CREATING WORK-LIFE BALANCE AMONG SCHOOL TEACHERS IN SECONDARY SCHOOL IN KAMPAR, PERAK: A STUDY ON JOB STRESS

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MARCH 2016

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A research project submitted in partial fulfilment of the requirement for the degree of

BACHELOR OF BUSINESS ADMINISTRATION (HONS)

UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF BUSINESS AND FINANCE
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MARCH 2016

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DECLARATION

We hereby declare that:

(1) This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.

(2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institute of learning.

(3) Equal contribution has been made by each group member in completing the research project.

(4) The word count of this research report is 17643 words.

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ACKNOWLEDGEMENT

First and foremost, we would like to thank University Tunku Abdul Rahman (UTAR) for giving us this opportunity to conduct this research project. Throughout this research project, we had learned the terms about teamwork and time management. We also gain a better understanding of how job stress can mainly give changes on work-life balance among secondary school teachers or even among other parties.

Besides, we would like present our sincere gratitude to our supervisor, Puan Che Natheera Banu Binti Syed Abdul Aziz for her continuous guidance, support and valuable advice in the process of completing this research project. We thank you for her guidance, assistance and time spent during consultation hours.

Moreover, we would like to thank want to all our respondents. They had been provided their support, cooperative and willingness to spend their precious time in completing our research survey. Throughout this research project, our friends and family have played very important roles too. They always provide us with their moral support and energy throughout this research project.

Last but not least, we would like to take this opportunity to show our highest appreciation to each of the members of the group who have been show their cooperation, patience, time, encouragement and support to each other throughout the process of completing the research. In addition, throughout the process of completing the research, we had learned a lot form each other in terms of opinion, knowledge, tolerance and guidance. Thank you for the contribution of all members and all efforts and scarification by all members will not be forgotten.

DEDICATION

This research project is dedicated to all individuals who have been contributed to this research either indirectly or directly.

First, this research is dedicated to our supervisor, Puan Che Natheera Banu Binti Syed Abdul Aziz who has provided guidance, support and valuable advice to us in the process of completing this research project.

Secondly, this research is also dedicated to our beloved family and friends for their support and encouragement. They have been providing us guidance and some motivation. Moreover, this research dedicated to all of the group members too who have been worked so hard and accomplish their roles effectively.

Last but not least, we would like to dedicate this research to those respondents that are helpful, support and spent their valuable time to participate in completing the questionnaires.

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LIST OF ABBREVIATIONS

JDC	Job Demand-Control
OECD	Organization for Economic Co-operation and Development
PISA	Programme for International Student Assessment
SAS	Statistical Analysis System
UTAR	Universiti Tunku Abdul Rahman
WLB	Work-Life Balance

PREFACE

It is compulsory to carry out research project in order to accomplish our study which is Bachelor Degree of Business Administration (Hons). The topic of the research project is "Creating Work-Life Balance among School Teachers in Secondary School in Kampar, Perak: A Study on Job Stress". This topic is conducted because educational industry is the essential key for policies development, international cooperation and economic run.

Nowadays, most of the teachers in Malaysia tend to experience a high level of stress and pressure. Teachers with high level of stress and pressure will lead to imbalance work-life such as insomnia and their daily lives are distracted. The research will provides better understanding of WLB among the secondary school teachers in Kampar, Perak on a study of job stress.

This research is also concerned about how the element of stress that will affect the teachers' WLB. In short, this research project will give some improvement on the performance of teachers through the study of job stress among the secondary school teachers.

ABSTRACT

It is known that educational industry is important for countries development. The purpose of this research is to examine the WLB among the secondary school teachers in Kampar, Perak on a study of job stress. In this research, independent variables such as excessive workload, role ambiguity, organization culture and working environment are being discussed to determine their correlation with WLB.

There are total 250 sets of questionnaire had been distributed to primary school teachers in Ipoh and total number of 200 sets had been collected. Based on the Pearson Correlation Coefficient and Multiple Linear Regression Analysis, all independent variable (excessive workload, role ambiguity, organization culture and working environment) have significant relationship with dependent variable (WLB).

For future study, there are few other stressful professions such as firefighter, enlisted military personnel and airline pilots are recommended. Furthermore, if future studies are focusing in educational industry, they can emphasize on special education teachers such as the teachers who teach disable students.

CHAPTER 1: INTRODUCTION

1.0 Introduction

In this research project, we are focus on the effect of job stress that contributes to the work-life balance (WLB) among school teachers in secondary schools. This study's objective of is to examine the relationship between job stress and WLB in education industry. This chapter examines the study context's overview which involved the research background, problem statement, objectives of research, research questions, hypotheses of the study, significance of the study and lastly the layout of the overall chapters.

1.1 Research Background

Our research will be focus on the WLB in a study on job stress. In the broad range of education industry, we will focus on the secondary schools in Kampar, Perak. The independence variables that we focused are excessive workload, role ambiguity, organizational culture and working environment. Since education is part of human life, therefore the main reason we choose education industry is because it can help people to build up personality, behaviour and morality.

The job for teacher is complexity. The responsibilities for teacher are teach specialist subject to different ages, organising and involve in extracurricular, giving feedback on student's performance and etc. Thus, teachers must be very enthusiasm and patient with

their job. Moreover, they must come out an effective way in teaching their student in order can encourage their student to learn and enjoy the subjects.

Based on the past research, WLB has been a concern area since the employees were making in reaction in the unhealthy work-life in 1980's. Employees will spend the valued time for their personal life rather than spend the time with family and friend and for their leisure activities in order to carry out the work goals (Kumar and Shiyakumar, 2011).

The imbalance of work and life was caused by working long hours and overbearing of workloads (Jones and Bright, 2001). Employees must able to enjoy their life besides of working because Maad (2008) has said that "We work to live not live to work". According to Kofodimos (1993), an imbalance between in work and life has been reflected as a problem that will harm individual lifestyle and well-being.

So, an imbalance work-life occurred because it brings them performing a conjuring trick on their work live and personal lives in their reality of work-life.

1.2 Problem Statement

According to the 2012 Programme for International Student Assessment (PISA) report, Malaysia was ranked 52nd out of 65 countries. The PISA examined the scholastic performance of students who were 15 years old in terms of mathematics, science and reading literacies. From the PISA report, it was clearly seen that there was huge drop in Malaysia's performance as compared to previous assessment and the results were below the Organization for Economic Co-operation and Development (OECD) average.

Besides that, our neighbouring country, Singapore has significant outperformed result as they won second place in the latest PISA ranking (Mozihim, 2014). The poor performance from the latest PISA report showed that Malaysian education system faced a number of key problems and it served as one of the key concern for our group to conduct this study to improve the Malaysian education system.

Moreover, based on the World Bank report, the quality of education in Malaysia is not up to the standard of the highest Asian performers in the world rankings. This means the academic performance in Malaysia still ranked behind other regions or may have fallen even further behind. The academic performance of Malaysia was keep dropping yet the number of teachers in Malaysia keep rising (World Bank, 2012). This result has provide a negative sign towards Malaysian education system and various parities need to take action towards this key problem.

Teaching is one of the important job in the world because it helps to build up a good personality and provide rich knowledge for students. Therefore, teachers play a vital role in solving the key problem and improve the Malaysian education system. The level of stress is increase steadily among the school teachers because they have to cope with their task in order to educate student. According to Kyriacou (2001), a professional teaching is known to be very demanding and stressful job. According to Lee (2012), a heavy workload will affect the quality of work and individual performance because they will have low work motivation. It is not possible that every school teachers who under stress will educate good students. It will also affect the teaching profession because school teachers lack of support and resources to fulfill the student needs (Bauer et al., 2005; Bauer et al., 2007; Weber, Weltle & Lederel., 2006).

Teachers have to spend more time to cope with increasing demand from students and parents and to fulfill the job requirements by Malaysia's Ministry of Education. This job stress the teachers have play important part in balancing work-life issues which

means high level of job stress will cause work-life imbalance and the intensity of work-life conflict may arise indirectly (Wallace, 2005; Wong & Lin, 2007).

Based on the study of Dickson-Swift (2009), Gillespie (2001), Rosser (2004) & Shah (2012), job stress has a negative impact on employee's work and personal lives. High work related stress will likely to cause diseases like heart attack, diabetes, blood pressure, headache, asthma and dizziness (Stress survey, 2001). Therefore, teachers are trying to balance their work load with personal life and sometimes this create positive effects as well as negative effects where no one can avoid this stress (Mauno et al., 2006).

A few studies showed that there is negative relationships between job stress and WLB, but they have not statistically tested these relationships. Based on our best knowledge, there were less research related to the study of ability of school teachers to balance work and personal life. Because of above reasons, this topic showed there is a research gap and became our interest to further study.

1.3 Research Objectives

1.3.1 General Objective

The objective of this research is to create work-life balance among school teachers in secondary schools in a study on job stress in Kampar, Perak. It also helps to identify ways to improve WLB.

1.3.2 Specific Objectives

1. To identify whether there is a significant relationship between excessive workload and WLB among school teachers in secondary schools.

2. To identify whether there is a significant relationship between role ambiguity and WLB among school teachers in secondary schools.

3. To identify whether there is a significant relationship between organization culture and WLB among school teachers in secondary schools.

4. To identify whether there is significant relationship between working environment and WLB among school teachers in secondary schools.

1.4 Research Questions

1. Is there a significant relationship between excessive workload and WLB among school teachers in secondary school?

2. Is there a significant relationship between role ambiguity and WLB among school teachers in secondary school?

3. Is there a significant relationship between organization culture and WLB among school teachers in secondary school?

4. Is there a significant relationship between working environment and WLB among school teachers in secondary school?

1.5 Hypotheses of the Study

There are four independent variables that influence the WLB which are excessive workload, role ambiguity, organization culture and working environment are used to interpret the WLB. All the four variables are influencing WLB among school teachers in secondary school. In this study, four hypotheses are developed for the dependent variable and independent variable.

The following hypotheses are shown as below:

Hyphotesis 1:

H_0 : There is no significant relationship between excessive workload and WLB among school teachers in secondary school.

H_1 :There is a significant relationship between excessive workload and WLB among school teachers in secondary school.

Hyphotesis 2:

H_0 : There is no significant relationship between role ambiguity and WLB among school teachers in secondary school.

H_1 : There is a significant relationship between role ambiguity and WLB among school teachers in secondary school.

Hyphotesis 3:

H_0 : There is no significant relationship between organization culture and WLB among school teachers in secondary school

H_1 : There is a significant relationship between organization culture and WLB among school teachers in secondary school.

Hyphotesis 4:

H_0 : There is no significant relationship between working environment and WLB among school teachers in secondary school.

H_1 :There is a significant relationship between working environment and WLB among school teachers in secondary school.

1.6 Significance of the Study

Recently, the issue of WLB in education section has become more important. The purpose to carry out this study is to study the relationship between job stress and WLB in education sector. The issue of job stress is very important because it may affect your work-life balance. In this study, we will look into secondary school in Kampar, Perak.

Human will defined their stress in many different ways. Mental and physical health problem are due to the high level of stress which may cause work-life conflict. They are paying too many attentions on all the aspects of their lives which will cause negligence in balancing their work and life.

It is not surprise to hear that everyone is struggling to balance their personal responsibilities and own work (Royal, 2013). It is important for having a good WLB because human will be able to manage their responsibilities for their family, work and also their personal things.

WLB can enhance teacher effectiveness in teaching in order to provide satisfaction for student in learning. It has been proved that a good WLB will result teacher being in good physical and mental health and improved student behaviour. With this, it is critical to know that how important for teacher to having a good WLB.

Tony Nudd has said that, he believes that a good WLB can provide personal fulfilment and enable you to manage your proportions of time. Without a good WLB, it will have an effect on your health and your happiness. For teachers who manage to balance their work with their life activity will be happier. Furthermore, it will contribute knowledge and literature to provide the guidance for further study.

1.7 Chapter Layout

Chapter 1: Introduction

It has involved research background, problem statement, objectives of research, research questions, and hypotheses of the study and significance of the study.

Chapter 2: Literature Review

It has involved literature review, review of relevant theoretical models, proposed theoretical/conceptual framework and development of hypotheses.

Chapter 3: Research Methodology

It has involved research design, methods of data collection, sampling design, research instrument, constructs measurement, data processing and analysis of data.

Chapter 4: Research Results

It has involved the description analysis, scale measurement and analyses of inferential.

Chapter 5: Discussion and Conclusion

It has involved the summary analyses summary, major findings discussions, implication of the study, limitation of the study and recommendations for the future research.

1.8 Conclusion

We provided outlines of whole research study in this chapter. We will discuss about the research background and problem statement follow by the research objective, research question and hypothesis for the research study that used as a guidance in this study as well as discussing the significant of the study. The knowledge and information assembled in this chapter will be served as a precedent for the following chapter and we will further discuss on variables of dependent and independent in the next chapter.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This chapter focuses on various literatures that have been published on the topic regarding the research on creating WLB among school teachers in secondary school on a study of job stress.

In this chapter, researchers have some review on the definition of the job stress, the job stress theories, and factors of job stress. The dependent variable for this research project is WLB. Moreover, the independent variables for this research project are workload, role ambiguity, organization culture and working environment. A further discussion will be as follow:

2.1 Review of Literature

2.1.1 Definition of Work-Life Balance (WLB)

Based on Scholaris & Marks (2004:54), WLB will bring important effects towards employee attitudes in their organizations and also for the lives of employees. Concerning about the WLB on academic lifestyles, several studies

now focusing on WLB regarding the condition of teachers (Bubb & Earley, 2004), academic and support staff aspects (Doherti & Manfredi, 2006). Over the recent years, there is more substantial attention received regarding the issues of maintaining and obtaining a WLB (Deery, 2008). However, there is less attention given to find the reality of WLB satisfaction in the higher educational sector (Doherty & Manfredi, 2006; Mohd Noor & Amat, 2010; Mohd Noor, Stanton & Young, 2009).

Dundas (2008:7) define WLB is about the effective management of the juggling act between paid work and all other important activities with people for instance family, voluntary work, personal development, community activities, and leisure and recreation.

Greenhaus, Collins and Shaw (2003) define WLB whereby in an individual work and family role, there is equal satisfaction and engagement in the roles. According to Behav (2009), he stated that the employees will longer retain in the industry if they have a greater flexibility in their time expectations especially for those employees who have their own family.

Employees perceived the benefits or working conditions as work-life benefits when it can helps employees to balance the families and work domains (Bardoel, Tharenou, & Moss, 1998; Russell & Bowman, 2000). Russell & Bowman (2000) indicates that the concept of work-life conflict has now extends to the impact where the work has on individual stress, relationship and family well-being.

Thus, individual who are interested in the quality of working life and its relation to wider quality of life will always been concerning about their WLB (Guest, 2002:255). Simmons (2012) indicates the concept of WLB is of balancing work and leisure time in harmony with physical, emotional and spiritual health and it has become crucial for many organizations. WLB is also said to influence a

healthy lifestyle, stressing the importance of leisure and recreation to encourage well-being (Godbey, 1999) and to act as a stress buffering role (Coleman, 1993; Coleman and Iso-Aloha, 1993; Trainor et al., 2009).

2.1.2 Definition of Job Stress

Stress is a universal feature of life (Schafer, 1992) where each and every employee, even executives and managers will experience. Stress is double-edged sword that carries both positive and negative views. According to D' Arcy (2007), highlights that there is a little different of stress experiences which everyone will faced, it can be a good thing, however it is a different story if the stress is overload. People will feel pressure from something happening around them or to them when they usually talk about stress (Rice, 1999). The research of National Institute for Occupational Safety and Health showed that 80 percent of workers experienced job stress in the workplace (Despande, 2012).

Stress is refer to the adverse reaction of a person has which caused by excessive pressure or other types of demand place upon them (Health and Safety Executive, 2001). According to Selye (1976), stress also has been defined as a person's respond to challenging occasions. An individual also will faces stress due to the demands that put on them from an event (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1974). Stress also pursue a threat to a person with its environmental characteristic (French, Kaplan, & Harrison, 1982). Lazarus (1991) refer stress to individual that realize he or she is incapable to adequate in dealing with the demands placed upon him or her. Winifred (2000) indicates that there is prevalence of job stress among academic and general staff of universities. Based on the studies of Awopegba (2001), Lam and Punch (2001) and Boyd and Wylie (1994), the results are in support of stress among academic staff of universities. According to Association of University Teachers (2003),

the most frequent reported of job stressors by academics are excessive overload and work-life imbalance.

In conclusion, it is essential for universities to protect their staffs from the rising of stress levels to preserve staff well-being as in WLB.

2.1.3 Excessive Workload

Excess workload has become an issue for dual-career families because of the high demand of with the longer working hours has become their norm. In the present scenario, people nowadays are difficult to achieve desired work-life because they work long hour and harder than before.

In the business world, every employee seems to be exposing the workload problem. Furthermore, excessive workload can cause many employees feel under pressure to work on this long hour to finish their tasks and keep their jobs (Wayman, 2010). It also will lead employees reduces the time to spend with their family (Hills, 2005). It revealed that, employees will lose their WLB if they increase in their working timing. With this, it is the evident that we current need of the hour to maintain the WLB (Mukhtar, 2012).

A respondent has stated that "while we are still working on existing works, we need to complete the other works" (Awang et al., 2010). So according to Shah et al. (2011), he stated that employee wish to have less work with them while managers try to take optimal production from existing employees by overloading those. WLB aimed in helping employees to achieve a better self-

determined in order they can manage multiple tasks effectively in a responsible manner at home, community or in the workplace (Lingard, Yip & Rawlinson, 2007).

Stress can occur from the work have met deadlines or have to work overtime. Excessive workload happens when multiple demands exceed the available resources, either in qualitative or quantitative form (Elloy & Smith, 2003). Sometimes, employee face excessive workload because they like to delayed their work until the due date and thus will face stress to settle it.

According to Malik, McKie, Beattie & Hogg (2010), employees who face heavy work demands will results in higher level of stress, which cause negative impact to their physical and psychological wellbeing. Therefore, organizations and managers have to understand the important of job stress and WLB of its employees (Grady et al., 2008). It can be said that stress will decrease employee's WLB.

2.1.4 Role Ambiguity

Role ambiguity arise when there is vague role expectations and employees are uncertain and confuse in knowing what is expected of them in their roles which tasks assigned to them. Employee may unclear and confuse in knowing their job is related with job description and expertise. In the study of Glissmeyer et al. (2008) and Shen (2005), role ambiguity is defined as the degree of predictability one's behavior responses and the clarity of behavior requirements. Job insecurity's feeling and job confusion's feeling are led by role ambiguity.

According to Bhuian, Menguc & Borsboom (2005), role ambiguity will cause an employee to have worse performance compared to employees who are clearly understand their job requirements and job expectations.

Moreover, higher role ambiguity arise due to the lack of clarity on how to manage different academic activities of teaching, research and professional services that are required to successfully accomplish the teaching role. It also can be said that role ambiguity arises when an individual is uncertain about the role expectations and has no idea on how to enact the role (Ortqvist & Wincent, 2006). According to Kamel Idris (2011), in the academic, role ambiguity may appear which the project of research, he or she does not how to start, how to arrange the given tasks, what the criteria of performance evaluation and the academic expected behavior.

A few evidences show that academics are experiencing role ambiguity. Study of Sharpley et al. (1996) stated that lack of regular feedback about how well academics were doing is the main source of stress. School teachers who do not received regular feedback tend to experience considerable uncertainty about their job performance (Bandura & Locke, 2003).

Furthermore, according to Jayanthi and Vanniarajan (2012), the research shows that role ambiguity exert significant influence up on work-life imbalance. There are a lot of existing studies showed the positive relationship between the role ambiguity and work-family conflict. Based on the study of Chin, Ismail, Ahmad & Kuek (2012) conducted to examine the impact of job stress on workforce and the study of Thiagarajan, Chakrabarty, Lueg & Taylor (2007) conducted to examine work and family role strain, the results of these studies showed that there is a significant and positive relationship between role ambiguity and work-family conflict. Conversely, several studies also show result of negative relationship between role ambiguity and the work-family conflict. These studies were done by Carlson, Kacmar & William (2000) and Beige, Ershadi &

Shirmohammadi (2012) which study work-family in organization and found significant and negative relationship between role ambiguity and work-family conflict.

2.1.5 Organization Culture

Organization culture is a set of values, beliefs, standards, assumptions and thoughts, accepting all members of the organization. These elements are transferred to the new members, who are taught how to perceive, to think and feel in the organization. According to Tomic, Evers & Brouwers (2004), culture shows how things are being carried out within the company.

Based on the research done by Schein (2010), new employees will pass on acceptable habits and behaviors to the new round of new comers, thus the organizational culture will persist and it has been serves as a tool of social control to help shape assumptions and perceptions of employees in the organization. For example, a new employee in the new company will follow her colleague's behaviors by observation and begin to behave like them in order to fit into the company, even without explicit instruction to do so. If her colleague is always staying in the office late, then she will assume it is the correct way to do so. She will assume that she should work late in order to fulfill a cultural expectation such as working longer hours. Organization leader that encourages working longer time implicitly may identify the need to change this dynamic and encourage a healthy WLB. However, undue stress will arise when employer impose limitations on employee work hours which may even result in failure. Therefore, leaders must demonstrate to employees by placing the work and personal lives balance as their priority. The greatest way to build group relationship and create a productive culture is by teaching individual the basic cultural assumptions (Schein, 2010).

Moreover, empirical evidence of Cowan & Hoffman (2007) and Drago, Wooden & Black (2009) showed that employees who work with flexible work schedules and options may have better quality of work performance. This evidence indicate that employees complete their tasks successfully by pursuing high value of completion so that they have time for their personal tasks. According to Bhattacharya et al (2008) and Valentine & Fleischman (2008), employees may identify whether a company is placing higher personal values for instance a healthy WLB based on the company's social and ethical responsibility.

Organization culture that helps employees to fulfil their needs in personal will increase employee's motivation to stay loyal with the company, although it is unclear to what impact in motivation will have on a WLB. The idea is that a meaningful work should be naturally mean something to employees and their well-being (Cheney, Zorn, THedore, Planalp & Lair, 2008).

2.1.6 Working Environment

Glazer and Gyurak (2008) defined job stress as it is the indicators of the work itself which include the work physical environment's aspect. First, environment will deemed to be stress (Michie, 2002). Working environment that the things or the surroundings which are likely to cause job stress include poor lighting, excessive noise and safety hazards (Mcshane & Von Glinow, 2000). Working environment and user friendly devices have plays a role in balancing employee's work and life (Wells, 2010). Moreover, it has raised employees' awareness of a safe usage of tools and equipment due to the fast growth of technology usage and gadgets (Harrington & Walker, 2004; Wells, 2010).

Wright (2002) indicates that a healthy workplace is where the working environment is invests in employees' physical and mental health and cares about their general well-being and creates an environment where employees can grow professionally while preserving their WLB. Furthermore, healthy workplace is where it can create an environment that promotes employee health and safety and to ensure effective workplace by developing their own culture, climate and practices (Lowe, 2003, p.10). In additional, a good working environment also a place that employees do not experience over amount of stress when carrying out their job. Goudswaard (2002) has emphasized that WLB will compose a healthy working environment and also develop a good working environment.

Workplace environment also has plays an important role in motivating employees (Chandrasekar, 2010). The example of the factor of work environment is space and facilities that academics required to do their job. Employers have the responsibility to promote employee wellbeing because the outcomes for WLB are increase employee wellbeing and reduced their stress (Kossek & Kalliath, 2012). So, poor working place will affect an employee performance and also productivity because it is a place for academics to work together in orders to achieve the objective of the organization.

2.2 Review of Relevant Theoretical Models

2.2.1 Theories of WLB

Based on the theories of WLB, we identified that there are six main research models that have developed the study the relationship between work and family. These theories are summarize into below table 2.1.

Table 2.1: Spillover Theory, Segmentation Theory, Compensation Theory, Instrumental Theory, Conflict Theory and Enrichment Theory

Theory	Definition	Author
Spillover Theory	There is direct relationship between work and family: the values, behaviors and emotions that arise from one's working environment influence one's private sphere in positive or negative way.	Piotrkowski, 1979; Staines, 1980; Crouter, 1984; Evans & Bartolome, 1986
Segmentation Theory	There is no relationship between work and family: they are two distinct domain that lived independently and do not influence each other in any way.	Payton-Miyazaki & Brayfield, 1976; Burke & Greenglass, 1987; Lambert, 1990
Compensation Theory	There is an inverse relationship between work and family: many people compensate for their failures and bad feelings that	Staines, 1980

	emerge in a part of their lives by involving in other sphere which will provide greater demands or satisfactions.	
Instrumental Theory	One's achievements at work serve as a tool to facilitate successful results in the family sphere.	Payton-Miyazaki & Brayfield, 1976;Evans & Bartolome, 1986
Conflict Theory	Work and family domains are jointly incompatible, in which the success in one sphere may results in the sacrifices of other sphere such as psychological conflicts with significant overload.	Greenhaus & Parasuram, 1986; Greenhaus&Beutell, 1985; Burke & Greenglass, 1987
Enrichment Theory	Work and family are formed as allies, not enemies. (Friedman &Greenhaus, 2000). This is because both spheres have significant implications on level of integration, easy movement and the degree of conflict between both spheres are based on the natural boundaries such as flexibility and permeability.	Greenhaus & Powell, 2006

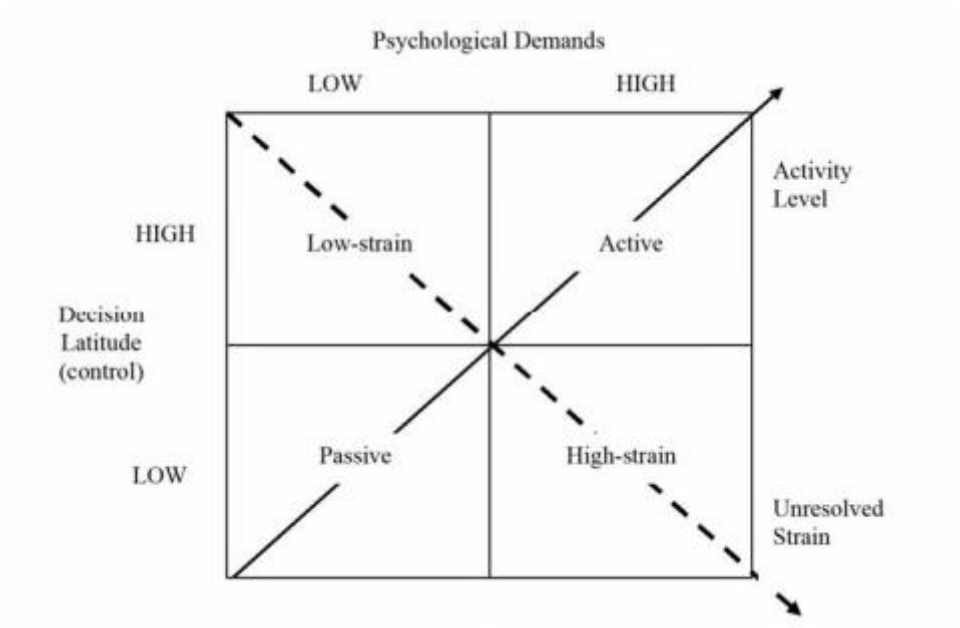
2.2.2 Job Demand-Control (JDC) Model

The Job Demand-Control (JDC) model was brought by the sociologist Karasek, in 1979. This JDC model is aimed to determinants that work-related stress of employees faced in the organization. JDC model identifies into two essential

aspects of work environment, which are job demand and job control (KeisOhtsuka, 2012).

According to Karasek (1979) job demands are refer to a task that involved in mental workload and the mental alertness. Job control, also called as decision latitude, is a composed by decision authority and skill direction. Decision authority is refer to employees' authority to make decision on job, and the skill direction is refer to the extent skills used by the employees on the job (Keis Ohtsuka, 2012).

Figure 2.1 Job Demand-Control (JDC) Model

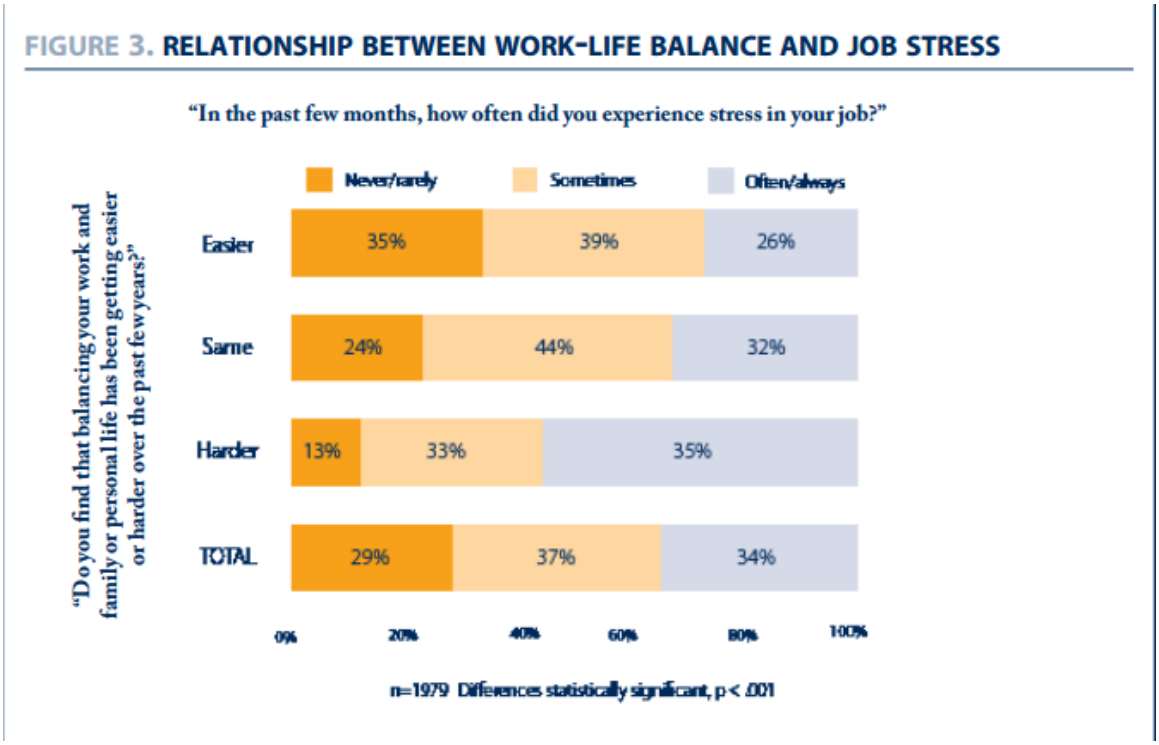


In this model, the various combination of high or low level of job demand and high or low of level of decision latitude. Then will result in 4 types of job identified: i) low strain – low job demand and high decision latitude, ii) passive – low job demand and low decision latitude, iii) high strain – high job demand and low decision latitude, iv) active – high job demand and high decision latitude.

2.2.3 Relationship between Independent Variables and Dependent Variable with Relevant Models

2.2.3.1 Relationship between WLB and Job Stress

Figure 2.2: WLB and Job Stress



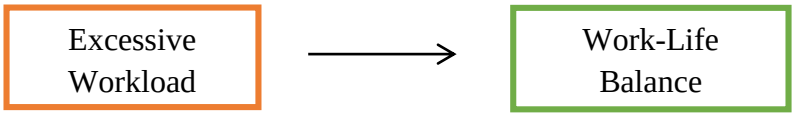
Source: Adapted from Rethinking Work, EKOS Research Associates & Graham Lowe Group national worker survey, fall 2004. © 2006 The Graham Lowe Group Inc.

Figure above examine the relationship between job stress and WLB. Based on the model above, it shown that employees who feel harder to achieve in balancing their work, family issue and personal life are tend to get job stress easily and frequently. In other word, it means that the relationship between job stress and WLB is significant because according to research above, the

statistical analysis confirm the level of job stress will have a significant effect on WLB whereby high level of stress is equal to work-life imbalance or difficulties (Implications of Work-Life Balance and Job Stress, 2006). It has been supported by Jones and Bright (2001) stated that an unhealthy WLB will eventually cause by a high level of stress in work and also the work related to ill. This is because if employees who undertaking overbearing workload will cause them feel stress in carrying out their work and this will cause them have less time in enjoyment their leisure time in their personal life, thus an imbalance work-life has occur. In addition, Küçükusta (2007) also added that the results of work-life conflict could generate the same results like job stress which the more conflict occur in a person's work-life, the more stress he or she will suffer.

2.2.3.2 Relationship between Excessive Workload and WLB

Figure 2.3: Excessive Workload – Employees' WLB Model



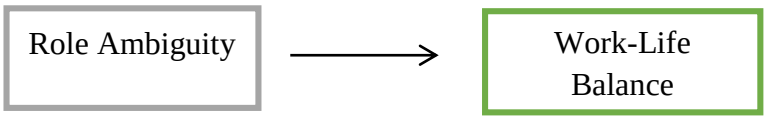
Source: Adapted from Njeri, G. M. (2014). An Investigation of Factors Affecting Work-Life Balance in Non-Governmental Organizations (NGOs): A Case of Management Sciences for Health (MSH). *United States International University*. 8-21

According to McDowall (2009) stated that workload constitutes a major risk factor for a person WLB and the components included heavy workload, emotionally challenging work, and so on. Based on Duxbury and Higgins (2006) identified that heavy workload which also mean excessive workload of an staff is mean cumulative demands of multiple role on the individual's time and energy are excessive. Excessive workload has been found to relate with job dissatisfaction because an excessive work demands may also mean job pressure which might result in unexpected high staff turnover, ill health or high costs to

the organization and thus affected the staff's WLB because when organization suffer stress, they will move the stress to their employees. It has supported by Brun, Biron & Ivers (2007) which stated that an excessive overload would appear to form one of the main risk factors that leading to a staff psychological distress at work, restrain creativity and skill development which that might resulting to staff's work-life imbalance. Thus an excessive workload of a staff has a significant impact with staff's WLB.

2.2.3.3 Relationship between Role Ambiguity and WLB

Figure 2.4: Role Ambiguity – Employees' WLB Model



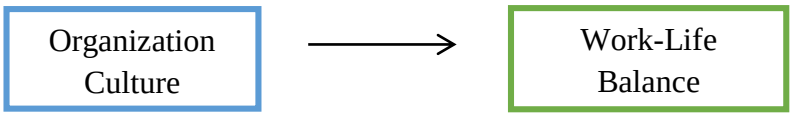
Source: Adapted from Njeri, G. M. (2014). An Investigation of Factors Affecting Work-Life Balance in Non-Governmental Organizations (NGOs): A Case of Management Sciences for Health (MSH). *United States International University*. 8-21

Role ambiguity means an unclear role expectation which employees or staffs not clear and not understand well whether they have meeting their role expectations. Role ambiguity leads to insecure and confusion feelings at time. According to Corea (2000) states that work role ambiguity which also known as work role overload occurs when an individual is perform several roles which may not allow enough time to carry out the expected job outcomes and Sale and Kerr (2001) further explain that work role ambiguity and role overload bring negative implications for both supervisor and worker which will create work imbalance. For example, when a staff has insufficient skills in managing the role demand, they will have worse performance than those staffs having clear understanding of their job requirement, which with role ambiguity will result staff's work imbalance because they will feel stressful and thus this will affect

their WLB. (Bhuian, Menguc, & Borsboom, 2005). Therefore, clearly identify staffs work role will minimize the gap between staff WLB.

2.2.3.4 Relationship between Organization Culture and WLB

Figure 2.5: Organization Culture – Employees' WLB Model



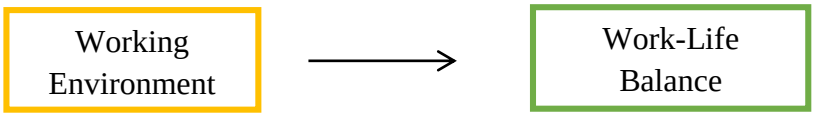
Source: Adapted from Lyle, C. A. (2012). Examination of the Employee Work-Life Balance within Healthy Organizational Cultures. *Examination of Employee Work-Life Balance.* 11-55

Based on the research of Schein (2010) defined that there have a significant relationship between employees WLB within organization culture. Organization culture is used to demonstrate the acceptable behaviors to new employees, norms that will help them adapt within the group in an organization and this culture will then help employees shape their assumptions and perceptions. (Schein, 2010, p.19). For example, employees will follow their colleagues' work habits and behavior to help them fit in the organization. This mean employee may work for longer hour just because his or her colleagues do so. Therefore, each organization creates its own norms that help strengthen the culture among its members. This have supported by Kouzes & Posner (2003) which stated that when employees feel connected or match with their colleagues, they will have higher commitment, enthusiasm and care towards their work and if an employee in a collaborative organizational culture, employee will decrease their stress level, and will not cause them bring their stress when go back home which it is good for their WLB.

Another support by Hay Group research discovers that the culture of organizations really make employees feel WLB was valued which can enable employees to do their jobs more efficiently and effectively because the organization culture create environment in which employees can adapt to their working style. Organization cultures that are managed intentionally, consciously, and with an eye toward enabling employees are more likely to attract and retain employees who lead meaningful, fun, and fulfilling lives in which employees feel better and able to achieve sense of balance between demands of work, home, community, and self. (Eyl, E., 2015)

2.2.3.5 Relationship between Working Environment and WLB

Figure 2.6: Working Environment – Employees' WLB Model



Source: Adapted from Lazar, I. & Osoian, C. & Ratiu, P (2010). The Role of Work-Life Balance Practices in Order to Improve Organizational Performance. *European Research Studies.* 13(1), 202-214

Lazar, I. & Osoian, C. & Ratiu, P. (2010) examine the relationship between employees' working environment and WLB. Based on Jim Bird, the CEO of Worklifebalance.com stated that " *Work-life balance is meaningful achievement and enjoyment in everyday life*". He believes that company can increase or achieve a better WLB by providing a good environment for employees such as work-life practices, flexible working hour and a good organizational culture.

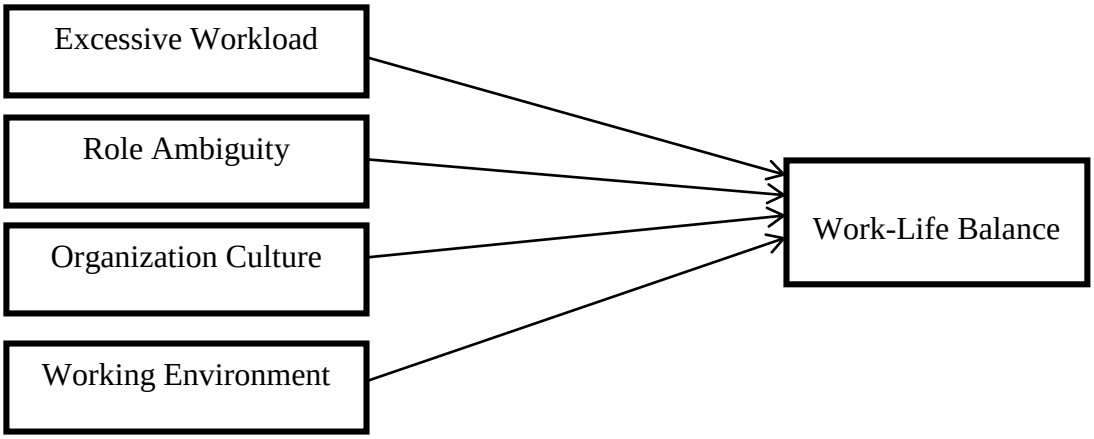
Education industry is one of an important sector for us, therefore creating a positive working environment for employees is one of the key factors to help

higher education sector achieve WLB (Clarke, M. & Kenny, A. & Loxley, A., 2015). Based on the European Research studies has explained that workers who have a good environment in their working area will tend to suffer less stress, less opportunity to get ill-health and have a significant concept of WLB which also mean that a positive working environment provided to employees will help employees feel comfortable when carrying out their job and thus employees tend to suffer less stress. The less stress employees suffer, the more easier employees enjoy in achieving their jobs' goal as well as enjoyment in everyday life which bring them have a good WLB (Lazar, I. & Osoian, C. & Ratiu, P., 2010).

Therefore, Lazar, I. & Osoian, C. & Ratiu, P. (2010) found that the relationship between working environment and WLB is positive. The positive of working environment will lead to a more comfortable place for employees to carry out their work which will decrease their work stress. Thus, it will create and achieve a better WLB for employees.

2.3 Proposed Theoretical/ Conceptual Framework

Figure 2.7: Proposed Conceptual Framework of Current Study



Independent Variables Dependable Variable

Source: Developed for the research

Proposed theoretical or conceptual framework is a diagram that shows the relationship between variables of independent and dependent. There are four independent variables which are excessive workload, organization culture, role ambiguity and working condition and one dependent variable which is WLB. This proposed theoretical framework is to test the relationship between the four independent variables factors and employee WLB. Hence, this research will came up the hypothesis to examine the relationship between the four independent variables and the WLB.

2.4 Hypotheses Development

2.4.1 Excessive Workload and WLB

H1: There is a significant relationship between excessive workload and WLB among school teachers in secondary school

According to the TUC's biennial survey of safety representatives across a range of industries in the public and private sectors, the most common factor linked to work-related stress is workload. The workload problem is greater in the public sector (83%) and the voluntary sector (77%) than in the private sector (73%). Workloads are identified as a particular problem in education (88%); central government (85%); health services, banking and local government, insurance and finance (all 83%). Besides, if a job combines high demands with a lack of control or decision-making autonomy, this generates job strain, which is in turn correlated with stress, physical health problems and negative impacts on WLB (Karasek, 1979; Karasek and Theorell, 1990). Furthermore, according by Julian Stanley (2014), he said that many teachers blame poor mental health on the stress on increasing workloads. Teachers do not enter the profession expecting to work 9 to 5, but workloads are increase out of control. Stressed to maintain a healthy WLB is a big issue for many teachers who routinely sacrifice their lunch breaks, evenings and much of their weekends to planning, marking and what many deem unnecessary paperwork. Based on the reviews, the above hypothesis is formed.

2.4.2 Role Ambiguity and WLB

H2: There is a significant relationship between role ambiguity and WLB among school teachers in secondary school

Role ambiguity involves insufficient of required information or, lack of clarity or uncertainty to accomplish a particular role that is expected from the connected role (Kahn et al., 1964; Carlson, 1999; Gupta and Jenkins, 1985; Lewis and Cooper, 1988). Kahn et al. (1964) described one of the main contributors to the stress experienced at work is role ambiguity. Individuals who occupy unclear, poorly defined and too vague work roles in their descriptions or statements would experience more anxiety, tension, stress, and subsequently work-family conflict which will lead to a negative WLB. Based on the reviews, the above hypothesis is formed.

2.4.3 Organization Culture and WLB

H3: There is a significant relationship between organization culture and WLB school teachers in secondary school.

Organizational culture is increasingly becoming a preferred site of inquiry in WLB, as research has shown that the culture us a great importance for employees' WLB (Callan 2007, Lewis 2001). According by Berg (2003), Deems (1999), and Goodman (2001), has shown that employees experience a positive WLB in organizations that have an existing culture that supports it. For instance, Goodman (2001), found that a culture with group cultural values correlated positively with high satisfaction in WLB, while an organization with

more hierarchical cultural values correlated negatively with high satisfaction in WLB. Based on the reviews, the above hypothesis is formed.

2.4.4 Working Environment and WLB

H4: There is a significant relationship between working environment and WLB among school teachers in secondary school

Research has showed that employees who have some controlling power in their working environment tend to suffer less stress-related ill-health, with clear implications for the concept of WLB. According to Jim Bird, CEO of Worklifebalance.com (an international work-life balance and consulting company), 'WLB is a meaningful achievement and enjoyment in everyday life.' Each individual needs to work smarter to get more tasks done in less time in order to achieve meaningfully and enjoy in everyday life. Based on the reviews, the above hypothesis is formed.

2.5 Conclusion

This chapter has shown the significant relationship between the five independent variables with the job satisfaction. It will be tested after developed the five hypotheses. The research will be continuing by examine the research methodology in Chapter 3.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

In this study, this chapter discusses the research methods. Research methodology is collecting data and information process for making decisions purpose. Research design, data collection methods which are primary and secondary data, sampling design, instrument of research, measurement scale and operational definition of constructs, data analysis and data processing are included in this chapter for our study.

3.1 Research Design

Research design is used systematic plan to analyze and collect the required information (Zikmund, Babin, Carr, & Griffin, 2010). Qualitative and quantitative research is the two categories of research which can be classified. Qualitative research is the data are characterized by even textual, oral or visual but not numbers. It more focus on interpretations, stories, meaningful characterizations and other expressive descriptions. However, quantitative data is the view of numerical point and measurement in statistical such as questionnaire, observation and rating scales stated by Bryman (2012).

In this study, quantitative research has been used. Gather the information used to measure the problem which is data of numerical and transformed into statistics is quantitative research. Through a large sample population, it is used to survey the attitudes, opinions, behaviours and others variable (Wyse, 2011). The research is

drawing sample from secondary schools in Kampar, Perak. Questionnaires will be distributed to all secondary schools teachers in Kampar.

In this study, causal research has been used and it is for identify the cause and effect relationships between two variables. Causal research's purpose is to find out reasons which cause the problems. Determine the relationship between cause's variable and the effect's variable that expected and understand which variables is cause or effect is this approach's two objectives (Penwarden, 2014). This study is to creating the WLB in school teachers in Kampar, Perak on a study of job stress. It is to examine the effect of job stress (working environment, organizational culture, excessive workload and role ambiguity) on WLB of secondary school teachers.

3.2 Data Collection Methods

For any research study, data collection is very important. Data collection process is necessary to ensure the accurate of collecting data and the findings as evidence are valid. Data collection is the methods used to collect data information that are useful for making decisions and as evidence or reference in this research. Primary and secondary data are the types of data.

3.2.1 Primary Data

Primary data are the researchers acquired first-hand information which is original primary data on the variable of interest for a particular purpose of study (Sekaran and Bougie, 2012). Primary data define as gathered and assembled

specifically for the project at hand. It is low cost, fast, accurate and easy to control the data that needed to collect for this research. It can be accomplished through various methods such as questionnaires, survey, observation, experimentation and other methods.

In this research, questionnaires methods have been used. Questionnaire is to make the data be more comparable and withstand for analysis by gather the direct expression, descriptions, opinions and perception from target respondents (Zikmund, 2003). By using questionnaires methods are able to collect the latest information in short period time from large amount of respondents to collect the accurate data.

3.2.2 Secondary Data

Secondary data is gathered and already assembled. It defines as the data that have been previously collected from researchers. According to Sekaran & Bougie (2012), secondary data is the data able support research study by using researchers previously published or compiled sources of information for particular purpose which is related to the historical data. It has brought advantages for this research such as fast, low cost and time saving to obtain the research data. Secondary data is easier to obtain data. It has various methods such as journals, articles, internet search, online information database and other methods.

Online information database, journal articles and internet search have been used to obtain information and data for this study. We had used online information database such as University Tunku Abdul Rahman (UTAR) Library online databases (ScienceDirect and ProQuest) to find the journal articles relevant

information in this research. Besides, internet search engine also used by us to obtain information for study such as Google & Mozilla Firefox.

3.3 Sampling Design

3.3.1 Target Population

According to Hair and Bush (2006), target population is said to be a specified group of people or object for which questions can be asked or observed made to develop required data structures and information.

Population means that regarding the entire group of people, events or objects are the interest of researcher hopes to investigate (Sekaran and Bougie, 2012). According to Zikmund (2003), "the research project relevant with the specific population elements' complete group" is target population about. This study is to creating the WLB in school teachers in Kampar, Perak on a study of job stress.

According to the Pejabat Pendidikan Daerah Kinta Selatan, the latest numbers of secondary school teachers in Kampar is 336 teachers. All Secondary school in Kampar had been selected for research which are SMK Kampar, SMK Methodist (ACS), SMK Pei Yuan, SMK Sentosa and SMK Sri Kampar.

3.3.2 Sampling Frame and Sampling Location

Sampling frame is a set of material that uses to identify the element of the target population. Based on Zikmund (2003) stated that sampling frame is the sample may be drawn the list of elements and it also known as working population. The target respondents in this study are the secondary school's teachers in Kampar, Perak. We choose Kampar as our sampling location is because we want to narrow down the target population as the target respondent in secondary school in Malaysia is too broad. Besides that, this targeted location is more convenience, save cost and time saving for us to conduct the questionnaires.

3.3.3 Sampling Elements

For our research, the secondary school teachers in Kampar, Perak will take part as respondents that had been targeted in our study. The person who participates in our study will be the teachers in secondary school which will direct affect the students' education but not administration staff and others staff. We choose teachers because they play important role in education level. They will provide accurate and rational response towards our questionnaire based on their age, gender, levels of income, experience, education levels and etc.

3.3.4 Sampling Technique

Sampling technique is classified as either probability or non-probability sampling. Based on convenience or personal judgment and choosing member's way is unknown is the non-probability sampling (Zikmund, 2003).So we had applied non-probability sampling. On the other hand, convenience sampling, quota sampling, snowball sampling and judgment sampling are the types for non-probability sampling (Sekaran & Bougie, 2012). Convenience sampling is the sampling technique for this study. According to Zikmund (2003), obtaining units and people who are most conveniently available is the convenience sampling. It brought quickly and easily to gathered back the completed questionnaires. We mostly conducted it during teachers' break time by asking their permission to help us fill up the questionnaires.

3.3.5 Sampling Size

According to the guideline on research project, for undergraduate degree programmed, a sample size of 100 to 150 is recommended in our survey.

Based on Slovin's formula had recommended a method to calculate the sampling size. The formula is as below:

$$\mathbf{n = N / (1 + Ne^2)}$$

Where:

n = Number of samples

N = Total population

e = Error tolerance/ confident level

In this research, the populations of secondary school teachers in Kampar are 336 teachers, and the confident level that we use is 95% (which produces a margin of error of 0.05). Therefore the respondent in this research should be:

$$\mathbf{n = N / (1 + Ne^2)}$$

$$\mathbf{n = 336 / (1 + 336 * 0.05^2)}$$

$$\mathbf{n = 182.61}$$

$$\mathbf{n \sim 183}$$

As a result, the minimum size of sample is 183 in this research. Hence, 183 will be used to increase the data's reliability.

For the pilot test, we have distributed 30 sets of questionnaire. The purpose is to ensure the questionnaire's accuracy and validity as well as to identify the errors in the questions before the questionnaires distributed to the teachers among secondary school.

3.4 Research Instrument

3.4.1 Questionnaire Survey

Questionnaire method is the instrument we used to conduct for our study. Questionnaire was chosen because it is useful for large amount of information can be collected in short period. Besides that, compare with others measuring instrument, questionnaire is cost-effectiveness instrument because it provide a relatively cheap, quick and effective way to obtaining large amount of information from large sample of respondents. (McLeod, 2014)

The designs of the questionnaire are fixed-alternative questions which respondents will be given specific and limited-alternative responses. Respondents was asked to choose the one closet to their viewpoint because fixed-alternative question take short time to done it and easy for the respondent to answer compare with the open-ended question. It can also improve the consistency of responses (Wyse, 2014).

250 sets of questionnaires were distributed to the respondents and collected back around a week. There are total 200 sets of questionnaire have been collected back. However, some of the questionnaires were unable to collect back and some has included the problem of illogical response such as outlier response. Therefore, this type of questionnaire would be taking out and excluded in the actual number of the questionnaire and there are 183 sets of questionnaire left.

3.4.2 Questionnaire Design

Table 3.1: Questionnaire

Section	Components / Variables
Section A	Demographic Profile
Section B	Job Stress that Influence the Work-Life Balance: • Excessive Workload • Role Ambiguity • Organization Culture • Working Environment
Section C	Work-Life Balance (WLB)

Source: Questionnaire

All variables above had been utilize and used to create WLB among school teachers in secondary school in Kampar, Perak in a study on job stress.

3.4.3 Pilot Study

A pilot study or a pre-test had been conducted before a formal survey was carried out to ensure the clarity and readability of all instructions and questions. Besides that, pilot study is to test the reliability, validity and accuracy of the questionnaires and also internal consistency of the questionnaires (Schade, 2015).

For the pilot test, 30 sets of questionnaire are prepared. The 30 sets of questionnaires were distributed out on 21 January 2016 and it has been taken up to one week to distribute completely and collected the questionnaire. The targeted respondents were secondary school teachers. The secondary school we have chosen is SMK Kampar.

Table 3.2: Reliability Analysis for Pilot Study

Variables	Dimensions	Number of items	Cronbach's Alpha
Dependent Variable (DV)	Work-Life Balance (WLB)	6	0.778702
Independent Variable (IV)	Excessive Workload	5	0.727357
	Role Ambiguity	5	0.706331
	Organization Culture	5	0.894104
	Working Environment	5	0.721505

According to Table 3.2, excessive workload, role ambiguity, organization culture and working environment with a coefficient alpha value 0.727357, 0.706331, 0.894104, and 0.721505 respectively. It shown all variables had fair and good reliability. Thus, this questionnaire is suitable to conduct full study, since it is reliable in the reliability test of questionnaire in this pilot study.

3.5 Constructs Measurement (Scale and Operational Definitions)

3.5.1 Origins of Constructs

3.3: Table of Origins of Constructs

Dimension	**Resources Used**	**Scale of Measurement**
Work-Life Balance (WLB) (Dependent Variable)	Question 1 to 6: Razak, M., Yusof, N., Azidin, R., Latif, M., Ismail, I. (2014, November). The Impact of Work Stress Towards Work-Life Balance in Malaysia. *International Journal of Economics, Commerce and Management*, II(11), 8-9	Interval
Excessive Workload Role Ambiguity Organizational Culture (Independent Variable)	Question 1 to 5: Razak, M., Yusof, N., Azidin, R., Latif, M., Ismail, I. (2014, November). The Impact of Work Stress Towards Work-Life Balance in Malaysia. *International Journal of Economics, Commerce and Management*, II(11), 8-9	Interval

Working Environment (Independent Variable)	Question 1 to 5: Naylor, C., White, M. (2010, October). The Work life of Bc teachers in 2009. *A BCTF Study of Working and Learning Conditions*, 211-213.	Interval

3.5.2 Scale of Measurement

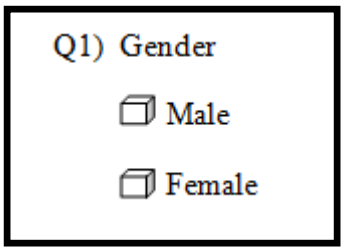
The scale of measurement chosen is very important as it will influence the accuracy of data analysis. In our study, the nominal scale, ordinal scale and interval scale are used in the research whereas ratio scale is not included. In the section of work-life balance, excessive workload, role ambiguity, organization culture and working environment are using interval scale while in the demographic section we are using ordinal and nominal scale to ask about the information from respondents.

3.5.2.1 Nominal Scale

Nominal scale is called categorical variables. According to Zikmund et al. (2010), a nominal scale allocates a value to an object for classification or identification purposes. Thus, the value can be alphabet but does not have to be a number because no quantities are being represented. On this research, the researcher had use 3 questions for nominal scale in Section A.

The example is shown below:

Figure 3.1: Example of Nominal Scale



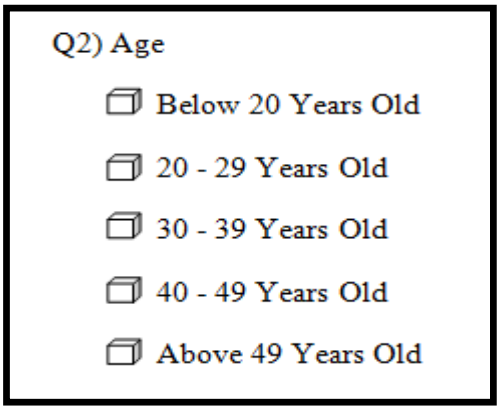
Source: Developed for the research

3.5.2.2 Ordinal Scale

According to Sekaran and Bougie (2010) ordinal scale not only categorizes variables in such a way as to denote differences between the various categories, it also rank orders the categories in some meaningful way. An ordinal scale is a ranking scale but it does not express the interval's value between rankings but they allow things be arranged based on some concept they possess. 4 questions for ordinal scale in section A was used by the researcher.

The example is shown below:

Figure 3.2: Example of Ordinal Scale



Source: Developed for the research

3.5.2.3 Interval Scale

According to Zikmund et al. (2010), interval scale has both properties of nominal and ordinal, and they also capture information about differences in concept's quantities. An interval scale does not have a true zero. It let us to carry out certain arithmetical operations on the collected from the respondents. Besides, interval scales measure the distance between any two points on the scale. Interval scale in questionnaire at Section B and C had used by researcher. The 5-Interval scales allow the respondents to choose on which they agree or disagree with the questions.

The example is shown below:

Figure 3.3: Example of Interval Scale

1. Strongly Disagree (SD)
2. Disagree (D)
3. Neutral (N)
4. Agree (A)

A	Excessive Workload	SD	D	N	A	SA
A1	I work more than 8 hours a day.	1	2	3	4	5
A2	I have to work even on Saturdays and Sundays.	1	2	3	4	5
A3	I seldom have any energy left at the end of my working days.	1	2	3	4	5
A4	I am facing with time pressure all the times due to deadlines.	1	2	3	4	5

A5	I am too busy with the workloads and I find it difficult to concentrate on tasks given.	1	2	3	4	5

Source: Developed for the research

3.6 Data Processing

3.6.1 Data Checking

The first step that we need to proceed once we collected back the questionnaire from the respondents is data checking, the purpose for checking the questionnaire is to ensure that the entire questionnaires have fully completed by the respondents. Furthermore, checking the questionnaire is to find out the unacceptable questionnaires which may involve incomplete questionnaires or the questionnaires are simply answer by them which caused the responses are not reliable (Pink, 2010).

3.6.2 Data Editing

The second step is data editing. The purpose of editing is to review and adjust the questionnaires that have been collected by correct illegal, illogical, inconsistent and omission answers which done by the respondents (Pink, 2010). When incomplete of questionnaires responses happen, we will choose the data based on respondent's pattern of responses to other questions in order can increase information accuracy. So, we need to ensure that we edit it manually to get the accurate data.

3.6.3 Data Coding

The third step is data coding. The purpose of coding is to make us easier to handle the large quantities of information (PPA 696 Research Method, n.d.).Coding is assign alpha or numeric codes to responses of questionnaire for entered into a database. For example, gender will coded as 1=Male, 2=Female. It is easy for us to search the data and improve the data accuracy (6. Pros and Cons of Coding, n.d.).

3.6.4 Data Transcribing

Data transcribing is the last step for data processing by transferring the data and entered into a database through the software which is SAS Enterprise Guide after we done the coding process. The purpose of transcribing is it can be used

for further analysis in order to make it accessible to people or applications (Pink, 2010).

3.7 Data Analysis

Data analysis consists of ordering, manipulating, rearranging and summarizing data. After we collected all the data, we will analyse and interpret the data by using the SAS Enterprise computer software program. The statistical techniques such as descriptive analysis, reliability test and inferential analysis will be applied to our research. By calculating the percentage, the statistical technique which are table and pie chart are used to simplify data and mean and to interpret the findings where it resulted from 183 of targeted respondents. In this study, using the Pearson's Correlation Coefficient and Multiple Linear Regression are more suitable which found by researchers.

3.7.1 Descriptive Analysis

Descriptive analysis refers to the statistics used to describe or summarize information about a population or sample. Descriptive analysis enable to conduct the form to provide descriptive information which will make the researchers easy to interpret and understand, rearrange, ordering, manipulating data. All the data and information gathered will be transform and display in graphical display such as table, bar chart, pie chart or histogram. With descriptive statistics, researchers are simply describing what the data is or what it shows ("Descriptive Statistics", n.d.).

Descriptive analysis was conducted to collect the information in this research. It has four personal particular for example: gender, age, experience, ethnic group, and education level.

3.7.2 Scale Measurement – Reliability Test

Reliability which is refers to the results that are consistent over time and also an accurate representation of total population under the research study. The questionnaire is considered to be reliable if the repeated application results are consistent ("Reliability", n.d.).According to Webb, Shavelson and Haertel (2006) stated that Cronbrach coefficient alpha is most commonly applied to estimate multiple item scales reliability. It is a common reliability coefficient that shows how well the items in a set are positively correlated to one another. The coefficient of reliability test varies from 0 to 1, and value of 0.6 or above generally indicates fair reliability and if the value is 0.7 or more, it indicates high level of reliability and also signifies satisfactory internal consistency and reliability.

Table 3.4: Cronbach's Coefficient Alpha (α)

Coefficient Alpha (α)	**Level of Reliability**
0.80 to 0.95	Very good reliability
0.70 to 0.80	Good reliability
0.60 to 0.70	Fair reliability
< 0.60	Poor reliability

Source: Sekaran, U., & Bougie, R. (2013). *Research methods for business: A skill building approach* (6th ed.). Chichester, West Sussex: John Wiley & Sons, Inc., (*page229)*.

3.7.3 Inferential Analysis

Inferential analysis refers to the statistics that used as techniques that allow us to use the samples to make recap about the populations from which the samples were drawn. Hence, it is important that the sample accurately represents the population ("Descriptive and Inferential Statistics", n.d.). Inferential analysis often used to define the relationship between an intervention and an outcome. It clearly explain about the strength of that relationship as well ("Inferential Analysis", n.d.). In this finding, Pearson's Correlation Coefficient and Multiple Regression Analysis have been used.

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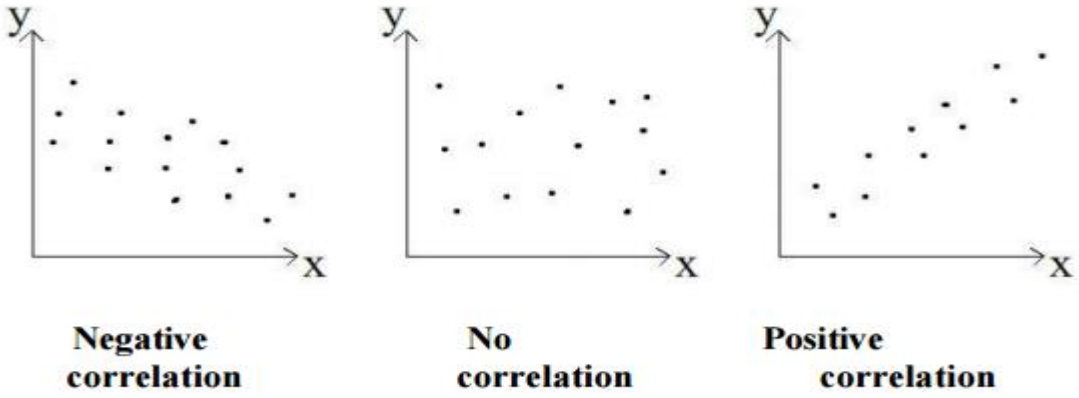
3.7.3.1 Pearson's Correlation Coefficient

Pearson correlation coefficient refers to the measure of strength and direction of the linear relationship between the two variables and also describes the direction and degree that the variable is related to others. One of the requirements that need to be fulfilled by using this method is both independent variable and dependent variable must using metric scale such as interval scale**.** The correlation coefficient (r) represented the size and direction of linear relationship. Therefore, the r value will have range from negative one (-1) to positive one (+1).



A correlation coefficient with the positive value (+1) means that there is a perfect positive correlation or positive relationship between 2 variables. For example, as one of the variable increase, the second variable will increase as well. Besides, there is a perfect negative correlation or negative relationship between 2 variables when a correlation coefficient with the negative value (–1). For example, as one variable increases, the second variable will decreases in exactly the same level or proportion ("Pearson's r, Chi-Square, T-Test, and Anova", n.d.).

Generally, all of the test will be done at 5% significant level. If the significant level is less than or equal to 5%, the alternative hypothesis need to be accepted while the null hypothesis will be rejected. On the other hand, if the significant level is above 5%, the null hypothesis is unable to reject, and the alternative hypothesis is unable to accept (3.2 - Hypothesis Testing, n.d.).

Table 3.5: Rule of Thumb for Interpreting the Size of a Correlation Coefficient

Rule of Thumb for Interpreting the Size of a Correlation Coefficient

Size of Correlation	*Interpretation*
±0.90 to ±1.00	Very high positive (negative) correlation
±0.70 to ±0.90	High positive (negative) correlation
±0.50 to ±0.70	Moderate positive (negative) correlation
±0.30 to ±0.50	Low positive (negative) correlation
±0.00 to ±0.30	Little if any correlation

Source: Hinkle, Wiersma, & Jurs (2003). Applied Statistics for the Behavioral Sciences (5th ed.).

3.7.3.2 Multiple Linear Regression

Multiple linear regression is mainly testing the relationship between two or more independent variables and a dependent variable by fitting into a linear equation ("Introduction to Multiple Regression", n.d).

Below is the formula of linear equation:

$$\mathbf{Y' = a + b_1X_1 + b_2X_2}$$

$$Y' = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$$

Where:

Y'= Dependent Variable

a = Constant, "Y intercept"

b = Coefficient of each independent variable

X_1= Excessive Workload

X_2 = Role Ambiguity

X_3 = Organization Culture

X_4 = Working Environment

This statistical technique able to test more than one independent variable to one dependent variable which include the four independent variable in this study which are excessive workload, role ambiguity, organization culture and working environment toward the WLB and this test will be done at 5% significant level as well. Moreover, multiple linear regression's independent variables can be either in metric or non-metric form however the dependent variable must be in metric form.

3.8 Conclusion

This chapter discussing about the research methods that used for examine of this study. It explains about the methods on how data is being obtaining, processing and analyzing. There are few research methods that used to conduct this research study which consist of data collection methods, sampling design, the research instrument, constructs measurement, data processing and data analysis. Besides, SAS Enterprise Guide software is used to test the reliability of our questionnaire for the pilot study.

CHAPTER 4: RESEARCH RESULTS

4.0 Introduction

In the previous chapter, 30 sets of questionnaire were distributed to teachers in secondary school and these 30 sets questionnaire are used to run pilot test. While in this chapter, we will discuss in detail about the full study of reliability test of the questionnaire by using SAS software to analyse and interpret the data in detail. There are several analyses that involved such as descriptive analysis, scale measurement and inferential analysis. Last but not least, end with a summarization of the whole chapter 4.

4.1 Descriptive Analysis

In this part, five questions of the respondents demographic profile will be analyse. Those questions include gender, age, ethnic group, education level and experience.

4.1.1 Respondents Demographic Profile

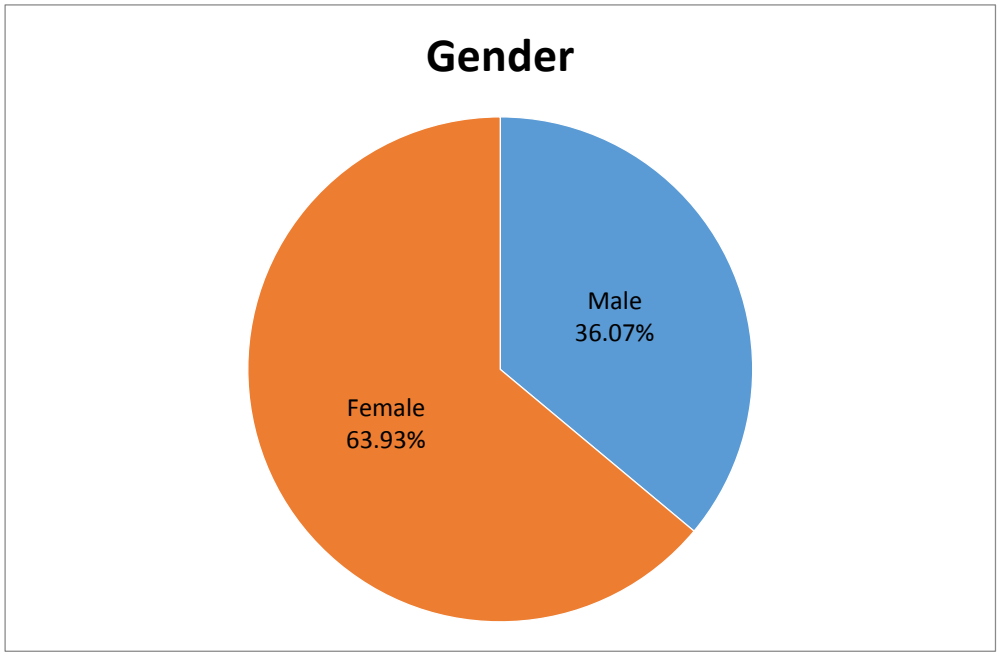
4.1.1.1 Gender

Table 4.1: Respondent's Gender

Gender	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Male	66	36.07	66	36.07
Female	117	63.93	183	100.00

Source: Developed for the research

Figure 4.1: Respondent's Gender



Source: Developed for the research

The pie chart illustrates the number of male and female who participated in this questionnaire. It can be seen that it has 66 male respondents with the percentage

of 36.07% and 117 female respondents with the percentage of 63.93%. In this research, most of the respondents are female.

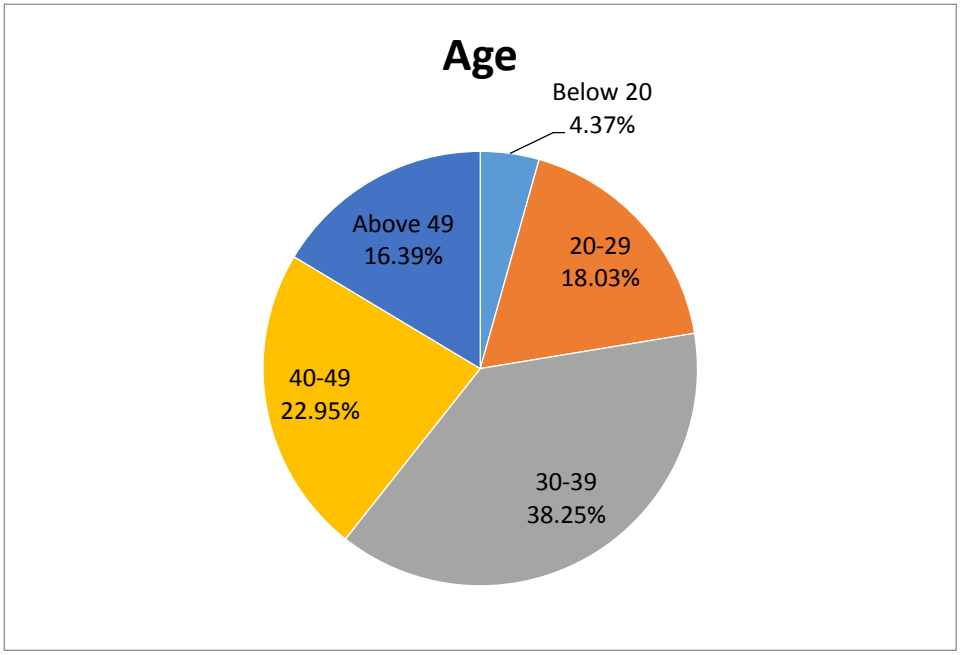
4.1.1.2 Age

Table 4.2: Respondent's Age

Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Below 20	8	4.37	8	4.37
20 – 29	33	18.03	41	22.40
30 – 39	70	38.25	111	60.66
40 – 49	42	22.95	153	83.61
Above 49	30	16.39	183	100.00

Source: Developed for the research

Figure 4.2: Respondent's Age



Source: Developed for the research

This pie chart is about age of the respondent who contributed in this questionnaire. The pie chart has showed that it has 8 respondents (4.37%) who are below 20 years old participated in this questionnaire; 30 respondents (16.39%) who are above 49 years old; 33 respondents (18.03%) who are at the age between 20 to 29 years old; 42 respondents (22.95%) who are between the age of 40 to 49 years old and lastly the highest age range participated in this questionnaire are 30 to 39 years old which consists of 70 respondents (38.25%).

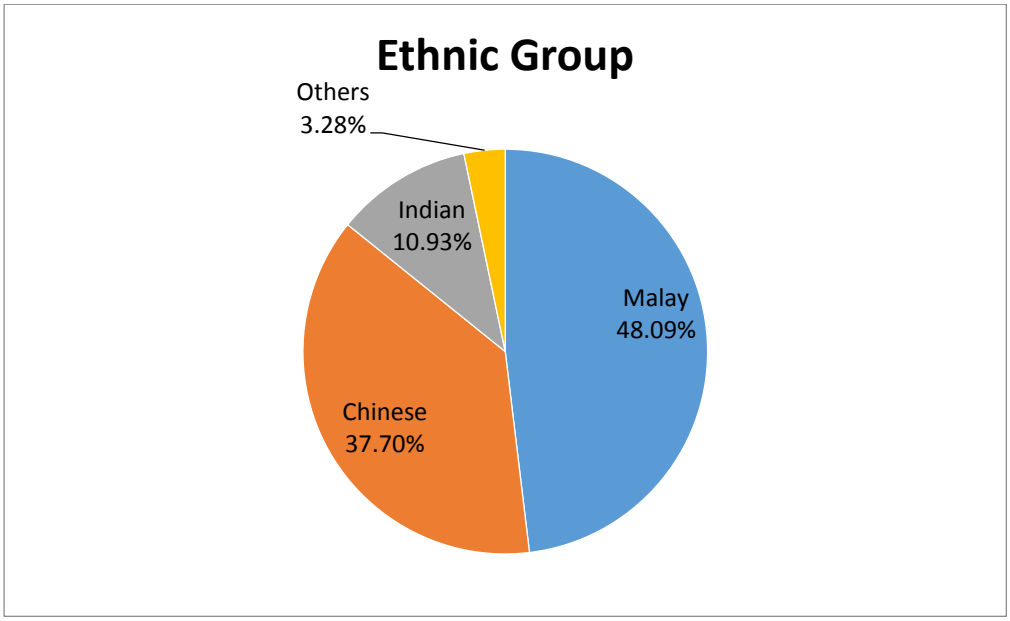
4.1.1.3 Ethnic Group

Table 4.3: Respondent's Ethnic Group

Ethnic Group	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Malay	88	48.09	88	48.09
Chinese	69	37.70	157	85.79
Indian	20	10.93	177	96.72
Others	6	3.28	183	100.00

Source: Developed for the research

Figure 4.3: Respondent's Ethnic Group



Source: Developed for the research

This pie chart is about the ethnic group of the respondent who contributed in this questionnaire. The largest ethnic group consists of 88 Malay respondent which is 48.09%; 69 respondents who is Chinese which is 37.70%; Indian respondent with the number of 20 respondents which is 10.93% and the others ethnic group which is 3.28% which is 6 respondents.

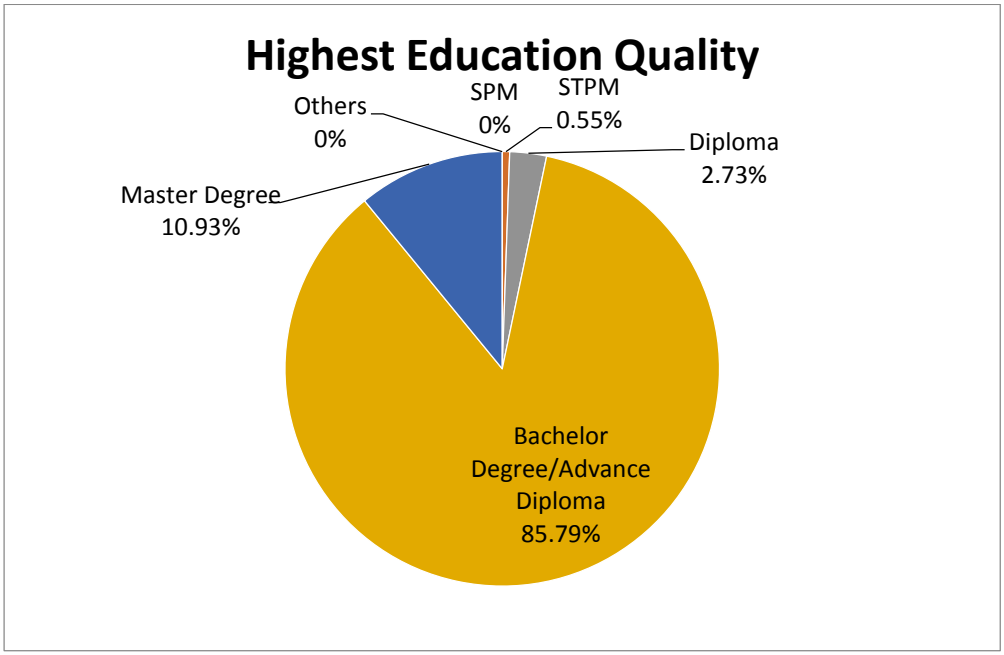
4.1.1.4 Education Level

Table 4.4: Respondent's Highest Education Qualification

Highest Education Qualification	Frequency	Percent	Cumulative Frequency	Cumulative Percent
SPM	0	0.00	0	0.00
STPM	1	0.55	1	0.55
Diploma	5	2.73	6	3.28
Bachelor Degree/Advance Diploma	157	85.79	163	89.07
Master Degree	20	10.93	183	100.00
Others	0	0.00	0	100.00

Source: Developed for the research

Figure 4.4: Respondent's Highest Education Quality



Source: Developed for the research

This pie chart is about highest education quality. It can be seen that there is no respondent that required SPM and others education quality contributed in this questionnaire. There is 0.55% (1 respondent) who with the STPM holders; 2.73% (5 respondents) with the Diploma holder. Next follow by Master Degree holder with 10.93% (20 respondents) and the rest 85.79% (157 respondents) is Bachelor Degree/Advance Diploma holder which has occupied the highest category.

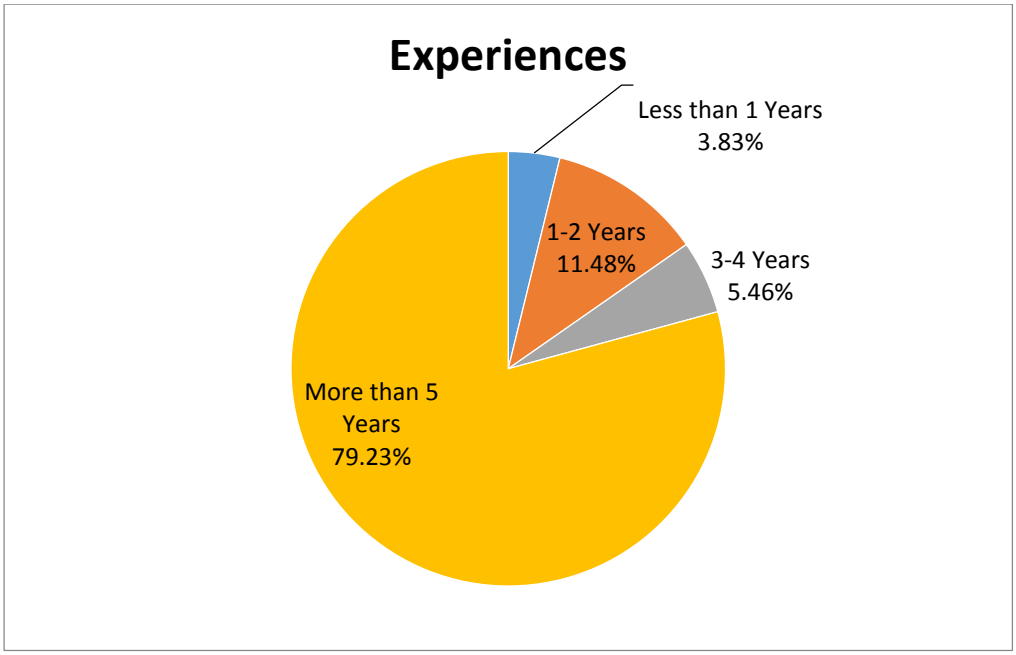
4.1.1.5 Experience

Table 4.5: Respondent's Experience

Experience	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Less than 1	7	3.83	7	3.83
1 – 2	21	11.48	28	15.30
3 – 4	10	5.46	38	20.77
More than 5	145	79.23	183	100.00

Source: Developed for the research

Figure 4.5: Respondent's Experiences



Source: Developed for the research

The pie chart is about the working experiences of teachers. It has clearly shown that there are 79.23% which is 145 respondents who has more than 5 years' experience work as teacher. Next is 11.48% which is 21 respondents who work for 1 to 2 years; 5.46% which is 10 respondents who has the experience of 3 to 4 years. While the smallest percentage which is 3.28%, 7 respondents who have less than 1 year experience in teacher at secondary schools.

4.1.2 Central Tendencies Measurement of Constructs

In this section, the measurement of mean and standard deviation value of the 4 independent variables and dependent variables will be illustrated. Total of 26 questions presented at the section B and C of the questionnaire will be examine by using the SAS software and there have five interval scale are used to measure the mean and standard deviation score which are 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree ,5= Strongly Agree.

4.1.2.1 Work-Life Balance (WLB)

Table 4.6: Central Tendencies Measurement of WLB

	Statement (Items)	Mean	Mean Ranking	Standard Deviation	SD Ranking
1	I am able to balance my work with self-activities.	3.62842	1	0.95714	5
2	I am able to spend a lot of time with my friends and families despite my hectic schedule.	3.42077	4	0.96249	4
3	I rarely go for vacation as I am always loaded with many jobs.	3.21311	5	0.96274	3
4	My job is a burdensome for me as it leads to a stressful and imbalance living.	3.18033	6	0.89273	6
5	My head of department always remind us on the importance of work-life balance.	3.56831	2	0.96901	2
6	I am happy with my job as the working hours are flexible.	3.56831	3	1.07646	1

N=183

Source: Developed for the research

From the Table 4.6 can be seen that the statement "I am able to balance my work with self-activities." has the highest mean with 3.62842 but its standard deviation has ranked at number 5 with 0.95714.Moreover, "My job is a burdensome for me as it leads to a stressful and imbalance living." has the

lowest mean (3.18033) and standard deviation (0.89273). While for the statement "I am happy with my job as the working hours are flexible." has obtained the highest standard deviation which is1.07646 and its mean is 3.56831. In additional, the Table 4.6, its obtained two same amount mean (3.56831) which is for question 5 and 6 "My head of department always remind us on the importance of work-life balance."

4.1.2.2 Excessive Workload

Table 4.7: Central Tendencies Measurement of Excessive Workload

	Statement (Items)	Mean	Mean Ranking	Standard Deviation	SD Ranking
1	I work more than 8 hours a day.	1.79781	5	0.90638	5
2	I have to work even on Saturdays and Sundays.	2.32240	3	1.01629	1
3	I seldom have any energy left at the end of my working days.	2.31148	4	1.00888	2
4	I am facing with time pressure all the times due to deadlines.	2.46995	2	0.93640	4
5	I am too busy with the workloads and I find it difficult to concentrate on tasks given.	2.56831	1	0.98588	3

N=183

Source: Developed for the research

According to Table 4.7, the statement of "I am too busy with the workloads and I find it difficult to concentrate on tasks given." has the highest mean (2.56831) as compared to other statements, but this statement ranked number 3 in standard

deviation which is 0.98588. However, the statement of "I have to work even on Saturdays and Sundays." has the highest standard deviation (1.01629) and it ranked number 3 in mean which is 2.32240. The statement of "I work more than 8 hours a day." has the lowest mean (1.79781) as compared to other statements, and it ranked lowest in standard deviation as well, which is 0.90638.

4.1.2.3 Role Ambiguity

Table 4.8: Central Tendencies Measurement of Role Ambiguity

	Statement (Items)	Mean	Mean Ranking	Standard Deviation	SD Ranking
1	I always feel confused with the tasks assigned to me.	3.43169	1	0.95761	3
2	I do things that are likely to be accepted by one person and not by others.	3.27322	3	1.02265	1
3	I am having uncertainties on my work responsibilities.	3.27869	2	1.01847	2
4	The job assigned to me sometimes not related with my job description.	2.83607	4	0.08203	5
5	Sometimes I do things which are outside my expertise.	2.24590	5	0.90157	4

N=183

Source: Developed for the research

According to Table 4.8, the statement of "I always feel confused with the tasks assigned to me." has the highest mean (3.43169) as compared to other statements, but this statement ranked number 3 in standard deviation which is 0.95761. However, the statement of "I do things that are likely to be accepted by one person and not by others." has the highest standard deviation (1.02265) and it ranked number 3 in mean which is 3.27322. The statement of "Sometimes I do things which are outside my expertise." has the lowest mean (2.24590) as compared to other statements, and it ranked number 4 in standard deviation which is 0.90157. For the lowest standard deviation is the statement of "The job

assigned to me sometimes not related with my job description." which is 0.08203, and ranked number 4 in mean which is 2.83607.

4.1.2.4 Organization Culture

Table 4.9: Central Tendencies Measurement of Organization Culture

	Statement (Items)	Mean	Mean Ranking	Standard Deviation	SD Ranking
1	I have good relationship with my colleagues.	4.43169	1	0.67489	4
2	My head of department always provides a supportive feedback on the work that I do.	4.11475	5	0.68976	2
3	I always get help and support from my colleagues.	4.20219	2	0.66926	5
4	My colleagues are willing to listen to my work-related problems.	4.18033	4	0.68360	3
5	My organization always encourages us to have good communication among the members.	4.20219	3	0.69345	1

N=183

Source: Developed for the research

According to Table 4.9, the statement of "I have good relationship with my colleagues." has the highest mean (4.43169) as compared to other statements, but this statement ranked number 4 in standard deviation which is 0.67489. However, the statement of "My organization always encourages us to have good

communication among the members." has the highest standard deviation (0.69345) and it ranked number 3 in mean which is 4.20219.The statement of "My head of department always provides a supportive feedback on the work that I do." has the lowest mean (4.11475) as compared to other statements, but it ranked second highest in standard deviation, which is 0.68976. For the lowest standard deviation is the statement of "I always get help and support from my colleagues.." which is 0.66926, but it second highest mean which is 4.20219.

4.1.2.5 Working Environment

Table 4.10: Central Tendencies Measurement of Working Environment

	Statement (Items)	Mean	Mean Ranking	Standard Deviation	SD Ranking
1	I always feel insecure at my work place.	2.85792	5	1.17741	1
2	I am happy to be part of this organization as it provides us with healthy environment.	3.83071	1	0.79079	5
3	The equipment and tools provided at my work place are up-to-date and they help us in improving our personalities	3.48087	4	0.94253	4
4	I feel that my organization should provide us with rooms rather cubicles.	3.68852	2	0.94708	3
5	The welfare facilities provided by my organization are satisfactory	3.60656	3	1.03157	2

N=183

Source: Developed for the research

According to Table 4.10, the statement of "I am happy to be part of this organization as it provides us with healthy environment." has the highest mean (3.83071) as compared to other statements, but this statement ranked lowest in standard deviation which is 0.79079. However, the statement of "I always feel insecure at my work place." has the highest standard deviation (1.17741) and it ranked lowest in mean which is 2.85792.

4.2 Scale Measurement

The SAS system is used for reliability analysis to evaluate the independent variables: excessive workload, role ambiguity, organizational culture and working environment. For this study, there are 183 respondents involve in the reliability analysis.

4.2.1 Reliability Analysis

Cronbach's alpha also known as coefficient alpha is the reliability coefficient that most widely used. The single test administration is used to test the score reliability with the information from the relationship among test items. It provides estimated reliability value based on covariation among items internal to the test, which also called as internal-consistency test (Cronbach, 2004).

Table 4.11: Cronbach's Alpha Reliability Test

Variables		Number of items	Cronbach's Alpha		Results of Reliability
			Pilot Study	Full Study	
Independent Variable (IV)	Excessive Workload	5	0.727357	0.781316	Good
	Role Ambiguity	5	0.706331	0.717504	Good
	Organizational Culture	5	0.894104	0.903683	Very good
	Working Environment	5	0.721505	0.744015	Good
Dependent Variable (DV)	Work-Life Balance (WLB)	5	0.778702	0.781319	Good

Source: Developed from the research

Table 4.11 above referred to the reliability analysis results for pilot study and actual full study.

Based on the guidelines provided by Sekaran & Bougie (2012), most of the variables of this study have excellent reliability. According to the table, the result showed the Cronbach's alpha values of each individuals are more than 0.7. All the four independent variables showed good reliability in the level of internal consistency respectively.

Firstly, the excessive workload which measured by five items showed the Cronbach's alpha value of 0.727357 in pilot study and 0.781316 in full study. This shown that the coefficient alpha value of excessive workload has a good reliability.

Secondly, the independent variable role ambiguity which constructed by five items showed the Cronbach's alpha value of 0.706331 in pilot study and has slightly increased to Cronbach's alpha value of 0.717504 in the overall study. This alpha value is ranked the lowest among all independent variables.

Moreover, the Cronbach's alpha value for organizational culture which measured by five items ranked the highest among the independent variables. It has a very good reliability results which are 0.894104 in pilot study and 0.903683 in full study.

Furthermore, the Cronbach's alpha value of last independent variable working environment which measured by five items showed fair reliability result which coefficient value is 0.721505 in pilot study and 0.744015 in overall study.

In addition, the dependent variable WLB which constructed with five items showed the coefficient alpha value of 0.778702 in pilot study and 0.781319 in full study. The alpha value still indicates a good reliability.

In conclusion, the general reliability test indicates that most of the dimensions of the questionnaire is reliable and consistent as they have coefficient alpha value between 0.70 to 0.90 except for working environment which the coefficient alpha value is between 0.60 to 0.70.

4.3 Inferential Analyses

4.3.1 Pearson's Correlation Analysis

Pearson correlation analysis established to measure the strength and direction of the linear relationship between the dependent variable and independent variables and also describes the direction and degree that the variable is related to others. In this study, four independent variables which are excessive workload, role ambiguity, organization culture and working environment are examined by using Pearson's Correlation Analysis:

Table 4.12: Correlations between Excessive Workload and WLB

		Excessive Workload	WLB
Excessive Workload	Pearson Correlations	1	-0.43491
	Sig. (2-tailed)		.000
Work-Life Balance	Pearson Correlations	-0.43491	1
	Sig. (2-tailed)	.000	

Source: Developed from the research

Hypotheses 1:

H_0 : There is no significant relationship between excessive workload annd WLB among school teachers in secondary school.

H_1 :There is a significant relationship between excessive workload and WLB among school teachers in secondary school.

From the result in the Table 4.12, there is a negative relationship between excessive workload and WLB. The variable of excessive workload has a -0.43491 correlations with the variable of WLB. Therefore, when excessive workload is increase, the WLB will decrease.

Table 4.13: Correlations between Role Ambiguity and WLB

		Role Ambiguity	WLB
Role Ambiguity	Pearson Correlations	1	-0.44096
	Sig. (2-tailed)		.000
Work-Life Balance	Pearson Correlations	-0.44096	1
	Sig. (2-tailed)	.000	

Source: Developed from the research

Hypothese 2:

H_0 : There is no significant relationship between role ambiguity and WLB among school teachers in secondary school.

H_1 : There is a significant relationship between role ambiguity and WLB among school teachers in secondary school.

Based on the Table 4.13, there is a negative relationship between role ambiguity and WLB. The variable of role ambiguity has a -0.44096 correlations with the variable of WLB. Therefore, when role ambiguity increase, the WLB will decrease which proves by this statement.

Table 4.14: Correlations between Organization Culture and WLB

		Organization Culture	WLB
Organization Culture	Pearson Correlations	1	0.70579
	Sig. (2-tailed)		.000
Work-Life Balance	Pearson Correlations	0.70579	1
	Sig. (2-tailed)	.000	

Source: Developed from the research

Hypothese 3:

H_0 : There is no significant relationship between organization culture and WLB among school teachers in secondary school.

H_1 : There is a significant relationship between organization culture and WLB among school teachers in secondary school.

As shown in the Table 4.14, there is a positive relationship between organization culture and WLB. The variable of organization culture has a 0.70579 correlations with the variable of WLB. Thus, when organization culture decrease, the WLB will decrease.

Table 4.15: Correlations between Working Environment and WLB

		Working Environment	WLB
Working Environment	Pearson Correlations	1	0.65062
	Sig. (2-tailed)		.000
Work-Life Balance	Pearson Correlations	0.65062	1
	Sig. (2-tailed)	.000	

Source: Developed from the research

Hypothese 4:

H_0 : There is no significant relationship between working environment and WLB among school teachers in secondary school.

H_1 : There is a significant relationship between working environment and WLB among school teachers in secondary school.

Table 4.15 shows that there is positive relationship between working environment and WLB. The variable of working environment has a 0.65062 correlations with the variable of WLB. Thus, when the working environment decrease, the WLB will decrease.

4.3.2 Multiple Regression Analysis

Table 4.16: R square's Model Summary

Root MSE	0.61466	R-Square	0.1806
Dependent Mean	3.42987	Adj R-Sq	0.1622
CoeffVar	17.92075		

Source: Developed from the research

The R square value shows to indicate the independent variables' percentage can explain the dependent variable's variations. The generated result as shown in the Table 4.16, 0.1806 is the R square value which independent variables, excessive workload, role ambiguity, organization culture and working environment can explain 18.06% of the variation in dependent variable (WLB) in this research.

Table 4.17: Analysis of Variance

Analysis of Variance					
Source	DF	Sum of Squares	Mean Square	F Value	Pr> F
Model	4	14.82287	3.70572	9.81	< .0001
Error	178	67.24939	0.37781		
Corrected Total	182	82.07225			

Source: Developed from the research

Based on the Table 4.17, the p-value is <0.0001 which is less than the value of alpha 0.05. Besides, the F-statistic is significant. The relation between variables of the dependent and predictor are good descriptor for the model in this research study. Thus, the independent variables, excessive workload, role ambiguity, organization culture and working environment are significant explain the variance in WLB. The data is supported the alternate hypothesis.

Table 4.18: Parameter Estimates

		Parameter Estimates			
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr>|t|
Intercept	1	0.93091	0.43398	2.15	0.0333
Excessive Workload	1	0.17380	0.07521	2.31	0.0220
Role Ambiguity	1	0.15732	0.07543	2.09	0.0384

Organization Culture	1	0.19529	0.08036	2.43	0.0161
Working Environment	1	0.25244	0.06787	3.72	0.0003

Source: Developed from the research

Table 4.19: Parameter Estimates for Excessive Workload

		Parameter Estimates			
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr>|t|
Excessive Workload	1	0.17380	0.07521	2.31	0.0220

Source: Developed from the research

Hypotheses 1:

H_1 :There is a significant relationship between excessive workload and WLB among school teachers in secondary school.

From the result in the Table 4.19, the variable of excessive workload is significant to the predictions of dependent variable (WLB). It has significant value of 0.0220 which is lower than the alpha value of 0.05. Thus, alternate hypothesis of hypothesis 1 was supported.

Table 4.20: Parameter Estimates for Role Ambiguity

		Parameter Estimates			
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr>|t|
Role Ambiguity	1	0.15732	0.07543	2.09	0.0384

Source: Developed from the research

Hypothese 2:

H_1 : There is a significant relationship between role ambiguity and WLB among school teachers in secondary school.

From the result in the Table 4.20, the variable of role ambiguity is significant to the predictions of dependent variable (WLB). It has significant value of 0.0384 which is lower than the alpha value of 0.05. Thus, alternate hypothesis of hypothesis 2 was supported.

Table 4.21: Parameter Estimates for Organization Culture

		Parameter Estimates			
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr>|t|
Organization Culture	1	0.19529	0.08036	2.43	0.0161

Source: Developed from the research

Hypothese 3:

H_1 : There is a significant relationship between organization culture and WLB among school teachers in secondary school.

From the result in the Table 4.21, the variable of organization culture is significant to the predictions of dependent variable (WLB). It has significant value of 0.0161 which is lower than the alpha value of 0.05. Thus, alternate hypothesis of hypothesis 3 was supported.

Table 4.22: Parameter Estimates for Working Environment

		Parameter Estimates			
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr>|t|
Working Environment	1	0.25244	0.06787	3.72	0.0003

Source: Developed from the research

Hypothese 4:

H_1 : There is a significant relationship between working environment and WLB among school teachers in secondary school.

From the result in the Table 4.22, the variable of working environmentis significant to the predictions of dependent variable (WLB). It has significant value of 0.0003 which is lower than the alpha value of 0.05. Thus, alternate hypothesis of hypothesis 4 was supported.

Regression Equation:

WLB = 0.93091 + 0.17380 (Excessive Workload) + 0.15732 (Role Ambiguity) + 0.19529 (Organization Culture) + 0.25244 (Working Environment)

According to the regression equation,

Increasing of one unit of Excessive Workload will increase 0.17380 unit of WLB;

Increasing of one unit of Role Ambiguity will increase 0.15732 unit of WLB;

Increasing of one unit of Organization Culture will increase 0.19529 unit of WLB;

Increasing of one unit of Working Environment will increase 0.25244 unit of WLB;

Based on the equation, the variable of predictor with the highest contribution is working environment to the WLB's deviation which has 0.25244, the highest beta value. However, the predictor variable that contributes the least is role ambiguityto WLB's deviation with 0.15732 beta value.

4.4 Conclusion

For the summary of this chapter, SAS software has been used to examine the relationship between the four independent variables and dependent variable. Besides, descriptive analysis is conducted to understand the target respondents' information. Reliability analysis in the scale of measurement is to test the reliability of each of the independent and dependent variable in questionnaire. Next, in inferential analysis, Pearson Correlation Coefficient and Multiple Regression analysis have been applied to examine the relationship between variables of independent and dependent. The result that generated from the analyses help in study about the relationship between

independent variables and dependent variable and also help in examine the hypothesis testing.

Chapter 5: DISCUSSION AND CONCLUSION

5.0 Introduction

In this chapter, we will conclude about the test results in Chapter 4. After that, we will summarize the overall statistical analysis and further discuss about the major finding's discussion and the implication of study. Besides, we also talked about the limitation of this study and will give some recommendation for the limitation of this study. Lastly, we will conclude the whole research.

5.1 Summary of Statistical Analyses

5.1.1 Descriptive Analysis

5.1.1.1 Respondents Demographic Profile

From the demographic analysis, there are 183 respondents participated in this research. The majority of gender who participated in this research is female which occupied of the amount of 117 (63.93%) respondents out of 183 respondents while male consisted of 66 respondents (36.07%).

Most of the respondents which are 70 respondents (38.25%) participated in this questionnaire are in between age of 30 to 39 years old. The second higher age group is 40 to 49 years old which is 42 respondents (22.95%). Moreover, the age between 20 to 29 years old which is 33 respondents (18.03%). Next is age above 49 years old is 30 respondents (16.39%). While the least age group participated is below 20 years old and it just comprises of 8 respondents (4.37%).

Malay is the largest ethnic group who participates in this questionnaire which is 88 respondents (48.09%). Chinese which has 69 respondents (37.70%) and Indian consisted of 20 respondents (10.93%). The smallest is others ethnic groups which included of 10 respondents (3.28%).

There were 157 respondents (85.79%) who holding Bachelor Degree/Advance Diploma contributed in this questionnaire. Furthermore, there are 20 respondents (10.93%) are Master Degree holders and 5 respondents (2.73%) are Diploma holders. While it just 1 respondent (0.55%) with the STPM holders.

It has 145 respondents (79.23%) who have more than 5 years working experience participated in this questionnaire. Next, it has 21 respondents (11.48%) with 1 to 2 years of working experience. Lastly, there are 10 respondents (5.46%) with 3 to 4 years working experience and 7 respondents (3.83%) with less than 1 year working experience.

5.1.2 Central Tendencies Measurement of Constructs

Variables	Mean		Standard Deviation	
	Highest	**Lowest**	**Highest**	**Lowest**
Work-Life Balance (WLB)	3.62842	3.18033	1.07646	0.89273
Excessive Workload	2.56831	1.79781	1.01629	0.90638
Role Ambiguity	3.43169	2.24590	1.02265	0.08203
Organization Culture	4.43169	4.11475	0.69345	0.66926
Working Environment	3.83071	2.85792	1.17741	0.79079

5.1.3 Reliability Test

Regarding the reliability test from 183 respondents conducted in full study, all of the variables have reliability above 0.6. It means that the questionnaire for the research is reliable. The total reliability for four independent variables are ranked from the highest which organizational culture is 0.903683, followed by excessive workload is 0.781316, working environment is 0.744015 and lastly role ambiguity is 0.717504. Based on the result indicates that there have good and excellent reliability for all independent variables. For the dependent variable which is WLB, the alpha value is 0.781319.

5.1.4 Inferential Analyses

5.1.4.1 Pearson's Correlation Analysis

In the inferential analysis's study, using the Pearson's Correlation Coefficients to investigate the relationship between the five independent variables (excessive workload, role ambiguity, organization culture and working environment) and the WLB.

According to the Table 4.12, the result shows that -0.43491 of correlation between excessive workload and WLB which indicates moderate correlation in strength. Moreover, the p-value is less than 0.0001 which is less than alpha value of 0.05. It indicates there is a significant relationship between excessive workload and WLB.

Based on the Table 4.13, also shows that -0.44096 of correlation between role ambiguity and WLB which indicates moderate correlation in strength. Furthermore, the p-value of working environment is less than 0.001 which is less than alpha value 0.05. It indicates there is a significant relationship between role ambiguity and WLB.

In addition, the result as shown in the Table 4.14 shows that the correlation between organization culture and WLB is 0.70579 which indicates high correlation in strength. The p-value for promotion is also less than 0.0001 which is less than alpha value of 0.05. It indicates there is a significant relationship between organization culture and WLB.

Last but not least, Table 4.15 shows that the correlation working environment and WLB is 0.65062 which indicates moderate correlation in strength. The p-value for pay and compensation is also less than 0.0001 which is less than alpha

value of 0.05. It indicates there is a significant relationship between working environment and WLB.

5.1.4.2 Multiple Regression Analysis

According to the Table 4.16, R square's study, independent variables explain that 18.06% of variations in dependent variable. In the research, 81.94% is unexplained which still leaves over. Besides that, the p-value of variables as shown in the Table 4.18, the p-value for all the four independent variables is less than 0.05. The p-value for the variables of predictor is less than alpha value 0.05. It explained that the independent variables which are excessive workload, role ambiguity, organization culture and working environment are significant to the predictions of dependent variable which is WLB

Based on the Table 4.18, working environment as predictor variable is highest variation of the dependent variable with 0.25244 which is the highest value in "Parameter Estimate" compare with others predictor variables. However, predictor variables (role ambiguity) are the lowest variation of the dependent variable with 0.15732. In the model, the strongest contribution to variation in dependent variable working environment while the lowest contribution to the variation in dependent variable is role ambiguity. Furthermore, the multiple regression analysis' test generated the results of parameter estimate which had used to form equation as below.

Regression Equation:

WLB = 0.93091 + 0.17380 (Excessive Workload) + 0.15732 (Role Ambiguity) + 0.19529 (Organization Culture) + 0.25244 (Working Environment)

5.2 Discussion of Major Findings

Table 5.1: Result's Summary for Hypotheses Testing

Hypotheses	Significant Level	Correlation Coefficient	Conclusion
Hypotheses 1 H1 : There is a significant relationship between excessive workload and WLB among school teachers in secondary school.	0.0220	-0.43491	H1 is supported.
Hypotheses 2 H1 : There is a significant relationship between role ambiguity and WLB among school teachers in secondary school.	0.0384	-0.44096	H1 is supported.
Hypotheses 3 H1 : There is a significant relationship between organization culture and WLB among school teachers in secondary school.	0.0161	0.70579	H1 is supported.

Hypotheses 4 H1 : There is a significant relationship between working environment and WLB among school teachers in secondary school.	0.0003	0.65062	H1 is supported.

Source: Developed from the research

5.2.1 Excessive Workload

Hypotheses 1

H1:There is a significant relationship between excessive workload and WLB among school teachers in secondary school.

The hypothesis above examined the relationship between excessive workload and WLB among school teachers in secondary school. According to the generated result, the p-value is 0.0220 which is less than 0.05 alpha value. There is a negative relationship between excessive workload and WLB which the Person correlation coefficient value is a -0.43491 and it also indicate moderate in strength. Therefore, when excessive workload is increase, the WLB will decrease. This indicates that the excessive workload of teacher will lead to the work-life imbalance.

Based on Karasek (1979); Karasek and Theorell (1990), a negative relationship between excessive workload and WLB had been found. According to Hills

(2005), excessive workload will make employees reduces the time to spend with their family. The results show that the excessive workload of teachers indicates that teachears' work-life imbalance (Wayman, 2010). According to Njeri, G. M. (2014) showed the significant relationship between excessive workload and WLB among school teachers in secondary school. The study result indicates that a negative relationship between excessive workload and WLB had been found. Thus, the increasing of teachers workload leads to imbalance work-life. The H1 is supported based on the previous studied.

5.2.2 Role Ambiguity

Hypotheses 2

H1 : There is a significant relationship between role ambiguity and WLB among school teachers in secondary school.

The hypothesis examined relationship between role ambiguity and WLB among school teachers in secondary school. According to the generated result, the p-value is 0.0384 which is less than 0.05 alpha value. There is a negative relationship between role ambiguity and WLB which the Person correlation coefficient value is a -0.44096. Therefore, when role ambiguity increase, the WLB will decrease which proves by this statement. This indicates that the role ambiguityof teacher will lead to the work-life imbalance.

According Jayanthi and Vanniarajan (2012) showed the role ambiguitysignificant influence on WLB among school teachers in secondary school. Based on Carlson, Kacmar & William (2000), there is a negative relationship between excessive workload and WLB. A negative relationship between role ambiguity and WLB had been found that the teachers' role

ambiguity will bring negative implications and will result to reduce their WLB. Furthermore, Bhuian, Menguc, & Borsboom (2005), they found that the increasing of teachers' role ambiguity will leads to create work-life imbalance. The H1 is supported based on the previous studied.

5.2.3 Organization Culture

Hypotheses 3

H1 : There is a significant relationship between organization culture and WLB among school teachers in secondary school.

The hypothesis examined relationship between organization culture and WLB among school teachers in secondary school. Based to the generated result, the p-value is 0.0161 which is less than 0.05 alpha value. There is a positive relationship between organization culture and WLB which the Person correlation coefficient value is a 0.70579. Thus, when organization culture decrease, the WLB will decrease. This indicates that the organization culture of teacher will lead to WLB.

There is significant relationship between organization culture and WLB showed from the study ofSchein (2010). Based on Berg (2003), Deems (1999), and Goodman (2001), there is a positive relationship between organization culture and WLB. A positive relationship between organization culture and WLB had been found that the organization culture will result to increase their WLB. Employees experience a positive WLB in organizations that have an existing culture that supports it (Goodman, 2001). Furthermore, Bhattacharya et al (2008) and Valentine & Fleischman (2008), they found that the good organization culture will leads to WLB. The H1 is supported based on the previous studied.

5.2.4 Working Environment

Hypotheses 4

H1 : There is a significant relationship between working environment and WLB among school teachers in secondary school.

The hypothesis examined relationship between working environment and WLB among school teachers in secondary school. Based to the generated result, the p-value is 0.0003 which is less than 0.05 alpha value. There is a positive relationship between working environment and WLBwhich the Person correlation coefficient value is a 0.65062. Thus, when the working environment decrease which is not comfortable, the WLB will decrease which is imbalance. This indicates that the working environment of teacher will lead to WLB.

Based on Lazar, I. & Osoian, C. & Ratiu, P. (2010), a positive relationship between working environment and WLB had been found. The results show teachers have good and positive working environment will lead teachears have WLB which with comfortable working place will decrease their work stress (Kossek, Kalliath, 2012). According to Clarke, M. & Kenny, A. & Loxley, A. (2015) showed the significant relationship between working environment and WLB among school teachers in secondary school. The study result indicates a positive relationship between working environment and WLB was found. The good and comfortable working environment will leads to WLB. The H1 is supported based on the previous studied.

5.3 Implications of the Study

5.3.1 Managerial Implication

5.3.1.1 Work-Life Balance (WLB)

Based on the results of this research, job stress is significantly related to the WLB. When job stress increased, the WLB of teacher in secondary school will decreased. In order to increase WLB of teacher in secondary school, teachers must be able to cope with their stress and to balance between their work and personal life.

Government and the management of schools must look into stress and WLB issues seriously as they have very big impact. According to the Industrial Society Survey conducted in 2001, the result identifies that balancing the different demands of work and home is the primary factor that lead to occupational stress. Another study from Northern Arizona University (2005) also shows that the main source of stress for the academic administrators is "being part of a dual career couple". Research conducted by Phillips et al. (2007) shows the key factor of job stress in head teachers' stress is the work imbalance. Therefore, this is vital for researcher to understand clearly various job stressors that will affect the WLB of teacher in secondary school.

5.3.1.2 Excessive Workload

According to the result of this research, the research result shows negative relationship between excessive workload and WLB. This result is supported by Sabatini, Fraone, Hartmann & McNally (2008), employees have increasing their time pressure while they faces greater workload in the current working place. According to Lingard, Francis & Truner (2012), it is the biggest challenges for the modern employees to satisfy their demand on family and work-life. It can show that it has the barrier for them to satisfy their personal and job demand.

Rothbard, 2001 cited in Simard (2011) have reveal that how to enhance the WLB. For example, the secondary school has to change their policies like how to turn teachers' time into more flexible or on-site childcare for them. With this, they may can increase their satisfaction with their demand on personal and job.

5.3.1.3 Role Ambiguity

Based on the results of this research, it shows that the negative relationship between role ambiguity and WLB. This result can be supported by a research of Samad (2006) whereby it shows role ambiguity is negatively affects job and family satisfaction. Most of the role ambiguity arise due to unclear goal and objective, unclear expectations and uncertainties. Consequently, teacher unable to carry out his or her duty effectively and efficiently without the clear goals and objectives.

Therefore, teacher in secondary school should be equipped with clear goal and objective to perform their role in school. They also should understand clearly about what is expected of them from the management of school so that teacher will have greater productivity in their work performance.

5.3.1.4 Organizational Culture

According to the result of this research, the research result shows the positive relationship between organizational culture and WLB. In other word, the better the organizational culture a company perceived, the better the employee can balance between their work and personal life. This result is supported by the research done by Olafsdottir (2008) which shows that the organizational culture was work-life supportive whereby the organization supported and valued employees' integration of work and private life.

Therefore, management of the school should encourage healthy organizational culture, for instance by communicating policies and rules to the teachers as according to Schein (2010). The best way to develop interpersonal relationship in the workplace is by communication which will can help employees to achieve the sense of belongings. This is because employee will feel motivated and work effectively and efficiently in the workplace as they feel being included in the supportive culture.

5.3.1.5 Working Environment

Based on the results of this research, it shows that the positive relationship between working environment and WLB. The academics feel happy to work in the supportive working environment which can help them to balance the needs of their own life and the needs at the workplace. Based on the research of Deery (2008) has come out the strategies to assist in helping employee to balance their work-life balance which is rewarding the employees who has completing their task or providing some well-bring or health opportunities to employees such as provide some facilities for them.

Therefore, a school should provide a comfortable environment for teacher so that they will become happy and more willing and fast in completing their tasks. Furthermore, school should make sure that their equipment or facilities are safe for them so that they will feel secure to their surroundings.

5.4 Limitation of the Study

Through this study, there are some limitations which may be an obstacle for us to obtain a better reliable data in this research.

First and foremost, involvement of respondents is one of the limitations. As the involvement of respondents is a voluntary action, hence respondents have an option not to involve in helping out in the survey. In the research, the secondary school teachers are the target population. Since every teacher has their own scheduled teaching hours, hence it is hard to involve every single individual of the teachers to involve in completing the survey. Moreover, some of the respondents will just roughly fill up the questionnaire without have a proper study on the questionnaire. Hence, it might affect the accuracy of the data. In addition, there have some troublesome situation in distributing questionnaire.as well as the time that collect back questionnaire, as when respondents did not submit back the questionnaire on time.

Moreover, limited sample size also an obstacle in this study. This research is focus on the WLB of the secondary school teachers in Kampar, Perak. Hence, the range of the target respondents had been narrow down. Since the target respondents only from Kampar, Perak, therefore the questionnaire only distribute to the teachers in secondary school who come from Kampar, Perak. As this research is conduct in Kampar, Perak, thus the outcomes from this study may not represent the result from teachers in other states due to the different perception, different working environment of teachers from

different states. Hence, the data gained merely from this small sample size may influence the accuracy of the data to represent all the secondary school teachers in Malaysia.

Furthermore, scarcity of resources is also one of the restrictions. Although there are a lot of journals and article can be found easily through online, however many of the high quality journals and article are unable to access due to the copyright and some need to do online purchase for the journal. Therefore, there might be inadequate number of journals used in this research and this restriction also lead this study could not efficiently analyze and explain the proposed theoretical as well as the relevant variables in further and detail.

5.5 Recommendations for Future Research

Based on our study research, we had some recommendations to give as advice to the future researchers who interest in relevant topic in order to make some improvements on it.

First of all, future researchers may carry out the relevant study in other professions or cities. According to Forbes, the most stressful job in year 2015 is fire fighter. "They're the first through the door of a burning building, the first one in a hazmat situation of a dangerous chemical spill", said by Tony Lee, Career Cast's publisher. The job is full of adrenaline jolts, from complete calm to incredible stress. Second most stressful job will be enlisted military personnel. Thus, future researchers recommended to focus these stressful occupation.

Besides, future researchers may change city of research study in order to overcome the limitation on sample size. Based on the "Salary Explorer" report, we found out that Johor Bahru is the most stressful city in Malaysia. Second on the list will be Kuching and the third is Kuala Lumpur. Therefore, recommended future researchers to carry out the relevant study in Johor Bahru since it is a fresh area to be investigated. In addition, future researchers may get more accurate and representative result if the sample size is large.

Last but not least, we recommended future researchers to use questionnaire come along with conduct an interview as the data collection method. This can eliminate confusion in the respondent's mind, as well as future researchers can get the data on the spot after the interview ended. By this method, future researchers can solve the limitation on involvement of respondents.

5.6 Conclusion

In this chapter, we had summarized all the descriptive analysis and inferential analysis. The discussion on the hypothesis test in this study had been provided as well. Furthermore, the purpose of this study is to investigate the WLB among the secondary school teachers in a study of job stress. With this, it has successfully addressed the research problem of this study in order to increace the WLB of secondary school teachers.

After completed this research, we have better understanding about how the job stress will influence on the WLB among the secondary school teachers. Based on the findings, the four factors (excessive workload, role ambiguity, organization culture and working environment) have effect on the WLB of the secondary school teachers. The results

show that there is a positive and significant relationshipon WLB among the school teachers in secondary school in a study on job stress.

In a nutshell, the results obtained of this study may be useful for ministry of education to improve the WLB among the secondary school teachers by strengthen these four factors that proved that there have positive and significant relationships with WLB. Last but not least, we hope that the results of this study can be used as a reference for future researchers.

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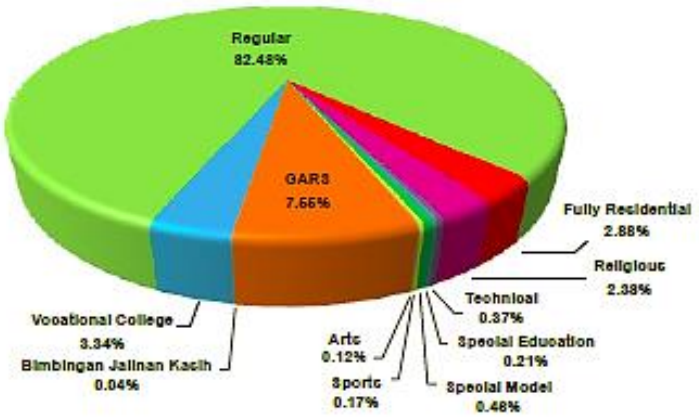
APPENDIX 1.1

NUMBER OF SECONDARY SCHOOL IN MALAYSIA

Quick Facts 2015

2. SCHOOLS - SECONDARY

Percentage of MOE Secondary Schools (2015)



A) MOE Secondary Schools

Table 2.5 Number of Secondary Schools (2013-2015)

Type of Schools	2013*			2014*			2015**		
	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total
Regular	975	972	1,947	981	983	1,964	985	992	1,977
Fully Residential	39	28	67	40	28	68	41	28	69
Religious	28	28	56	28	29	57	28	29	57
Technical	15	3	18	8	1	9	8	1	9
Vocational	40	30	70	4	5	9	0	0	0
Special Education	5	0	5	5	0	5	5	0	5
Special Model	3	8	11	3	8	11	3	8	11
Sports	4	0	4	4	0	4	4	0	4
Arts	2	0	2	3	0	3	3	0	3
Government Aided									
Religious School (GARS)	54	106	160	56	108	164	59	122	181
Bimbingan Jalinan Kasih	na	na	na	1	na	1	1	0	1
Vocational College	na	na	na	44	27	71	48	32	80
TOTAL	1,165	1,175	2,340	1,177	1,189	2,366	1,185	1,212	2,397

Notes : * Data as of 31st January
** Data as of 31st May 2015
Source : Educational Planning and Research Division

APPENDIX 1.2

POPULATION OF SECONDARY SCHOOL TEACHERS IN MALAYSIA

Quick Facts 2015

5. TEACHERS - SECONDARY

A) MOE Secondary Schools

Table 5.6 Number of Teachers at Secondary Level by Type of Training (2015)

Type of Schools	Graduate	Non-Graduate	Untrained	Total
Regular	153,430	5,531	0	158,961
Fully Residential	4,181	36	0	4,217
Religious	3,679	94	0	3,773
Technical	559	3	0	562
Vocational College	6,317	717	0	7,034
Special Education	320	12	0	332
Special Model	1032	47	0	1,079
Sports	302	9	0	311
Art	140	6	0	146
Bimbingan Jalinan Kasih	17	0	0	17
Government Aided Religious School (GARS)	5,132	1182	0	6,042
TOTAL	175,109	7,637	0	182,474

Notes : 1. Graduates - Teachers who have a degree
2. Non-Graduates - Teachers who have a teaching certificate/diploma
3. Untrained - Include contract teachers
4. Data do not include :
(i) Teachers seconded to semi-government agencies, state religious schools, and other agencies;
(ii) Teachers on study leave with full-pay or half-pay; and
(iii) Teachers in common posts pending re-deployment.

Source : School Management Division (Data as of 31st May 2015)

APPENDIX 1.3

LIST AND TOTAL NUMBER OF SECONDARY SCHOOL IN KAMPAR

Bil	SEKOLAH	JUMLAH GURU
1	SMK KAMPAR	47
2	SMK METHODIST (ACS)	52
3	SMK PEI YUAN	78
4	SMK SENTOSA	64
5	SMK SRI KAMPAR	95
6	(blank)	
	JUMLAH	336
Source: Pejabat Pendidikan Daerah Kinta Selatan		

APPENDIX 3.1

QUESTIONNAIRE

UNIVERSITI TUNKU ABDUL RAHMAN (UTAR)

FACULTY OF BUSINESS AND FINANCE

BACHELOR OF BUSINESS ADMINISTRATION (HONS)

ACADEMIC YEAR 2015

YEAR 3 SEMESTER 3

Dear respondents,

We are final year students pursuing Bachelor of (Hons) Business Administration in Faculty of Business and Finance (FBF), University Tunku Abdul Rahman. As partial fulfillment of this degree, we are currently conducting a survey entitled to **Creating Work-Life Balance among School Teachers in Secondary School in Kampar, Perak: A Study on Job Stress.** Your participant in this survey is crucial to complete our research project.

There are three sections involved in the questionnaire and it will take approximately 5 to 10 minutes to complete all the question. We are grateful for your cooperation and honest feedback in answering the questions. Thus, kindly spend a couple of minutes to share your opinion with us. All information collected is strictly private and confidential. The information is solely for academic purpose and for the research completion.

If you have any enquiries regarding the questionnaire, please do not hesitate to contact us

Name	**Student ID**	**Contact No.**
Chee Cheng Yee	12ABB05430	016-5130217
Goy Pei Pei	12ABB02946	019-5700516
Leow Sook May	12ABB02576	012-9117862
Moo Man Yi	12ABB04322	017-6090391
Wong Qi Yin	12ABB05423	016-9888221

Topic: Creating Work-Life Balance among School Teachers in Secondary School in Kampar, Perak: A Study on Job Stress.

Part A: Demographic Profile

Please tick ***(/)*** the most appropriate answer for each of the following questions.

Q1) Gender

- ☐ Male
- ☐ Female

Q2) Age

- ☐ Below 20 Years Old
- ☐ 20 - 29 Years Old
- ☐ 30 - 39 Years Old
- ☐ 40 - 49 Years Old
- ☐ Above 49 Years Old

Q3) Ethnic group

- ☐ Malay
- ☐ Chinese
- ☐ Indian
- ☐ Others, please specify: _____

Q4) Marital status

- ☐ Single
- ☐ Married
- ☐ Others, please specify: _____

Q5) Highest education qualification

- ☐ SPM
- ☐ STPM
- ☐ Diploma
- ☐ Bachelor Degree / Advance Diploma
- ☐ Master Degree
- ☐ Others, please specify: _____

Q6) How long have you been taught in the secondary school?

- ☐ Less than 1 year
- ☐ 1 – 2 years
- ☐ 3 – 4 years
- ☐ More than 5 years

Q7) How many hours per week do you work in this school?

- ☐ Less than or equal to 30 hours
- ☐ 31 – 35 hours
- ☐ 36 – 40 hours
- ☐ 41 – 45 hours
- ☐ 46 – 50 hours
- ☐ More than 50 hours

Q8) Please state your comment on this questionnaire.

_____

Part B: Assessment on Job Stress that Influence School Teachers' Work-Life Balance

The following set of statements related to the factors that influences the motivation among school teachers in secondary school level. Please **circle** the number that best reflects your opinions about the statement from 1 to 5, where it indicates:

1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Neutral (N)

4 = Agree (A)

5 = Strongly Agree (SA)

A	Excessive Workload	SD	D	N	A	SA
A1	I work more than 8 hours a day.	1	2	3	4	5
A2	I have to work even on Saturdays and Sundays.	1	2	3	4	5
A3	I seldom have any energy left at the end of my working days.	1	2	3	4	5
A4	I am facing with time pressure all the times due to deadlines.	1	2	3	4	5
A5	I am too busy with the workloads and I find it difficult to concentrate on tasks given.	1	2	3	4	5

B	Role Ambiguity	SD	D	N	A	SA
B1	I always feel confused with the tasks assigned to me.	1	2	3	4	5
B2	I do things that are likely to be accepted by one person and not by others.	1	2	3	4	5
B3	I am having uncertainties on my work responsibilities.	1	2	3	4	5
B4	The job assigned to me sometimes not related with my job description.	1	2	3	4	5
B5	Sometimes I do things which are outside my expertise.	1	2	3	4	5

C	Organization Culture	SD	D	N	A	SA
C1	I have good relationship with my colleagues.	1	2	3	4	5
C2	My head of department always provides a supportive feedback on the work that I do.	1	2	3	4	5
C3	I always get help and support from my colleagues.	1	2	3	4	5
C4	My colleagues are willing to listen to my work-related problems.	1	2	3	4	5

C5	My organization always encourages us to have good communication among the members.	1	2	3	4	5

D	Working Environment	SD	D	N	A	SA
D1	I always feel insecure at my work place.	1	2	3	4	5
D2	I am happy to be part of this organization as it provides us with healthy environment.	1	2	3	4	5
D3	The equipment and tools provided at my work place are up-to-date and they help us in improving our performances in work place.	1	2	3	4	5
D4	I feel that my organization should provide us with rooms rather cubicles.	1	2	3	4	5
D5	The welfare facilities provided by my organization are satisfactory	1	2	3	4	5

Part C: Assessment on Work-Life Balance (WLB)

E	Work-life Balance (WLB)	SD	D	N	A	SA
E1	I am able to balance my work with self-activities.	1	2	3	4	5
E2	I am able to spend a lot of time with my friends and families despite my hectic schedule.	1	2	3	4	5
E3	I rarely go for vacation as I am always loaded with many jobs.	1	2	3	4	5
E4	My job is a burdensome for me as it leads to a stressful and imbalance living.	1	2	3	4	5
E5	My head of department always remind us on the importance of work-life balance.	1	2	3	4	5
E6	I am happy with my job as the working hours are flexible.	1	2	3	4	5

APPENDIX 3.2

PILOT TEST

WORK-LIFE BALANCE

Reliability Test (Work-life Balance)

The CORR Procedure

6 Variables: WLB 1 WLB 2 WLB 3 (R) WLB 4 (R) WLB 5 WLB 6

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
WLB 1	30	3.80000	1.29721	114.00000	2.00000	5.00000	Balance, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
WLB 2	30	3.43333	1.10433	103.00000	2.00000	5.00000	Spend time, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
WLB 3 (R)	30	2.46667	0.81931	74.00000	1.00000	4.00000	WLB 3 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
WLB 4 (R)	30	2.93333	0.69149	88.00000	2.00000	4.00000	WLB 4 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
WLB 5	30	3.26667	1.01483	98.00000	2.00000	5.00000	Importance of WLB, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
WLB 6	30	3.76667	1.27802	113.00000	2.00000	5.00000	Flexible, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.778702
Standardized	0.702766

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables: Correlation with Total	Raw Variables: Alpha	Standardized Variables: Correlation with Total	Standardized Variables: Alpha	Label
WLB 1	0.910370	0.619818	0.848579	0.516850	Balance, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
WLB 2	0.891879	0.641483	0.817220	0.528962	Spend time, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
WLB 3 (R)	0.031540	0.835697	0.054811	0.772303	WLB 3 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
WLB 4 (R)	-.174434	0.854657	-.149011	0.822492	WLB 4 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
WLB 5	0.639775	0.717760	0.554257	0.623651	Importance of WLB, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
WLB 6	0.821192	0.653277	0.737168	0.559076	Flexible, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

EXCESSIVE WORKLOAD

Reliability Test (Excessive Workload)

The CORR Procedure

5 Variables: EW 1 (R) EW 2 (R) EW 3 (R) EW 4 (R) EW 5 (R)

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
EW 1 (R)	30	1.20000	0.76112	36.00000	1.00000	4.00000	EW 1 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
EW 2 (R)	30	2.03333	1.09807	61.00000	1.00000	4.00000	EW 2 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
EW 3 (R)	30	1.56667	0.85836	47.00000	1.00000	4.00000	EW 3 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
EW 4 (R)	30	2.30000	1.17884	69.00000	1.00000	5.00000	EW 4 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
EW 5 (R)	30	2.56667	1.13512	77.00000	1.00000	4.00000	EW 5 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.727357
Standardized	0.740505

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables: Correlation with Total	Raw Variables: Alpha	Standardized Variables: Correlation with Total	Standardized Variables: Alpha	Label
EW 1 (R)	0.390045	0.716106	0.406956	0.730442	EW 1 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
EW 2 (R)	0.713064	0.579823	0.748126	0.596769	EW 2 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
EW 3 (R)	0.687449	0.616350	0.695972	0.618809	EW 3 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
EW 4 (R)	0.593237	0.634961	0.554598	0.675592	EW 4 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
EW 5 (R)	0.176805	0.805798	0.176745	0.807433	EW 5 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data

ROLE AMBIGUITY

Reliability Test (Role Ambiguity)

The CORR Procedure

5 Variables: RA 1 (R) RA 2 (R) RA 3 (R) RA 4 (R) RA 5 (R)

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
RA 1 (R)	30	2.73333	0.94443	82.00000	1.00000	5.00000	RA 1 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
RA 2 (R)	30	2.80000	0.88668	84.00000	2.00000	4.00000	RA 2 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
RA 3 (R)	30	2.93333	0.90719	88.00000	2.00000	4.00000	RA 3 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
RA 4 (R)	30	2.40000	0.72397	72.00000	1.00000	4.00000	RA 4 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
RA 5 (R)	30	1.60000	0.62146	48.00000	1.00000	3.00000	RA 5 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.706331
Standardized	0.699222

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables: Correlation with Total	Raw Variables: Alpha	Standardized Variables: Correlation with Total	Standardized Variables: Alpha	Label
RA 1 (R)	0.415449	0.683274	0.411722	0.668012	RA 1 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
RA 2 (R)	0.701590	0.544387	0.718395	0.530614	RA 2 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
RA 3 (R)	0.555805	0.615679	0.547531	0.610065	RA 3 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
RA 4 (R)	0.309826	0.712627	0.283115	0.718853	RA 4 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
RA 5 (R)	0.361790	0.695736	0.349695	0.693009	RA 5 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data

ORGANIZATIONAL CULTURE

Reliability Test (Organization Culture)

The CORR Procedure

5 Variables: OC 1 OC 2 OC 3 OC 4 OC 5

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
OC 1	30	4.93333	0.25371	148.00000	4.00000	5.00000	Relationship, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
OC 2	30	4.50000	0.57235	135.00000	3.00000	5.00000	Supportive feedback, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
OC 3	30	4.53333	0.57135	136.00000	3.00000	5.00000	Help and support, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
OC 4	30	4.26667	0.90719	128.00000	3.00000	5.00000	Willing to listen, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
OC 5	30	4.63333	0.49013	139.00000	4.00000	5.00000	Encourages, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.894104
Standardized	0.891562

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables: Correlation with Total	Raw Variables: Alpha	Standardized Variables: Correlation with Total	Standardized Variables: Alpha	Label
OC 1	0.215878	0.946987	0.241460	0.967837	Relationship, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
OC 2	0.900503	0.835645	0.869328	0.836705	Supportive feedback, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
OC 3	0.947457	0.824900	0.913528	0.826016	Help and support, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
OC 4	0.901628	0.865320	0.843834	0.842779	Willing to listen, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
OC 5	0.913639	0.842259	0.897489	0.829918	Encourages, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

WORKING ENVIRONMENT

Reliability Test (Working Environment)

The CORR Procedure

5 Variables: WE 1 (R) WE 2 WE 3 WE 4 WE 5

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
WE 1 (R)	30	3.40000	1.32873	102.00000	1.00000	5.00000	WE 1 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
WE 2	30	4.53333	0.50742	136.00000	4.00000	5.00000	Health environment, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
WE 3	30	3.63333	0.80872	109.00000	2.00000	5.00000	Improve personalities, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
WE 4	30	4.23333	0.89763	127.00000	3.00000	5.00000	Provide rooms, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
WE 5	30	3.83333	1.05318	115.00000	2.00000	5.00000	Welfare facilities, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.721505
Standardized	0.775561

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables: Correlation with Total	Raw Variables: Alpha	Standardized Variables: Correlation with Total	Standardized Variables: Alpha	Label
WE 1 (R)	0.440359	0.724029	0.478584	0.757420	WE 1 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
WE 2	0.787853	0.637031	0.780808	0.650400	Health environment, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
WE 3	0.588270	0.641212	0.650155	0.698708	Improve personalities, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
WE 4	0.154399	0.785429	0.134840	0.860024	Provide rooms, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data
WE 5	0.755511	0.544887	0.787991	0.647651	Welfare facilities, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree, 99=Missing Data

APPENDIX 4.1

DESCRIPTIVE ANALYSIS

GENDER

One-Way Frequencies

for Gender

The FREQ Procedure

Gender, 1=Male, 2=Female, 99=Missing Data				
Gender	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	66	36.07	66	36.07
2	117	63.93	183	100.00

AGE

One-Way Frequencies

for Age

The FREQ Procedure

Age, 1=Below 20 Years Old, 2=20-29 Years Old, 3=30-39 Years Old, 4=40-49 Years Old, 5=Above 49 Years Old, 99=Missing Data				
Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	8	4.37	8	4.37
2	33	18.03	41	22.40
3	70	38.25	111	60.66
4	42	22.95	153	83.61
5	30	16.39	183	100.00

ETHNIC GROUP

One-Way Frequencies

for Ethnic Group

The FREQ Procedure

Ethnic Group, 1=Malay, 2=Chinese, 3=Indian, 4=Others, 99=Missing Data

Ethnic Group	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	88	48.09	88	48.09
2	69	37.70	157	85.79
3	20	10.93	177	96.72
4	6	3.28	183	100.00

HIGHEST EDUCATION QUALIFICATION

One-Way Frequencies

for Highest Education Qualification

The FREQ Procedure

Highest education qualification, 1=SPM, 2=STPM, 3=Diploma, 4=Bachelor Degree/Advance Diploma, 5= Master Degree, 6= Others, 99=Missing Data

Highest education qualification	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	1	0.55	1	0.55
3	5	2.73	6	3.28
4	157	85.79	163	89.07
5	20	10.93	183	100.00

EXPERIENCE

One-Way Frequencies

for Experience

The FREQ Procedure

Experience, 1=Less than 1 year, 2=1-2 years, 3=3-4 years, 4=More than 5 years, 99=Missing Data

Experience	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	7	3.83	7	3.83
2	21	11.48	28	15.30
3	10	5.46	38	20.77
4	145	79.23	183	100.00

APPENDIX 4.2

FULL STUDY RELIABILITY TEST

WORK-LIFE BALANCE

Reliability Test (Work-life Balance)

The CORR Procedure

6 Variables: WLB 1 WLB 2 WLB 3 (R) WLB 4 (R) WLB 5 WLB 6

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
WLB 1	183	3.62842	0.95714	664.00000	1.00000	5.00000	Blanace, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
WLB 2	183	3.42077	0.96249	626.00000	1.00000	5.00000	Spend Time, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
WLB 3 (R)	183	3.21311	0.96274	588.00000	1.00000	5.00000	WLB 3 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
WLB 4 (R)	183	3.18033	0.89273	582.00000	1.00000	5.00000	WLB 4 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
WLB 5	183	3.56831	0.96901	653.00000	1.00000	5.00000	Importance of WLB, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
WLB 6	183	3.56831	1.07646	653.00000	1.00000	5.00000	Flexible, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.781319
Standardized	0.775138

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables: Correlation with Total	Raw Variables: Alpha	Standardized Variables: Correlation with Total	Standardized Variables: Alpha	Label
WLB 1	0.775025	0.685225	0.758974	0.678105	Blanace, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
WLB 2	0.623541	0.724846	0.605412	0.719856	Spend Time, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
WLB 3 (R)	0.279233	0.806215	0.296848	0.795308	WLB 3 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
WLB 4 (R)	0.167331	0.824762	0.173255	0.822553	WLB 4 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
WLB 5	0.676426	0.710897	0.665264	0.703928	Importance of WLB, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
WLB 6	0.707482	0.698347	0.699011	0.694754	Flexible, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data

EXCESSIVE WORKLOAD

Reliability Test (Excessive Workload)

The CORR Procedure

5 Variables: EW 1 (R) EW 2 (R) EW 3 (R) EW 4 (R) EW 5 (R)

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
EW 1 (R)	183	1.79781	0.90638	329.00000	1.00000	5.00000	EW 1 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
EW 2 (R)	183	2.32240	1.01629	425.00000	1.00000	5.00000	EW 2 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
EW 3 (R)	183	2.31148	1.00888	423.00000	1.00000	5.00000	EW 3 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
EW 4 (R)	183	2.46995	0.93640	452.00000	1.00000	5.00000	EW 4 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
EW 5 (R)	183	2.56831	0.98588	470.00000	1.00000	5.00000	EW 5 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.781316
Standardized	0.781780

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables: Correlation with Total	Raw Variables: Alpha	Standardized Variables: Correlation with Total	Standardized Variables: Alpha	Label
EW 1 (R)	0.541829	0.745706	0.538616	0.747189	EW 1 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
EW 2 (R)	0.569474	0.736279	0.571621	0.736211	EW 2 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
EW 3 (R)	0.576950	0.733604	0.576107	0.734705	EW 3 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
EW 4 (R)	0.575576	0.734583	0.572155	0.736032	EW 4 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
EW 5 (R)	0.518757	0.753207	0.523596	0.752122	EW 5 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data

ROLE AMBIGUITY

Reliability Test (Role Ambiguity)

The CORR Procedure

5 Variables: RA 1 (R) RA 2 (R) RA 3 (R) RA 4 (R) RA 5 (R)

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
RA 1 (R)	183	3.43169	0.95761	628.00000	1.00000	5.00000	RA 1 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
RA 2 (R)	183	3.27322	1.02265	599.00000	1.00000	5.00000	RA 2 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
RA 3 (R)	183	3.27869	1.01847	600.00000	1.00000	5.00000	RA 3 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
RA 4 (R)	183	2.83607	1.08203	519.00000	1.00000	5.00000	RA 4 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
RA 5 (R)	183	2.24590	0.90157	411.00000	1.00000	5.00000	RA 5 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.717504
Standardized	0.718231

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables: Correlation with Total	Raw Variables: Alpha	Standardized Variables: Correlation with Total	Standardized Variables: Alpha	Label
RA 1 (R)	0.539398	0.645375	0.524974	0.651110	RA 1 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
RA 2 (R)	0.487572	0.665133	0.493255	0.664028	RA 2 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
RA 3 (R)	0.600921	0.616885	0.604537	0.617693	RA 3 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
RA 4 (R)	0.385904	0.709143	0.394028	0.702986	RA 4 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
RA 5 (R)	0.379186	0.705085	0.374783	0.710292	RA 5 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data

ORGANIZATIONAL CULTURE

Reliability Test (Organization Culture)

The CORR Procedure

5 Variables: OC 1 OC 2 OC 3 OC 4 OC 5

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
OC 1	183	4.43169	0.67489	811.00000	1.00000	5.00000	Relationship, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
OC 2	183	4.11475	0.68976	753.00000	1.00000	5.00000	Supportive feedback, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
OC 3	183	4.20219	0.66926	769.00000	1.00000	5.00000	Help and support, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
OC 4	183	4.18033	0.68360	765.00000	1.00000	5.00000	Listen, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
OC 5	183	4.20219	0.69345	769.00000	1.00000	5.00000	Encourages, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.903683
Standardized	0.903745

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
OC 1	0.658061	0.903376	0.658060	0.903686	Relationship, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
OC 2	0.774542	0.879002	0.774293	0.879181	Supportive feedback, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
OC 3	0.844148	0.864159	0.843898	0.863904	Help and support, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
OC 4	0.747208	0.884908	0.747940	0.884846	Listen, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
OC 5	0.774854	0.878934	0.774739	0.879084	Encourages, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data

WORKING ENVIRONMENT

Reliability Test (Working Environment)

The CORR Procedure

5 Variables:	WE 1 (R)	WE 2	WE 3	WE 4	WE 5

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
WE 1 (R)	183	2.85792	1.17741	523.00000	1.00000	5.00000	WE 1 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
WE 2	183	3.89071	0.79079	712.00000	1.00000	5.00000	Healthy environment, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
WE 3	183	3.48087	0.94253	637.00000	1.00000	5.00000	Improve Personalities, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
WE 4	183	3.68852	0.94708	675.00000	1.00000	5.00000	Provide rooms, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
WE 5	183	3.60656	1.03157	660.00000	1.00000	5.00000	Welfare facilities, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.744015
Standardized	0.762116

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables: Correlation with Total	Raw Variables: Alpha	Standardized Variables: Correlation with Total	Standardized Variables: Alpha	Label
WE 1 (R)	0.239345	0.814960	0.234068	0.815908	WE 1 (R), 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing data
WE 2	0.562981	0.687873	0.575766	0.702982	Healthy environment, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
WE 3	0.561266	0.680027	0.581962	0.700736	Improve Personalities, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
WE 4	0.528928	0.691629	0.539205	0.716083	Provide rooms, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
WE 5	0.756932	0.594897	0.765589	0.630801	Welfare facilities, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data

APPENDIX 4.3

PEARSON CORRELATION COEFFICIENT

Correlation Analysis

The CORR Procedure

5 Variables: EW Average RA Average OC Average WE Average WLB Average

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
EW Average	183	4.07104	0.69058	745.00000	2.40000	5.00000	EW Average, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
RA Average	183	4.01530	0.68819	734.80000	2.40000	5.00000	RA Average, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
OC Average	183	4.56612	0.49297	835.60000	3.60000	5.00000	OC Average, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
WE Average	183	4.52896	0.48673	828.80000	2.80000	5.00000	WE Average, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
WLB Average	183	3.40929	0.71312	623.90000	2.00000	4.60000	WLB Average, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data

Pearson Correlation Coefficients, N = 183
Prob > |r| under H0: Rho=0

	EW Average	RA Average	OC Average	WE Average	WLB Average
EW Average	1.00000	0.90733	-0.26339	-0.20591	-0.43491
EW Average, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data		<.0001	0.0003	0.0052	<.0001
RA Average	0.90733	1.00000	-0.28545	-0.22770	-0.44096
RA Average, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	<.0001		<.0001	0.0019	<.0001
OC Average	-0.26339	-0.28545	1.00000	0.82161	0.70579
OC Average, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	0.0003	<.0001		<.0001	<.0001
WE Average	-0.20591	-0.22770	0.82161	1.00000	0.65062
WE Average, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	0.0052	0.0019	<.0001		<.0001
WLB Average	-0.43491	-0.44096	0.70579	0.65062	1.00000
WLB Average, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	<.0001	<.0001	<.0001	<.0001	

APPENDIX 4.4

MULTIPLE LINEAR REGRESSIONS

Linear Regression Results

The REG Procedure

Model: Linear_Regression_Model

Dependent Variable: WLB Average WLB Average, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data

Number of Observations Read	183
Number of Observations Used	183

Analysis of Variance

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	4	14.82287	3.70572	9.81	<.0001
Error	178	67.24939	0.37781		
Corrected Total	182	82.07225			

Root MSE	0.61466	R-Square	0.1806
Dependent Mean	3.42987	Adj R-Sq	0.1622
Coeff Var	17.92075		

Parameter Estimates

Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr > |t|
Intercept	Intercept	1	0.93091	0.43398	2.15	0.0333
EW Average	EW Average, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	1	0.17380	0.07521	2.31	0.0220
RA Average	RA Average, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	1	0.15732	0.07543	2.09	0.0384
OC Average	OC Average, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	1	0.19529	0.08036	2.43	0.0161
WE Average	WE Average, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	1	0.25244	0.06787	3.72	0.0003