

Determinants of Employee Engagement in Universiti Sains Malaysia

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For higher education corporations that are constantly striving to improve service quality, employee retention and organizational performance, employee commitment is the most important key. This study was conducted to examine the factors that will affect employee commitment at Universiti Sains Malaysia. The specific objectives are as follows: (1) to examine the effects of support provided by the organization and perceived by employees, leadership styles, appreciation and recognition on employee commitment; (2) to examine the effects of job flexibility, career opportunities and work-life balance on employee commitment; (3) to examine the role of internal communication as a mediator in these key factors and overall employee commitment. Our findings show that career growth, interpersonal relationships, role clarity, and work environment have significant positive effects on employee engagement among 150 USM staff, with role clarity emerging as the strongest predictor. Employee involvement was not found to have a significant independent effect. These findings indicate that employees are more engaged when they experience clear job expectations, supportive relationships, opportunities for professional development, and a conducive work environment, offering practical guidance for university management to strengthen employee engagement.

Keywords: Employee Engagement, Employee Commitment, Organizational Support, Leadership Style, Work-Life Balance, Internal Communication

INTRODUCTION

Employee engagement is commonly defined as an employee's emotional, cognitive, and behavioural investment in their work and organisation, reflected through energy, dedication, and absorption at work (Kahn, 1990; Schaufeli & Bakker, 2004). High levels of engagement have consistently been associated with positive organisational outcomes, including improved job performance, higher productivity, and lower turnover intentions. These outcomes are particularly important in higher education institutions, where academic and professional staff play a direct role in teaching quality, research productivity, and community service delivery (Ayob & Mat Nor, 2019; Salam & Ponnampalam, 2021). Prior studies further indicate that engagement functions as a key psychological mechanism linking individual characteristics and organisational practices to performance outcomes (Qian et al., 2023).

Recent national analyses indicate a worrying decline in work engagement in Malaysia, with engagement rates reportedly falling from approximately 80 percent in 2022 to 67 percent in 2023. This downward trend is concerning, as disengagement can undermine institutional effectiveness by reducing research output, weakening teaching quality, and lowering staff morale (Hossan et al., 2024; Lim et al., 2022). Post-pandemic work arrangements, intensified job demands, and increasing digitalisation have further reshaped employees' work experiences, particularly in universities (Hu & Kee, 2022; Ullah et al., 2022). Empirical evidence suggests that excessive job demands and poor psychosocial conditions can erode engagement and increase burnout among university staff (Teoh & Kee, 2022; Gan & Kee, 2024). For a research university such as Universiti Sains Malaysia (USM), sustaining strong employee engagement is therefore essential to maintaining academic excellence, staff well-being, and institutional competitiveness.

Although employee engagement has been widely examined in Malaysian corporate and public sector settings, empirical research focusing on academic and support staff in universities remains relatively limited (Jais, 2021; Nor et al., 2022). Academic work differs substantially from corporate employment in terms of autonomy, collegial governance, career progression, and research expectations. Consequently, determinants of engagement identified in business contexts may not fully capture engagement dynamics in higher education institutions (Ayob & Mat Nor, 2019; Ong et al., 2024). Recent studies highlight that psychosocial safety climate, leadership support, and interpersonal relationships are particularly salient in shaping engagement in knowledge-intensive and learning-oriented organisations (Gan & Kee, 2024; You et al., 2025).

Emerging evidence further demonstrates that employees' engagement is highly sensitive to workplace social environments. Negative experiences such as workplace bullying and toxic interpersonal encounters have been found to reduce engagement and psychological well-being, while increasing moral disengagement and turnover intentions (Anwar et al., 2022; Rubel et al., 2025). Conversely, positive leadership practices, including supportive, ethical, and sustainability-oriented leadership, foster engagement by creating meaningful and psychologically safe work environments (You et al., 2025). These findings underscore the importance of interpersonal relationships, role clarity, and a supportive work environment as central drivers of engagement.

Organisational systems and job design also play a critical role in shaping employee engagement. Research grounded in psychosocial safety climate and job demands–resources perspectives suggests that clear role expectations, manageable workloads, and supportive organisational climates enhance employees' motivation and sustained engagement (Teoh & Kee, 2022; Gan & Kee, 2024). In higher education, initiatives such as structured career development, professional learning opportunities, and involvement

in decision-making processes further strengthen employees' sense of purpose and commitment (Lim et al., 2024; Anwar et al., 2024). Moreover, individual attributes such as proactive personality have been shown to influence engagement, particularly when supported by conducive organisational conditions (Zahra & Kee, 2022).

Against this backdrop, the present study examines five key determinants of employee engagement among staff at Universiti Sains Malaysia: career growth, involvement, interpersonal relationships, role clarity, and work environment. These determinants are selected based on prior Malaysian studies on human resource practices, psychosocial safety, and employee motivation in universities and public organisations (Majid et al., 2020; Apriyaliwahab, 2022; Gan & Kee, 2024). They are also consistent with broader motivational and engagement theories that emphasise meaningful work, recognition, learning opportunities, and supportive relationships as foundations of sustained engagement (Anwar et al., 2024; Lim et al., 2024; Zahra & Kee, 2022). This study investigates how variations in these five determinants predict employee engagement. By focusing on a Malaysian research university context, the study addresses an important empirical gap in the engagement literature and provides evidence-based insights that university administrators can use to design targeted policies and initiatives aimed at strengthening staff engagement, enhancing well-being, and improving overall institutional performance.

LITERATURE REVIEW

Employee Engagement

Employee engagement is a central concept in organisational behaviour and refers to the extent to which employees are emotionally, cognitively, and physically connected to their work and organisation. Recent studies suggest that employee engagement is a multi-faceted concept reflecting how employees cognitively and emotionally invest their energy into work, which fundamentally drives their overall performance (Neilsen et al., 2024; Giménez-Espert et al., 2024). Schaufeli et al. (2002) describe engagement as a positive work-related state of vigour, dedication, and absorption. Saks (2006) further emphasises that engagement involves cognitive, emotional, and behavioural elements that shape how employees perform their roles. Kahn (1990) introduced the idea of "psychological presence," where employees express themselves fully during work tasks. Research consistently shows that higher engagement leads to stronger organisational commitment, higher productivity, and improved performance (Neilsen et al., 2024). In higher education, engagement is especially important because institutional success depends heavily on the contributions of academic and administrative staff.

Career Growth

Career growth refers to opportunities for employees to develop their skills, advance in their roles, and achieve their long-term career goals. Career growth is an employee's belief that their employer provides opportunities to develop professionally and rewards their achievements through training, pay, and promotions (Asamaowei et al., 2023). Previous research indicates that opportunities for professional development, promotion, and recognition significantly influence motivation and engagement (Weng et al., 2010). Studies show that employees feel more connected to their organisation when their career aspirations are supported through appropriate training, advancement pathways, and talent development initiatives (Bai & Liu, 2018; Son & Kim, 2019). Career growth strengthens the psychological attachment between employees and their organisation, which in turn enhances work engagement.

H1: Career growth has a positive impact on employee engagement.

Involvement

Employee involvement refers to the degree to which employees participate in organisational decision-making, provide input, and contribute ideas that influence work processes. High involvement empowers employees, improves commitment, and increases engagement (Muduli, 2016). Prior studies highlight that when employees are included in decisions, their sense of ownership and responsibility increases, leading to higher performance and engagement (Anwar et al., 2024). Involvement is also linked to participative management, where information, knowledge, and responsibility are shared throughout the organisation (Anwar et al., 2024; Gebrewold et al., 2025). Employees who feel heard and valued are more motivated to contribute to organisational goals.

H2: Employee involvement is positively associated with employee engagement.

Interpersonal Relationship

Interpersonal relationships refer to the quality of interactions between employees and their supervisors, peers, and colleagues. Evidence suggests that positive social relationships and emotional support act as critical buffers in high-pressure environments, fostering the organizational resilience needed to mitigate turnover (Al-Habaibeh et al., 2025). Supportive supervisors and collegial teamwork reduce stress and enhance motivation, improving job satisfaction and overall productivity (Al-Habaibeh et al., 2025; Song et al., 2024). Research shows that employees who experience appreciation, respect, and open communication within their work environment are more committed and engaged (Colbert et al., 2016). A healthy interpersonal climate strengthens psychological safety and encourages employees to contribute actively. Furthermore, inclusive leadership fosters a supportive interpersonal dynamic that enhances both psychological safety and employee engagement (Song et al., 2024).

H3: Interpersonal relationship is positively related to employee engagement.

Role Clarity

Role clarity refers to the extent to which employees understand their job responsibilities, organisational expectations, and performance standards. Clear communication and transparent policies help employees perform their roles with confidence and reduce ambiguity (Song et al., 2024; Ulysses, J., 2025). Role clarity allows employees to allocate their resources effectively and reduces workplace ambiguity, leading to enhanced task performance (Towsen et al., 2020; Ulysses, 2025). Studies show that clarity of goals, procedures, and organisational values increases confidence, lowers work stress, and enhances work engagement (Towsen et al., 2020; Ulysses, J., 2025). In higher education settings, clarity supports more effective collaboration and contributes to sustained engagement.

H4: Role clarity is positively related to employee engagement.

Work Environment

The work environment includes the physical, social, and psychological conditions in which employees carry out their tasks. A supportive work environment that provides proper facilities, effective communication, strong teamwork, and a sense of belonging enhances engagement (Organ, 1997). Positive work conditions make employees feel valued and supported, increasing motivation and reducing turnover intentions (Markos & Sridevi, 2010). A healthy work environment promotes wellbeing, strengthens peer relationships, and enables employees to perform at their best, contributing directly to organisational success.

H5: Work environment is positively related to employee engagement.

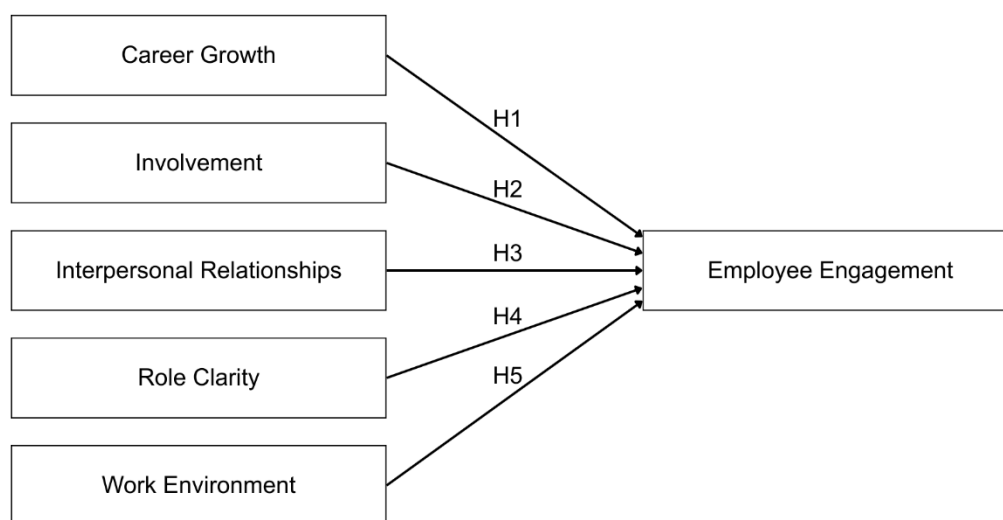


Figure 1. Research Framework

RESEARCH METHOD

This study employs a quantitative research design to examine the determinants of employee engagement among staff at Universiti Sains Malaysia (USM). A descriptive approach is employed to understand the relationship between the independent variables and the dependent variable. The target population consists of academic and administrative staff currently serving at USM. A non-probability purposive sampling method was applied to ensure that all respondents met the criteria of being employed at USM. This method is suitable because the study focuses specifically on individuals with direct experience in the university's work environment. A total of 150 respondents completed the questionnaire, resulting in a final sample size for this study.

Data were collected using a structured questionnaire adapted from established instruments used in previous research. The questionnaire includes items measuring five determinants of employee engagement, namely Career Growth, Involvement, Interpersonal Relationship, Role Clarity, and Work Environment. The instrument consists of three sections. Section A captures demographic information. Sections B and C measure the independent variables and the dependent variable. All items are rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing respondents to express their level of agreement with each statement.

To ensure validity, the questionnaire items were adapted directly from previous studies that examined similar constructs. Table 3 summarises the constructs and their sources.

Table 3: Construct for the set of questions and their Origin

Construct	Origin
Career Growth	Bai and Liu (2018); Venz et al. (2018); Son and Kim (2019)
Involvement	Muduli (2016); Gallie et al. (2021)

Interpersonal Relationship	Colbert et al. (2016); Lim et al. (2024)
Clarity	Ulysses (2025); Towsen et al. (2020)
Work Environment	Markos and Sridevi (2010); Gan and Kee (2024)
Employee Engagement	Neilsen et al. (2024); Giménez-Espert et al. (2024); Saks (2006)

Data were collected electronically using Google Forms. The survey link was shared with USM staff through digital communication platforms. The purpose of the study was clearly stated at the beginning of the questionnaire to ensure transparency. Participation was voluntary and respondents were assured that their information would remain confidential and used only for academic purposes. The data collected were analysed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics such as mean and standard deviation were used to report demographic information and variable levels. Cronbach's Alpha was computed to assess the internal consistency and reliability of the constructs. Pearson Correlation Analysis was performed to examine the relationships between variables. Multiple Regression Analysis was used to determine which determinants have the strongest influence on employee engagement. These analyses allow the study to test its hypotheses and identify the most significant predictors of employee engagement among USM staff.

RESULTS

Table 4. Summary of Respondents' Descriptive Information (N =150)

Response	Frequency	Percentage (%)
Gender		
Male	49	32.7
Female	101	67.3
Age		
Below 30 years old	2	1.3
30 - 39 years old	9	6.0
40 - 49 years old	133	88.7
50 years old and above	6	4.0
Employment Type among staff in USM		
Contract	3	2.0
Permanent	147	98.0
Job Category		
Academic Staff	72	72.0
Administrative Staff	42	28.0
Technical Staff	36	24.0
Year of Service in USM		
3 – 6 years	13	8.7

7 – 10 years	118	78.7
Less than 3 years	11	7.3
More than 10 years	8	5.3
Highest Education Level		
Diploma/Certificates	1	0.7
Bachelor's degree	102	68.0
Master's degree	33	22.0
PHD	14	9.3

According to the data in Table 4, the 150 respondents represent a largely experienced and stable workforce at USM. The sample is predominantly female, representing 67.3%, while males make up 32.7%. In terms of age, most respondents are within the 40–49 years old group (88.7%), followed by those aged 50 years and above (4.0%). Younger employees are less represented in this study, with 6.0% aged 30–39 years and only 1.3% below 30 years old. This indicates that the workforce at USM is mainly consists of mid-career employees. Regarding employment types, the majority of respondents are permanent staff (98.0%), while only 2.0% are contract employees. Academics form the largest job category (72.0%), followed by administrative staff (28.0%) and technical staff (24.0%). Most respondents have served at USM for 7–10 years (78.7%), reflecting strong organizational stability. In terms of education, most respondents hold a Bachelor's degree (68.0%), followed by Master's degrees (22.0%) and PhDs (9.3%), with a very small proportion holding diplomas or certificates (0.7%). Overall, the respondent profile reflects a well-educated, experienced, and stable workforce.

Table 5. Descriptive Statistics, Cronbach's Coefficient Alpha, and Zero-order Correlations for All Study Variables

Variables	1	2	3	4	5	6
1. Career Growth	0.892					
2. Involvement	0.906**	0.905				
3. Interpersonal Relationships	0.889**	0.886**	0.894			
4. Role Clarity	0.881**	0.882**	0.885**	0.889		
5. Work Environment	0.857**	0.874**	0.859**	0.861**	0.867	
6. Employee Engagement	0.897**	0.894**	0.898**	0.900**	0.874**	0.899
Number of items	5	5	5	5	4	5
Mean	4.06	4.06	4.05	4.07	4.08	4.08
Standard Deviation	0.67	0.72	0.68	0.66	0.67	0.71

Note: N = 150; *p < .05, **p < .01, ***p < .001. The bold diagonal entries represent Cronbach's Coefficient Alpha.

Table 5 shows that all the study variables are measured reliably and consistently. The Cronbach's alpha values for all constructs are high which ranging from 0.867 to 0.905. This means the questionnaire items work well together. In particular, career growth (0.892), involvement (0.905), interpersonal relationships (0.894), role clarity (0.889), work environment (0.867), and employee engagement (0.899) all demonstrate strong reliability. This indicates that the measurements used in this study are dependable and suitable for further analysis. In addition, the descriptive results show that respondents generally have positive views about their workplace. The mean scores for all variables are high, ranging from 4.05 to 4.08, while the standard deviations fall between 0.66 and

0.72. This suggest that responses are fairly consistent. Besides that, all the factors are positively and significantly related to employee engagement. The correlations between employee engagement and the independent variables range from 0.874 to 0.900 ($p < .01$), indicating the strong relationships. This means that employees who experience better career growth opportunities, higher involvement, stronger interpersonal relationships, clearer roles, and a better work environment tend to show more higher levels of engagement at work.

Table 6. Regression Analysis

Variables	Employee Engagement
1. Career Growth	0.204*
2. Involvement	0.145
3. Interpersonal Relationships	0.224**
4. Role Clarity	0.260***
5. Work Environment	0.156*
R^2	0.880
F value	218.813
Durbin-Watson Statistic	1.868

Note: $N = 150$; * $p < .05$, ** $p < .01$, *** $p < .001$.

According to Table 6, the results of the regression analysis examining the effects of career growth, involvement, interpersonal relationships, role clarity, and work environment on employee engagement. The regression model explains a substantial proportion of variance in employee engagement ($R^2 = 0.880$), indicating strong explanatory power. The model is statistically significant ($F = 218.813$), and the Durbin–Watson statistic (1.868) suggests no serious autocorrelation issue. H1 proposed that career growth has a positive impact on employee engagement. The results show that career growth has a positive and statistically significant effect on employee engagement ($\beta = 0.204$, $p < .05$). It shows that for every one-unit increase in career growth, employee engagement increases by 0.204 units. This indicates that employees who perceive better opportunities for career development tend to be more engaged in their work. Therefore, H1 is supported. For H2, it proposed that employee involvement is positively associated with employee engagement. Although involvement has a positive standardized coefficient ($\beta = 0.145$), the relationship is not statistically significant ($p > .05$), indicating that for every one-unit increase in involvement, engagement increases by 0.145 units. This suggests that involvement does not have a strong independent influence on employee engagement when other variables are considered. Hence, H2 is not supported. Besides that, H3 proposed that interpersonal relationships are positively related to employee engagement. These findings indicate that interpersonal relationships have a positive and significant effect on employee engagement ($\beta = 0.224$, $p < .01$) where a one-unit increase in interpersonal relationships increases engagement by 0.224 units. This demonstrates that supportive relationships among colleagues and supervisors enhance employees' engagement levels. Therefore, H3 is supported.

Furthermore, H4 proposed that role clarity is positively related to employee engagement. Role clarity shows the strongest positive and statistically significant effect on employee engagement among all staff ($\beta = 0.260$, $p < .001$) where a one-unit increase in role clarity increases engagement by 0.260 units. This suggests that employees who clearly understand their own roles and responsibilities to their work are more likely to be engaged in their work. Thus, H4 is supported. Based on H5, it proposed that the work environment is positively related to employee engagement. The results indicate that the work environment has a positive and significant relationship with employee engagement

($\beta = 0.156$, $p < .05$), suggesting that a one-unit improvement in the work environment increases engagement by 0.156 units. This implies that a supportive and conducive work environment is crucial where it contributes to higher engagement levels. Therefore, H5 is supported. Figure 2 presents a summary of the hypothesized model's output.

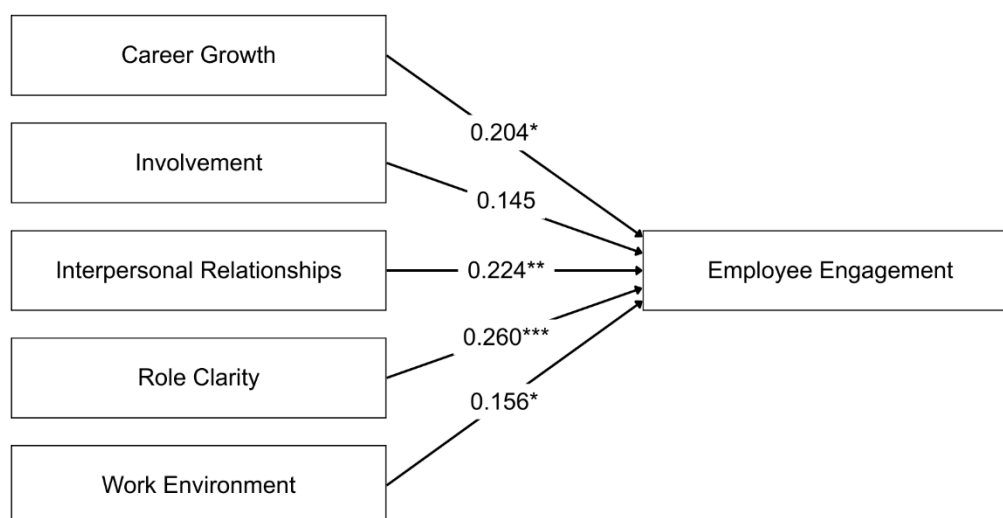


Figure 2. Hypothesized Model

DISCUSSION

The Influence of Career Growth on Employee Engagement

The findings of the present research show that career growth has a major and affirmative impact on employee engagement, and therefore, hypothesis 1 supported. This result is in line with the past researchers who pointed out that promotion, training and personal development opportunities make employees more motivated and emotionally attached to their organisation (Kwon et al. 2024). Employees will feel much appreciated and dedicated to their job when they realise that their organisation is investing in their career growth in the long term. Career paths and opportunities of professional development are especially significant in a university environment, like in the case of Universiti Sains Malaysia, where the members of the staff are inclined to learning and growth all the time. Poor growth prospects can result in stagnation and lack of involvement. Hence, this valuable finding demonstrates the need to adopt the structured career development programmes by organisations in order to maintain the high rate of employee engagement.

The Influence of Involvement on Employee Engagement

The findings of my research attempt show that employee engagement is not significantly affected by the involvement of employees; thus, the hypothesis 2 was not accepted. This result is in line with recent research that found that engagement can be boosted by involvement alone, in particular, when employees view their involvement as a mere formality instead of an actual purpose (Albrecht et al., 2021). In other organisational behaviours, the employees can contribute in the decision-making processes but their proposals are not enacted, and hence the beneficial effects of involvement are minimised. The participation, in the academic institutions, can also be considered as an extra burden of work, instead of a stimulating power. This therefore, non-significant

finding would indicate that the practices of employee involvement must be backed with real empowerment and good leadership to positively impact on the employee engagement.

The Influence of Interpersonal Relationship on Employee Engagement

The findings show that interpersonal relationship plays a positive role on employee engagement and therefore confirming the hypothesis 3 proposed. This observation is in line with the previous research that has emphasized the fact that good relations between colleagues and supervisors contribute to trust, cooperation, and emotional provisions at the work place (Chen & Wang, 2021). Good interpersonal relationship helps in providing a good working environment where employees feel free to share ideas and challenges. Good relationships within the staff members in the context of a university can promote collaboration among staff members as well as alleviate work stress. On the other hand, lack of good interpersonal relationships can result in dissatisfaction and disagreement. Thus, this finding implies that organisations ought to foster a culture of mutual respect and open flow of communication in the endeavour to increase employee engagement.

The Influence of Role Clarity on Employee Engagement

The results of the given research show that role clarity is significantly correlated with employee engagement and that this relationship is positive, which can be used to prove the hypothesis 4. This article outcome is consistent with the past studies that identified that employees who have a clear understanding of their roles, duties and performance expectations are more engaged in their work (Gebrewold et al., 2025). The definition of roles is a factor that will bring about low levels of confusion, ambiguity and stress levels at work, as employees will work on their tasks efficiently. In the case of an organisation like a university, there must be understanding of the scope and expectation of the job because of the various jobs that the staff should fulfil. Therefore, this important discovery shows how effective communication and job descriptions have addressed employee engagement.

The Influence of Work Environment on Employee Engagement

This study has demonstrated that employee engagement is positively influenced by the work environment significantly, hence justifying the proposed hypothesis 5. This observation is in line with other past researches that proposed that a favourable physical and psychological working condition boosts the well-being and involvement of employees (Albar et al., 2025). A good working environment and proper facilities and a comfortable working environment will lead to satisfaction and motivation of employees. Such factors like a favourable organisational climate, access to resources and office conditions are vital in influencing the engagement levels of employees in a university setting. Thus, this finding means that organisations must constantly enhance their workplace, to generate greater levels of employee involvement.

Practical implication

This paper has a number of viable practical implications to Universiti Sains Malaysia. To begin with, the management must still invest in career development of its employees. As an illustration, they could offer organised training programmes, explicit promotion channels and career growth. Previous research indicates that career development programs raise the level of motivation, commitment, and engagement at the workplace (Kwon et al., 2024). Secondly, although involvement did not play a significant role in the engagement in this study among the employees, the university ought to make involvement practices meaningful and empowering. The staff will also need to have the chance to make a real contribution to the decision-making process and not merely being a formality. Previous research also shows that non-empowerment involvement initiatives might not enhance engagement and can be regarded as extra workload (Albrecht et al.,

2021). Finally, since interpersonal relationships, role clarity, and work environment have high impact, Universiti Sains Malaysia can still gain by trying to improve on them. An example of these is encouraging teamwork and open communication, role and responsibility clarification, as well as ameliorating physical and mental workplace environments. Positive relationship, role clarity, and positive work climate also lead to a greater employee engagement and lead to the sustainability of organisational effectiveness (Albar, 2025; Gebrewold et al., 2025; Wang et al., 2022).

CONCLUSION

This study explored what had influence employee engagement among staff at Universiti Sains Malaysia, focusing on career growth, involvement, interpersonal relationships, role clarity, and work environment. Employees tend to be more committed and motivated when they have clear opportunities to develop professionally, work in supportive social environments, understand their roles well, and experience a positive workplace atmosphere. Although employee involvement alone did not show a significant effect, the findings highlight that engagement is influenced by a combination of personal, social, and organisational factors. These results align with previous research, confirming that both structural opportunities and social support are essential in sustaining high levels of engagement. For practical purposes, these findings suggest that university management should focus on structured career development programs, encourage teamwork and clear and open communication, clarify job responsibilities, and continuously improve workplace conditions. Strengthening these areas can boost staff motivation, job satisfaction, and overall institutional performance which can also bring benefits to teaching quality, research productivity and institutional effectiveness. For future studies, the findings provide a starting point to explore additional factors, such as leadership style, organisational culture, or psychological empowerment and more. This is to gain more comprehensive and deep understanding if the factors that actually drives employee engagement in higher education settings. Through this knowledge, it can help universities develop targeted strategies to attract, motivate, or even retain highly committed staff.

LIMITATION

Despite the valuable insights, this study has several limitations that should be acknowledged. First, the cross-sectional design captures only a snapshot in time. This means it limits the ability to draw strong causal relationships. Second, variations in how participants experience and interpret their work environment, career opportunities, and organisational practices may have influenced the results, potentially affecting the precision and generalizability of the findings. These methodological constraints should be taken into account when interpreting the outcomes. Additionally, the sample was drawn from a single research university, which is limiting the generalizability of the findings to other universities or higher education institutions with different cultures, staff profiles, or organisational structures. Furthermore, while five key determinants were examined, other factors such as leadership practices, organisational culture, workload, job security, work-life balanced, or external socio-economic pressures were not included and may also influence employee engagement. Future research could address these limitations by employing longitudinal designs, collecting multi-source data, expanding the sample across multiple institutions, and including other relevant factors could offer deeper insights into what drives employee engagement and how universities can effectively support their staff.

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DECLARATION OF CONFLICTING INTERESTS

The authors declare that there is no conflict of interest.

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