback from the HEIs in other nations is also important and necessary. In order to get more variance in this kind of analysis, receiving feedback from individuals working in the HEIs as an academician in more areas of China is recommended strongly.

Finally, some theoretical and practical significance are also discussed. Last but not least, it is hoped that these findings will enable academia and the HEIs to have a deeper understanding of the survey. It is also hoped that these results can provide useful information for the development of HEIs in China and make use of the identified incentives to improve their teaching, learning activities and work engagement.

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