



ALMA MATER STUDIORUM  
UNIVERSITÀ DI BOLOGNA

## ARCHIVIO ISTITUZIONALE DELLA RICERCA

### Alma Mater Studiorum Università di Bologna Archivio istituzionale della ricerca

Work Engagement : A meta-Analysis Using the Job Demands-Resources Model.

This is the final peer-reviewed author's accepted manuscript (postprint) of the following publication:

*Published Version:*

Greta Mazzetti, E.R. (2023). Work Engagement : A meta-Analysis Using the Job Demands-Resources Model. PSYCHOLOGICAL REPORTS, 126(3), 1069-1107 [10.1177/00332941211051988].

*Availability:*

This version is available at: <https://hdl.handle.net/11585/894904> since: 2024-04-12

*Published:*

DOI: <http://doi.org/10.1177/00332941211051988>

*Terms of use:*

Some rights reserved. The terms and conditions for the reuse of this version of the manuscript are specified in the publishing policy. For all terms of use and more information see the publisher's website.

This item was downloaded from IRIS Università di Bologna (<https://cris.unibo.it/>).  
When citing, please refer to the published version.

(Article begins on next page)

**Work engagement:  
A meta-analysis using the Job Demands-Resources (JD-R) Model**

### Abstract

Although the construct of work engagement has been extensively explored, a systematic meta-analysis based on a consistent categorization of engagement antecedents, outcomes, and well-being correlates is still lacking. The results of prior research reporting 533 correlations from 113 independent samples ( $k = 94$ ,  $n = 119,420$ ) were coded using a meta-analytic approach. The effect size for development resources ( $r = .45$ ) and personal resources ( $r = .48$ ) was higher than for social resources ( $r = .36$ ) and for job resources ( $r = .37$ ). Among the outcomes and well-being correlates explored, the effect size was highest for job satisfaction ( $r = .60$ ) and commitment ( $r = .63$ ). Furthermore, moderation analysis showed that: (a) concerning the occupational role, work engagement finds a low association with turnover intention among civil servants, volunteer workers, and educators; (b) collectivist cultural environments reported a greater association of feedback with engagement than individualistic environments; (c) the relationship between personal resources and engagement was stronger among workers with university degrees than workers with high school diplomas. Furthermore, the absorption dimension showed a lower effect with all variables under investigation than vigor and dedication.

**Keywords:** work engagement, meta-analysis, JD-R model, Energy Compass, job resources, personal resources.

## Introduction

Currently, a prominent trend in engagement research is to translate the substantial body of empirical results based on the Job Demands-Resource (JD-R) model into operational strategies to foster employee engagement (Schaufeli, 2017). Accordingly, recent literature calls for using the knowledge attained to promote individual, team, and organizational health, well-being, and performance (Bakker & Albrecht, 2018). The development of an operational approach requires a comprehensive review of empirical results on work engagement antecedents, outcomes, and potential moderators. The current meta-analysis relied on the Job Demands-Resources model (JD-R model; Schaufeli & Taris, 2014), a prominent model used to explore the nomological network of work engagement.

Previous meta-analyses on work engagement antecedents and consequences were published before 2011. Therefore, the systematization of research findings concerning work engagement should be updated. According to the Scopus database,  $N= 8,084$  articles were mentioning the word “work engagement”<sup>1</sup> in titles, abstracts, or keywords between 1960 and 2010, but this metric soared to  $N= 30,657$  documents published from 2011 to today. A further gap in the existing literature was that previous meta-analyses had mostly focused narrowly on the relationship between work engagement and a specific variable. For instance, job performance (Christian, Garza, & Slaughter, 2011), resources, challenge demands, and hindrance demands (Crawford, LePine, & Rich, 2010), or on a relatively limited number of job demands, job resources and outcomes (Halbesleben, 2010). Since 2011, reviews on engagement were merely narrative (Pollak, Chrupała-Pniak, Rudnicka, & Paliga, 2017), or they were limited in scope and designed to assess the quality of practical interventions and their effectiveness (Knight, Patterson, & Dawson, 2017).

The current study could also broaden previous meta-analyses' contribution by

---

<sup>1</sup>. The terms "work engagement" and "employee engagement" are used interchangeably

including various moderators such as age, gender, tenure, economic sector, occupation, and culture (collectivist *v.* individualistic). Accordingly, the overall aim of this paper is to answer the call for a systematic understanding of engagement antecedents within specific demographic groups, occupational sectors, and work roles (Bakker & Albrecht, 2018). Furthermore, the current meta-analysis distinguishes among the three components of work engagement (*i.e.*, vigor, dedication, and absorption).

### **Work Engagement and the JD-R model**

Over the last 20 years, the JD-R model has emerged as one of the leading paradigms in the job stress literature.

According to the JD-R model, employee well-being is affected by a range of workplace characteristics clustered into two main classes: job demands and job resources. While the job demands entail aspects that require effort and are associated with physical and psychological costs, job resources are defined as job-related aspects that allow employees to cope with the demanding aspects of their job and stimulate their learning and development (Bakker & Demerouti, 2007).

The model assumes that these two types of job characteristics trigger two distinct processes. The so-called health impairment process postulates that prolonged exposure to an excessive amount of job demands combined with a lack of job resources may lead to job burnout that, in the long term, may result in harmful consequences for employee health and performance. In contrast, the motivational process hypothesizes that job resources may foster employees' level of engagement with subsequent positive outcomes, such as improved job performance and organizational commitment (Taris, 2017).

Work engagement is defined as a positive, fulfilling, work-related psychological state that stems from the combination of three interrelated dimensions, namely vigor, dedication,

and absorption (Schaufeli & Bakker, 2004). In a nutshell, vigor involves prominent energy and resilience levels, while dedication to work entails a powerful sense of meaning, pride, and challenges associated with one's work. Absorption describes employees' condition of being completely concentrated on their work-related activities and happily being engrossed in them so that time flies by, and they can hardly detach themselves from work.

A significant remark regarding absorption involves its similarity to the concept of flow, describing a brief peak experience that implies a strong focus on the present moment, associated with a lack of self-consciousness as well as a distorted temporal experience (Nakamura & Csikszentmihalyi, 2002). Hence, absorption resembles a mood that lasts longer, while vigor and dedication have been theoretically and empirically identified as the core dimensions of work engagement (Mazzetti, Schaufeli, & Guglielmi, 2018).

A considerable body of empirical results contributed to shedding light on the role of demands and resources in promoting employees' work engagement. Previous literature emphasizes the role of a specific kind of demand, namely the so-called "challenge" demands, as antecedents of engagement (Kim & Beehr, 2018). This is consistent with the theoretical distinction between challenge and hindrance demands (Crawford, LePine, & Rich, 2010): whereas the former hinder or impede employees' efforts toward standard work goal attainment and are therefore negatively associated with engagement; the latter has the potential to promote employees' mastery, personal growth, and future gains. Hence, they stimulate positive emotions and active problem-focused coping strategies that increase willingness to spend their energy on performing work-related tasks with subsequently enhanced engagement. Consequently, decreasing job demands would not be the most effective strategy in enhancing workers' engagement. As a suitable number of demands leads to the perception of a stimulating job, a disproportionate reduction of these job aspects could lead to a decreased level of engagement among employees (Einarsen, Skogstad, Rørvik,

Lande, & Nielsen, 2018).

In contrast, increasing resources constitutes the principal measure to promote work engagement. Indeed, resources have been consistently identified as the strongest predictors of work engagement, given their potential to enable employees to tackle job demands and to trigger a process of personal growth and learning (e.g., Bailey, Madden, Alfes, & Fletcher, 2017).

According to the motivational process of the JD-R model, resources have a twofold role. They are intrinsically motivating, given their capacity to promote employees' knowledge and mastery by fulfilling basic human needs (i.e., autonomy, belongingness, and competence). In addition, they have an extrinsic motivational potential that translates into instrumental help that allows employees to successfully meet work goals (Bakker & Demerouti, 2017). However, empirical results on the strengths of the association between engagement and different categories of resources are mixed.

Social resources (e.g., leaders' and colleagues' supportive behaviors) are particularly salient for employee well-being (Ashforth, Harrison, & Corley, 2008). Yet, support at the organizational level, such as a supportive culture, has a long-term effect on work engagement when compared to social support at an individual level - i.e., forms of support provided by immediate supervisors and co-workers (Biggs, Brough, & Barbour, 2014a). These mixed results may be attributed to the fact that resources vary significantly across different organizations and work roles, as predicted by the JD-R model (Taris & Schaufeli, 2016).

The previous reasoning underscores the importance of enriching the pool of job resources that individuals could rely on in performing their job as an effective intervention strategy designed to boost both employee engagement and the suitability of practical efforts to evaluate the effectiveness of these strategies as a promising trend in literature on work engagement (Bakker & Albrecht, 2018).

### **Towards a categorization of resources**

A close examination of the literature on work engagement antecedents clearly suggests it focused heavily on the association between engagement and a wide range of resources and, to a lesser extent, demands. Few studies sought to provide a systematic empirical classification of these two categories of engagement antecedents following the theoretical framework of the JD-R model. Among them, a valuable contribution comes from the SEM analysis proposed by Schaufeli (2015a). The observed results substantiated the taxonomy of factors related to engagement into distinct categories of job demands, job resources, in addition to personal resources and engaging leadership.

This empirical evidence had major implications not only on a theoretical but also on a practical level. It led to the development of the Energy Compass, an online tool that can be applied across different organizational contexts to both define and implement tailored interventions that maximize impact on workforce well-being and performance (Schaufeli, 2017). Building on the soundness of the underlying theoretical model, the main strength of this tool lies in the different outcomes it can yield: individual online feedback based on the comparison between the respondent's profile and the benchmark scores, the opportunity to compare the organizational units with each other and the whole organization with similar companies.

The choice to ground the current meta-analysis on this categorization is also aimed at facilitating drawing practical conclusions from the findings obtained and defining intervention strategies tailored to the specific characteristics of each work environment, in line with the central assumptions of the JD-R model. In line with Schaufeli (2015a), we focused on the evaluation of four types of resources: *social* resources (e.g., co-worker support), *job* resources (e.g., task variety), *organizational* resources (e.g., organizational



justice), and developmental resources (e.g., career perspective).

In line with the proposed categorization, our meta-analysis also considered personal resources and engaging leadership. Xanthopoulou and colleagues (2009) define personal resources as positive cognitions and self-evaluations concerning employees' perceptions of their ability to control and impact their environment (e.g., self-efficacy). Additionally, we focused on the concept of engaging leadership introduced by Schaufeli (2015b). Consistent with the framework of the Self-Determination Theory, engaging leadership promotes the satisfaction of individuals' innate psychological needs for competence, relatedness, and autonomy (Deci & Ryan, 2000). To be specific, engaging leaders (1) *inspire* (i.e., they enthuse their followers for their vision and plans); (2) *strengthen* (i.e., they delegate tasks by providing a high degree of autonomy and responsibility); and (3) *connect* (i.e., they foster collaboration and communication among their followers). Thus, by inspiring, strengthening, and connecting their followers, engaging leaders fulfill employees' basic needs for autonomy, competence, and relatedness, which, in turn, will boost their level of engagement (Rahmadani, Schaufeli, Stouten, Zhang, & Zulkarnain, 2020).

Based on the discussed results on the relationship between work engagement and resources, the following research question was formulated:

*Research Question 1:* How the strength of the association with work engagement differs across resource categories (i.e., social, work, development, leadership, personal resources)?

As previously stated, the motivational process of engagement postulates that resources allow workers to cope with the demanding aspects of their job and at the same time stimulate them to learn from and grow in their job, thus leading to increased levels of

motivation and feelings of accomplishment. The outcomes of this positive affective-motivational state (i.e., work engagement) are reflected in favourable outcomes: for instance, organizational commitment, job satisfaction, extra-role behavior, and superior work performance (e.g., Han, Sung, & Suh, 2021; Tian, Wang, Zhang, & Wen, 2019).

In addition to organizational outcomes, there is compelling evidence that engagement has a beneficial impact at the individual level as well. For instance, these engaged workers report better social functioning, greater life satisfaction, well-being, and general health (Robledo, Zappalà, & Topa, 2019). Hence, a second goal of the current meta-analysis was to explore the differences in the strength of the association between engagement, attitudinal variables, and health/performance outcomes:

*Research Question 2:* Are there any differences in the impact of work engagement on different positive individual and organizational outcomes (i.e., job satisfaction, job commitment, life satisfaction, and turnover intention)?

As previously described, there is considerable evidence that absorption differs substantially from the core dimensions of vigor and dedication, since it acts as a temporary condition of being fully immersed in one's job so that time passes quickly (Mazzetti, Schaufeli, & Guglielmi, 2018). Given the considerable evidence that vigor and dedication constitute the critical dimensions of work engagement (Mazzetti et al., 2018; Schaufeli, Taris, & Van Rhenen, 2008), an additional aim was to contribute to the ongoing debate about the different relationships that engagement dimensions may have with categories of predictors and outcomes.

*Research Question 3:* Does the absorption component of engagement exhibit a

weaker association with considered antecedents and outcomes in comparison to the core dimensions of the construct (i.e., vigor and dedication)?

The relationship between the variables included in this study is represented by the research conceptual framework diagram reported in Figure 1.

--- PLEASE INCLUDE FIGURE 1 HERE ---

### **Potential moderator variables**

In addition to the two main goals previously described, this meta-analysis aims to identify variables that may moderate the relationship between engagement and its antecedents and consequences. To build a comprehensive set of potential moderators, we followed the guidelines defined by Lipsey and Wilson (2001). We first considered the substantive aspects of the primary studies. Following this lead, we selected demographic variables found in the primary studies: age, tenure, gender, hierarchical position, education, nationality, economic sector, and occupation. Then, we considered the type of UWES version applied to the measurement of engagement as a potential methodological moderator. The rationale of these decisions and the expected results are reported in the following sections.

*Age, tenure, gender, and education* are the demographic variables most often examined by primary studies considered in this meta-analysis. To be specific, some studies found that the influence of flexible work arrangements on engagement depends on age (Rudolph & Baltes, 2017), and that age is a predictor of engagement (Macdonald & Levy, 2016). Furthermore, a study on the influence of individual characteristics on work engagement in a sample of national and foreign workers in Switzerland (Pocnet et al., 2015)

found that the strength of the relationship between personal resources and work engagement varied according to the employees' age, tenure, gender, and education. Hence, this meta-analysis explores the moderating effects of age, tenure, gender, and education on the strength of the relationship between engagement with JD-R variables.

*Sector and occupation.* Previous longitudinal results on a sample consisting of eight occupational groups of Norwegian employees (Innstrand, 2016) revealed occupational differences in work engagement levels. To be specific, the highest levels of vigor were revealed among lawyers, whereas church ministers reported the highest dedication levels. In contrast, the lowest level of vigor was reported among teachers, whereas the advertising group was characterized by the lowest degree of dedication to their job. Besides, the association between engagement, autonomy, and job performance was moderated by occupation. We hypothesized that the work sector and the type of occupation moderates the association between engagement and its outcomes.

*Hierarchical position.* The rank structure typically produces multiple layers of hierarchy, with lower-level employees reporting less autonomy over their work (Biggs et al., 2014b). Hence, the hierarchical position is expected to influence engagement processes.

*National culture.* The relationship between culture and engagement has been a matter of interest in research. In particular, the demographic characteristic of nationality was translated into a more operational variable, namely the type of culture broken down in terms of collectivism and individualism (Hofstede, 1983). Accordingly, the comparison between the mean levels of work engagement across two cultures (i.e., East Asia and Western Europe) revealed some systematic differences (Hu et al., 2014). To be specific, higher work engagement levels were found among Western European employees than East Asian employees. This result could be explained by recognizing work as a significant opportunity to develop one's identity and individual competencies in Western culture, in contrast to the

Eastern collectivistic perspective that associates work with self-sacrifice to attain shared goals. Furthermore, Pocnet and colleagues (2015) found that nationality moderated between personal resources and work engagement with differences between Swiss and non-Swiss workers. Accordingly, we expect the type of culture to influence correlations between engagement and its antecedents and consequences.

*Work engagement measure.* An additional moderating variable being explored in the current study pertains to the measure of work engagement employed. The Utrecht Work Engagement Scale (UWES; Schaufeli & Bakker 2003) is the most widely used operationalization of academic studies (Farndale, Beijer, Van Veldhoven, Kelliher, & Hope-Hailey, 2014). Accordingly, the current meta-analysis focused exclusively on studies using the UWES. Since the three versions of the UWES – including 17, 9, and 3 items – reported valuable psychometric properties in terms of validity and reliability (Schaufeli and colleagues, 2019), this meta-analytic study of work engagement included evidence based on the employment of all three versions of this survey. Previous results indicated that student-recruited samples might lead to smaller effect sizes of relationships between engagement and individual outcomes (Wheeler, Shanine, Leon, & Whitman, 2014). Accordingly, a specific version of the UWES for students has been developed (Schaufeli, Martinez, Pinto, Salanova, & Bakker, 2002). For consistency, the current meta-analysis considered only studies on samples of workers.

To explore the potential role of moderating variables, the following research question was formulated:

*Research Question 4:* Does work engagement exhibit different relationships with resource categories and outcomes according to 1) demographic variables (i.e., age, tenure,

gender, and education); 2) work-related variables (i.e., sector, occupation, hierarchical position); 3) national culture; 4) work engagement measure (i.e., UWES version)?

## **Method**

### **Literature search, inclusion, and rejection criteria**

A literature search was performed on the electronic databases PsycINFO, PsycARTICLES, ERIC, Academic Search Premier, and Medline. The first inclusion criterion was to select papers published after 2011, the publication date of the most recent meta-analysis on work engagement antecedents and consequences. The second inclusion criterion was to meta-analyze only studies that had measured work engagement using any version of the UWES. Therefore, the following search criteria were used: (1) documents published between 2011 and 2018 “Engagement” in Keyword or Title, and (2) “UWES” in any part of the document.

After rejecting overlapping documents and documents out of scope, 241 published research articles, PhD theses, and chapters were selected. We were able to retrieve 238 published research documents. The following rejection criteria were applied to the documents retrieved: (a) the document was not in English or Spanish, 9 documents rejected; (b) the investigation was carried out with students and not with workers, 24 documents rejected; (c) no quantitative study, 7 documents rejected; (d) UWES was not the scale to measure work engagement, 2 documents rejected; (e) the antecedents or consequences assessed were not those specified by the JD-R model (and subsequently included in the Energy Compass), 96 documents rejected; (f) Pearson correlations were not available, 4 documents rejected; (g) only aggregated team level of measures were included, 1 document rejected; (h) the document was a meta-analysis itself, 1 document rejected.

As a result, 94 documents were coded (i.e., Airila et al., 2014; Alarcon et al., 2011;

Alessandri et al., 2015; Altunel, Kocak, & Cankir, 2015; Barkhuizen, Rothmann, & Van de Vijver, 2014; Bass et al., 2016; Bickerton et al., 2015; Biggs, Brough, & Barbour, 2014a; Biggs, Brough, & Barbour, 2014b; Birkeland & Buch, 2015; Bledow et al., 2011; Breevaart et al., 2014a; Byrne, Peters, & Weston, 2016; Caesens, Stinglhamber, & Marmier, 2016; Chaudhary, 2014; Chaudhary, Rangnekar, & Barua, 2012; Chen & Chen, 2012; Chin, Idris, & Delfabbro, 2017; Collins, 2011; Demerouti, Bakker, & Halbesleben, 2015; Extremera et al., 2012; Ferrer & Morris, 2013; Field & Buitendach, 2011; Field & Buitendach, 2012; Fong & Ng, 2012; Freeborough, 2013; Gan & Gan, 2014; Garczynski et al., 2013; Gillet et al., 2013; Gkorezis et al., 2016; Høigaard, Giske, & Sundsli, 2012; Hopkins & Gardner, 2012; Hu, Cui, & Wang, 2016; Huynh, Metzger, & Winefield, 2012; Idris & Dollard, 2011; Idris, Dollard, & Tuckey, 2015; Inoue et al., 2013; Ivey, Blanc, & Mantler, 2015; Kanste, 2011; Kataria, Garg, & Rastogi, 2013; Kendrick, 2014; Kim, 2015; Klassen et al. 2012; Kuba, & Scheibe, 2017; Kubota et al., 2011; Kühnel, Sonnentag, & Bledow, 2012; Li & Mao, 2014; Littman-Ovadia & Balducci, 2013; Lorente et al., 2014; Lovakov, Agadullina, & Schaufeli, 2017; Macdonald & Levy, 2016; Mache et al., 2016; Martinussen et al., 2012; Matthews et al., 2014; Miller et al., 2014; Mills, Culbertson, & Fullagar, 2012; Nishi et al., 2016; Ocampo Bustos et al., 2015; Panthee, Shimazu, & Kawakami, 2014; Petrou, Demerouti, & Xanthopoulou, 2017; Petrović, Vukelić, & Čizmić, 2017; Poortvliet, Anseel, & Theuwis, 2015; Reina-Tamayo, Bakker, & Derks, 2017; Rofcanin, Las Heras, & Bakker, 2017; Rudolph & Baltes, 2017; Sakuraya et al., 2017; Schaufeli et al., 2019; Searle & Lee, 2015; Shuck, Zigarmi, & Owen, 2015; Sibiya et al., 2014; Simbula et al., 2013; Simons & Buitendach, 2013; Sliter et al., 2014; Sonnentag & Kühnel, 2016; Sonnentag et al., 2012; Taqatqa, 2017; Taylor, 2015; Thomas, 2011; Timms, Brough, & Graham, 2012; Tims, Bakker, & Derks, 2013; Trépanier, Fernet, & Austin, 2015; Vahle-Hinz, 2016; Vander Elst et al., 2013; Vecina et al., 2013; Vecina et al., 2012; Ventura, Salanova, & Llorens, 2015;

Viljevac, Cooper-Thomas, & Saks, 2012; Vîrgă, Horga, & Iliescu, 2015; Wang & Hsieh, 2013; Wang, Lu, & Siu, 2015; Wefald et al., 2012; Williams, 2016; Williams, 2015; Yang et al., 2017). Unpublished studies were excluded from this meta-analysis. The rationale was that the peer review process could be considered a further guarantee of higher quality for published research than unpublished studies. Nevertheless, a publication bias analysis was performed following Egger's (Egger et al., 1997) Test of the Intercept and Duval and Tweedie (2000) Trim and Fill test. The aim was to ascertain whether the decision about not including unpublished studies was right, and to have a quantitative assessment of the decision. A flow chart of the selection of studies, following the PRISMA statement, is reported in Figure 2.

--- PLEASE INCLUDE FIGURE 2 HERE ---

### **Coding of studies**

The following decisions were made during the coding of the 94 documents: (a) samples could be coded from the same study if they were entirely independent; (b) in longitudinal or intervention studies, the time selected to code was the time described in the demographic section. If demographic data were available for many time points, the first time point was used; (c) only person-level and not day-level correlations were included; (d) if several UWES scales were used in the same sample, only data from one of them was coded to avoid duplication of samples. The priority was first to select UWES-3 data, and then UWES-17 data due to the higher number of studies available for UWES-9; (e) the cut-off points for each category level at each moderator were: Age, 40 years old; Average Tenure, 7 years; Percentage of males, 50%; Percentage of managers, 25%; and Percentage of university degrees, 50%. The cut-off points were selected to have a similar proportion of studies in each



category.

Reliability analysis for the coding was performed. Two researchers independently codified a sample of 10% of studies in alphabetical order, reaching an 88% intercoder agreement. The agreement level was highly satisfactory, and minor disagreements were solved by consensus (Lipsey & Wilson, 2001). As a result, the 94 studies coded yielded 533 correlations from 113 independent samples and 119,420 participants in total.

### **Meta-analysis procedure**

The meta-analytical software used was Comprehensive Meta-Analysis 2.0 (CMA; Borenstein, Hedges, Higgins, & Rothstein, 2005). The effect size was  $r$  (Pearson correlation coefficient). Correlations were corrected for sampling error by calculating the sample size-weighted correlations. The random-effects model was selected due to the high diversity of samples and populations. Meta-analytic calculations were performed when at least 3 correlations were available. Calculations included a 95% confidence interval for weighted correlations. We interpreted the results using the criteria defined by Cohen (1992):  $r = .1$  as a low correlation,  $r = .3$  as a medium correlation and  $r = .5$  as a high correlation. The rest of the article regards “medium to high” correlations as  $.5 > r > .4$  and “medium to low” correlations as  $.2 > r > .4$ . Heterogeneity was analyzed through  $Q$  statistics (Hunter & Schmidt, 1990), the classical measure of heterogeneity. It represents the weighted sum of squared differences between individual effects and the pooled effect across studies. To overcome the problem of  $Q$  test power with the small number of studies,  $I^2$  statistics are also reported as a measure of heterogeneity that describes the percentage of variation across studies resulting from heterogeneity rather than from chance.  $I^2 < 30\%$  is considered low heterogeneity, between 30% and 50% is medium heterogeneity, and above 50% is high heterogeneity (Higgins & Thompson, 2002). We grouped variables into an upper level (e.g., social resources, job

resources) as established by the composite approach of Borenstein and colleagues (2005), which calculates a synthetic mean effect size per study for each upper variable level.

Although this procedure is highly conservative and produces wider confidence intervals than an independent values approach, we prefer this approach to guarantee the independence of the samples in our meta-calculations for upper-level variables.

The procedure to look for moderation effects first focused on converting all potential moderators into categorical variables with the smallest number of levels possible to maximize the number of effects in each category. A moderator analysis (ANOVA analogous) with CMA software was performed to test for each subgroup's overlapping of the 95% confidence interval. If there were no statistical differences between groups, but the overlap was minimal, and the moderator was continuous, a meta-regression was performed.

## **Results**

To attain the current meta-analysis purposes, a sample-sized weighted correlation was conducted between work engagement and the rest of the variables.

--- PLEASE INCLUDE TABLE 1 HERE ---

Table 1 shows the results of the meta-analysis performed over the correlations between engagement and different antecedents, in line with *Research Question 1*. We notice that two resources show a statistically lower correlation than the other ones considered: social resources ( $r = .36$ ) and job resources ( $r = .37$ ), as the confidence intervals do not overlap. Besides, two antecedents have a statistically stronger relationship with work engagement than the rest: personal resources ( $r = .48$ ) and development resources ( $r = .45$ ). Organizational resources report one of the highest average weighted correlations with work

engagement ( $r = .47$ ). However, the overlap of the confidence interval with the upper level of work engagement and social resources does not allow us to conclude a statistically significant difference between them. A similar statement applies to leadership ( $r = .46$ ). Concerning individual variables, the weakest relationship is between work engagement and co-worker support ( $r = .27$ , 95% UL = .32). The strongest correlations, with 95% LL above .35, were found for: resilience ( $r = .57$ ), proactivity ( $r = .55$ ), optimism ( $r = .55$ ), learning ( $r = .51$ ), and self-efficacy ( $r = .47$ ).

--- PLEASE INCLUDE TABLE 2 HERE ---

Table 2 shows the result of the meta-analysis performed on the correlation between commitment and its organizational consequences and other correlates of well-being, in response to *Research Question 2*. The strongest correlations were for attitudinal variables that are conceptually close to work engagement, such as job satisfaction ( $r = .60$ ) and job commitment ( $r = .63$ ). The weakest correlations were for general well-being variables related to physical, emotional, and mental health that are not specific for the work situation: general health ( $r = .37$ ), psychological distress ( $r = -.37$ ), and life satisfaction, ( $r = -.38$ ). Turnover intention ( $r = -.43$ ) and performance ( $r = .49$ ) also show medium to high correlations with work engagement.

Regarding heterogeneity, as displayed in Table 1 and Table 2 and following the indications provided by Higgins and Thompson (2002), we can conclude that there is low heterogeneity for most of the variables, medium for job resources ( $I^2=36.86$ ), and high for development resources ( $I^2=55.89$ ). This could suggest the presence of moderators.

To examine the differential relationship between engagement components (vigor, dedication, and absorption) and the other study variables, a sample-sized weighted

correlation was performed between each work engagement component and the variables involved. The results shown in Table 3 yield answers to *Research Question 3*.

--- PLEASE INCLUDE TABLE 3 HERE ---

Considering the weighted correlation coefficients shown in Table 3, vigor and dedication have similar values, while absorption figures are always lower. A statistically significant difference can be observed only between absorption and dedication in their correlations with turnover intention and job satisfaction due to the confidence interval range. The dedication v. turnover intention confidence interval (LL= -.49, UL= -.42) does *not* overlap with absorption v. turnover intention confidence interval (LL= -.37, UL= -.29). Likewise, dedication v. job satisfaction confidence interval (LL= .57, UL= .70) does *not* overlap with absorption v. job satisfaction confidence interval (LL= .39, UL= .53).

### **Moderator analysis and meta-regression**

The results of the moderator analyses in Tables 4 and 5 illustrate some statistically significant results, as predicted by our final question (*Research Question 4*). The variables referred to the *work sector* ( $p= .045$ ) and *occupation* ( $p= .027$ ) moderated the effect of engagement on turnover intention. More specifically, work engagement showed a lower correlation with the intention to leave among workers in the educational field ( $r= -.35$ ), civil servants ( $r= -.40$ ), and NGO volunteers ( $r= -.39$ ).

The percentage of workers with a university degree moderated the effect of personal resources on engagement ( $p= .007$ ). A higher percentage of workers with a university degree corresponded to a more substantial relation of personal resources with work engagement.

National culture also moderated the relationship between development resources and

work engagement ( $p = .001$ ). Development resources reported a greater correlation with engagement ( $r = .54$ ) within a context characterized by a collective culture. Additional analysis for this specific moderation effect was performed with the two components of development resources coded (learning and feedback). The result obtained indicated that the feedback component is the one that is differential between both cultures ( $p = .001$ ), with a stronger effect in collective cultures ( $r = .59$ ).

Additionally, considering that the method followed to build Tables 4 and 5 is not powerful enough to detect all moderation interactions, meta-regression (method of moments) was performed for quantitative moderators on effects that were almost statistically significant. None of the tested meta-regression was statistically significant though: (a) average age as the predictor and job commitment v. engagement as the criterion; (b) average tenure as the predictor and job commitment v. engagement as the criterion; (c) percentage of managers as the predictor of job resources as the criterion.

However, the meta-regression of the percentage of managers as a predictor of turnover intention yields a significant result ( $Q = 23.36$ ,  $df = 6$ ,  $p = .000$ ). A higher percentage of managers in the sample corresponds to a stronger relationship of engagement with turnover intention. This result must be considered with caution as only 7 samples were included in the regression, as shown in Figure 3.

--- PLEASE INCLUDE FIGURE 3 HERE ---

Tables 4 and 5 also contain the results of the moderator analysis for the UWES. Only one study based on 5 samples used the UWES-3 (Schaufeli, Shimazu, Hakanen, Salanova, & De Witte, 2019). We notice that the UWES-3 shows systematically lower correlations; however, the difference is not statistically significant compared to UWES9 and UWES-17.

--- PLEASE INCLUDE TABLE 4 HERE ---

--- PLEASE INCLUDE TABLE 5 ABOUT HERE ---

### **Publication bias**

To look for publication bias, Egger's Test of the Intercept was performed on the correlation of engagement with variables having  $k > 10$ . No significant intercept was found concerning the correlation of work engagement with job satisfaction, job commitment, co-worker support, job performance, and supervisor support. Hence, we can conclude that there is no publication bias for the above correlations. However, a significant Intercept ( $B_0 = 2.04$ ,  $p = 0.021$ ) was found in Egger's Test of the correlation between engagement and turnover intention.

Also, Trim and Fill test (Duval & Tweedie, 2000) was performed to assess this publication bias. Under the random-effects model, the point estimate and 95% confidence interval for the correlation was  $-0.43$  ( $-0.47, -0.40$ ). Using Trim and Fill, the imputed point estimate was  $-0.47$  ( $-0.50, -0.44$ ), with 7 studies added, as illustrated in red in the funnel plot (Figure 4). Hence, there is a likely tendency to publish a lower relationship between engagement and turnover intention in small sample studies. However, once this publication bias is trimmed and filled, the effect size changes only slightly, and therefore the conclusions from previous results remain valid. We can thus conclude that publication bias is unlikely to threaten the validity of the results.

--- PLEASE INCLUDE FIGURE 4 HERE ---

--- PLEASE INCLUDE TABLE 6 HERE ---

## Discussion

The overall purpose of this meta-analysis was to investigate the relationship between work engagement, its outcomes, and different resource categories, using the taxonomy proposed by the Energy Compass tool (Schaufeli, 2017).

The first objective of the meta-analysis was to investigate how the relationship with work engagement varies across different resource categories (*Research Question 1*). According to our results, the strength of the relationship with engagement fluctuates across different types of resources. Although a medium range of correlation characterizes all resources, social and job resources are statistically closer to the lower range, while personal and development resources are statistically closer to the higher range. Organizational resources also seem to be in the higher range; but the extensive range of the confidence interval did not allow reporting a finding from a statistical standpoint, as it slightly overlaps with the U.L. from social and job resources. The origin of this wide C.I. interval seems to come from a high sampling variance within the primary studies and not from a high variance between samples, as this is very low. In the case of leadership, we face the same issue with the C.I. range, but in this case, the main problem is the small number of studies.

Overall, our results confirmed the previous meta-analysis conducted by Christian and colleagues (2011). In particular, social support, job control/autonomy, task variety, and feedback are positively related to work engagement. Moreover, in line with Christian and colleagues (2011), we found that overall personal resources are positively related to work engagement despite proactivity being the only variable in common between the two meta-analyses.

Furthermore, the current results showed that personal and development resources

have a stronger relationship with engagement than job- and social resources, with co-worker support reporting the lowest coefficient. This result may be explained by the fact that conceptually personal resources are more proximal, whereas job resources are more distal to engagement (Breevaart et al., 2014b). The prevalence of personal resources is consistent with previous results: for instance, Choochom (2016) found that personal resources, such as intrinsic motivation, reported the highest association with work engagement.

The current results are in line with previous evidence that stable personal resources (e.g., personality characteristics) and individual characteristics (e.g., self-efficacy) act as antecedents of work engagement. However, they may moderate the association between job resources and engagement levels (Mazzetti, Guglielmi, Chiesa, & Mariani, 2016). The underlying assumption entails that the perceived level of control over one's job and ability to tackle unforeseen events may prompt employees to actively manage their job and effectively attain their goals (Bakker & Sanz-Vergel, 2013). Employees with prominent levels of personal resources are thought to appraise their ability to positively meet their work demands, believe in good outcomes, and believe they can meet their needs by fully engaging in their organizational roles. (Knight et al., 2017).

Despite the small number of studies, we found a positive relationship between engaging leadership and engagement, which is in line with previous studies and Christian and colleagues (2011). Hayati and colleagues (2014) pointed out that transformational leadership plays a crucial role in explaining the level of engagement reported by nurses, mainly due to the dimension of inspirational motivation. As previously stated, the strong influence of transformational leadership on engagement could be explained through the enhancement of job resources that the skills and knowledge of managers could stimulate, thus motivating employees to engage in their work according to the motivational hypothesis of the JD-R Model (Fernet, Trépanier, Austin, Gagné, & Forest, 2015).



In contrast to the current results, Christian and colleagues (2011) reported a lower relationship between leadership and engagement. This difference could be explained by the leadership styles considered: while Christian and colleagues (2011) coded transformational leadership, our quantitative review focused on engaging leadership (Schaufeli, 2017), defined as the combination of inspiring, strengthening, and connecting dimensions.

In response to *Research Question 2*, our results also suggest significant differences in the strength of relationships between engagement and a wide range of positive outcomes.

In particular, engagement is closer to attitudinal variables (i.e., job satisfaction and job commitment) than behavioral or intentional variables (i.e., turnover intention, performance, or health), although they still report medium to high correlation coefficients.

Taken together, the results obtained further support the evidence underscored by previous meta-analytical papers. In particular: (a) consistent with results suggesting a stronger association of engagement with personal resources such as self-esteem and optimism (Halbesleben, 2010) and conscientiousness and positive affect (Christian et al., 2011), this meta-analysis indicates a stronger influence of personal resources on engagement when compared to work and social resources; (b) the fact that attitudinal variables are closer to engagement than behavioral or intentional variables can be found in Halbesleben (2010), where job commitment shows a stronger correlation to engagement than performance, health and turnover intention, and in Christian and colleagues (2011), where job satisfaction and commitment are considered proximal factors to work engagement, sharing similar antecedents and consequences, and showing stronger correlation with engagement than with job performance. No such conclusions can be found in the meta-analysis from Crawford et al. (2010) as neither personal resources nor outcomes are coded, and the results concerning the remaining resources are quite comparable.

Our meta-analysis also aimed to examine whether the engagement dimensions (i.e.,

vigor, dedication, and absorption) reveal a different association with antecedents and outcomes under investigation (*Research Question 3*).

According to current findings, absorption systematically showed lower correlations with the variables investigated than dedication and vigor. As previously stated, this result could be explained according to earlier evidence that absorption is the least central indicator of work engagement (De Bruin & Henn, 2013). Instead, Mazzetti and colleagues (2016) showed that absorption is not a unique feature of work engagement but describes a state of deep involvement and concentration in one's work that also (i.e., workaholism).

A final objective of this meta-analysis was to identify moderating variables in the relationship between engagement, resources, and positive outcomes (*Research Question 4*). The moderator analyses provided some insightful findings, mainly regarding turnover intention and development resources. This meta-analysis identified specific occupational groups, showing a lower association between engagement and turnover intention: Civil Servants, NGO workers, and education workers. It could be argued that further reasons beyond engagement could prompt these employees to maintain their employment, most of all the evidence that these workers usually have permanent contracts. A similar topic is reviewed in Borst and colleagues (2020). The authors found a lower association of engagement with turnover intention in the semi-public sector compared to the private and public sectors. The authors include in the semipublic sector mostly education and healthcare professionals and they conclude that these workers value the purposefulness of their job more than the rest of the employees (Borst et al., 2020), so their intention to stay might be more influenced by a sort of calling to the profession than linked to their level of engagement with the organization etc.

Besides, we found a potential relationship between the percentage of managers in the sample and the intention to leave. Engagement seems weaker related to the intention to leave

among managers than among their subordinates. This result is hard to interpret. It should be considered with caution as only 7 samples had all data available to perform the meta-regression. It should be considered a potential matter for future investigation.

Another demographic group with differentiated correlations is made up of countries with collective cultures, where the influence of feedback on engagement is stronger than in individualistic cultures. A possible explanation could be that the relationship between self-efficacy and work engagement in collective cultures might not be similar to the relationship observed by studies conducted in Western countries (Chaudhary, 2014). In collective countries, dependence and belongingness are promoted over personal freedom (Hofstede, 1983). Therefore, the influence of feedback from others will enhance self-efficacy, which could have a stronger influence on engagement than in individualistic cultures where the concept of self-efficacy does not depend too much on others.

Also, personal resources seem to have a stronger influence on workers with a university degree. This result might depend on the type of jobs developed and needs further investigation. In this study, some demographic variables did not show any moderation effect on the relationship between work engagement and its antecedents and consequences, such as age, tenure, and gender.

Another interesting finding of the moderation analysis is that UWES-3 does not statistically differ from UWES-9 and UWES-17 in their relationship with engagement antecedents and outcomes. Relationships between variables are weaker with UWES-3, but this result may be interpreted as a consequence of using a shortened version of the scale. Hence, coefficient alpha, which is less bound by internal consistency, is generally reduced, and a larger proportion of the variance is due to a measurement error, with a subsequent reduction in correlations (Schaufeli et al., 2019). This reinforces the use of UWES-3 as a practical tool to measure engagement. One of the most critical phases in research projects is

data gathering since participants are reluctant to participate in the survey when perceived as too long and time-consuming (Burisch, 1984). There is increasing pressure on researchers to develop valid, reliable, and short measures without redundant items (Fisher, Matthews, & Gibbons, 2016). Hence, using questionnaires with the shortest number of questions, like the UWES-3, would be very convenient for interventions as long as there is no significant concession in terms of accuracy.

### **Limitations and future research**

The current meta-analysis provides an updated picture of empirical evidence concerning the nomological network of work engagement. In particular, we focused on the association between work engagement and different types of resources, but also between engagement and different categories of outcomes (i.e., work-related and individual outcomes). Nonetheless, some study limitations should be acknowledged. First, while the meta-analysis included quite a considerable number of studies on work engagement, very few studies covered a broad scope of variables. Most of them provided a few relationships among the full set of variables embraced in the Energy Compass tool. Therefore, for some pairs of variables, the number  $k$  was lower than desired. This limited the number of conclusions that could be reached regarding the statistical significance of differences between correlations.

In addition, the analysis of correlational results makes it possible to obtain an updated picture of possible antecedents and consequences of work engagement as hypothesized by the JD-R model but prevent us from drawing any inference about the direction of causality.

A further weakness is that while all correlations referred precisely to the same engagement concept measured with a UWES scale, the other paired variable was less homogeneous in terms of definition and measurement scale across several studies. This was

considered in the random effects models but left some room for subjectivity in the coding that could influence some of the results in a small  $k$  number. Moreover, given the lack of primary studies with the full range of moderator categories, we could only analyze potential moderators in a limited number of variables. This limited the findings that could be reached by moderating analyses. For instance, few studies included UWES-3 as a questionnaire as it has been introduced only recently, so it is advisable to replicate the analysis in the future with a higher sample of UWES-3 questionnaires.

Future research could also consider limiting the scope of correlation pairs and increasing the number of studies by including older papers. This would increase  $k$  figures, and the analysis could focus on the essential variables. The larger number of studies could also provide more examples in each category of moderators and lead to additional conclusions compared to those mentioned in this paper. This could facilitate a deeper subgroup analysis of cross-sectional or longitudinal data.

### **Practical implications**

The main goal of this study was to define practical guidelines grounded in the meta-analysis of data contained in the most recent empirical studies on work engagement. Although this quantitative review was based on correlation analysis, results on possible antecedents and outcomes of engagement allow setting up practical guidelines useful for implementing intervention strategies by different actors in the organizations: selection departments, training departments, operational managers, health prevention departments, and general HR functions.

First, the validity of the JD-R model is underscored by the results obtained. The prevalence of some resources in their relationship with engagement can affect the intervention design. Although promoting engagement depends very much on the specifics of

each group of people, the findings provide guidelines about where to start the intervention when little knowledge about the group is available. In such a case, it could be interesting first to explore leadership training and personal resource development. Personal resource building interventions focus on increasing an individual's self-perceived positive attributes and strengths, often developing self-efficacy, resilience, or optimism. In contrast, leadership training interventions involve knowledge and skill-building workshops for managers and measure work engagement in their direct employees (Knight et al., 2017). This means that tapping into actions focused on the dedication component of engagement - rather than focusing on the absorption component - could be particularly useful to increase engagement (and hence) increase job satisfaction and reduce turnover intention.

Furthermore, this prevalence of specific resources is also interesting to build an engaging workplace. The rule of thumb for practitioners could be to set up a training intervention to boost these malleable personal characteristics rather than selecting employees with personality traits such as optimism and resilience. Furthermore, a suitable leadership style could shape a favorable organizational culture that promotes self-efficacy and personal development among employees. Finally, providing autonomy and variety in one's job in combination with supportive relationships with supervisors and colleagues.

Moreover, the meta-analysis results on outcomes and well-being correlations provide some hints about what expectations to communicate when starting a work engagement intervention. A higher impact on proximal factors, such as job satisfaction and commitment, can be expected. Results on performance and health should be expected too but to a lesser degree and probably at a later point in time. For practical purposes, the combination of findings on the absorption component and the UWES-3 is also interesting. It is advisable to consider this ultra-short version of the engagement questionnaire to facilitate employee participation in the research and change process. In any case, if the UWES-9 questionnaire is

preferred, it could be interesting to consider only the dimensions vigor and dedication.

Lastly, regarding the moderator analysis, two findings are worth highlighting. When implementing interventions, national culture could influence success, and it could be interesting to develop positive feedback interventions in a collective culture environment. Moreover, the evidence that engagement has a limited association with the intention to leave civil servants, volunteer workers, and educators does not prevent the implementation of work engagement interventions among these collectives, but somehow frames the expectations in such interventions.

***Conflict of Interest:*** The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

### References

\*References marked with an asterisk indicate studies included in the meta-analysis.

- \*Airila, A., Hakanen, J. J., Schaufeli, W. B., Luukkonen, R., Punakallio, A., & Lusa, S. (2014). Are job and personal resources associated with work ability 10 years later? the mediating role of work engagement. *Work & Stress, 28*(1), 87–105.
- \*Alarcon, G. M., & Lyons, J. B. (2011). The relationship of engagement and job satisfaction in working samples. *Journal of Psychology, 145*(5), 463–480.
- \*Alessandri, G., Borgogni, L., Schaufeli, W., Caprara, G., & Consiglio, C. (2015). From positive orientation to job performance: The role of work engagement and self-efficacy beliefs. *Journal of Happiness Studies, 16*(3), 767–788.
- \*Altunel, M. C., Kocak, O. E., & Cankir, B. (2015). The effect of job resources on work engagement: A study on academicians in Turkey. *Educational Sciences: Theory & Practice, 15*(2), 409–417.
- Ashforth, B. E., Harrison, S. H., & Corley, K. G. (2008). Identification in organizations: An examination of four fundamental questions. *Journal of Management, 34*(3), 325–374.
- Bailey, C., Madden, A., Alfes, K., & Fletcher, L. (2017). The meaning, antecedents and outcomes of employee engagement: A narrative synthesis. *International Journal of Management Reviews, 19*(1), 31–53.
- Bakker, A. B., & Albrecht, S. (2018). Work engagement: Current trends. *Career Development International, 23*(1), 4–11.
- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology, 22*, 309–328.
- Bakker, A. B., & Demerouti, E. (2017). Job demands-resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology, 22*(3), 273–285.



- Bakker, A. B., & Demerouti, E. (2018). Multiple levels in job demands-resources theory: Implications for employee well-being and performance. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of Well-Being* (pp. 1–13). Salt Lake City, UT: DEF Publishers.
- 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*, 389–411.
- Bakker, A. B., & Sanz-Vergel, A. I. (2013). Weekly work engagement and flourishing: The role of hindrance and challenge demands. *Journal of Vocational Behavior, 83*(3), 397–409.
- \*Barkhuizen, N., Rothmann, S., & Van de Vijver, F., J.R. (2014). Burnout and work engagement of academics in higher education institutions: Effects of dispositional optimism. *Stress and Health: Journal of the International Society for the Investigation of Stress, 30*(4), 322–332.
- \*Bass, B. I., Cigularov, K. P., Chen, P. Y., Henry, K. L., Tomazic, R. G., & Li, Y. (2016). The effects of student violence against school employees on employee burnout and work engagement: The roles of perceived school unsafety and transformational leadership. *International Journal of Stress Management, 23*(3), 318–336.
- \*Bickerton, G. R., Miner, M. H., Dowson, M., & Griffin, B. (2015). Incremental validity of spiritual resources in the job demands-resources model. *Psychology of Religion and Spirituality, 7*(2), 162–172.
- \*Biggs, A., Brough, P., & Barbour, J. P. (2014a). Relationships of individual and organizational support with engagement: Examining various types of causality in a three-wave study. *Work & Stress, 28*(3), 236–254.

- \*Biggs, A., Brough, P., & Barbour, J. P. (2014b). Enhancing work-related attitudes and work engagement: A quasi-experimental study of the impact of an organizational intervention. *International Journal of Stress Management*, *21*(1), 43–68.
- \*Birkeland, I., & Buch, R. (2015). The dualistic model of passion for work: Discriminate and predictive validity with work engagement and workaholism. *Motivation & Emotion*, *39*(3), 392–408.
- \*Bledow, R., Schmitt, A., Frese, M., & Kühnel, J. (2011). The affective shift model of work engagement. *Journal of Applied Psychology*, *96*(6), 1246–1257.
- Borenstein, M., Hedges, L., Higgins, J., and Rothstein, H. (2005). *Comprehensive Meta-Analysis, Version 2*. Englewood, NJ: Biostat.
- Borst, R. T., Kruyen, P. M., Lako, C. J., & de Vries, M. S. (2020). The attitudinal, behavioral, and performance outcomes of work engagement: A comparative meta-analysis across the public, semipublic, and private sector. *Review of Public Personnel Administration*, *40*(4), 613–640.
- \*Breevaart, K., Bakker, A. B., Demerouti, E., Sleebos, D. M., & Maduro, V. (2014a). Uncovering the underlying relationship between transformational leaders and followers' task performance. *Journal of Personnel Psychology*, *13*(4), 194–203.
- Breevaart, K., Bakker, A. B., Hetland, J., Demerouti, E., Olsen, O. K., & Espevik, R. (2014b). Daily transactional and transformational leadership and daily employee engagement. *Journal of Occupational and Organizational Psychology*, *87*, 138–157.
- Burisch, M. (1984). Approaches to personality inventory construction: A comparison of merits. *American Psychologist*, *39*(3), 214–227.

- \*Byrne, Z. S., Peters, J. M., & Weston, J. W. (2016). The struggle with employee engagement: Measures and construct clarification using five samples. *Journal of Applied Psychology, 101*(9), 1201–1227.
- \*Caesens, G., Stinglhamber, F., & Marmier, V. (2016). The curvilinear effect of work engagement on employees' turnover intentions. *International Journal of Psychology, 51*(2), 150–155.
- \*Chaudhary, R. (2014). A multilevel investigation of the factors influencing work engagement. *The Psychologist-Manager Journal, 17*(2), 128–158.
- \*Chaudhary, R., Rangnekar, S., & Barua, M. K. (2012). HRD climate, occupational self-efficacy and work engagement: A study from India. *Psychologist-Manager Journal, 15*(2), 86–105.
- \*Chen, C., & Chen, S. (2012). Burnout and work engagement among cabin crew: Antecedents and consequences. *International Journal of Aviation Psychology, 22*(1), 41–58.
- \*Chin, C. L., Idris, M. A., & Delfabbro, P. H. (2017). The linkages between hierarchical culture and empowering leadership and their effects on employees' work engagement: Work meaningfulness as a mediator. *International Journal of Stress Management, 24*(4), 392–415.
- Choochom, O. (2016). A causal relationship model of teachers' work engagement. *International Journal of Behavioral Science, 11*(2), 143–152.
- 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, 64*(1), 89–136.
- Cohen, J. (1992). Statistical power analysis. *Current Directions in Psychological Science, 1*(3), 98–101.

- \*Collins, K. K. (2011). Examining a strengths-based approach to employee engagement and the mediating effects of strengths self-efficacy. ProQuest Information & Learning). *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 71 (9-), 5832–5832.
- Crawford, E. R., Lepine, J. A., & Rich, B. L. (2010). Linking job demands and resources to employee engagement and burnout: A theoretical extension and meta-analytic test. *The Journal of Applied Psychology*, 95(5), 834–848.
- De Bruin, G. P., & Henn, C. M. (2013). Dimensionality of the 9-item Utrecht work engagement scale (UWES-9). *Psychological Reports*, 112(3), 788–799.
- Deci, E. L., & Ryan, R. M. (2000). The " what" and" why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
- Demerouti, E., & Rispens, S. (2014). Improving the image of student-recruited samples: A commentary. *Journal of Occupational & Organizational Psychology*, 87(1), 34–41.
- \*Demerouti, E., Bakker, A. B., & Halbesleben, J. R. B. (2015). Productive and counterproductive job crafting: A daily diary study. *Journal of Occupational Health Psychology*, 20(4), 457–469.
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86(3), 499–512.
- Duval, S., & Tweedie, R. (2000). Trim and fill: a simple funnel-plot-based method of testing and adjusting for publication bias in meta-analysis. *Biometrics*, 56, 455–463.
- Egger, M., Smith, G. D., Schneider, M., & Minder, C. (1997). Bias in meta-analysis detected by a simple, graphical test. *BMJ*, 315(7109), 629–634.
- Einarsen, S., Skogstad, A., Rørvik, E., Lande, Å. B., & Nielsen, M. B. (2018). Climate for conflict management, exposure to workplace bullying and work engagement: a

moderated mediation analysis. *The International Journal of Human Resource Management*, 29(3), 549–570.

\*Extremera, N., Sánchez-García, M., Durán, M. A., & Rey, L. (2012). Examining the psychometric properties of the Utrecht Work Engagement Scale in two Spanish multi-occupational samples. *International Journal of Selection & Assessment*, 20(1), 105–110.

Farndale, E., Beijer, S. E., Van Veldhoven, M. J., Kelliher, C., & Hope-Hailey, V. (2014). Work and organisation engagement: Aligning research and practice. *Journal of Organizational Effectiveness: People and Performance*, 1, 157–176.

Fernet, C., Trépanier, S., Austin, S., Gagné, M., & Forest, J. (2015). Transformational leadership and optimal functioning at work: On the mediating role of employees' perceived job characteristics and motivation. *Work & Stress*, 29(1), 11–31.

\*Ferrer, J. L., & Morris, L. (2013). Engaging élitism: The mediating effect of work engagement on affective commitment and quit intentions in two Australian university groups. *Higher Education Quarterly*, 67(4), 340–357.

\*Field, L. K., & Buitendach, J. H. (2011). Happiness, work engagement and organisational commitment of support staff at a tertiary education institution in South Africa. *SAJIP: South African Journal of Industrial Psychology*, 37(1), 68–77.

\*Field, L. K., & Buitendach, J. H. (2012). Work engagement, organisational commitment, job resources and job demands of teachers working within disadvantaged high schools in Kwazulu-Natal, South Africa. *Journal of Psychology in Africa*, 22(1), 87–95.

Fisher, G. G., Matthews, R. A., & Gibbons, A. M. (2016). Developing and investigating the use of single-item measures in organizational research. *Journal of Occupational Health Psychology*, 21(1), 3–23.

- \*Fong, T., & Ng, S. (2012). Measuring engagement at work: Validation of the Chinese version of the Utrecht Work Engagement Scale. *International Journal of Behavioral Medicine, 19*(3), 391–397.
- \*Freeborough, R. E. (2013). Exploring the effect of transformational leadership on nonprofit leader engagement and commitment. ProQuest Information & Learning). *Dissertation Abstracts International Section A: Humanities and Social Sciences, 73* (7-)
- \*Gan, T., & Gan, Y. (2014). Sequential development among dimensions of job burnout and engagement among I.T. employees. *Stress and Health: Journal of the International Society for the Investigation of Stress, 30*(2), 122–133.
- \*Garczynski, A. M., Waldrop, J. S., Rupprecht, E. A., & Grawitch, M. J. (2013). Differentiation between work and nonwork self-aspects as a predictor of presenteeism and engagement: Cross-cultural differences. *Journal of Occupational Health Psychology, 18*(4), 417–429.
- \*Gillet, N., Huart, I., Colombat, P., & Fouquereau, E. (2013). Perceived organizational support, motivation, and engagement among police officers. *Professional Psychology: Research & Practice, 44*(1), 46–55.
- \*Gkorezis, P., Bellou, V., Xanthopoulou, D., Bakker, A. B., & Tsiftsis, A. (2016). Linking football team performance to fans' work engagement and job performance: Test of a spillover model. *Journal of Occupational & Organizational Psychology, 89*(4), 791–812.
- Halbesleben, J. R. (2010). A meta-analysis of work engagement: Relationships with burnout, demands, resources, and consequences. In: Bakker, A. B. and Leiter, M. P. (Eds.) *Work Engagement: A Handbook of Essential Theory and Research* (pp. 102–117). Psychology Press, New York.

- Han, S. H., Sung, M., & Suh, B. (2021). Linking meaningfulness to work outcomes through job characteristics and work engagement. *Human Resource Development International, 24*(1), 3–22.
- Hayati, D., Charkhabi, M., & Naami, A. (2014). The relationship between transformational leadership and work engagement in governmental hospitals nurses: A survey study. *SpringerPlus, 3*(1), 1–7.
- Higgins, J. P. T., & Thompson, S. G. (2002). Quantifying heterogeneity in a meta-analysis. *Statistics in Medicine, 21*(11), 1539–1558.
- Hofstede, G. (1983). National cultures revisited. *Cross-Cultural Research, 18*(4), 285–305.
- \*Høigaard, R., Giske, R., & Sundsli, K. (2012). Newly qualified teachers' work engagement and teacher efficacy influences on job satisfaction, burnout, and the intention to quit. *European Journal of Teacher Education, 35*(3), 347–357.
- \*Hopkins, V., & Gardner, D. (2012). The mediating role of work engagement and burnout in the relationship between job characteristics and psychological distress among lawyers. *New Zealand Journal of Psychology, 41*(1), 59–68.
- \*Hu, C., Cui, S., & Wang, L. (2016). Path analysis of work-family conflict, job salary and promotion satisfaction, work engagement to subjective well-being of the primary and middle school principals. *Journal of Education and Training Studies, 4*(9), 10–15.
- Hu, Q., Schaufeli, W., Taris, T., Hessen, D., Hakanen, J. J., Salanova, M., & Shimazu, A. (2014). East is east and west is west and never the twain shall meet: Work engagement and workaholism across eastern and western cultures. *Journal of Behavioral and Social Sciences, 1*(1), 6–24.
- Hunter, J. E., & Schmidt, F. L. (1990). *Methods of meta-analysis: Correcting error and bias in research findings*. Thousand Oaks, CA, U.S.: Sage Publications, Inc.

- \*Huynh, J., Metzger, J., & Winefield, A. (2012). Validation of the four-dimensional connectedness scale in a multi-sample volunteer study: A distinct construct from work engagement and organizational commitment. *Voluntas: International Journal of Voluntary & Nonprofit Organizations*, 23(4), 1056–1082.
- \*Idris, M. A., & Dollard, M. F. (2011). Psychosocial safety climate, work conditions, and emotions in the workplace: A Malaysian population-based work stress study. *International Journal of Stress Management*, 18(4), 324–347.
- \*Idris, M. A., Dollard, M. F., & Tuckey, M. R. (2015). Psychosocial safety climate as a management tool for employee engagement and performance: A multilevel analysis. *International Journal of Stress Management*, 22(2), 183–206.
- Innstrand, S. T. (2016). Occupational differences in work engagement: A longitudinal study among eight occupational groups in Norway. *Scandinavian Journal of Psychology*, 57(4), 338–349.
- \*Inoue, A., Kawakami, N., Tsuno, K., Shimazu, A., Tomioka, K., & Nakanishi, M. (2013). Job demands, job resources, and work engagement of Japanese employees: A prospective cohort study. *International Archives of Occupational and Environmental Health*, 86(4), 441–449.
- \*Ivey, G. W., Blanc, J. -. S., & Mantler, J. (2015). An assessment of the overlap between morale and work engagement in a nonoperational military sample. *Journal of Occupational Health Psychology*, 20(3), 338–347.
- \*Kanste, O. (2011). Work engagement, work commitment and their association with well-being in health care. *Scandinavian Journal of Caring Sciences*, 25(4), 754–761.
- \*Kataria, A., Garg, P., & Rastogi, R. (2013). Does psychological climate augment OCBs? the mediating role of work engagement. *The Psychologist-Manager Journal*, 16(4), 217–242.



- \*Kendrick, K. C. (2014). The relationships between employee engagement, work engagement, and leader-member exchange. ProQuest Information & Learning). *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 75 (4-)
- \*Kim, H. M. (2015). The structural relationships of work engagement with its antecedents and consequences in the Korean business organization context. ProQuest Information & Learning). *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 76 (2-)
- Kim, M., & Beehr, T. A. (2018). Challenge and hindrance demand lead to employees' health and behaviours through intrinsic motivation. *Stress and Health*, 34(3), 367–378.
- \*Klassen, R. M., Aldhafri, S., Mansfield, C. F., Purwanto, E., Siu, A. F. Y., Wong, M. W., et al. (2012). Teachers' engagement at work: An international validation study. *Journal of Experimental Education*, 80(4), 317–337.
- 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.
- \*Kuba, K., & Scheibe, S. (2017). Let it be and keep on going! acceptance and daily occupational well-being in relation to negative work events. *Journal of Occupational Health Psychology*, 22(1), 59–70.
- \*Kubota, K., Shimazu, A., Kawakami, N., Takahashi, M., Nakata, A., & Schaufeli, W. B. (2011). [The empirical distinctiveness of work engagement and workaholism among hospital nurses in Japan: The effect on sleep quality and job performance]. *Ciencia & Trabajo: C&T*, 13(41), 152–157.
- \*Kühnel, J., Sonnentag, S., & Bledow, R. (2012). Resources and time pressure as day-level antecedents of work engagement. *Journal of Occupational & Organizational Psychology*, 85(1), 181–198.

- \*Li, L., & Mao, S. (2014). Moderating effects of proactive personality on factors influencing work engagement based on the job demands-resources model. *Social Behavior and Personality: An International Journal*, *42*(1), 7–15.
- Lipsey, M. W., & Wilson, D. B. (2001). *Practical meta-analysis*. Thousand Oaks, CA, U.S.: Sage Publications, Inc.
- \*Littman-Ovadia, H., & Balducci, C. (2013). Psychometric properties of the Hebrew version of the Utrecht Work Engagement Scale (UWES-9). *European Journal of Psychological Assessment*, *29*(1), 58–63.
- \*Lorente, L., Salanova, M., Martínez, I. M., & Vera, M. (2014). How personal resources predict work engagement and self-rated performance among construction workers: A social cognitive perspective. *International Journal of Psychology*, *49*(3), 200–207.
- \*Lovakov, A. V., Agadullina, E. R., & Schaufeli, W. B. (2017). Psychometric properties of the Russian version of the Utrecht Work Engagement Scale (UWES-9). *Psychology in Russia. State of the Art*, *10*(1), 145–162.
- \*Macdonald, J. L., & Levy, S. R. (2016). Ageism in the workplace: The role of psychosocial factors in predicting job satisfaction, commitment, and engagement. *Journal of Social Issues*, *72*(1), 169–190.
- \*Mache, S., Bernburg, M., Groneberg, D. A., Klapp, B. F., & Danzer, G. (2016). Work family conflict in its relations to perceived working situation and work engagement. *Work (Reading, Mass.)*, *53*(4), 859–869.
- \*Martinussen, M., Adolfsen, F., Lauritzen, C., & Richardsen, A. M. (2012). Improving interprofessional collaboration in a community setting: Relationships with burnout, engagement and service quality. *Journal of Interprofessional Care*, *26*(3), 219–225.
- \*Matthews, R. A., Mills, M. J., Trout, R. C., & English, L. (2014). Family-supportive supervisor behaviors, work engagement, and subjective well-being: A contextually

dependent mediated process. *Journal of Occupational Health Psychology, 19*(2), 168–181.

Mazzetti, G., Guglielmi, D., Chiesa, R., & Mariani, M. G. (2016). Happy employees in a resourceful workplace: just a direct relationship? A study on the mediational role of psychological capital. *Career Development International, 21*(7), 682–696.

Mazzetti, G., Schaufeli, W. B., & Guglielmi, D. (2018). Are workaholism and work engagement in the eye of the beholder? A multi-rater perspective on different forms of working hard. *European Journal of Psychological Assessment, 34*(1), 30–40.

Mazzetti, G., Schaufeli, W. B., Guglielmi, D., & Depolo, M. (2016). Overwork climate scale: psychometric properties and relationships with working hard. *Journal of Managerial Psychology, 31*(4), 880–896.

\*Miller, B. K., Adair, E. A., Nicols, K. M., & Smart, D. L. (2014). Hindering the help: Politics and engagement in volunteer service organizations. *Journal of Managerial Issues, 26*(4), 365–387.

\*Mills, M., Culbertson, S., & Fullagar, C. (2012). Conceptualizing and measuring engagement: An analysis of the Utrecht Work Engagement Scale. *Journal of Happiness Studies, 13*(3), 519–545.

Nakamura, J., & Csikszentmihalyi, M. (2002). The concept of flow. In C. Snyder, & S. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 89–105). New York: University Press.

\*Nishi, D., Kawashima, Y., Noguchi, H., Usuki, M., Yamashita, A., Koido, Y., et al. (2016). Resilience, post-traumatic growth, and work engagement among health care professionals after the great east japan earthquake: A 4-year prospective follow-up study. *Journal of Occupational Health, 58*(4), 347–353.

- \*Ocampo Bustos, R. M., Juárez García, A., Arias Galicia, L. F., & Hindrichs, I. (2015). Factores psicosociales asociados a engagement en empleados de un restaurante de morelos, MÉxico. *Liberabit*, 21(2), 207–219.
- \*Panthee, B., Shimazu, A., & Kawakami, N. (2014). Validation of Nepalese version of Utrecht Work Engagement Scale. *Journal of Occupational Health*, 56(6), 421–429.
- \*Petrou, P., Demerouti, E., & Xanthopoulou, D. (2017). Regular versus cutback-related change: The role of employee job crafting in organizational change contexts of different nature. *International Journal of Stress Management*, 24(1), 62–85.
- \*Petrović, I., B., Vukelić, M., & Čizmić, S. (2017). Work engagement in Serbia: Psychometric properties of the Serbian version of the Utrecht Work Engagement Scale (UWES). *Frontiers in Psychology*, 8, 1799–1799.
- Pocnet, C., Antonietti, J. P., Massoudi, K., Györkös, C., Becker, J., de Bruin, G. P., & Rossier, J. (2015). Influence of individual characteristics on work engagement and job stress in a sample of national and foreign workers in Switzerland. *Swiss Journal of Psychology*, 74(1), 17–27.
- Pollak, A., Chrupała-Pniak, M., Rudnicka, P., & Paliga, M. (2017). Work engagement - A systematic review of polish research. *Polish Psychological Bulletin*, 48(2), 175–187.
- \*Poortvliet, P. M., Anseel, F., & Theuwis, F. (2015). Mastery-approach and mastery-avoidance goals and their relation with exhaustion and engagement at work: The roles of emotional and instrumental support. *Work & Stress*, 29(2), 150–170.
- Rahmadani, V. G., Schaufeli, W. B., Stouten, J., Zhang, Z., & Zulkarnain, Z. (2020). Engaging Leadership and Its Implication for Work Engagement and Job Outcomes at the Individual and Team Level: A Multi-Level Longitudinal Study. *International Journal of Environmental Research and Public Health*, 17(3), 776.

- \*Reina-Tamayo, A., Bakker, A. B., & Derks, D. (2017). Episodic demands, resources, and engagement: An experience-sampling study. *Journal of Personnel Psychology, 16*(3), 125–136.
- Robledo, E., Zappalà, S., & Topa, G. (2019). Job crafting as a mediator between work engagement and wellbeing outcomes: A time-lagged study. *International Journal of Environmental Research and Public Health, 16*(8), 1376.
- \*Rofcanin, Y., Las Heras, M., & Bakker, A. B. (2017). Family supportive supervisor behaviors and organizational culture: Effects on work engagement and performance. *Journal of Occupational Health Psychology, 22*(2), 207–217.
- \*Rudolph, C. W., & Baltes, B. B. (2017). Age and health jointly moderate the influence of flexible work arrangements on work engagement: Evidence from two empirical studies. *Journal of Occupational Health Psychology, 22*(1), 40–58.
- \*Sakuraya, A., Shimazu, A., Eguchi, H., Kamiyama, K., Hara, Y., Namba, K., et al. (2017). Job crafting, work engagement, and psychological distress among Japanese employees: A cross-sectional study. *Biopsychosocial Medicine, 11*(1), 6.
- Schaufeli, W. B. (2015a). Van burnout tot bevlogenheid: Werk en welbevinden in Nederland [From burnout to work engagement: Work and well-being in the Netherlands], M&O, 69, 15–31.
- Schaufeli, W. B. (2015b). Engaging leadership in the Job Demands-Resources model. *Career Development International, 20*(5), 446–463.
- Schaufeli, W. B. (2017). Applying the job demands-resources model: A ‘how to’ guide to measuring and tackling work engagement and burnout. *Organizational Dynamics, 46*(2), 120–132.
- Schaufeli, W. B., & Bakker, A. B. (2003). *UWES - Utrecht work engagement scale: test manual*. Utrecht, The Netherlands: Department of Psychology, Utrecht University

- 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.
- Schaufeli, W. B., & Taris, T. (2014). A critical review of the job demands-resources model: Implications for improving work and health. In G. Bauer & O. Hämmig (Eds.), *Bridging Occupational, Organizational and Public Health* (pp. 43– 68). Dordrecht, the Netherlands: Springer.
- Schaufeli, W. B., Martinez, M. I., Pinto, A. M., Salanova, M., & Bakker, A. B. (2002). Burnout and engagement in university students: A cross-national study. *Journal of Cross-Cultural Psychology, 33*(5), 464–481.
- \*Schaufeli, W. B., Shimazu, A., Hakanen, J., Salanova, M., & De Witte, H. (2019). An ultra-short measure for work engagement: The UWES-3 validation across five countries. *European Journal of Psychological Assessment, 35*(4), 577–591.
- Schaufeli, W. B., Taris, T. W., & Van Rhenen, W. (2008). Workaholism, burnout, and work engagement: Three of a kind or three different kinds of employee well-being?. *Applied Psychology: An International Review, 57*(2), 173–203.
- \*Searle, B. J., & Lee, L. (2015). Proactive coping as a personal resource in the expanded Job Demands-Resources model. *International Journal of Stress Management, 22*(1), 46–69.
- \*Shuck, B., Zigarmi, D., & Owen, J. (2015). Psychological needs, engagement, and work intentions: A Bayesian multi-measurement mediation approach and implications for HRD. *European Journal of Training and Development, 39*(1), 2–21.
- \*Sibiya, M., Buitendach, J. H., Kanengoni, H., & Bobata, S. (2014). The prediction of turnover intention by means of employee engagement and demographic variables in a telecommunications organisation. *Journal of Psychology in Africa, 24*(2), 131–143.

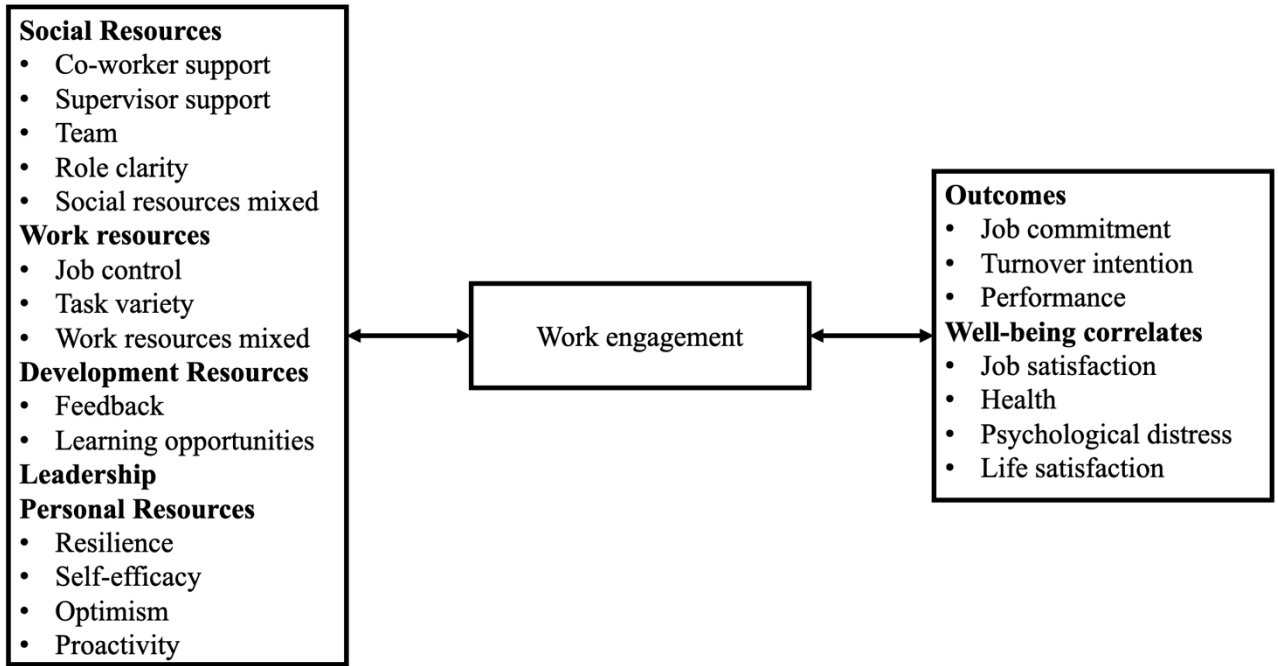
- \*Simbula, S., Guglielmi, D., Schaufeli, W. B., & Depolo, M. (2013). An Italian validation of the Utrecht Work Engagement Scale: Characterization of engaged groups in a sample of schoolteachers. *Applied Psychology Bulletin*, 268(61), 43–54.
- \*Simons, J. C., & Buitendach, J. H. (2013). Psychological capital, work engagement and organisational commitment amongst call center employees in South Africa. *SAJIP: South African Journal of Industrial Psychology*, 39(2), 1–12.
- \*Sliter, K. A., Sinclair, R., Cheung, J., & McFadden, A. (2014). Initial evidence for the buffering effect of physical activity on the relationship between workplace stressors and individual outcomes. *International Journal of Stress Management*, 21(4), 348–360.
- \*Sonnentag, S., & Kühnel, J. (2016). Coming back to work in the morning: Psychological detachment and reattachment as predictors of work engagement. *Journal of Occupational Health Psychology*, 21(4), 379–390.
- \*Sonnentag, S., Mojza, E. J., Demerouti, E., & Bakker, A. B. (2012). Reciprocal relations between recovery and work engagement: The moderating role of job stressors. *Journal of Applied Psychology*, 97(4), 842–853.
- \*Taqatqa, M. R. (2017). Examining the impact of job resources on work engagement of faculty members in Jordanian private universities. ProQuest Information & Learning). *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 78 (6-)
- Taris, T. W. (2017). Models in work and health research: the JDC(S), ERI and JD-R frameworks. In: R. J. Burke & K. M. Page (Eds.) *Research Handbook on Work and Well-being*, Cheltenham: Edward Elgar (pp. 77–98).
- Taris, T. W., & Schaufeli, W. B. (2016). The job demands-resources model. In: S. Clarke, T. M. Probst, F. Guldenmund & J. Passmore (Eds.), *The Wiley Blackwell Handbook of the Psychology of Occupational Safety and Workplace Health* (pp. 157–180) Wiley-Blackwell.

- \*Taylor, T. M. (2015). The relationship between transformation leadership and staff and faculty work engagement. ProQuest Information & Learning). *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 75 (7-)
- \*Thomas, E. A. (2011). Personality characteristics and behavioral outcomes associated with engagement in work-related roles. ProQuest Information & Learning). *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 72 (6-), 2177–2177.
- Tian, G., Wang, J., Zhang, Z., & Wen, Y. (2019). Self-efficacy and work performance: The role of work engagement. *Social Behavior and Personality: an international journal*, 47(12), 1–7.
- \*Timms, C., Brough, P., & Graham, D. (2012). Burnt-out but engaged: The co-existence of psychological burnout and engagement. *Journal of Educational Administration*, 50(3), 327–345.
- \*Tims, M., Bakker, A. B., & Derks, D. (2013). The impact of job crafting on job demands, job resources, and well-being. *Journal of Occupational Health Psychology*, 18(2), 230–240.
- \*Trépanier, S., Fernet, C., & Austin, S. (2015). A longitudinal investigation of workplace bullying, basic need satisfaction, and employee functioning. *Journal of Occupational Health Psychology*, 20(1), 105–116.
- \*Vahle-Hinz, T. (2016). Stress in nonregular work arrangements: A longitudinal study of task- and employment-related aspects of stress. *Journal of Occupational Health Psychology*, 21(4), 415–431.
- \*Vander Elst, T., Bosman, J., de Cuyper, N., Stouten, J., & de Witte, H. (2013). Does positive affect buffer the associations between job insecurity and work engagement and psychological distress? A test among South African workers. *Applied Psychology: An International Review*, 62(4), 558–570.



- \*Vecina, M. L., Chacón, F., Marzana, D., & Marta, E. (2013). Volunteer engagement and organizational commitment in nonprofit organizations: What makes volunteers remain within organizations and feel happy? *Journal of Community Psychology, 41*(3), 291–302.
- \*Vecina, M. L., Chacón, F., Sueiro, M., & Barrón, A. (2012). Volunteer engagement: Does engagement predict the degree of satisfaction among new volunteers and the commitment of those who have been active longer? *Applied Psychology: An International Review, 61*(1), 130–148.
- \*Ventura, M., Salanova, M., & Llorens, S. (2015). Professional self-efficacy as a predictor of burnout and engagement: The role of challenge and hindrance demands. *Journal of Psychology, 149*(3), 277–302.
- \*Viljevac, A., Cooper-Thomas, H., & Saks, A. M. (2012). An investigation into the validity of two measures of work engagement. *The International Journal of Human Resource Management, 23*(17), 3692–3709.
- \*Vîrgă, D., Horga, A., & Iliescu, D. (2015). Work-life imbalance as a moderator in the relationship between resources and work engagement. *Journal of Personnel Psychology, 14*(2), 80–90.
- \*Wang, D. S., & Hsieh, C. C. (2013). The effect of authentic leadership on employee trust and employee engagement. *Social Behavior and Personality: An International Journal, 41*(4), 613–624.
- \*Wang, H., Lu, C., & Siu, O. (2015). Job insecurity and job performance: The moderating role of organizational justice and the mediating role of work engagement. *Journal of Applied Psychology, 100*(4), 1249–1258.

- \*Wefald, A. J., Mills, M. J., Smith, M. R., & Downey, R. G. (2012). A comparison of three job engagement measures: Examining their factorial and criterion-related validity. *Applied Psychology: Health and Well-being*, 4(1), 67–90.
- Wheeler, A. R., Shanine, K. K., Leon, M. R., & Whitman, M. V. (2014). Student-recruited samples in organizational research: A review, analysis, and guidelines for future research. *Journal of Occupational & Organizational Psychology*, 87(1), 1–26.
- \*Williams, J. K. (2016). A correlational study of Qatari retention rates and engagement in Qatar based multi-national energy companies. ProQuest Information & Learning). *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 76(10).
- \*Williams, V. D. (2015). Leadership behavior practice patterns' relationship to employee work engagement in a nonprofit that supports the homeless. ProQuest Information & Learning). *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 75(7)
- Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2009). Reciprocal relationships between job resources, personal resources, and work engagement. *Journal of Vocational Behavior*, 74(3), 235–244.
- \*Yang, R., Ming, Y., Ma, J., & Huo, R. (2017). How do servant leaders promote engagement? A bottom-up perspective of job crafting. *Social Behavior and Personality: An International Journal*, 45(11), 1815–1827.



**Figure 1.** – Research conceptual framework

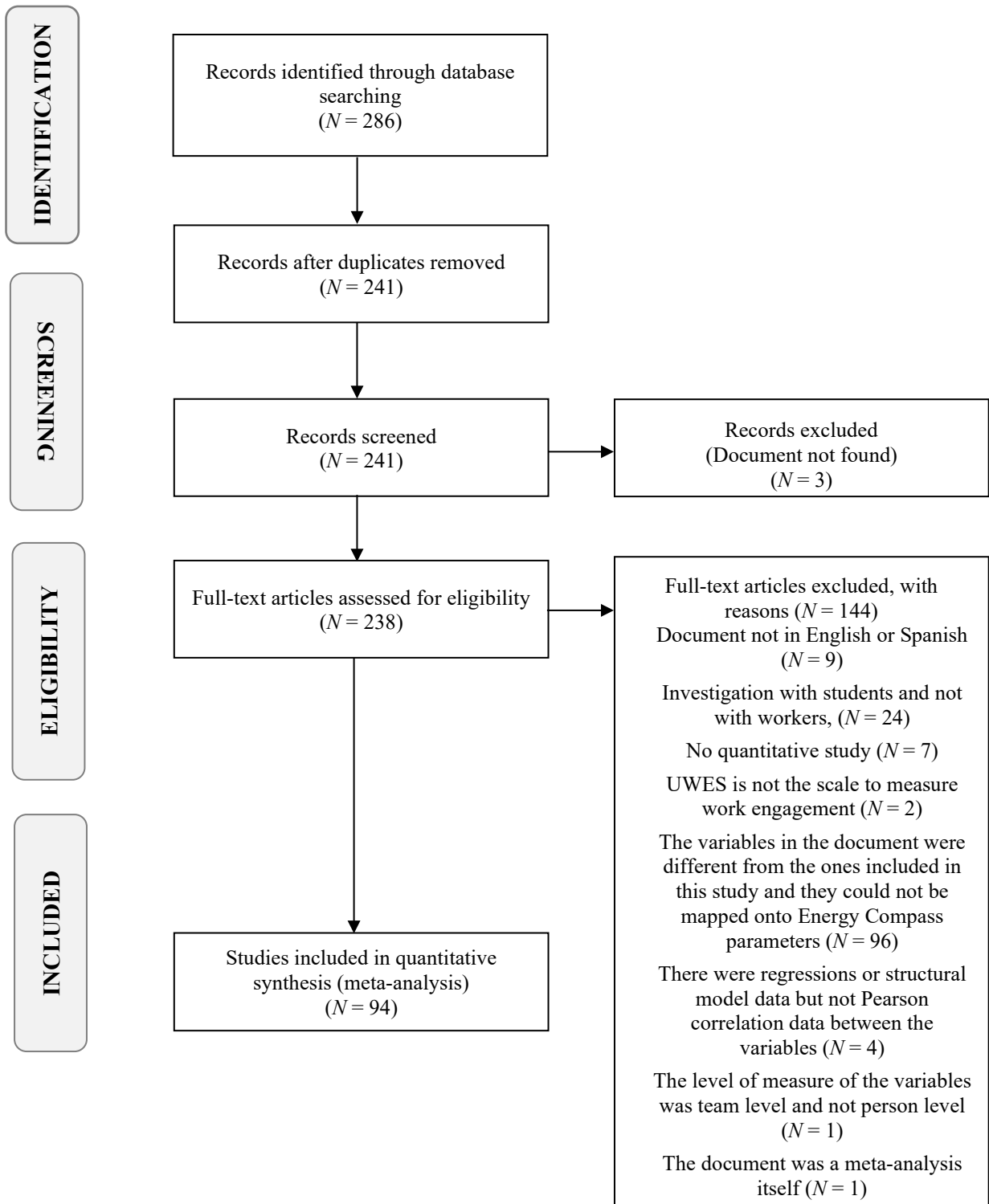
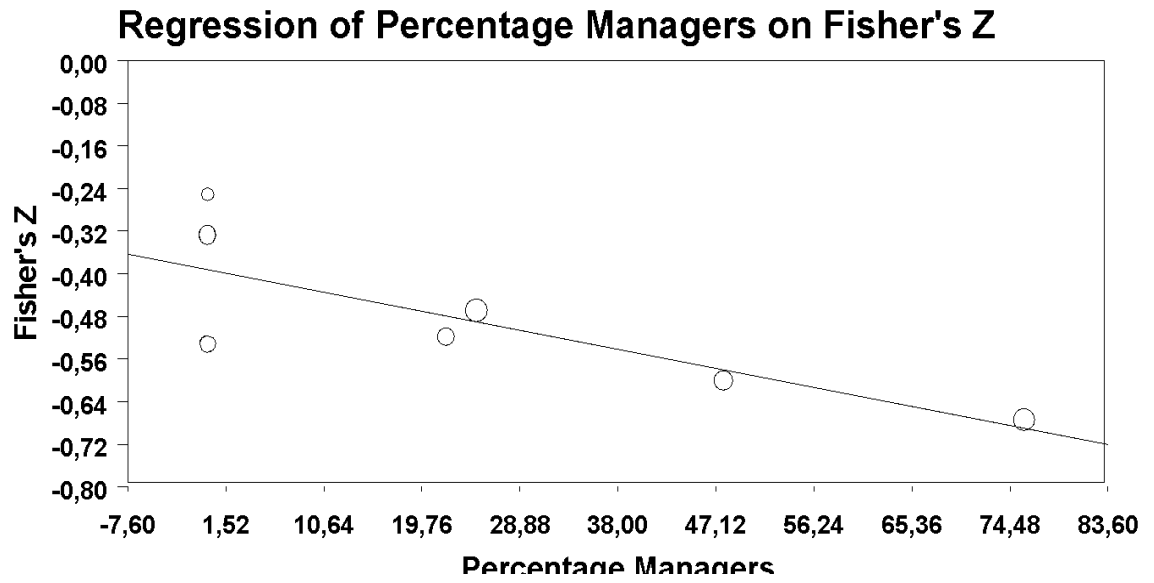
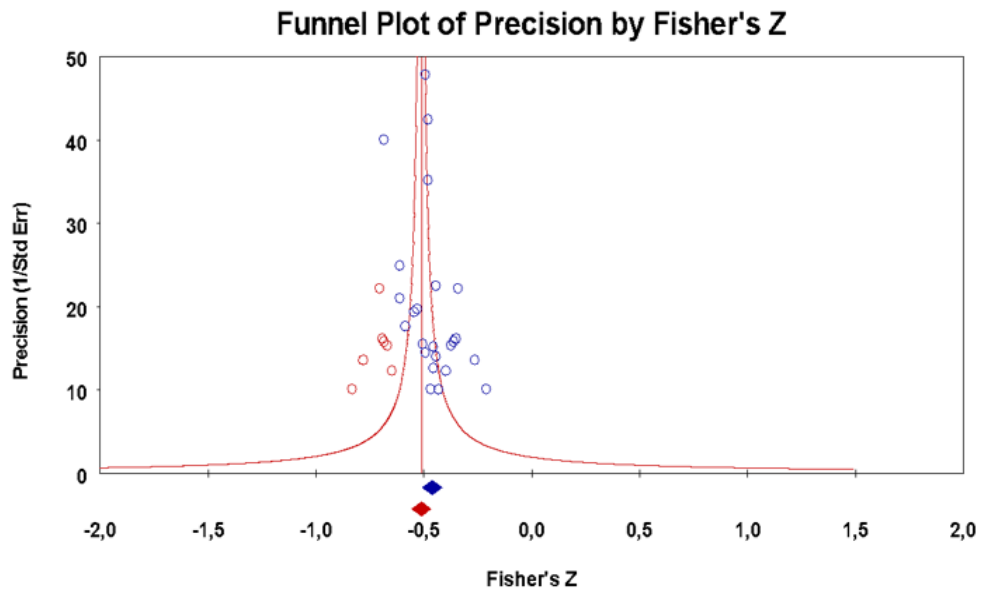


Figure 2. – PRISMA flow chart



**Figure 3.** Meta-Regression on Fisher's Z of Turnover intention correlation with engagement, with Percentage of Managers as a predictor.



**Figure 4.** Funnel Plot of Precision by Fisher's Z of the correlation between engagement and turnover intention.

**Table 1.** Meta-analytical correlations between work engagement and its antecedents

	<i>k</i>	<i>n</i>	<i>r</i>	95% C.I.		Heterogeneity		
				L.L.	U.L.	Q	df	<i>I</i> <sup>2</sup>
<b>Social Resources (combined)</b>	<b>22</b>	<b>83,566</b>	<b>.36</b>	<b>.33</b>	<b>.40</b>	<b>30.23</b>	<b>27</b>	<b>10.70</b>
Co-worker support	10	80,886	.27	.22	.32	7.28	9	.00
Supervisor support	16	79,632	.36	.30	.41	11.50	15	.00
Team	3	1,950	.44	.27	.58	2.32	2	13.68
Role clarity	7	68,394	.36	.32	.40	6.27	6	4.35
Social Resources mixed	4	2,002	.40	.35	.44	3.19	3	5.98
<b>Work Resources (combined)</b>	<b>29</b>	<b>89,811</b>	<b>.37</b>	<b>.34</b>	<b>.40</b>	<b>33.26</b>	<b>21</b>	<b>36.86</b>
Job control	18	82,153	.34	.29	.39	13.67	17	.00
Task variety	5	29,820	.39	.33	.44	6.03	4	33.69
Work Resources mixed	4	1,406	.44	.35	.51	3.56	3	15.63
<b>Organizational Resources (combined)</b>	<b>18</b>	<b>36,412</b>	<b>.47</b>	<b>.38</b>	<b>.56</b>	<b>11.95</b>	<b>17</b>	<b>.00</b>
Organizational justice	3	27,304	.33	.26	.39	2.17	2	7.85
Organizational Resources mixed	14	7,140	.47	.38	.54	9.63	13	.00
<b>Development Resources (combined)</b>	<b>15</b>	<b>80,338</b>	<b>.45</b>	<b>.40</b>	<b>.50</b>	<b>31.74</b>	<b>14</b>	<b>55.89</b>
Feedback	8	76,378	.40	.34	.46	19.47	7	64.05
Learning opportunities	9	42,350	.51	.44	.57	11.74	8	31.85
<b>Leadership (combined)</b>	<b>5</b>	<b>1,515</b>	<b>.46</b>	<b>.30</b>	<b>.59</b>	<b>3.05</b>	<b>4</b>	<b>.00</b>
Leadership mixed	3	1,227	.47	.24	.65	1.47	2	.00
<b>Personal Resources (combined)</b>	<b>18</b>	<b>5,298</b>	<b>.48</b>	<b>.42</b>	<b>.55</b>	<b>22.23</b>	<b>17</b>	<b>23.51</b>
Resilience	4	764	.57	.35	.73	4.45	3	32.58
Self-Efficacy	9	3,399	.47	.35	.57	7.84	8	.00
Optimism	7	1,460	.55	.45	.63	10.31	6	41.83
Proactivity	3	1,180	.55	.44	.65	1.53	2	.00

*Note:* K, cumulative number of samples; n, cumulative sample size; r, sample-sized weighted correlation; C.I. 95% confidence interval for r; L.L., lower limit for r; U.L., upper limit for r; Q weighted sum of squared differences between individual study effects and the pooled effect across studies; df, degrees of freedom for Q Xi square distribution; *I*<sup>2</sup>, percentage of variation across studies that is due to heterogeneity rather than chance. Combined variables follow Borenstein and colleagues (2005) approach described in the meta-analysis procedure section.

**Table 2.** Meta-analytical correlations between work engagement and its consequences and other well-being correlates.

	<i>k</i>	<i>N</i>	<i>r</i>	95% C.I.		Heterogeneity		
				L.L.	U.L.	<i>Q</i>	<i>df</i>	<i>I</i> <sup>2</sup>
<b>Outcomes</b>								
Job Satisfaction	24	84,516	.60	.56	.64	29.33	23	21.59
Job Commitment	16	4,848	.63	.54	.71	12.40	15	.00
Turnover intention	24	12,321	-.43	-.47	-.40	22.00	23	.00
Performance	10	2,834	.49	.37	.59	10.56	9	14.73
<b>Well-being correlates</b>								
Health	7	2,998	.37	.27	.46	7.30	6	17.80
Psychological distress	10	4,049	-.37	-.42	-.32	13.21	9	31.85
Life Satisfaction	8	5,014	.38	.31	.44	8.19	7	14.52

*Note:* *K*, cumulative number of samples; *n*, cumulative sample size; *r*, sample-sized weighted correlation; C.I. 95% confidence interval for *r*; L.L., lower limit for *r*; U.L., upper limit for *r*; *Q* weighted sum of squared differences between individual study effects and the pooled effect across studies; *df*, degrees of freedom for *Q*  $\chi^2$  square distribution; *I*<sup>2</sup> percentage of variation across studies that is due to heterogeneity rather than chance.



**Table 3.** Meta-analytical correlations between each component of work engagement and antecedents, consequences, and other well-being correlates.

	VIGOR					DEDICATION					ABSORPTION				
	<i>k</i>	<i>n</i>	<i>r</i>	LL	UL	<i>k</i>	<i>n</i>	<i>r</i>	LL	UL	<i>k</i>	<i>n</i>	<i>r</i>	LL	UL
<i>Social Resources</i>	13	5,506	.30	.23	.36	13	5,506	.33	.26	.40	12	5,278	.25	.17	.33
<i>Work Resources</i>	11	5,031	.38	.29	.46	10	4,892	.39	.27	.50	10	4,803	.36	.27	.45
<i>Organizational Resources</i>	6	2,589	.44	.35	.52	6	2,589	.47	.37	.55	6	2,589	.36	.28	.43
<i>Development Resources</i>	2	777	.32	-.04	.60	2	777	.47	.06	.75	2	777	.25	-.03	.49
<i>Personal Resources</i>	11	2,796	.41	.34	.48	11	2,796	.39	.33	.44	10	2,568	.30	.23	.37
<i>Leadership</i>	3	677	.33	.16	.48	3	677	.37	.27	.47	3	677	.23	.14	.33
<i>Job Satisfaction</i>	12	5,614	.54	.46	.60	12	5,614	.64	.57	.70	12	5,614	.46	.39	.53
<i>Job Commitment</i>	5	1,099	.48	.31	.62	5	1,099	.53	.36	.66	5	1,099	.43	.28	.56
<i>Turnover intention</i>	10	4,004	-.38	-.42	-.33	10	4,004	-.46	-.49	-.42	10	4,004	-.32	-.37	-.29
<i>Life Satisfaction</i>	3	2,630	.32	.22	.42	3	2,630	.35	.28	.42	3	2,630	.21	.11	.31

*Note:* K, cumulative number of samples; n, cumulative sample size; r, sample-sized weighted correlation; L.L., lower limit for 95% confidence interval for r; U.L., upper limit 95% confidence interval for r.

**Table 4.** Work engagement antecedent moderator analysis

	Social Res.				Work Resources				Org. Resources				Develop. Res.				Personal Res.			
	K	r	UL	LL	K	r	UL	LL	K	r	UL	LL	K	r	UL	LL	K	r	UL	LL
<b>AGE</b>																				
Below 40	14	.38	.33	.43	10	.38	.33	.42	8	.45	.28	.58	7	.44	.37	.51	14	.50	.42	.57
Above 40	11	.35	.29	.40	9	.36	.31	.40	10	.49	.36	.61	5	.47	.39	.53	4	.43	.26	.57
<b>TENURE</b>																				
Below 7	4	.40	.31	.49	2	.40	.29	.50	4	.46	.18	.67	2	.53	.39	.64	6	.58	.48	.66
Above 7	10	.32	.26	.38	8	.33	.28	.37	6	.50	.29	.67	6	.44	.37	.52	4	.47	.32	.60
<b>GENDER (% Males)</b>																				
Below 50%	15	.36	.30	.41	11	.36	.31	.41	7	.45	.26	.61	11	.46	.39	.53	6	.46	.33	.57
Above 50%	12	.37	.31	.43	11	.38	.34	.42	10	.47	.31	.60	4	.43	.30	.55	11	.52	.43	.60
<b>EDUCATION (% University Degree - Q=7,215 df=1 p=.007)</b>																				
Below 50%	3	.35	.24	.44	3	.36	.28	.44									5	.44	.33	.54
Above 50%	5	.45	.37	.52	7	.43	.37	.48	5	.49	.29	.64	6	.45	.36	.53	6	.61	.53	.69
<b>SECTOR</b>																				
Private	9	.34	.27	.40	4	.43	.36	.50					2	.29	.10	.45	3	.59	.44	.71
State Owned	8	.39	.33	.45	5	.43	.37	.48					4	.57	.48	.64	8	.42	.32	.52
NGO																				
<b>OCCUPATION</b>																				
Education	2	.36	.23	.48	4	.46	.40	.52	3	.41	.11	.63	3	.61	.51	.70	2	.36	.12	.57
Health	1	.50	.33	.64	1	.31	.18	.43					1	.45	.26	.61	2	.39	.13	.60
Industry	2	.33	.19	.45	1	.38	.26	.48												
Services	10	.36	.31	.42	1	.56	.38	.70	6	.39	.19	.56	2	.29	.09	.46	7	.52	.41	.62
<b>HIERARCHICAL POSITION (% Managers)</b>																				
Below 25%	3	.32	.21	.43	3	.43	.34	.51	5	.37	.15	.55	2	.42	.24	.58				
Above 25%	9	.34	.28	.40	10	.35	.31	.39	4	.53	.31	.69	6	.43	.36	.50	4	.63	.53	.71
<b>NATIONAL CULTURE (Q=13,51 df=1 p=.000)</b>																				
Collectivist	11	.37	.32	.43	5	.37	.32	.43	7	.51	.37	.62	7	.54	.48	.60	6	.52	.41	.60
Individualist	17	.36	.31	.40	17	.37	.33	.40	11	.45	.34	.55	8	.37	.31	.44	12	.46	.38	.54
<b>WORK ENGAGEMENT MEASURE (UWES version)</b>																				
UWES-3	5	.28	.21	.35	5	.33	.28	.38	3	.53	.26	.71	5	.41	.33	.48	1	.34	-.04	.63
UWES-9	18	.38	.34	.42	12	.38	.34	.43	7	.45	.28	.60	7	.50	.42	.57	4	.54	.40	.66
UWES-17	5	.41	.33	.48	5	.41	.35	.48	8	.47	.31	.61	3	.45	.33	.55	6	.56	.45	.65

Note: K, cumulative number of samples; r, sample-sized weighted correlation; L.L., lower limit for 95% confidence interval for r; U.L., upper limit 95% confidence interval for r.

**Table 5.** Work engagement consequences and correlates moderator analysis

	<b>Job Satisfaction</b>				<b>Turnover intention</b>				<b>Commitment</b>			
	<b>K</b>	<b>r</b>	<b>UL</b>	<b>LL</b>	<b>K</b>	<b>r</b>	<b>UL</b>	<b>LL</b>	<b>K</b>	<b>r</b>	<b>UL</b>	<b>LL</b>
<b>AGE</b>												
Below 40	9	.57	.48	.65	8	-.45	-.51	-.39	7	.70	.59	.78
Above 40	10	.58	.50	.65	10	-.45	-0.50	-.39	8	.56	.43	.67
<b>TENURE</b>												
Below 7	5	.66	.57	.74	7	-.39	-.47	-.31	2	.37	.05	.63
Above 7	12	.59	.52	.64	11	-.46	-.51	-.40	8	.71	.61	.78
<b>GENDER (% Males)</b>												
Below 50%	10	.63	.56	.69	15	-.43	-.48	-.38	11	.67	.56	.76
Above 50%	10	.58	.51	.64	9	-.43	-.49	-.37	5	.53	.30	.70
<b>EDUCATION (% University Degree)</b>												
Below 50%	3	.58	.43	.69	4	-.45	-.53	-.36	7	.62	.45	.75
Above 50%	1	.69	.47	.83	8	-.42	-.49	-.36	3	.59	.30	.78
<b>SECTOR (Q=6,21 df=2 p=.045)</b>												
Private	3	.70	.58	.79	5	-.50	-.56	-.43	2	.58	.32	.76
State Owned	11	.61	.53	.68	13	-.40	-.45	-.35	6	.54	.39	.66
NGO	2	.53	.32	.69	4	-.39	-.48	-.30	3	.57	.37	.72
<b>OCCUPATION (Q=9,21 df=3 p=.027)</b>												
Education	7	.64	.53	.72	7	-.35	-.42	-.27	5	.50	.33	.64
Health	2	.47	.22	.66	2	-.48	-.58	-.36				
Industry	2	.71	.53	.82	2	-.52	-.60	-.43				
Services	3	.67	.52	.78	6	-.46	-.52	-.40	2	.58	.32	.76
<b>HIERARCHICAL POSITION (% Managers)</b>												
Below 25%	4	.63	.51	.72	4	-.40	-.48	-.31	5	.05	.30	.66
Above 25%	7	.59	.50	.66	3	-.53	-.59	-.45	3	.73	.56	.84
<b>NATIONAL CULTURE</b>												
Collectivist	8	.60	.51	.67	6	-.45	-.52	-.37				
Individualist	16	.60	.55	.65	18	-.43	-.47	-.38	15	.61	.53	.68
<b>WORK ENGAGEMENT MEASURE (UWES version)</b>												
UWES-3	5	.56	.46	.65								
UWES-9	14	.63	.57	.68	18	-.44	-.48	-.39	6	.59	.40	.72
UWES-17	5	.55	.44	.65	6	-.41	-.48	-.33	10	.66	.54	.75

**Table 6.-** Summary of findings by variable

<b>WORK ENGAGEMENT ANTECEDENTS</b>	
<b>Social Resources</b>	<ul style="list-style-type: none"> <li>● Moderate to low correlation with engagement (<math>r = .36</math>)</li> <li>● Statistically weaker relationship with engagement than personal and development resources</li> <li>● Co-worker support shows the weakest relationship with engagement from all single variables in this study (<math>r = .27</math>)</li> </ul>
<b>Job Resources</b>	<ul style="list-style-type: none"> <li>● Moderate to low correlation with engagement (<math>r = .37</math>)</li> <li>● Statistically weaker relationship with engagement than personal and development resources</li> </ul>
<b>Organizational Resources</b>	<ul style="list-style-type: none"> <li>● Moderate to high correlation with engagement (<math>r = .47</math>)</li> </ul>
<b>Development Resources</b>	<ul style="list-style-type: none"> <li>● Moderate to high correlation with engagement (<math>r = .45</math>)</li> <li>● Statistically stronger relationship with engagement than social and job resources</li> <li>● Higher effect of feedback on work engagement in collective cultures (<math>r = .59</math>).</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>● Moderate to high correlation with engagement (<math>r = .46</math>)</li> </ul>
<b>Personal Resources</b>	<ul style="list-style-type: none"> <li>● Moderate to high correlation with engagement (<math>r = .48</math>)</li> <li>● Statistically stronger relationship than social and job resources</li> <li>● Higher influence in samples with higher percentage of University degrees.</li> </ul>
<b>WORK ENGAGEMENT OUTCOMES</b>	
<b>Job Satisfaction</b>	<ul style="list-style-type: none"> <li>● High correlation with engagement (<math>r = .60</math>)</li> <li>● Statistically stronger correlation than health related variables</li> <li>● Statistically higher correlation with dedication component (<math>r = .64</math>) than with absorption component (<math>r = .46</math>)</li> </ul>
<b>Job Commitment</b>	<ul style="list-style-type: none"> <li>● High correlation with engagement (<math>r = .63</math>)</li> <li>● Statistically stronger correlation than health-related variables</li> </ul>
<b>Turnover Intention</b>	<ul style="list-style-type: none"> <li>● Moderate to high correlation with engagement (<math>r = -.43</math>)</li> <li>● Work engagement is statistically less correlated with the intention to leave for workers in education (<math>r = -.35</math>), civil servants (<math>r = -.4</math>) and NGO volunteers (<math>r = -.39</math>).</li> <li>● The higher the percentage of managers in the sample, the higher is the influence of engagement in the turnover intention</li> <li>● Statistically higher correlation with dedication component (<math>r = -.46</math>) than with absorption component (<math>r = -.33</math>)</li> </ul>
<b>Job Performance</b>	<ul style="list-style-type: none"> <li>● Moderate to high correlation with engagement (<math>r = .49</math>)</li> </ul>
<b>Further Positive Outcomes</b>	<ul style="list-style-type: none"> <li>● Moderate to low correlation with engagement: physical health (<math>r = .37</math>), psychological distress (<math>r = -.37</math>), life satisfaction (<math>r = .38</math>).</li> <li>● Statistically lower relationship than attitudinal variables.</li> </ul>