FACTORS AFFECTING THE JOB PERFORMANCE OF ACADEMIC STAFF IN PRIVATE UNIVERSITIES IN MALAYSIA

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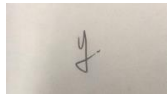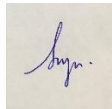
DEPARTMENT OF BUSINESS

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DECLARATION

We hereby declare that:

(1) This undergraduate FYP 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 FYP has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.

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

(4) The word count of this research report is **21,162**.

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List of Abbreviations

IV	Independent variable
DV	Dependent variable
JP	Job performance
WLB	Work-life balance
JS	Job stress
WE	Working environment
SPSS	Statistical package for the social science
SET	Social exchange theory
PCC	Pearson's correlation coefficient
MLR	Multiple linear regression

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PREFACE

The Final Year Project is compulsory to be conducted and completed by every student of Bachelor of Business Administration (HONS) to graduate from the University. The title of this research is "Factors affecting the job performance of academic staff in private universities in Malaysia". The incentive for this research is that the tertiary education in Malaysia is one of the important components that contributes to the national economy and employment, where the graduates play a crucial role in the success for the nation in the future.

As the trend of students enrolling into private universities are rising, the role of academic staff of private universities become more important. Since the academic staff have been working from home for a long time, the factors that affects job performance such as work-life balance, job stress, and working environment will be different as compared to working physically in the university. Hence, it is important to determine the job performance of academic staff with the factors chosen.

Particularly, this study will emphasize on the factors that will affect the job performance of academic staff in private universities in Malaysia. We will analyze and discuss three independent variables that may affect job performance. Due to that, this study may also act as an advice for private universities to improve job performance

ABSTRACT

The purpose of conducting this research is to investigate the factors that are affecting the job performance of academic staff in private universities in Malaysia. The factors that may have significant impacts on job performance are work-life balance, job stress, and the working environment.

The research was conducted by distributing questionnaires by using Google forms to the target respondents which are academic staff of private universities in Malaysia. In this research, we have collected 346 responses from the target respondents. The data collected from the survey will be analysed using the Statistical Package for the Social Sciences (SPSS) to conduct the pilot study and the full study. Moreover, our research has also used multiple regression analysis to test the significance of the relationship between the dependent variable (job performance) and the independent variables (work-life balance, job stress, and working environment). In this research, the three independent variables (work-life balance, job stress, and working environment) have a significant relationship with the dependent variable (job performance). Thus, the detailed results of the research will be further discussed in the chapters below.

Keywords: Job performance, Work-life balance, Job stress, Working environment, Academic staff, Private universities

CHAPTER 1: INTRODUCTION

1.0 Introduction

In this chapter, we will have an outline of the background of the study as well as the problem statement. Moreover, we will go in-depth into general objectives and follow up with specific objectives. Besides, the study comprises questions for the study, study hypotheses, the importance of the study, the design of the chapters, and a chapter overview. All these will relate to the factors that will affect the job performance of academic staff in private universities in Malaysia.

1.1 Research Background

1.1.1 Job Performance

Job performance is the one concept that is frequently applied but is not well-defined in the field of psychology that deals with the workplace, industrial and organisational psychology. In general, it must have to do with how well a person performs their job. According to Sofoluwe et al. (2015), job performance is a variable at the individual level. To put it another way, performance is something that one person does. According to other studies, job performance is the level of quality and ability to complete tasks carried out by employees in line with job descriptions (Setiawan et al., 2018; Darma & Supriyanto, 2017). Furthermore, a shared vision, student support,

empowerment, relationships, professional interest, resource availability, and workload pressures are some of the dimensions that can be used to view or evaluate academic staff's job performance. Therefore, academics must establish a stress-free environment and be motivated to improve their job performance.

Performance can be strong or need to be improved. According to Boakye (2015), job performance is the attainment of work to produce results that are accurate and economical. However, Hirlak et al. (2018) provide a distinct perspective on job performance. Job performance is described as the outcome of a person's efficient and successful work towards a particular activity. Besides, according to Sofoluwe et al. (2015), academic performance is a factor that is influenced by numerous other factors. They make the argument that academic staff performance is influenced by their insight, concepts, and personality traits in addition to their initial academic professional training. Performance refers to the result of a particular job function or action at a specific moment in time. The outcomes of tasks or actions performed by employees over a predetermined amount of time determine how well they perform their jobs.

In accordance with scientific management, which focuses on the number of units generated by employees over time, other studies demonstrate productivity as the primary indication of job performance (Malkanthi & Ali, 2016). According to Sofoluwe et al. (2015), job functions are described in terms of the six performance elements, which include quality, quantity, time, cost, efficacy, high request, and interpersonal impact. This definition encompasses more than just a single action or task. However, it is obvious that the six dimensions' influencing actions will impact their performance or outcome. Even if a task is completed with excellent quality and quantity, if the best opportunity to complete it is missed, the organisation may not benefit.

1.1.2 Private University Academic Staff

In current years, private universities have played a significant role in providing lecture services to the community. According to Naidu and Derani (2016), in comparison to the public system, private higher education has advanced more quickly, and it might be an addition to and complement to the public higher education system. It was found that factors such as students' viewpoints on learning and lecturing, support infrastructures for teaching and lecturing, social spaces and university buildings, support facilities, and external aspects were also contributing elements that could influence the degree of students' satisfaction. The opinions and perceptions of the students regarding the teaching and learning process were valued highly because they form the cornerstone of higher education. It is imperative that students consider receiving quality instruction in a supportive environment. It is widely acknowledged that a provision's effectiveness and quality can be partially inferred from the availability and calibre of its physical resources. According to an analysis of lecturing costs and expenditures, public universities invest more in lecture halls and libraries, while private universities invest more in labs and computers. Accordingly, public universities have lecture halls and library infrastructures that are of higher quality, while private universities have better lab and computing facilities. Students may therefore base their decision on these factors when selecting one of these institutions.

There are 1,325,699 students striving for their tertiary education at higher education institutions (HEIs) in Malaysia as of September 30, 2019, according to the Ministry of Higher Education (MOHE). This includes 659,082 students at 20 public universities and branch institutes (49.0%), and 666,617 students at more than 400 private higher education institutions (PHEIs). Over 70% (92,415 students) of international undergraduates are enrolled in PHEIs, whereas 30% (39,099 students) are enrolled in public

universities. By 2025, Malaysia hopes to attract 250,000 foreign students as it maintains its status as a centre of international education (Malaysian Investment Development Authority, 2021). According to these data, we can see that the demand for private universities is also not inferior compared with that of public universities.

Universities throughout the world concur that their primary functions revolve around four areas, which include teaching, research, publishing, and outreach. This is feasible when institutions hire, develop, and retain competent academic staff. In terms of creating pertinent programmes and courses, teaching, administering exams, and supervising student research, the importance of top-notch academic personnel is undeniable.

The academic staff should consist primarily of researchers who produce knowledge. A representative of the teaching faculty must constantly generate the knowledge they impart to students (Mushemeza, 2016). To comprehend a phenomenon better and, if necessary, resolve an issue that affects society, an academic staff member studies independently and continuously in quest of the truth. Without a doubt, academic staff have three major responsibilities such as providing high-quality instruction, doing research that advances knowledge, and performing community service as a means of putting teaching and research into practise. Therefore, academic staff are significant individuals for both higher education institutions and society at large. In practise, however, this role has not received the attention it merits. This is demonstrated by the numerous professors from various public and private colleges who have made demonstrable contributions to the advancement and welfare of the community and who can be counted on one hand (Wahyudi, 2022).

The other crucial core role of a university is community outreach, where the academic staff is obliged to contribute. The relevance of their programme and research is called into question since contemporary universities are expected to be leaders in the social and economic growth of their communities and countries (Mushemeza, 2016). Therefore, it is crucial that academic staff development programmes and projects concentrate on the needs and ambitions of the community, the market, and general society. Private universities' academic staff always put effort into making their university more quality. According to Naidu and Derani (2016), the performance of capable lecturers from private universities is better than that of public universities. All the lecturers and tutors intend to teach knowledge to students. It gives parents confidence to send their child to study at a private university. When research is completed, academic staff members are expected to produce books and articles in reputable academic journals. Publishing monographs, working papers, and policy articles is also permissible. The ability of academics' works to be recognised and understood by people from many social groups within the community where the research subject being addressed is important is necessary for academics to remain relevant in the twenty-first century.

In conclusion, academic staff are an important asset belonging to a university. An academic staff's effort to conduct research and publish journals would give a good impression of its university to society, showing that the university's academic staff not only works hard on lecturing but is also concerned with social issues.

1.2 Problem Statement

1.2.1 Job performance and Work-life Balance

Numerous research studies have demonstrated a positive relationship between job performance and one's experience with work-life balance (Kim, 2014). Work-life balance has been shown to be crucial in the context of both organisations and individuals over the past few decades. Job performance is significantly impacted by work-life balance. According to Adnan Bataineh (2019), it is essential to make employees feel pleasant both physically and mentally, as it will be one of the factors that affect the success of an organisation. Employees are more likely to be happy with their work if they feel good and only occasionally deal with stress at work or at home. Individuals who perceive interference between family and work obligations are unlikely to feel as though they have a good work-life balance. According to this viewpoint, workers with heavy workloads exhibit poor work-life balance, are less devoted to their positions, and exhibit poorer quality performance.

However, according to Mwangi et al. (2016), poor work-life balance is an issue that puts employees' job performance, well-being, and organisational performance at serious risk. Many employees frequently struggle to strike a balance between their work and social obligations. Due to demographic and workplace developments such as the growth of women entering the workforce, the ageing of the population, longer workdays, and more advanced communications technology permitting nearly continual contact with the office, the conflicting demands between work and home have acquired growing significance for employees in recent years. In reaction to these changes and the tension they cause among the various roles that a person holds, organisations are under growing pressure to create workplace

policies that will support workers' efforts to meet both their employment-related and personal obligations.

Work-life balance is described as a key contributor to improving the productivity of academic staff, which benefits the performance of private universities (Adnan Bataineh, 2019). Work-life balance has become crucial in the workplace as it frequently produces positive results like role performance, low turnover, organisational citizenship behaviour, increased company productivity, job engagement, and organisational commitment. As several researchers have noted, managing work-life balance has emerged as one of the most crucial management tactics for enhancing academic staff performance and institution performance (Kim, 2014).

However, working long hours is also a barrier to work-life balance, even though they may be a sign of productivity and commitment in some organisations. Job performance may suffer because of this imbalance in work and personal relationships. Working long hours can be a marker of responsibility and efficiency, but they can also be a barrier to work-life balance due to a lack of organisational practises, communication, support, flexibility, and financial and time constraints (Sheppard, 2016). Due to the essential job functions, academic staff spend 12 hours a day at work on average. They typically work 13.5 hours each day, starting at 7.30 am and finishing at 9 pm. The academic staff seems dissatisfied with the working hours being spent at work each day. Academic staff who live far from their places of employment will frequently feel exhausted when they get to work in the morning. They sleep for an average of five hours a day and tend to be less productive at work the following day (Adebayo, 2016). It has been demonstrated that non-standard working hours have a negative effect on work-life balance in educational institutions (Agha, 2017).

Moreover, the concept of "life" is not related to work and is divided into family time and free time spent involved in relaxing activities. As a result, the idea of work-life balance refers to how much time an employee must manage their professional responsibilities and their family's needs. Work-life balance describes the time spent between work and family. However, when there is a disproportion between family and work, whether it is because of focusing too much on work or family responsibilities, this can eventually lead to burnout (Adnan Bataineh, 2019). According to Vasumathi et al. (2015), the academic staff also experience burnout due to a work-life imbalance because of the increased competition, which has a direct or indirect impact on how well they teach.

1.2.2 Job Performance and Job Stress

Factors of work stress have significant impacts on the employees' physical and mental health, thus making them vital determinants of job performance in an organisation. However, some work stress factors, such as work-family conflict and workload, affect the employees' desire to work and reduce their job performance. The literature indicates a scarcity of studies on the correlation between job stress and job performance, despite the emphasis placed on how job stress affects job performance at the workplace in previous empirical studies. As a result, a relationship between job stress and job performance is needed (Ling, 2014). Insufficient research has been conducted on the problems of job performance and job stress, which were caused by excessive workload (Janib et al., 2021).

The workload of academics in Malaysian universities can be divided into at least five categories, including publication, investigation and discussion, managerial work, and community service (Basarudin et al., 2016). Regardless of whether they are employed on an educational or research-only

basis, academic staff members are obligated to perform in the aforementioned areas. The university academic community currently faces ongoing difficulties in satisfying the different student demands and standards of performance. Academic staff experience excessive strain, and when stress comes in, their performance decreases (Martin-Sardesai & Guthrie, 2018). Job stress may have an adverse effect on academic staff's attendance, devotion to their jobs, staff turnover, performance, and productivity, as well as on student complaints, increasing errors, and the private university's reputation, both internally and externally. As an example, the work schedule of the academic staff at a university in Nigeria caused a lot of stress. Therefore, a large percentage of the academic staff sometimes struggles to perform their tasks effectively as they are unable to resolve their stress-related problems (Adebayo, 2022).

The duties carried out by academic staff in the educational system to accomplish organisational goals can be described as the academic staff's job performance. In addition, occasional syllabus restructuring, workload, staff room disagreements, and student behaviour are the factors that cause job stress for academic staff. On the other hand, the increasing expectations of a task performed by academic staff have created a challenging and demanding working environment, which increases the academic staff's emotional and physical disorder. In addition, improper stress management among academic staff may have negative effects on their performance (Agu, 2021).

According to Jalagat (2017), job stress has negative effects on employees' mental, physical, and overall well-being, which is considered a major issue. Many industries believed that employee performance was significantly influenced by stress. Another common theory is that when academic staff are working under pressure, their performance may not be the best. Although it is stated that there are insufficient studies on job stress and the job performance of private university academic staff, there are still studies

that have discovered that job stress has opposing impacts on academic staff's overall performance. Due to many organisations that are focusing on excellent results, there are many factors that further worsen problematic issues for people, thereby increasing the likelihood of stressful conditions. If job stress is not managed properly, it might negatively impact job performance. Therefore, excessive stress can negatively affect both job performance and the organisation. In addition, there is an inverse correlation between job stress and job performance, which highlights the negative effects of a demanding workplace. In addition, excessive levels of stress have a negative impact on job performance, such as decreased concentration, increased job frustration, and a lack of passion. In addition, unhappy and unmotivated academic staff usually quit their jobs, resulting in a negative impact on productivity.

Dealing with the workload in a working environment can be stressful for employees. These stressors include quantitative workload, qualitative workload, and underload. Quantitative workload means that jobs that are excessive can be done comfortably. The qualitative workload consists of tasks that are too challenging for employees to complete. Under-loaded tasks do not put the employees' skills and abilities to use. The workload is a necessity that is connected to the job demands-resources model of stress, which claims that work is stressful when it is beyond what a person can handle (Mustafa et al., 2015).

However, according to Yousefi and Abdullah (2019), workload that causes job stress does not negatively affect job performance. The study does not support the notion that workload has a negative impact on academic staff's job performance. This indicates that when a person's workload is high, there is no clear differentiation between lower and higher levels of job performance. According to Iskamto (2021), work performance appears to improve when the degree of stress increases because stress motivates workers to focus all their energy on achieving their tasks. Stress slowly

reaches an unchanged point that closely corresponds to the employee's performance capabilities if a positive motive motivates employees to respond to challenges. Due to that, increased stress is unlikely to result in better work performance.

1.2.3 Job performance and Working Environment

Working environments are crucial to improving the job performance of academic staff. A better work environment can lead to better staff performance, as the work environment is the place that is around the workplace. It has a direct influence on job performance. According to Wahyudi (2018), in educational institutions, the working environment is one of the crucial elements that impacts job performance. It positively affects improving the academic staff's performance. For example, a clean, comfortable, and cheerful environment will build a sense of pleasure among the academic staff and will be able to improve their performance. The statement is also supported by Prihanto (2017), who states that working environment has a direct correlation with job performance. Complete facilities and equipment are the first components that are required to be satisfied for academic staff to carry out a smooth teaching and learning environment.

According to Victor and Babatunde (2014), a poor work environment and conditions such as the poor condition of education halls, insufficient research resources, and so on, are possible to lower the morale and performance of academic staff as fewer motivation mechanisms are among the academic staff. It was also proved by another researcher that most institutions are facing poor conditions in the working environment, such as unsuitable furniture, excessive noise, and a lack of safety measures in fire

emergencies, which have put their lives at risk and negatively influenced the job performance of academic staff (Wilson, 2015). Besides, the statement is also supported by the finding of Aseanty (2016) that one of the primary dimensions that affect job performance in those private universities is the working environment.

Furthermore, private universities put effort into providing the best environment and facilities (Naidu & Derani, 2016). A good environment not only can attract students to come to the campus to study but also can lead academic staff to have a better working environment and facilities. Sunway University has been named the "Premier Digital Technology University" The reason Sunway University can rank as one of the top private universities in Malaysia is that it uses advanced digital technology throughout the institution. Sunway University has been named the top-ranked private institution in Malaysia by the Times Higher Education (THE) Impact Rankings 2021. As one of the world's top universities in this field devoted to fostering business and career possibilities, secure and affordable housing, and the development of resilient communities and economies, Sunway University is currently ranked among the Top 200 for SDG 11: Sustainable Cities and Communities (Malaysian Investment Development Authority, 2021). People would be willing to pay for similar tuition fees if they enjoyed the better facilities and environment at this university compared with other universities.

Based on the findings of Wilson (2015), the issue of low-quality education provided to students and less research and innovation conducted by lecturers is mainly due to the job performance of academic staff. As the working environment is in such poor condition, the lecturers' teaching quality has suffered, and less effort is being put into their work, such as the research programme. The research from another researcher, Budiharso and Tarman (2020), also supported the idea that a poor working environment will also

lead to the issue of low-quality education. The quality of education that an academic staff provides will negatively affect the quality of students since the education level of an institution is low. In recent years, the standard of education provided in many universities in Indonesia has been relatively low, and students are receiving low grades from their lecturers. Hence, Budiharso and Tarman (2020) stated that to strengthen the quality of education in an institution, the working environment first needs to be enhanced. It is essential to create a quality and favourable working environment; it creates a sense of belongingness and motivation to perform well in their daily job (Wilson, 2015).

In addition, the low performance of academic staff will constantly lower the service standard of an institution. According to Martono et al. (2020), a lack of service quality in an institution will lower student satisfaction. The quality and performance of academic staff are important; it has been reflected in the quality of education management at an institution as well (Kardoyo & Nurkhin, 2016).

According to Wilson (2015), there are three types of environments classified under the working environment that affect job performance such as the human environment, organisational environment, and technical environment. Three of the perspectives emphasise the element that will directly affect the performance of staff. Unquestionably, a positive work environment guarantees employees' welfare, which constantly enables them to carry out their duties with all their vigour. Consequently, the institution's production will be high.

However, there are still some arguments stated by Ahmad and Khan (2019) about the poor physical working environment, such as the noisy sound in the workplace, but for some employees, a silent environment will be a

problem when they perform their job. Certain background noises, such as music or songs, may create a positive environment and help employees complete their tasks effectively. Besides, Ahmad and Khan (2019) also stated that some offices are designed with air conditioning systems as the temperature of the workplace will affect performance, but certain levels of temperature will have a negative effect on the employee, as skinny people will feel more comfortable in a higher temperature area as they are unable to cope with cold environments when compared with an obese employee, so it might not be a suitable place for them. Thus, the argument has shown that the working environment still depends on individual conditions and coping mechanisms. Some people think that the environment is good, and some do not; it does not have a standard. People in a negative working environment can also perform better compared with those in a positive working environment. As a result, the gap has shown that the working environment has a negative correlation with job performance.

However, according to the research from Aseanty (2016), the current research on factors affecting the job performance of academic staff in private universities is limited, and the statement is also supported by Johari et al. (2019). Due to that, the objective of this research enables us to deeply understand the components impacting the job performance of academic staff, and the private universities in Malaysia will be our target population.

1.3 Research Objectives

1.3.1 General Objective

To identify the factors that affect the job performance of academic staff in private universities in Malaysia.

1.3.2 Specific Objectives

1. To determine whether there is a significant relationship between work-life balance and job performance of academic staff in private universities in Malaysia.

2. To determine whether there is a significant relationship between job stress and job performance of academic staff in private universities in Malaysia.

3. To determine whether there is a significant relationship between the working environment and job performance of academic staff in private universities in Malaysia.

1.4 Research Questions

According to the objectives of the research that has been identified, the research questions that are required to be satisfied are as below:

a) What is the correlation between work-life balance and job performance of academic staff in private universities in Malaysia?

b) What is the correlation between job stress and job performance of academic staff in private universities in Malaysia?

c) What is the correlation between the working environment and job performance of academic staff in private universities in Malaysia?

1.5 Hypotheses of the Study

According to the research questions, there are some hypotheses established to support and help the research proposal's objective:

Hypothesis 1

$H1_0$: Work-life balance has no significant correlation with job performance of academic staff in private universities in Malaysia.

$H1_1$: Work-life balance has a significant correlation with job performance of academic staff in private universities in Malaysia.

Hypothesis 2

$H2_0$: Job stress has no significant correlation with job performance of academic staff in private universities in Malaysia.

$H2_1$: Job stress has a significant correlation with job performance of academic staff in private universities in Malaysia.

Hypothesis 3

$H3_0$: Working environment has no significant correlation with the job performance of academic staff in private universities in Malaysia.

$H3_1$: Working environment has a significant correlation with the job performance of academic staff in private universities in Malaysia.

1.6 Significance of the Study

We aim to evaluate the factors that impact the job performance of academic staff in private universities in Malaysia. This research can help private universities have a better perception of what factors will affect job performance. Based on the research's findings, private universities can develop better strategies for increasing job performance. Besides, the outcomes of this research can also be used as the best reference source for the industry to improve its service quality. Academic staff will be guided on what should be prioritised in improving their job performance.

This study has significant theoretical, practical, and policy-making significance since it focuses on enhancing school performance using favourable working conditions for academic staff, identifying the stressors that are affecting the job performance of academic staff, and also developing ways to motivate work-life balance among academic staff. Additionally, the Ministry of Higher Education can use the findings of this study to create regulations that will help enhance the working conditions at educational institutions under its control (Budiharso & Tarman, 2020).

For upcoming researchers, this research would be beneficial, specifically for those studying the factors affecting the job performance of the academic staff at private universities in Malaysia. Furthermore, the research provides new perceptions into the degree to which work-life balance, job stress, and working environment affect the job performance of academic staff among Malaysian private universities, which can be applied to inform future study productions.

1.7 Chapter Layout

This study comprises five divisions and the following explanations:

Chapter 1

In this division, we give a broad overview of the factors that impact job performance of academic staff in private universities in Malaysia. Besides, this chapter also declares the study of the background, problem statement, aim of the study, study question, hypothesis of the study, importance of the study, chapter layout, and chapter summary.

Chapter 2

In this chapter, we are going to evaluate the important and relevant variables by reviewing various sources which are journals and articles published from 2013 onwards. Besides, the development of the theoretical frameworks and hypotheses will be tested and investigated in this sector.

Chapter 3

In this chapter, research design was developed to proceed with data gathering techniques. Moreover, the method of gathering data, the instruments used, and the ways to analyse the data obtained will be discussed in this chapter.

Chapter 4

The SPSS software is used to inspect the information obtained from the survey and to identify the correlation between the IVs and DV.

Chapter 5

This chapter provides the research overview. It comprises the summary for the results obtained, the implications, limitations and recommendations and the conclusion for the research.

1.8 Chapter Summary

As a result, this chapter accomplishes its goal of directing readers from broad topic areas to focused study areas. The issue statement and research background are clearly explained; therefore, the readers will have a better perception of the study's subject. This research study also includes further reviews of journals. As a result, the next chapter emphasises the parts of the literature review that are connected to the dependent and independent variables.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

The goal of this division is to expand on the variables introduced in the last division so that readers can have a better grasp of the topic. Through this chapter, it can show the originality and relevance of discussions to our research problem through four sections. The first section will present the relevant theories that are connected to job performance. The next section will examine the literature and provide definitions for the dependent and independent variables so that readers can develop a better understanding of the topic proposed. Using a conceptual framework, the third section will clarify the dependent and independent variables. The hypothesis is developed according to the supporting material in the last section.

2.1 Underlying Theories

2.1.1 Social Exchange Theory

SET is defined as "voluntary behaviours of a person that are motivated by the rewards that they are expected to bring and often actually bring from others". The popular management theory of social exchange helps explain behaviour at the workplace. It is based on the idea that resource exchange happens in two-party interactions. Social exchange is regarded as an interdependent interaction between two people because it is a two-way exchange that requires both reward and response, For example, the connection between the manager and employee (Tan et al., 2016).

Besides, social behaviour is a form of exchange that includes both material and immaterial results; it is probably not a physical thing that can be touched (Tan et al., 2016). As stated by Riyanto et al. (2017), working environments can be in the form of physical or non-physical, the physical working environment such as the physical form items that surrounded the workplace and the relationship between employees, while job stress is the workload of employees, and work-life balance is the work and personal time that is managed by the employee. Some of them can be physically seen, but some of them cannot be seen or touched; they are in terms of emotion and psychology (Kim, 2014; Desa et al., 2014).

According to Li (2015), reciprocity is the fundamental principle in social exchange theory; it means that both parties anticipate benefiting from exchanges. The act of exchanging is a gain or loss. Social exchange happens when two people engage and feel a sense of obligation to reciprocate. Even though the nature of reciprocation is not quite clear, to establish an exchange relationship, there are "rules" that must be followed. These rules are the reciprocation behaviours that are triggered in response to the favours that the first party has provided. The social interaction will come to an end if there is no reciprocity (Tan et al., 2016).

Furthermore, social exchange theory is also used to explain the processes linking organisational treatment of employees to their job performance: employees expect to be treated in a certain way, adjust their behaviour, and act in a way that promotes beneficial outcomes, which makes trust and commitment very important in social exchange theory's implementation of an exchange relationship (Li, 2015). Moreover, it can also be in the form of input or output, which can be used to determine one's own perception of exchange relationships. Individuals will decrease their input when they feel they are not being handled fairly. When it is applied in the workplace, the inputs are the items that are given by the organisation or the employer, while

the outputs are the effort and performance of the employee. When a company provides a lousy environment and forces employees to work overtime after eight hours of work and keeps pressure on them to get the work finished, it will lower the performance of employees and lead to a high turnover rate. When employers provide a complete environment and always mention work-life balance, the performance of employees will improve. Therefore, Corcoran (2013) has stated that each actor in an exchange depends on another actor to obtain the intended benefit or outcome. Hence, all exchange involves some degree of interdependence. Interdependence and exchange create the risk of defection, as an actor may provide his partner with a desired benefit and receive a less desirable good or nothing at all in return.

According to Chernyak-Hai and Rabenu (2018), social exchange theory can determine workplace relationships. It is related to both the individual and the organisation in the workplace, even if psychologically it can be categorised as any type of interpersonal relations. On top of that, the core element of workplace relations is that human relationships are created based on subjective cost-benefit analysis, which leads to the tendency for individuals to repeat behaviours that have been rewarded in the past. The more frequently a behaviour has been rewarded, the more probable it is that it will occur again. The same goes for the workplace. When employees get the rewards they deserve, such as a furnished workplace, a peaceful environment, and authority, after they have put in their effort, they will continuously improve their job performance because they believe all their hard work will be rewarded.

2.2 Review of the Literature

2.2.1 Job Performance

Job performance can have different interpretations according to different researchers. According to Khoshnaw and Alavi (2020), performance states that it focuses on measuring the number of units of workable quality produced within a predetermined time frame by a worker in a manufacturing environment. However, job performance states that it focuses on measuring the number of units of a tolerable standard created by an employee in a manufacturing environment within a provided time frame (Malkanthi & Ali, 2016). Besides, job performance can also be explained as a high degree of effectiveness and efficiency in achieving the aims and objectives of the person (Hirlak et al., 2018). Employee performance is determined by the amount and standard of work that is accomplished by an employee while carrying out the tasks that have been given to him (Darma & Supriyanto, 2017). Performance is the attainment of specific tasks as assessed against predetermined levels of accuracy, completeness, cost, and speed (Boakye, 2015). In short, job performance can be defined as a multi-aspect design.

Performance is also classified into task performance, contextual performance, and adaptive performance. The efficiency with which job-related tasks are performed. The concept of contributing to the technical foundation of an organization's task execution Performance that is part of a context but is not formally needed as part of a job alters the social and psychological environment of the institution. There is also the fact that a company's productivity is inversely correlated with employee performance. Acknowledging employee performance is important for managers, and it must be done properly. The management of the institution will encourage and develop its employees by taking suitable action in that regard. Finally,

the company can command the market and seize the chances that are
presented (Khuong & Yen, 2016).

Task performance is described as essential work duties that are delegated to
staff members. Task performance falls under the headings of task
knowledge, task quantity, task quality, maintaining information up-to-date,
working skills, working precisely and tidily, proposing and organising,
making decisions, managing, problem-solving, spoken and written
communication, and observing and controlling resources (Ramawickrama
et al., 2017). Besides, task performance focuses on a person's contribution
to the success of the organisation, refers to acts that fall under the purview
of the formal reward system, such as the technical core, and outlines the
prerequisites. The current component consists of five elements: comments
about employee predispositions that contribute to organisational success,
task proficiency in general, and task proficiency particular to a job (Bhat &
Beri, 2016).

Contextual performance refers to an employee's commitment to conduct in
the social, psychological, and organisational context in which the main
actions are performed. These included making an effort, taking the initiative,
paying attention to what needed to be done, being enthusiastic, being
resourceful, being motivated, persevering, being proactive, being creative,
cooperating with and helping others, communicating politely, maintaining
interpersonal relationships, and committing to an organisation
(Ramawickrama et al., 2017). Furthermore, contextual performance consists
of activities that contribute to the organisational, social, and psychological
environments but have no direct impact on the organization's performance.
Facilitating work execution indirectly improves an organisation's
performance. This aspect consists of five factors that have been identified.
Firstly, offering activities outside of one's formal job description Secondly,
maintain passion and application when necessary to accomplish important

task requirements. Thirdly, help other people. Next, abiding by rules and determined procedures, even when it is difficult, Lastly, openly supporting organisation objectives (Bhat & Beri, 2016).

Adaptive performance is the extent of adaptation to alterations at work and is referred to as adaptivity. The eight factors in the current sector are: dealing with crises or emergencies, handling job stress, finding creative solutions to problems, handling ambiguous and unpredictable workplace circumstances, learning new tasks, technologies, and processes, exhibiting interpersonal flexibility, cultural flexibility, and physically oriented flexibility, but instead, declarations that show how an employee has adapted personally to the organisation's physical surroundings (Bhat & Beri, 2016). Besides, adaptive performance is a collection of skills and actions people exhibit in response to recent or impending changes, reflecting newly acquired skills (Fogaça et al., 2018).

Besides, some other factors will also affect job performance. Firstly, transformational leaders encourage their followers to act beyond expectations by affecting them to strive for higher and convincing them to substitute their self-interests with organisational interests (Herman & Chiu, 2014).

Secondly, organisational justice refers to viewpoints of balance within an organisational environment. It has become an emphasis for virtue researchers. In terms of employee job performance, organisational justice has been mostly tolerated. A person can change his standard and load of work to reinstate justice when he understands the result or input proportion to be imbalanced. Several researchers have found that people reduce their performance to decrease input when they are not paid well and improve their performance to produce more input when they are paid more. The equity

theory has given a theoretical description of allocating justice's impact on performance (Faeq & Ismael, 2022).

Next, work engagement has become a famous model for both researchers and professionals. An emerging body of research is starting to meet around the common idea of work engagement, which indicates high degrees of individual investment in the tasks performed on a job. Many researchers have contended that participation, as an inspirational variable, should guide high degrees of job performance. Work engagement represents the same features among physical, psychological, and cognitive strengths that people bring to their work positions. As a result, work engagement is more than just the forgoing of a single feature of the self. It represents the foregoing of several aspects—physical, psychological, and cognitive—resulting in a synchronised and comprehensive experience. Work engagement is explained as a favourable, satisfying, work-related state of mind that is described by strength, commitment, and involvement (Lai et al., 2020).

2.2.2 Work-life Balance

According to Johari et al. (2018), the term "work-life balance" describes the balanced connection between the various aspects of life. Daipuria and Kakar (2013) also explained work-life balance as the goal of striking a healthy balance between obligations to one's family and one's career while also feeling relaxed with both. The meaning next to work-life balance is that a person's personal and professional lives should accompany one another to strike the ideal balance in one's life. This idea refers to how involved and satisfied a person is in both their personal and professional responsibilities.

Besides, achieving a work-life balance means finding an appropriate equilibrium between work and personal time. Most work-life research defines work-life balance in terms of the degree of work-life conflict. The research assumes that a healthy work-life balance equates to no work-life conflict (Kim, 2014). Work-life conflict arises when one's employment obligations conflict with another domain, such as those of being a parent, spouse, or participant in other religious or leisure activities (Obiageli et al., 2015). Mmakwe and Ukoha (2018) also support the aforementioned statement by defining work-life conflict as a type of inter-role conflict that arises when an individual's work responsibilities collide with their other roles, such as being a spouse, parent, or engaging in other recreational or religious activities. They acknowledge that people typically have multiple roles and implementing practises that promote work-life balance can help reduce work-life conflict by addressing its root causes. According to Obiageli et al. (2015), workloads and job overload are among the factors that contribute to work-life conflicts.

In addition, to maintain an overall peace of mind in one's life, work-life balance is generally about maintaining a balance between the time and effort put into personal and professional endeavours. To understand work-life balance, it is critical to be aware of the different demands on us and the personal resources, such as our energy and our time, that we can use to respond to them. According to a study, employees who have some level of control over their workplace tend to face fewer stress-related diseases, which has clear suggestions for the idea of work-life balance (Obiageli et al., 2015). On the contrary, if work and family responsibilities are out of balance, whether due to an excessive focus on work or family responsibilities, stress and unfavourable work attitudes may happen, which can result in burnout (Adnan Bataineh, 2019). Organisations can implement a variety of work-life balance strategies that may support employees to better stabilise their personal and professional responsibilities, improve their overall benefits, and have positive impacts on the organisation. There are

many different family-friendly approaches, such as job sharing, parental leave, part-time work, packed work weeks, flexible work schedules, telecommuting, and on-site childcare infrastructures (Obiageli et al., 2015).

Obiageli et al. (2015) stated that work-life balance is adopted because it is broad in scope and includes the phrase "employers working constructively with employees to develop arrangements that take into account business needs as well as non-work aspects of the employee's life". It includes both managers and employees, who are important to the successful adoption of work-life balance practises and policies. Employers and employees must work together to achieve it. According to Johari et al. (2018), when employees are more productive, less stressed, and motivated, it can be easier for employers to sustain a healthy work-life balance. This is an outcome of their perception that their employers value them. Work-life balance may also lead to increased output, decreased absenteeism, and lower turnover rates.

The benefits of work-life balance can improve a company's effectiveness and its employees' quality of life. As a result, there are countless descriptions made concerning work-life balance, but everyone seems to concur that work is a set of formal tasks that a person accomplishes while working on a specific job. The balance between work and life is achieved when there is harmony in the range of activities that make up life, such as household duties and caring for children and the elderly. Work-life balance is the capability of a person, no matter their demographic, to successfully manage obligations to both work and family (Adnan Bataineh, 2019).

More specifically, it has been proven that work-life balance has positive results such as a low desire to leave the job, job satisfaction, and enhanced

performance. Work-life balance helps improve employee performance at work. Employees perform better at work when they have experienced mental health and life harmony in their lives. When employees' expectations and needs are met, they develop a strong attachment to their organisations. The work-life experience satisfies employees' psychological need to maintain a balance between work and life. Several experience studies support the idea that employees' work-life balance experiences contribute to favourable evaluations of their organisational and emotional commitment (Kim, 2014).

Work-life balance is considered crucial in the context of this study to make sure that academic staff is effective in all institutions to which they are assigned. This is because there are no clear borders between work and personal life, which causes academic staff to face problems and challenges as they try to strike a balance between the two throughout their careers (Johari et al., 2018). Moreover, academic staff have lower expectations for the work-life balance aspects of their work. This is partly because academic job roles typically involve taking work home and publishing requirements for tenure and promotion (Lewis, 2016). A person who has a greater desire to succeed might put more energy into their professional life at the expense of their personal life. Unfortunately, this will lower employees' levels of satisfaction and increase employee stress levels. Research in this academic area is essential for helping to develop strategies for work-life balance practises, programmes, policies, and interventions, especially for those who are in the teaching profession. Human resources professionals can gain a clear perception of the work-life balance idea and clarify measures to make sure that it is implemented among academic staff by having sufficient empirical support for this (Johari et al., 2018).

The literature has paid a lot of attention to how work-life balance affects job performance. Academic staff who successfully satisfy the responsibilities of

their families show better job performance (Johari et al., 2018). However, a substantial body of literature has emphasised that academics' perceived lack of work-life balance can have unfavourable effects, such as burnout (Lewis, 2016). Therefore, institutions need to apply effective work-life balance strategies that allow academic staff to stay connected to society while controlling costs and turnover and increasing productivity (Adnan Bataineh, 2019). Furthermore, several studies have discovered that there is a positive correlation between work-life balance and job performance. With that viewpoint, it stated that when employees can manage their work and other responsibilities, they may make a significant contribution to their organisations, which affects how well they perform at their jobs. Thus, work-life balance and employee performance are strongly correlated (Abdirahman, 2018).

2.2.3 Job Stress

Stress is a condition of psycho-biological pressure brought on by things that interfere with the body's stability or response to either happy or unhappy experiences. Stress is any activity or circumstance that places unique physical and mental requests on a person. Anything that throws off a person's sense of equilibrium counts. Stress is referred to as a "worldwide epidemic" by the World Health Organisation (WHO). The explanation is that stress has been found to be the leading cause of doctor visits. As a result, they view stress as a factor influencing the physical, mental, emotional, social, and spiritual aspects of people (Sofoluwe et al., 2015). This research is supported by Butt et al. (2020). The researcher states that an employee's psychological and physical health suffers because of work stress. The psychological effects of "nervousness, melancholy, as well as job discontent, resulted in stress".

Since World War II, stress has grown to be a popular research topic. Institutions have now found out that a substantial amount of human talent is

being lost due to job stress. Most employees report encountering significant levels of stress at work. Therefore, one of the largest problems facing the world today is job stress. Stress is a remarkable response that people have to their pressures. Stress is defined by the Health and Safety Executive UK as an unanticipated reaction people experience to extreme pressure or other forms of demands placed on them. Only a small amount of stress that a person can control can have a positive effect on them, and most of the time, stress surpasses these borders and has a negative impact on the employees (Khuong & Yen, 2016).

Stress is a normal part of life. Everybody encounters stress in various ways, regardless of their demographic background. It is a necessary element of the challenges that guide the mastery of new capabilities and behavioural patterns. However, problems arise, and the person who is stressed out experiences disturbed emotional, cognitive, and physiological functioning. Stress can be sudden or build up over time. The emergence of physical sickness, including such primary causes of death, is linked to chronic stress. Stress has a significant financial cost in terms of lives, social and occupational impairment, and mental disease. Stress is a normal emotion. When a person is overburdened, faces demanding deadlines, or does not have enough time to complete all their tasks, they may experience stress. When there is a risk of failure or public humiliation, several people may be extra vulnerable to stress (Daniel, 2019).

Stress is typically characterised as physical and emotional responses to stressors, which might be brought on by work or occupational situations. Job stress is pressure brought on by a person's employment (Uysal, 2019). Stress at work is a complicated issue and a personal experience. According to Desa et al. (2014), job stress occurs when stresses are caused by stressors like work demands, limitations, events, or conditions. This pressure can result in ill health or even harm. Stressors in the workplace consist of uncertain requirements, job overload, periods of high stress mixed with periods of low stress, severe repercussions for minor mistakes, a lack of self-autonomy, a lack of acknowledgment, and inadequate leadership.

According to Shivendra and Kumar (2016), job stress is defined as "harmful feelings and behaviours that develop when an individual's skills and the requirements of their position are incompatible." It is described as a significant obstacle to global organisational health as well as individual mental and physical wellness. One of the issues that workers encounter on a regular basis is job stress (Yozgat et al., 2013). In the workplace, occupational stress has recently reached epidemic levels. The effects of job stress on many aspects of organisational performance have thus been the subject of numerous studies. A growing number of people are complaining about stress due to work overload, job insecurity, and the accelerating speed of life, as it has become a regular negative result of today's busy work life.

The performance of the employees is significantly affected by job stress. It has a notable negative impact on employees' well-being. The workload of workers is one of the main components influencing their productivity and efficiency. In today's environment, heavy workloads at work are increasingly common causes of job stress. Time constraints, insufficient, adequate, and appropriate assistance, insufficient resources to finish a task, ineffective colleagues, role conflicts, etc. can all have an impact on the amount of work that needs to be done (Vijayan, 2017). According to Tulangow et al. (2018), a workload is one that is greater than an individual's capacity in the workplace, posing a threat to health and generating negative emotions like anticipation, anxiety, and irritation.

The physical and mental well-being, as well as the behaviours of a typical person, would change in response to such reactions. Workload resulting from role stress that, in the dynamic environment, had seen personal work expand from single items to multiple responsibilities and the threat of overwork leads to low employee emotion, delaying work, a poor team environment, and disobeying rules to further affect organisational performance and the employee's centripetal force (Tulangow et al., 2018). Heavy workloads will have a negative effect on performance and result in low motivation and increased staff turnover in organisations (Vijayan, 2017).

Stress can result from daily problems that linger for an extended period, as well as from trauma or serious incidents like an accident or death. Concerns about work and employment may include excessive demands on the workplace, job instability, conflicts at work, a lack of authority, insufficient training, ineffective and time-consuming assemblies, meetings, and seminars, as well as busy travel plans (Agarwal & Mehta, 2014; Chandani et al., 2016).

Some work environments are exceptionally demanding and have a negative influence on employees' psychological and physical health, which leads to frequent employee malfunctions and a slow deformation of companies. Both macro-systems, such as the economic, political, and social elements that affect an organisation's environment, and micro-systems, such as the factors of work role and performance conditions, may cause job stress. The fact that employees' responses to stress can be either positive or negative depends on the challenges and objectives they face, their level of control over any stressful circumstance, the level of support they receive from managers and co-workers, and how they react to the stressful environment in terms of their behaviours. As a result, job stress cannot be classified as a disease (Shahid & Nauman, 2019).

Technology is advancing quickly over time, making tasks easier for both businesses and individuals. It demonstrates a healthy treatment for subordinates' health. However, this phenomenon also worsens existing workplace insecurities, such as increased production pressure and information overload. Stress also has a connection to the environment as a whole and to people or individuals. There is a notable relationship between emotional problems and job stress. In addition, the early signs of stress include the inability to sleep, lack of mood, poor relationships with friends and family, inability to concentrate, headache, and other symptoms. Job stress is a key factor in several health issues, such as cardiovascular disease, musculoskeletal diseases, and physiological disturbances (Nahar et al., 2013).

2.2.4 Working Environment

Wahyudi (2018) explained that everything around the workplace that may interfere with employees' ability to fulfil their duties is referred to as the work environment. Asriani and Riyanto (2020) also explained that the workplace consists of all factors surrounding employees that must be dealt with and act as triggers for high levels of employee performance. According to Surjosuseno (2015), everything outside the firm that affects its growth and development is referred to as the work environment. Besides, Riyanto et al. (2017) stated that the environment is generally out of the organisation's control and that the corporation had to adapt to it by paying attention to a positive working environment or creating situations that might inspire employees to work well.

Previous researchers defined the working environment as including both the physical work environment and the non-physical environment, which are linked to employee performance and company growth (Riyanto et al., 2017). The physical work environment is the form that surrounds the workplace and has an indirect or direct impact on employees' ability to do their jobs. There are two types of physical work environments that may be distinguished. Firstly, the work environments that are directly associated with employees, such as workstations, seats, tables, and so on. The second type was the intermediate environment. It has an impact on people's well-being. For example, temperature, humidity, colour, noise, and the lighting system (Rahmawanti, 2014). Bushiri (2014) stated that a person's physical working environment might determine whether they fit in or do not fit in the work environment. The statement is also supported by Tesfaye (2019), who states that the physical working environment will affect whether a person is able to fit or is unable to fit into the workplace, and a physical workplace is sometimes referred to as an ergonomic workplace. In the article, researchers stated that an employee may be impacted depending on the physical working environment that they are working in. A good physical working

environment, for example, the suitable layout of an office and a peaceful working area, are such boosters that supply energy for employees to put all their attention and effort into performing their tasks.

While Nardo et al. (2019) also stated that a non-physical work environment is also defined as having a social component that relates to employees, such as the relationship between employee and employer, the communication style that they use to interact, as well as the relationship among employees. Rahmawanti (2014) defined a non-physical work environment as the state of a positive work atmosphere at an employee's place of employment. Employees manage to complete their tasks effectively and efficiently when they feel comfortable working in a harmonious work environment.

Some experts concluded that both physical and non-physical work environments are key factors affecting how well employees perform as they feel safe, supported, and trusted by the organization. Therefore, they will become more motivated and work more effectively in a positive work environment. A favourable work environment is highly vital and should be emphasised by the institution for employees' performance to accomplish the goals as required by the organisation (Asriani & Riyanto, 2020).

In contrast, Agbozo et al. (2017) have defined that other than physical and non-physical work environments, psychological work environments are also one type of work environment. It is related to affect, cognition, and behaviour, which reflect the feelings of an employee who is affected by the workplace. The psychological working environment has provided a good description of mental activities as well as other sources that cause, for example, stress, bullying, and so on. The psychological workplace focuses on stress and well-being. Employees' level of contentment will be affected based on their wage, nature of work, and promotion, which will also impact their performance.

Another researcher concluded that the work environment has been divided into three sub-environments, which are the human environment, technical environment, and organisational environment. Researchers explained that the human environment includes co-workers, clients, and team members, as well as people who are related to employees (Wilson, 2015). Khan et al. (2020) also explained that the human environment has something to do with difficulties in communication, teamwork, leadership, and management work. To increase the chance for knowledge sharing and idea exchange, the working environment for people should be structured in a way that favours informal connections. Besides, Khan et al. (2020) also described that policies, practises, philosophies, and values that are fundamental to any business are referred to as the organisational environment. On the other hand, the technical environment is made up of all the components that are connected to the technological infrastructure that supports the performance of employees after their duties and responsibilities.

Maintaining a positive working environment has a great positive impact on the organisation. It manages to help the company earn higher profits and fosters employee stability, employee loyalty, great productivity in the working process, and the ability of employees to work in a good mood with a healthy body. Enhancing the working environment can help companies reduce errors, complaints, and absenteeism while also increasing performance (Bushiri, 2014). On the other hand, it is especially difficult to maintain a fruitful and fulfilling work life in a poor working environment, which affects the success of the work (Agarwal & Mehta, 2014). The previous researcher stated that, since employees spend a large portion of their time at work and are affected by it in some manner, the working environment is a crucial aspect of their work lives. It may lead to a positive outcome for the employee once they are satisfied with the working environment. Researchers have found out that the working environment is important since a comfortable environment allows employees to focus on their tasks better, which improves employee performance and increases organisational efficiency (Hafeez et al., 2019).

An example stated by a researcher is that computers, printers, machines, and other diverse sorts of equipment are all around us in today's IT and software work environments. A worker's brain is overflowing with sensor data because of continual engagement with technology. In an organisation, it is ensured that the physical environment is favourable in accordance with organisational requirements for facilitating informality, privacy, cross-disciplinary familiarity, and communication. These factors encourage employees to attain a higher level of organisational commitment, which in turn leads to improved performance in the organisation (Hafeez et al., 2019).

2.3 Proposed Conceptual Framework

Independent Variable

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┌─────────────────────┐
│  Work-life Balance  │───────┐ H1
└─────────────────────┘       │
                              ▼        Dependent variable
┌─────────────────────┐   H2  ┌──────────────────────────────┐
│     Job Stress      │──────▶│  Academic Job Performance    │
└─────────────────────┘       └──────────────────────────────┘
                          H3  ▲
┌─────────────────────┐       │
│ Working Environment │───────┘
└─────────────────────┘
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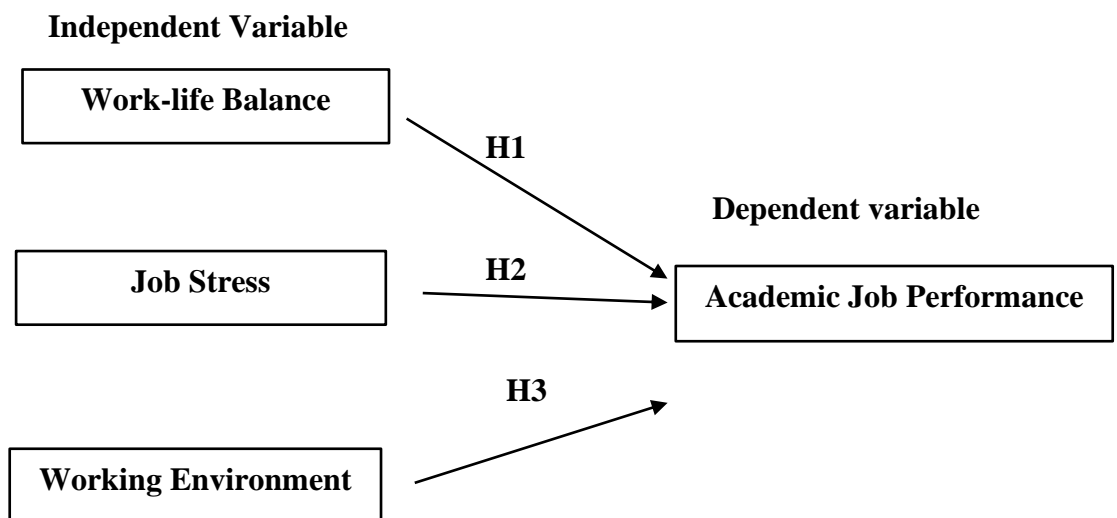
**Figure 2.1 Factors Affecting the Job Performance of Academic Staff in
Private Universities in Malaysia**

The diagram above illustrates the conceptual framework for this research. The correlations between the IVs and the DV have been demonstrated above. The aim of this study is to analyse the correlation between the factors that will affect the job

performance of academic staff in private universities in Malaysia. The IVs are work-life balance, job stress, and working environment. In addition, the DV is job performance. The three independent factors act as catalysts for the outcome of dependent variables.

2.4 Hypotheses Development

2.4.1 Correlation between work life balance and job performance

Research by Johari et al. (2018) claimed that a positive work-balance is linked to improved job performance. Employees that successfully meet the responsibilities of their families exhibit greater job performance, and work-life balance has shown to be an important determinant of several organisational outcomes, such as employee retention and productivity.

Previous studies have indicated that employee performance and work-life balance are positively correlated. From that perspective, the researcher explained that when workers can balance their work and other responsibilities, they may have a positive impact on their organisations, which influences how effectively they perform their jobs (Abdirahman et al., 2020).

In addition, Tjik Zulkarnain (2015) noted that work-life balance has produced positive outcomes such as reduced intentions to leave their jobs, increased job satisfaction, and improved performance. Additionally, work-life balance helps with in-role performance. Employees who are in a state

of psychological harmony and well-being are better able to focus on their work, which will improve performance.

H0: Work-life balance has no significant correlation with job performance of academic staff in private universities in Malaysia.

H1: Work-life balance has a significant correlation with job performance of academic staff in private universities in Malaysia.

2.4.2 Correlation between job stress and job performance

Yanner et al. (2020) state that job stress has a negative impact on performance. A person's performance in completing the tasks and obligations assigned within a specific time frame according to their capabilities, their level of authority, and the standards established by the company is referred to as performance. Performance is thus influenced by characteristics such as ability, motivation, and opportunity. Additionally, it is likely that performance is impacted by job stress.

According to Hafidhah and Martono (2019), job performance is negatively and significantly affected by job stress. Employee performance can be impacted by job stress; when this happens, performance will be affected. Employees who are under stress frequently struggle to execute tasks effectively because there is an inconsistency between the demands of the job and their capacity to perform tasks. This is what leads to a decline in employee performance.

In addition, Fonkeng (2018) examined the impacts of job stress on teachers and discovered a negative correlation between stress and teachers' absence

rates, quit attempts, and the likelihood of pursuing a career in teaching. As it moves through the academic cycles, the relationship between these two has been quite problematic.

H0: Job stress has no significant correlation with job performance of academic staff in private universities in Malaysia.

H1: Job stress has a significant correlation with job performance of academic staff in private universities in Malaysia.

2.4.3 Correlation between working environment and job performance

Alam (2020) proposed that a crucial and positive correlation is present between the working environment and job performance. A comfortable work environment can inspire employees to be more motivated to work. Not only that, a well-designed workspace, including the arrangement of equipment, lighting, noise, and comfort, can improve employee work habits and make them feel more at ease working in their room.

Sofyan (2013) discusses being mindful of a positive workplace or establishing working environments that can inspire employees to work. Environment refers to anything that is external to the company but affects its expansion and development (Surjosuseno, 2015). The environment cannot be controlled by corporations generally. Workplace environmental factors include everything that might directly or indirectly affect employees. Hence, the company had to adapt to the environment.

Amusa et al. (2013) stated that the working environment and job performance are positively correlated. The internal and external elements that affect the performance of librarians working in public institutions in south-west Nigeria make up their work environment. The physical amenities that are readily available, motivation, open communication, participative management, employee training, and personnel payments are some of these variables. These elements affect librarians' job performance because they perform the tasks well. They are highly favourable to them.

H0: Working environment has no significant correlation with the job performance of academic staff in private universities in Malaysia.

H1: Working environment has a significant correlation with the job performance of academic staff in private universities in Malaysia.

2.5 Chapter Summary

In conclusion, this chapter developed the literature review of the IVs and DV as well as the conceptual framework. This study also investigated how the independent variables relate to the dependent variables, which was part of the hypothesis development. However, further tests and research involving the study design; data collection methods, sampling design, operational definitions of constructs, measurement scales, and data analysis methods will be conducted in the following chapter.

Chapter 3: METHODOLOGY

3.0 Introduction

This chapter had an overview of the research design, data obtaining methods, sampling design, research instrument, constructs measurement, data processing, and data analysis, as well as a summary. In other words, this chapter focuses on the methods used to measure the outcomes of this study. The aim of this study methodology is to further identify the correlation among the proposed variables. It has been described as a technique used by researchers to find the solution to their research problem.

3.1 Research Design

A method of study is defined as a strategy that has been applied to collect data for analysis to have a clearer perception of the topic. There will be two methods that are related to the research methods, which have been named quantitative and qualitative. Qualitative approaches are methods of collecting data that result in outputs like words or images. It focuses on developing a deeper knowledge of a certain issue and is not concerned with numerical representations (Queirós et al., 2017). Quantitative research is defined as a study that analyses numerical data with the help of mathematical approaches, particularly statistics, to explain a problem or phenomenon. It might be characterised as a type of empirical study into a social occurrence or human issue that examines the applicability of a theory built from variables that are measured and statistically analysed to explain or predict events of interest. This method mostly uses questionnaires to get the necessary data (Yilmaz, 2013). Therefore, quantitative methods have become the best-suited method to use in this research. In order to analyse how the independent variables, which are work-life balance, job stress, and working environment, will affect job performance, this

study used causal research in the research design approach so that it helps to provide
standardised information.

3.2 Data Collection Method

Researchers must gather sufficient data as well as all relevant data by integrating
primary and secondary data to conduct the study effectively, consistently, and
accurately.

3.2.1 Primary Data

Primary data is the empirical information that is independently compiled by
scholars for a particular study aim from a range of data sources without the
use of existing sources. The methods include interviews, surveys,
experiments, and observations. A questionnaire survey will be used in
conducting this study.

The survey is a list of questions used to get people to provide personal
information and opinions. The use of a questionnaire in this research is
chosen because it is cost-effective, time-saving, and easy to analyse. In our
research, we will distribute the online survey questionnaire via email and
Microsoft Teams to our target respondents. This type of data collection
method was chosen because it is more dependable and easier to carry out
the processes of data coding, data analysis, and data interpretation.

Online surveys are growing so fast. Since the introduction of educational
and psychological assessment, the use of web-based, also known as online

surveys, has advanced significantly. Today, online surveys are used by many institutions, including colleges and universities, the survey research industry, libraries, and information science. Experts in the research sector predict that most surveys will be conducted online in the future.

The time it takes to complete the research is the biggest advantage of an online survey. There is no need to wait for paper questionnaires to be returned because the information is gathered automatically, and the response is almost immediate. Besides, online surveys are also significantly cheaper and reduce errors. Since the survey results are automatically saved in the database, and the real-time database also facilitates continuous access to survey data, there is less manpower required. Online surveys are thus more popular among those who are literate in technology and connected (Sanjeev & Balyan, 2014).

However, online surveys have significant difficulties despite their growth and benefits. The biggest barrier to conducting surveys online has been access. A sizable portion of survey targets lack connectivity or computing capabilities. Considering this, this target is categorically ineligible for online surveys. The only available method is traditional oral, or paper and pencil, surveys.

Besides, internet and email users, up until recently, did not accurately represent the general population in countries around the world. In this case, the use of the multiple survey method is recommended. Although web usage and connectivity have grown, most respondents still lack the experience and knowledge necessary to respond to online surveys. Besides, the quality of the surveys is significantly influenced by the connection's speed, quality, and computing power. Thus, these two factors may hinder response rates or

prevent respondents from completing the survey. A call centre is a solution
that may assist respondents as needed (Sanjeev & Balyan, 2014).

3.2.2 Secondary Data

Secondary data is defined as original data or information obtained by the
public from existing sources for various purposes. As secondary data
sources, journals and articles are distributed, from which we have obtained
relevant data for more accurate literature reviews. Furthermore, newspapers,
journals, books, and other sources are also considered helpful secondary
data sources that researchers may get and use.

3.3 Sampling design

3.3.1 Target population

The target population is the number of participants who were selected to
take part in the data gathering. The target population means the cluster of
individuals who are known to continually have an interest in the research
and to have the same feature (Mcleod, 2014). The target population of this
study is the academic staff of private universities in Malaysia. According to
the Department of Statistics Malaysia Official Portal (2022), Malaysia has
237 private universities and there are 33,280 academic staff at private
universities. The reason that we have chosen the whole of Malaysia as our
target is that, according to Taherdoost (2016), the target population is
commonly viewed as the total number of people in a country.

3.3.2 Sampling frame and sampling location

A sampling frame is a directory or record of every people or things that make up a particular population that has been selected for a research study. The major difference between residents and data sampling is that population sampling is more unspecific as it includes all individuals in the population, whereas the sampling frame is more specified (Glen, 2022). This research does not have a sampling frame as we are using a non-probability sampling method to determine samples. Besides, the private universities in Malaysia will serve as the research's sampling locations. There are 237 private universities in Malaysia and about 33,280 academic staff (Department of Statistics Malaysia Official Portal, 2022).

3.3.3 Sampling Element

A sampling element is a fundamental unit that includes one or more components of the population to be surveyed (Will, 2022). The respondents involved in this study are academic staff who are working in private universities in Malaysia. The academic staff includes all levels of lecturers and all levels of professors in private universities in Malaysia.

3.3.4 Sampling Technique

We will use a non-probability sampling method to run the test for our investigation. The non-probability sampling method does not provide a basis for any decision about the probability that any given dimension element will have a chance of being chosen in the research sample (Etikan & Bala, 2017). According to Stratton (2021), non-probability sampling techniques are referred to by the researcher or self-select to participate in a study rather than providing for each member of a target population to participate in a study. There is no equal possibility or opportunity for

selection for every member of the population. As said by Young (2015), most of the questionnaire research was carried out by undergraduate students undertaking this method.

Convenience sampling is a non-probability sampling technique used in our study, mainly because it is easy to conduct and readily available. According to Taherdoost (2016), this method is frequently utilized by students because it is less expensive and straightforward compared to other sampling methods. Convenience sampling involves selecting individuals from the target population who meet specific practical requirements, such as easy accessibility, geographic proximity, availability at a specific time, and willingness to participate in the research. It can also include demographic research participants that are easy for a researcher to obtain. Convenience samples are sometimes referred to as "accidental samples," since elements may be selected for the sample based on their physical or administrative proximity to where the researcher is collecting data (Etikan et al., 2016).

Convenience sampling is a low-cost and easily accessible method of sampling whereby the researcher selects individuals who are readily available. However, it is crucial for the researcher to acknowledge any potential biases in the sample and how it differs from a random selection. The goal of convenience sampling is to obtain data from individuals who are easily accessible, such as inviting staff members to attend a meeting for research participation. While it is frequently used, it is not intentional or strategic and assumes homogeneity within the target population. (Etikan et al., 2016).

3.3.5 Sampling Sizes

Sampling size is the number of population elements between each unit chosen for your sample. We can obtain different sample sizes depending on the size of the population. Besides, 30 sets of survey forms were handed out to our target respondents, and it was determined through a pilot test whether a survey form was performing as expected as it could determine whether the responders could effectively address each question.

3.4 Research Instrument

A tool used for the study is an approach where it gathers, evaluates, and analyses information about your subject. Research instruments might include tests, surveys, scales, questionnaires, and even checklists (Duquesne University, 2022). There are numerous research instruments that help us obtain the data needed for our research. Examples of the instruments are interviews, questionnaires, and others. We have chosen a questionnaire as our tool to help us obtain data. The questionnaire is designed according to literature that is related to our topic. In our research, we have chosen online questionnaires to gather relevant data.

3.4.1 Questionnaire Survey

Data for this study will be gathered through a questionnaire. This method is suitable for this study because the researchers can get direct responses from respondents, and it is more practical and convenient. A survey questionnaire can be an effective way of gathering the data needed for analysis and study. Additionally, a questionnaire's main objective in research is to acquire relevant data in the most accurate and effective way possible. As a result, reliability and validity are two key components of the research method,

depending on the consistency and accuracy of the questionnaire (Taherdoost, 2016).

3.4.2 Questionnaire Design

A survey instrument was employed in this study to obtain information about the elements that impact the work performance of academic personnel in private universities situated in Malaysia. The questionnaire comprised 28 questions, divided into five sections denoted as Sections A through E. Fixed-alternative questions were used to develop the survey, meaning that participants were required to select one answer from a set of two or more choices for each inquiry.

Section A has eight questions about the demographic information provided for participants to fill in. Section B to Section E comprise 20 questions in the questionnaire for this research to determine the DV and IVs. The respondents were required to select their answers by the five-point Likert scale in Sections B through E.

There are five questions asked about the dependent variable for this research in Section B. In this section, the respondents were asked about the job performance of academic staff at private universities in Malaysia. Besides, sections C through E of the questionnaire for this research consist of 15 questions to determine all the independent variables. It consists of five questions for each section. These three sections are used to determine whether there is a significant correlation between the DV, which is the job performance of academic staff at private universities in Malaysia, and the IVs, such as work-life balance, job stress, and working environment.

The distribution channel for the questionnaire is through online study questionnaires using Google Forms and disseminated through email and Microsoft Teams. To safeguard the data, it is gathered and kept confidential strictly after the respondents have finished the questionnaires.

3.4.3 Pilot Study

A pilot study refers to a smaller (pilot) study that informs and provides feedback to the larger (final) study; it serves as a guide for the creation of the research plan. Before undertaking the final study, the researcher can modify and improve the research approach considering this feedback. A pilot study helps researchers test the working possibilities of the research process to help them identify how best to carry out the final research study. In piloting a study, a researcher might develop or revise a research question, discover the most appropriate method to conduct the study, and estimate the resources and time needed to finish the larger final version of the study (Ismail et al., 2018).

In this study, 30 sets of survey forms were handed out to the respondents as a pilot study. Respondents can complete this questionnaire at their leisure and for short periods of time. After completing the questionnaire, we will insert all the data into the Statistical Package for the Social Sciences (SPSS) software to compute Cronbach's alpha. Therefore, the results must be greater than 0.6 to demonstrate the reliability of the survey, so this pilot study can be processed to obtain more respondents and complete the full study.

Table 3.1: Reliability Statistics for Pilot Study

No.	Variables	Number of Item	Cronbach's Alpha
1.	Job Performance (DV)	5	0.871
2.	Work-Life Balance (IV)	5	0.827
3.	Job Stress (IV)	5	0.833
4.	Working Environment (IV)	5	0.856

Source: Generated for the study

According to the pilot test above, the result shows that the Cronbach's alpha coefficients for JP, WLB, JS, and WE are 0.871, 0.827, 0.833, and 0.856, respectively. The range of these values is 0.81 to 0.90, which falls under the reliability level of very good reliability.

3.5 Constructs Measurement

The questionnaire is classified into five segments, from Section A to Section E. Data about the responder's demographics will be gathered in Section A. The measurement of dependent variables is done in Section B, whereas the measurement of independent variables is done in Sections C to E.

3.5.1 Origin sources

The questionnaire contains 28 questions. The aim of the questionnaire was to examine and identify the correlations between factors affecting the job

performance of academic staff in private universities in Malaysia. In Sections B through E, some of the questions were acquired from earlier studies. The Likert scale with a five-point scale is applied to evaluate all questionnaires.

Table 3.2: Origin of Construct (Questionnaire)

Construct	No. of questions	Derived from
Job Performance	5	Ramos-Villagrasa et al. (2019)
Work-life Balance	5	Kasuma & Yacob (2020) Tan-Wilsonc & Stamp (2015) Tjik Zulkarnain (2015)
Job Stress	5	Ling (2014)
Working Environment	5	Ohide et al. (2017) Chaudhry et al. (2021) Kishiwa (2017)

3.5.2 Scale of Measurement

The groups of variables contained within the values were measured and
described using various scale levels. This questionnaire contains five
sections, from Section A to E, with 28 questions. Section A concerns the
respondents' personal information. Questions about independent variables
are found in Sections B through D, and questions about the dependent
variable are found in Section E. Besides, four different categories of
measurement scales will be carried out, which include nominal, ordinal,
interval, and ratio. For our study, Section A will use nominal and ordinal
scales, and a five-point Likert scale was applied in Sections B through E.

3.5.2.1 Nominal scale

The nominal scale is the most fundamental degree of evaluation used
in research. It involves assigning a value to a factor or variable for
the purpose of identification or categorization. The value may or
may not be numerical since no quantitative values are represented.
For instance, gender can be categorised into two nominal categories,
male and female, but there is no inherent order or numerical quantity
associated with them.

Example from questionnaire:

1. Gender
    - Male
    - Female

3.5.2.2 Ordinal Scale

Ordinal scales possess nominal qualities, but they also permit the
arrangement of objects according to how much of a given idea they

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include. To put it another way, the ordinal scale is also called the ranking scale. Still, the value of the gap between rankings is not disclosed.

3.5.2.3 Ratio Scale

The ratio scale is the most accurate form of evaluation and includes all the features of categorization, order, constant distance, and zero origins. Weight, height, distance, population count, and other measurements are included. Zero has an absolute meaning and states that the ratio measurement level's focus is not on the concrete quantity (Rossi & Crenna, 2013).

Example from questionnaire:

2. Age
   - Below 24 years old
   - 25-34 years old
   - 35-44 years old
   - 45-54 years old
   - Above 55

3.5.2.4 Likert Scale

An interval scale is a five-point Likert scale. A quantitative and metric scale is used. The difference between values is constant, but the origin of zero is arbitrary. In other words, the zero on this scale has significance, and there is no distance. Respondents must choose between the five scales Strongly disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly disagree (5) in this interval scale questionnaire.

Table 3.3: Example from questionnaire:

	Section B: Job Performance					
This section plans to get the information on the respondents' job performance.						
Level of Agreement 1: Strongly disagree; 2: Disagree; 3: Neutral; 4: Agree; 5: Strongly agree						
No.	Questions	SD	D	N	A	SA
1.	I kept in mind the work result I needed to achieve.	1	2	3	4	5
2.	I worked on keeping my job-related knowledge up to date.	1	2	3	4	5
3.	I managed to plan my work so that I finished it on time.	1	2	3	4	5
4.	I actively participated in meetings and/ or consultations.	1	2	3	4	5
5.	I was able to cope well with uncertain and unpredictable situations at work.	1	2	3	4	5

3.6 Data Processing

Data processing is the procedure of checking, editing, coding, and transcribing the data gathered from questionnaires. Data processing is the procedure used to convert gathered data into a simplified form (Young, 2015).

3.6.1 Data Checking

Data checking can be considered questionnaire checking. It is a process that examines questionnaires and makes sure that there are no systematic errors or missed answers in the questionnaire (Parfitt, 2013). Besides, responses with uncertain answers or neglect will be removed as incomplete questionnaires. The editor needs to ensure that the reliability of the questionnaire meets the required standard.

3.6.2 Data Editing

Throughout this phase of data editing, errors and omissions will be detected and corrected. The editor has the responsibility to ensure the data is accurate and consistent with the questionnaire to maintain reliability. For example, the data has been wrongly typed in the wrong column. Besides, when there is insufficient information from the interviewer, editors are required to call back the interviewer instead of guessing the information, even though a minor error will also influence the reliability of the study (Parfitt, 2013).

3.6.3 Data Coding

Data coding is the procedure of labelling data gathered into numbers or other symbols so that it may be easily classified into a small number of categories or groups. Coding is crucial for efficient analysis, and with it, the numerous responses may be simplified into a few groups that hold the essential data for analysis. It normally will be used in designing questionnaires, as the pre-coding of the questionnaire questions will be helpful in computer tabulation and make it easier for the editor to process the bulk data (Mohapatra, 2018).

Table 3.4: Table for data coding

Question Number	Label	Coding
Q1	Gender	1= Male 2= Female
Q2	Age	1= Below 24 Years Old 2= 25-34 Years Old 3= 35-44 Years Old 4= 45-54 Years Old 5= Above 55 Years Old
Q3	Marital status	1= Single 2= Married 3= Other

Q4	Race	1= Malay 2= Chinese 3= Indian 4= Other
Q5	Educational level	1= Diploma 2= Bachelor Degree 3= Master Degree 4= Doctor of Philosophy (PhD)
Q6	Position	1= Lecturer 2= Senior Lecturer 3= Assistant Professor 4= Associate Professor 5= Professor
Q7	Job Status	1= Permanent / Full time 2= Contract
Q8	Length of working in current job	1= Below 5 years 2= 5 to 10 years 3= 11 to 15 years 4= Above 15 years

	Section B: Job Performance	
Name	**Label**	**Coding**
JP 1	I kept in mind the work result I needed to achieve.	1= Strongly Disagree
JP 2	I worked on keeping my job-related knowledge up to date.	2= Disagree
		3= Neutral
JP 3	I managed to plan my work so that I finished it on time.	4= Agree
		5= Strongly Agree
JP 4	I actively participated in meetings and/or consultations.	
JP 5	I was able to cope well with uncertain and unpredictable situations at work.	
	Section C: Work-life balance	
WLB 1	I can easily balance my work and leisure.	1= Strongly Disagree
		2= Disagree
WLB 2	My personal life has improved my mood at work.	3= Neutral
WLB 3	My personal life gives me enthusiasm for my work.	4= Agree
		5= Strongly Agree
WLB 4	I have enough time to spend with my family as I pursue my career.	
WLB 5	I never get complaints from my family that I do not spend enough time with them.	

	Section D: Job Stress	
JS 1	I often feel tension while I am working (due to job stressors).	1= Strongly Disagree
JS 2	I feel very exhausted when I come back from my office.	2= Disagree
		3= Neutral
JS 3	It is sometimes difficult for me to sleep at night due to stress of workload on job.	4= Agree
		5= Strongly Agree
JS 4	My job loading (workload or tasks assigned) is too heavy.	
JS 5	Sometimes I feel depressed (due to stress at work).	
	Section E: Working Environment	
WE 1	The facilities provided for me to do my job is adequate.	1= Strongly Disagree
WE 2	My working environment is friendly.	2= Disagree
		3= Neutral
WE 3	My performance is relying on the physical condition of the workplace (noise, temperature, and light).	4= Agree
WE 4	My supervisor included me in the decision-making process.	5= Strongly Agree
WE 5	My supervisor rewards me when my job is well done.	

3.6.4 Data Transcribing

Information transcription gathers the complicated data from the questionnaire and tabulates it. Statistical Package for the Social Sciences (SPSS) software will be used in this process (Young, 2015). SPSS processed the overall data and transmitted it into the database. After that, the software will run the data and come out with the results.

3.7 Data Analysis

Inspection of the information is the procedure of transforming the information acquired from the survey's data (Galetto, 2016). After we have completed the survey, the acquired information will be analysed and interpreted using SPSS. This software is used to obtain descriptive and inferential data for the reliability test.

3.7.1 Descriptive Analysis

Simplified pictorial coefficients are applied in descriptive analysis to create data collections that reflect the entire population or a sample. A descriptive analysis is aimed at giving a review of the samples and measurements used in a study. Descriptive statistics provide a considerable component of every quantitative data analysis when combined with different visual analytics (Sharma, 2019). The results from the questionnaire have been examined using descriptive analysis. Demographic information is the main question in Section A. As a result, a pie chart will be applied to display the data. Alternatively, the questions in Sections B to E are related to the independent and dependent variables. In Sections B to E, a 5-point Likert scale is applied to get information from respondents. As a result, a bar chart will be used to present the findings of these sections.

3.7.2 Scale Measurement- Reliability Analysis

Dependability indicates the extent to which a phenomenon may be measured, and the results are stable and consistent. Reliability testing is crucial as it deals with the consistency of the different parts of the measuring tool. The scale has a high degree of internal consistency and reliability if the scale items are "connected" and measure the same structure. The most typical measurement for evaluating internal consistency is the Cronbach alpha coefficient. It is acknowledged as the most suitable reliability measure for the Likert scale. The questionnaire has a high level of consistency and dependability when the alpha value is adjacent to one. Even though dependability is crucial for research, it is insufficient without validity. In other words, the test must be both accurate and efficient (Taherdoost, 2016).

Table 3.5: Rule of Thumb about Cronbach's Alpha Coefficient

Cronbach's Alpha Coefficient	Reliability Level
Less than 0.60	Poor
0.60 to 0.69	Moderate
0.70 to 0.79	Good
0.80 to 0.89	Very Good
More than 0.90	Excellent

Source: Nawi et al. (2020)

3.7.3 Inferential Analysis

According to Cuemath (2022), inferential statistics are a group of statistical methods used to draw conclusions about a population by studying random samples that are intended to provide generalisations about the population. To examine the relationships between the given variables, the Pearson Correlation Coefficient and Multiple Regression Analysis were used.

3.7.3.1 Pearson Correlation Coefficient

The Pearson Correlation Coefficient provides a sample correlation coefficient, denoted by the letter r, that determines and evaluates the validity and direction of linear correlations between groups of continuous data. Besides, Pearson correlation, often known as the population correlation coefficient, examines whether there is statistical evidence to develop a linear relationship between similar pairs of population variables (Kent State University, 2022). The Pearson Correlation Coefficient is an indicator of the strength of a linear connection between two variables. To be more precise, it analyses if there is a linear aspect to the correlation between two continuous variables. As a result, Pearson's correlation does not strictly rely on linearity (Cohen, 2013).

Table 3.6: Ranges of Correlation Coefficient

Correlation Coefficient (r)	Description
0.0 to ± 0.2	Very weak correlation
±0.2 to ±0.4	Weak correlation

±0.4 to ±0.6	Moderate correlation
±0.6 to ±0.8	Strong correlation
±0.8 to ±1.0	Very strong correlation
±1.0	Perfect correlation

Source: Wayne (2021)

3.7.3.2 Multiple Regression Analysis

To predict the outcome of a variable from the values of two or more other variables, a statistical method called multiple linear regressions is applied. Multiple regression is the general name for the development of linear regression. The elements we use to predict the dependent variable are classified as explanatory or independent variables, whereas the variable we are trying to forecast is known as the dependent variable (Taylor, 2022). In this research, job performance is the dependent variable, whereas work-life balance, job stress, and working environment are the independent variables.

3.8 Chapter Summary

To collect the relevant information required, we have created the research methodologies to gather the data. Moreover, this division has briefly studied the design of the study, the data obtaining process, the tools for research, the sampling design, and the scale of measurement that is used in the questionnaire. In addition, a pilot test was conducted to determine the validity of the research. The overall outcome is constant, and the relevant data will continue to be used in the following chapters.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

Following the display and narration of the results of the questionnaires Researchers allocated the questionnaire to random academic staff, who are the staff of private universities in Malaysia. The data were used to conduct a pilot study. The methods used in this chapter and the 346 questionnaires that are handed out to academic staff will be covered. In this study, the SPSS programming programme has been used to evaluate the data and summarise the findings. The three primary analyses are level of measurement, inferential, and descriptive.

4.1 Descriptive Analysis

The descriptive analysis has been applied to explain the demographic characteristics of respondents, which consist of gender, age, marital status, race, educational level, position, job status, and length of work in their current job.

4.1.1 Respondents' Demographic Profile

4.1.1.1 Gender

Table 4.1.1: Table of Participant's Gender

Gender	Frequency	Percentage (%)	Valid Percentage	Cumulative Percentage
Male	162	46.8	46.8	53.8
Female	184	53.2	53.2	100.0

Figure 4.1.1: Statistics of Participant's Gender
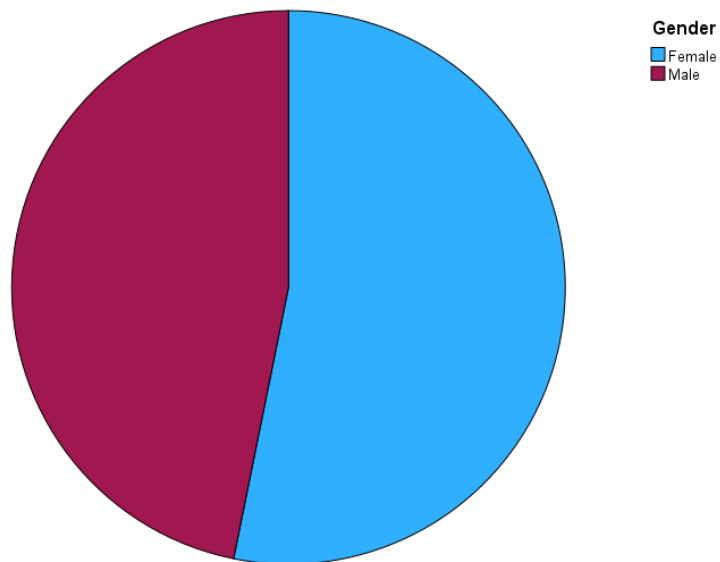
Source: Generated for the research

Table 4.1.1 demonstrates that there are 184 females and 162 males, for a total of 346 participants in this research. According to Figure 4.1.1, the survey had 53.2% female respondents and 46.8% male respondents.

4.1.1.2 Age

Table 4.1.2: Table of Participant's Age

Age	Frequency	Percentage (%)	Valid Percentage	Cumulative Percentage
Below 24 years old	1	0.3	0.3	0.3
25-34 years old	80	23.1	23.1	23.4
35-44 years old	168	48.6	48.6	72
45-54 years old	77	22.3	22.3	94.3
Above 55 years old	20	5.8	5.8	100

Figure 4.1.2: Statistics of Participant's Age
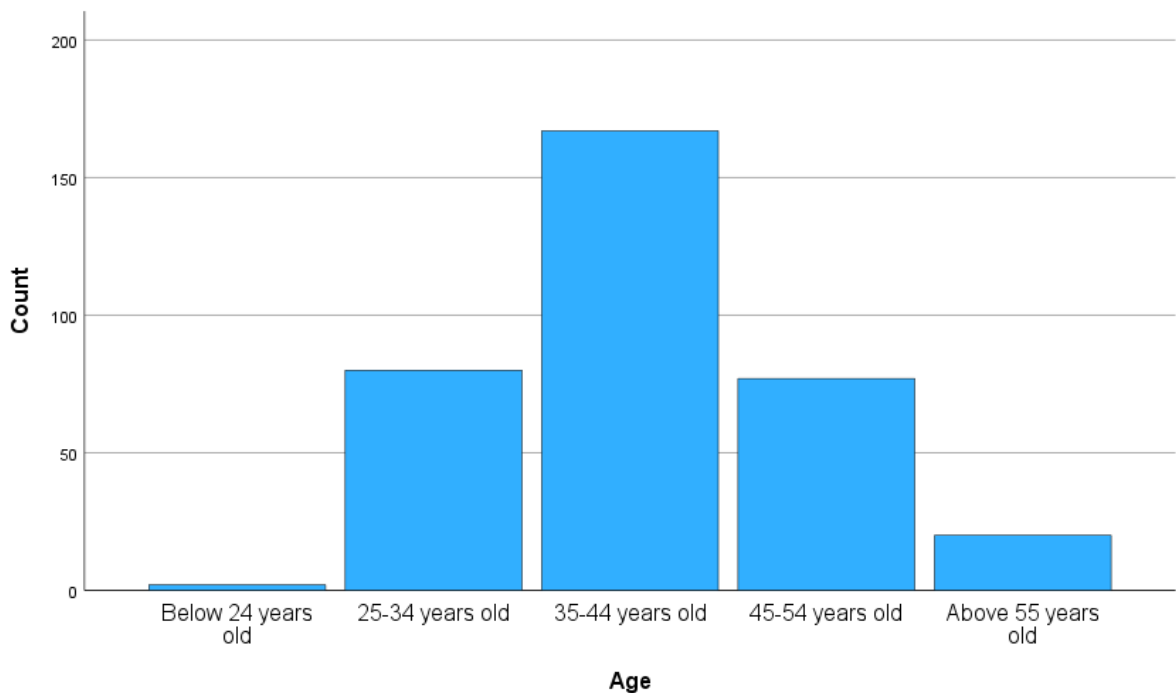
Source: Generated for the research

The participants' ages have been classified into various groupings as shown in table 4.1.2 and figure 4.1.2. From the 346 respondents, 0.6%

are under the age of 24, 23.1% are between the ages of 25 and 34, 48.3% are between the ages of 35 and 44, 22.3% are between the ages of 45 and 54, and 5.8% are over the age of 55.

4.1.1.3 Marital status

Table 4.1.3: Table of Participant's Marital Status

Marital Status	Frequency	Percentage (%)	Valid Percentage	Cumulative Percentage
Single	148	42.8	42.8	42.8
Married	196	56.6	56.6	99.4
Others	2	0.6	0.6	100.0

Figure 4.1.3: Statistics of Participant's Marital Status
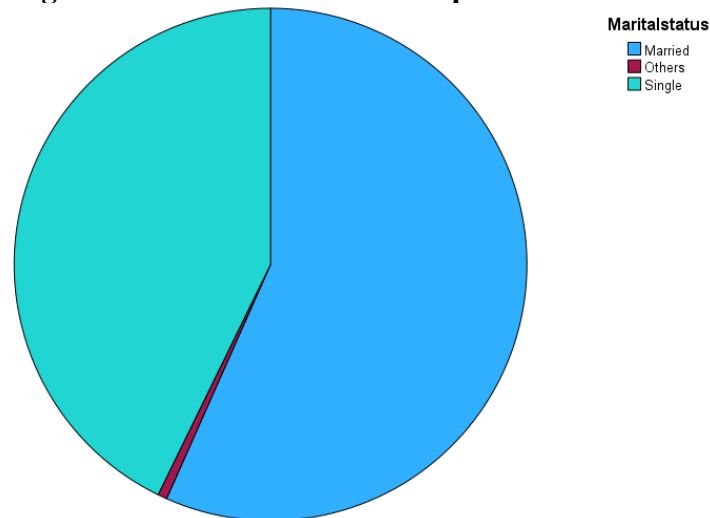
Source: Generated for the research

In view of above table 4.1.3 and figure 4.1.3, more than half of the participants are married, and nearly half of the participants are single. Single respondents have 42.8% of the 148 respondents, married

participants have 56.6% of the 196 respondents, and the remaining
0.6% of the 2 participants are classified as others.

4.1.1.4 Race

Table 4.1.4: Table of Participant's Race

Race	Frequency	Percentage (%)	Valid Percentage	Cumulative Percentage
Chinese	257	74.3	74.3	74.3
Indian	10	2.9	2.9	77.2
Malay	79	22.8	22.8	100.0

Figure 4.1.4: Statistics of Participant's Race
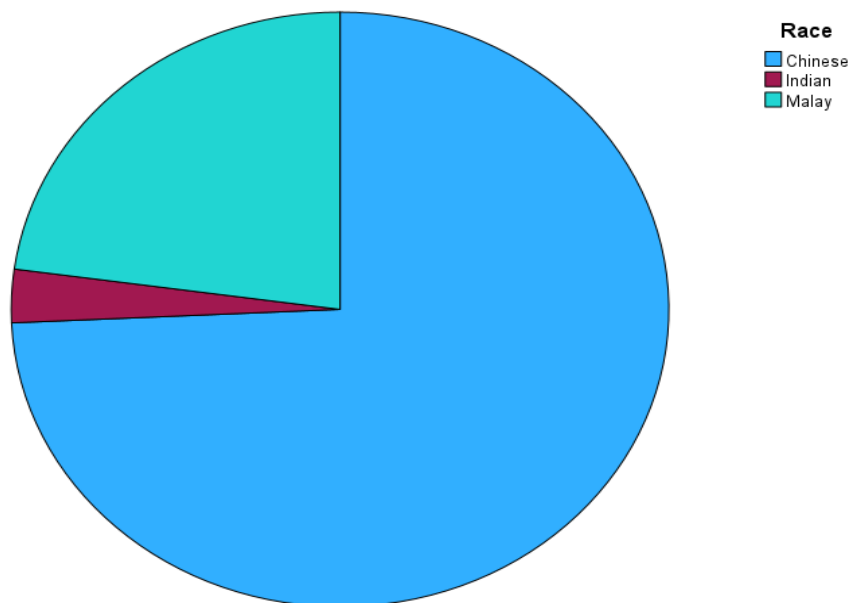
Source: Generated for the research

The race of the participants is classified into three various groups.
From 346 respondents, 74.3% of 257 respondents are Chinese, 22.8%
of 79 respondents are Malay, and 2.9% of 10 respondents are Indian.

4.1.1.5 Educational Level

Table 4.1.5: Table of Participant's Educational Level

Educational Level	Frequency	Percentage (%)	Valid Percentage	Cumulative Percentage
Bachelor's Degree	3	0.9	0.9	0.9
Master's Degree	227	65.6	65.6	66.5
Doctor of Philosophy (PhD)	116	33.5	33.5	100.0

Figure 4.1.5: Statistics of Participant's Educational Level
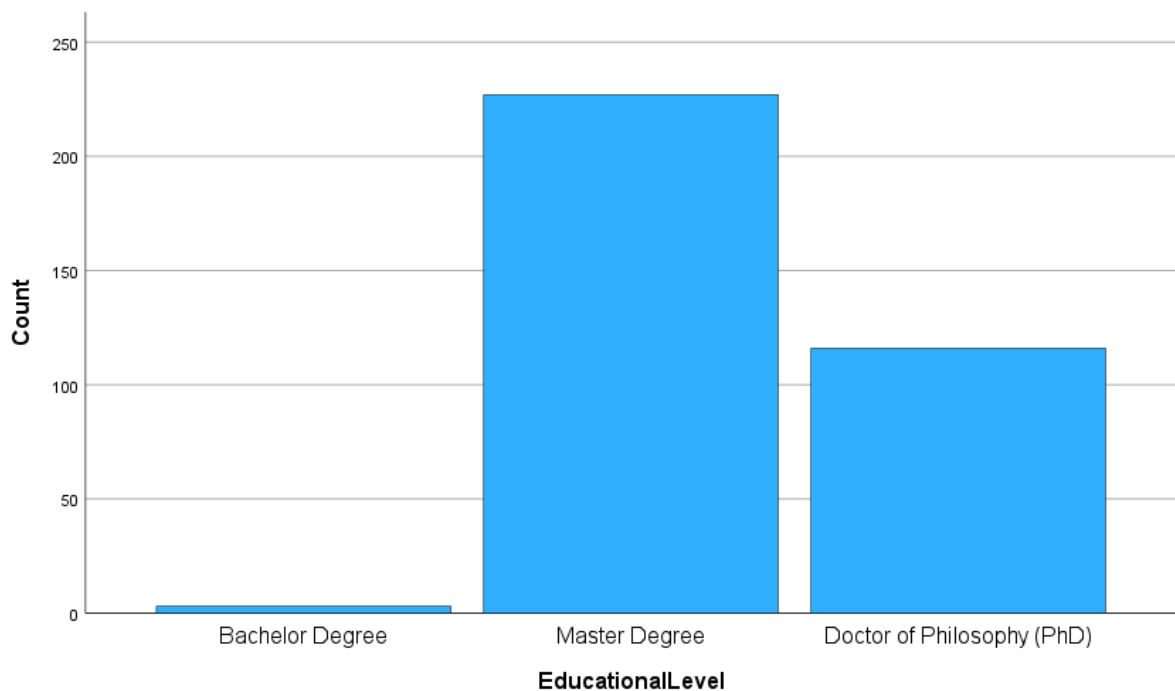
Source: Generated for the research

Table 4.1.5 and Figure 4.1.5 reveal the participants' educational levels and classify them into four categories. From 346 respondents, 0.9% (3 respondents) have a bachelor's degree, 65.6% (227 respondents) have a master's degree, and 33.5% (116 respondents) have a Doctor of Philosophy.

4.1.1.6 Job Position

Table 4.1.6: Table of Participant's Job Position

Job Position	Frequency	Percentage (%)	Valid Percentage	Cumulative Percentage
Lecturer	140	40.5	40.5	40.5
Senior Lecturer	61	17.6	17.6	58.1
Assistant Professor	95	27.5	27.5	85.6
Associate Professor	17	4.9	4.9	90.5
Professor	33	9.5	9.5	100.0

Figure 4.1.6: Statistics of Participant's Job Position
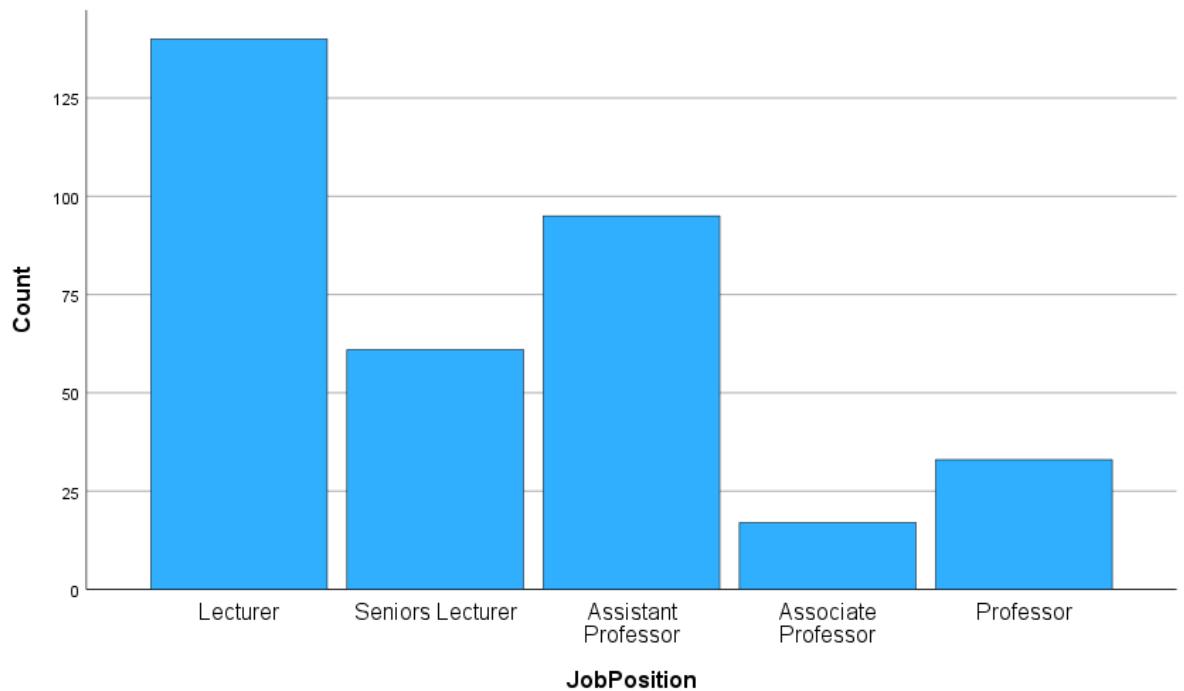
Source: Generated for the research

In view of above table 4.1.6 and figure 4.1.6, the job positions of the participants have been classified into five categories. There are 40.5% of 140 respondents in the position of lecturer, 17.6% of 61

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respondents in the position of senior lecturer, 27.5% of 95 respondents in the position of assistant professor, 4.9% of 17 respondents in the position of associate professor, and 9.5% of 33 respondents in the position of professor.

4.1.1.7 Job Status

Table 4.1.7: Table of Participant's Job Status

Job Status	Frequency	Percentage (%)	Valid Percentage	Cumulative Percentage
Contract	50	14.5	14.5	14.5
Permanent / Full Time	296	85.5	85.5	100.0

Figure 4.1.7: Statistics of Participant's Job Status
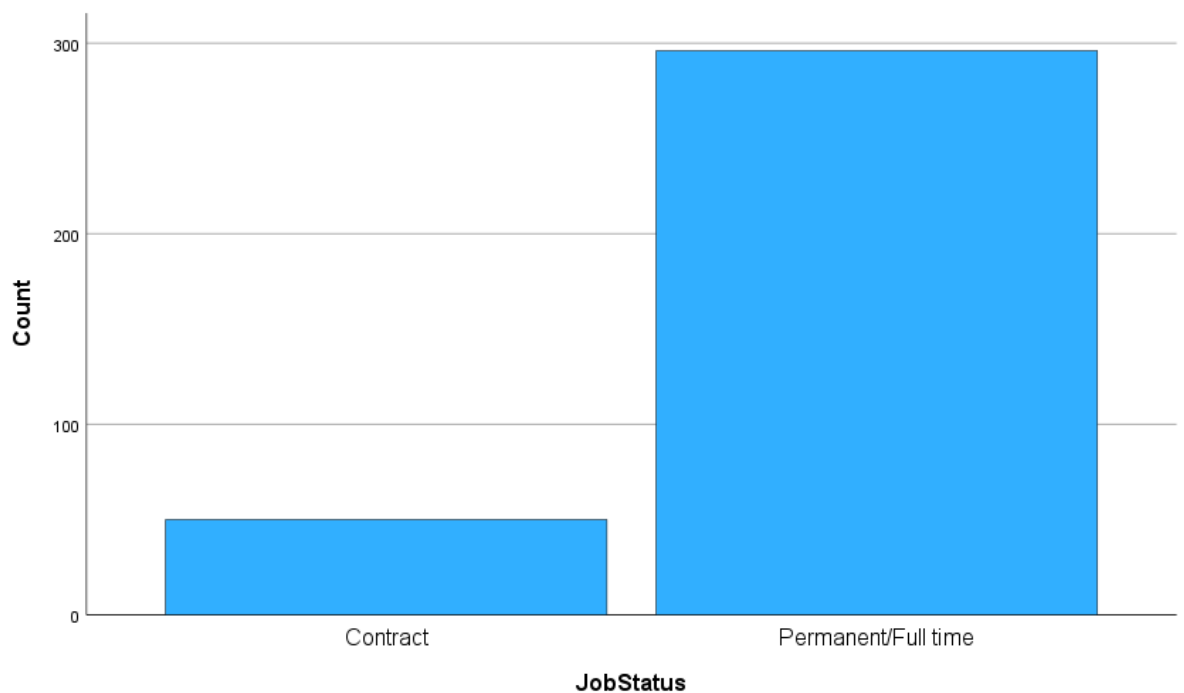
Source: Generated for the research

The respondent's job status has been classified into two categories, which are contract and permanent/full-time. The permanent or full-

time job has 85.5% of 296 respondents, while the contract job has
14.5% of 50 respondents.

4.1.1.8 Length of Working in Current Job

Table 4.1.8: Table of Participant's Length of Working in Current Job

Length of Working in Current Job	Frequency	Percentage (%)	Valid Percentage	Cumulative Percentage
Below 5 years	24	6.9	6.9	6.9
5 to 10 years	137	39.6	39.6	46.5
11 to 15 years	137	39.6	39.6	86.1
Above 15 years	48	13.9	13.9	100.0

Figure 4.1.8: Statistics of Participant's Length of Working in Current Job
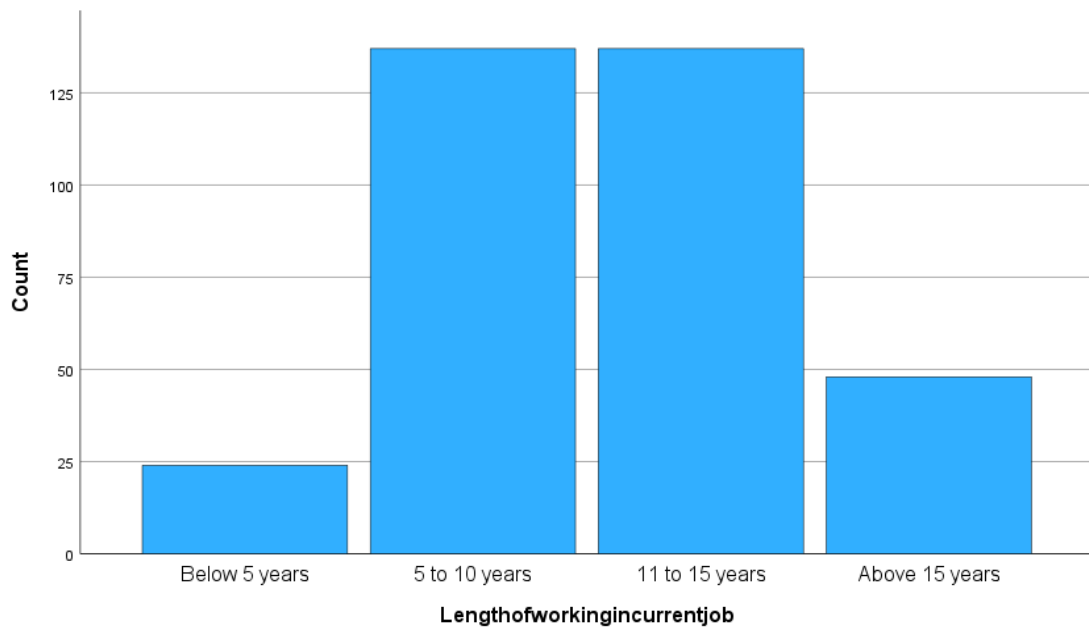
Source: Generated for the research

Figure 4.1.8 and table 4.1.8 reveal participants' length of time working in their current job and have been classified into four different categories. From 346 respondents, 6.9% of the respondents work below 5 years, 39.6% of the respondents work 5 to 10 years, 39.6% of the participants work 11 to 15 years, and 13.9% of the participants work above 15 years.

4.1.2 Central Tendencies Measurement of Constructs

The following computation will show the mean and standard deviation of DV and IVs.

Table 4.1.9: Frequencies Statistics

Variables	Sample size, N	Mean	Standard Deviation
Job Performance	346	4.0809	0.64420
Work-life Balance	346	3.8763	0.74892
Job Stress	346	3.5254	0.84763
Working Environment	346	3.9347	0.66604

Source: Developed from SPSS software

The presented table indicates that job performance has the greatest average value of 4.0809 among the IVs, with a corresponding standard deviation of 0.64420. The working environment is ranked as the second-greatest IV, with an average score of 3.9347 and a standard deviation of 0.66604. Work-life balance is the third greatest with an average mean of 3.8763 and a standard deviation of 0.74892. Apart from that, job stress has the lowest average value of 3.5254 among the IVs, with a corresponding standard deviation of 0.8476.

4.2 Scale measurement (Reliability Test)

SPSS was applied in this part to create the reliability test of dependent and independent variables. 346 respondents are involved in this test. The table below shows the results of the reliability test.

No.	Variable	Cronbach Alpha	Number of Items	Reliability
1	Job Performance	0.839	5	High
2	Work-life Balance	0.838	5	High
3	Job Stress	0.811	5	High
4	Working Environment	0.818	5	High

Table 4.2.1: Developed from SPSS software

The presented table displays the results of the reliability assessment conducted on each variable, revealing that all variables scored between 0.80 and 0.90. The factor of job performance obtained the highest Cronbach Alpha value of 0.839, which is within the range of 0.80 and 0.90, showing a high level of reliability. Similarly, the work-life balance factor ranked second with a Cronbach Alpha value of 0.838, which is also considered strongly reliable as it falls within the same range. The working environment variable is the third highest with a Cronbach Alpha value of 0.818, which is also classified as highly reliable. Finally, the last variable with a Cronbach Alpha value of 0.811 is also regarded as highly reliable as it falls within the range of 0.80 to 0.90.

4.3 Inferential Analysis

4.3.1 Pearson Correlation Coefficient Analysis

Pearson correlation is an analysis that measures the validity and direction of two random factors (Zhou et al., 2016). The correlation coefficient value can scale from -1 to +1 or from 0 to +1. In the analysis, if the -value showed

0, which explains that there is no correlation between the two random variables, If the Pearson correlation coefficient value is +1, it shows that there is a strong positive correlation between the two variables, while if the value displayed is -1, this represents that there is a perfect negative correlation between the factors (Baak et al., 2020). The below table shows the range of coefficients.

Table 4.3.1: Ranges of Correlation Coefficient

Correlation Coefficient (r)	Description
0.0 to ± 0.2	Very weak correlation
±0.2 to ±0.4	Weak correlation
±0.4 to ±0.6	Moderate correlation
±0.6 to ±0.8	Strong correlation
±0.8 to ±1.0	Very strong correlation
±1.0	Perfect correlation

Source: Wayne (2021)

4.3.1.1 Work-life balance and Job Performance (SPSS)

Table 4.3.2 Correlation between Work-life Balance and Job Performance

Correlations		Job Performance	Work-life Balance
Job Performance	Pearson Correlation	1	.638**
	Sig. (2-tailed)		<.001
	N	346	346
Work-life Balance	Pearson Correlation	.638**	1
	Sig. (2-tailed)	<.001	
	N	346	346
**. Correlation is significant at the 0.01 level (2-tailed).			

H1$_0$: Work-life balance has no significant correlation with job performance of academic staff in private universities in Malaysia.

H1$_1$: Work-life balance has a significant correlation with job performance of academic staff in private universities in Malaysia.

According to the results, there exists a positive correlation between job performance and work-life balance, as evidenced by the positive value of the correlation coefficient. Specifically, job performance and work-life balance have a correlation coefficient of 0.638. This value falls between 0.6 and 0.8, indicating a strong correlation between the two factors. Furthermore, the correlation is deemed significant because the p-value of 0.001 is lower than the alpha value of 0.05. As a result, we can reject the null hypothesis H1$_0$.

4.3.1.2 Job stress and Job Performance

Table 4.3.3: Correlation between Job Stress and Job Performance

Correlations		Job Performance	Job Stress
Job Performance	Pearson Correlation	1	-.307[**]
	Sig. (2-tailed)		<.001
	N	346	346
Job Stress	Pearson Correlation	-.307[**]	1
	Sig. (2-tailed)	<.001	
	N	346	346
**. Correlation is significant at the 0.01 level (2-tailed).			

H2$_0$: Job stress has no significant correlation with job performance of academic staff in private universities in Malaysia.

H2$_1$: Job stress has a significant correlation with job performance of academic staff in private universities in Malaysia.

Based on the table above, there is a negative correlation between job performance and job stress, as the correlation coefficient value is -0.307. Since the correlation value of -0.307 falls between 0.2 and 0.4, it is considered a weak correlation. However, the p value between job performance and job stress showed as 0.001, which is less than the alpha value of 0.005, thus it has been considered that the correlation between job performance and job stress is crucial. As a result, H2$_0$ is rejected.

4.3.1.3 Working environment and Job Performance

**Table 4.3.4: Correlation between Working Environment and Job
Performance**

Correlations		Job Performance	Working Environment
Job Performance	Pearson Correlation	1	.620[**]
	Sig. (2-tailed)		<.001
	N	346	346
Working Environment	Pearson Correlation	.620[**]	1
	Sig. (2-tailed)	<.001	
	N	346	346
**. Correlation is significant at the 0.01 level (2-tailed).			

**H3$_0$: Working environment has no significant correlation with
the job performance of academic staff in private universities in
Malaysia.**

**H3$_1$: Working environment has a significant correlation with the
job performance of academic staff in private universities in
Malaysia.**

Based on the provided table, there exists a positive correlation between job
performance and the working environment, as indicated by the positive
correlation coefficient. Specifically, the job performance variable has a
correlation coefficient of 0.620 with the working environment factor. Since
this correlation coefficient value falls between 0.6 and 0.8, it implies a
strong correlation between the two variables. Moreover, the correlation is
considered significant due to the p-value of 0.001, which is smaller than the
alpha value of 0.05. Consequently, hypothesis H3$_0$ can be rejected.

4.3.2 Multiple Linear Regression Analysis

Table 4.3.5 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.699[a]	.489	.484	.46264

Based on the table above, the R values refer to the correlation coefficient between IVs and DV. The correlation coefficient (R value) between DV and IV is 0.699. This shows a strong positive correlation between IV, which is work-life balance, job stress, and working environment, and DV, which is job performance.

Besides, R square refers to an indication of IV's percentage that contributes to the variation in DV. The table above showed that the R squared had a percentage of 48.9%, which shows that the IV can explain 48.9% of variation in dependent variables. Therefore, there are still 51.1%, which is from 100% to 48.9%, of other additional variables that could explain job performance that were not involved in our research.

Table 4.3.6: Anova

ANOVA[a]						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	69.973	3	23.324	108.974	<.001[b]
	Residual	73.201	342	.214		
	Total	143.174	345			
a. Dependent Variable: Job Performance						
b. Predictors: (Constant), Working Environment, Job Stress, Work-life Balance						

The overall p value is crucial as the value of 0.001 is lower than the alpha value of 0.05. The F-statistic is crucial, and the framework is a good characteristic of the correlation between the DV, which is job performance, and the predictor variables, which are work-life balance, job stress, and working environment. Therefore, the IVs are significantly explaining the difference in DV. As a result, the different thesis is verified.

Table 4.3.7: Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	1.701	.208		8.186	<.001
	Work-life Balance	.345	.044	.401	7.871	<.001
	Job Stress	-.097	.041	-.098	-2.390	.017
	Working Environment	.316	.050	.327	6.263	<.001
a. Dependent Variable: Job Performance						

Y= a + b1(X1) + b2(X2) + b3(X3)

Y= Job Performance

a = constant

X1= Work-life Balance

X2= Job Stress

X3= Working Environment

Job Performance = 1.117 + 0.345 (Work-life balance) + 0.097 (Job Stress) + 0.316 (Working Environment)

According to the data presented in table 4.3.7, most of the p-values are below the alpha value of 0.05. Specifically, the p-value for the first independent variable, work-life balance, is less than 0.001, indicating its significance in measuring job performance. Similarly, the table shows that job stress is also important in measuring job performance, as its p-value of 0.017 is smaller than the alpha value of 0.05. Lastly, the p-value for the working environment is less than 0.001, indicating its crucial role in measuring job performance.

Highest contribution

Among the IVs, work-life balance has the greatest standardised coefficient, which is 0.401, indicating that it has the strongest impact on the dependent variable, job performance, compared to other predictor factors like job stress and working environment. This suggests that work-life balance makes the most significant and unique engagement to explaining the disparity in job performance when the effects of other predictors are controlled for.

Second Contribution

Furthermore, the working environment is the second most crucial IV that affects the variation of the dependent variable, which is job performance, with a standardised coefficient (Beta) value of 0.327 in comparison to the other IVs such as work-life balance and job stress. Therefore, the working environment makes the second most significant engagement to discussing the disparity in the DV, job performance, when the effects of other predictor factors in the framework are held constant.

Lowest Contribution

Finally, job stress is the least significant independent variable in explaining the variation of the DV, job performance, with a standardised coefficient beta value of -0.098 when compared to the other independent variables, work-life balance, and working environment. Consequently, job stress has the least impact on explaining the differences in the dependent variable, job performance, when controlling for the variance explained by all other predictor variables in the model.

4.4 Conclusion

In short, this chapter has covered the questionnaire's distribution, collection, analysis, and interpretation. To demonstrate the validity of the questionnaire, the standard deviation and mean score of the data were also presented, along with scale measurements. Besides, the correlation between the DV and IVs has been computed using PCC and MLR. To acquire a deeper understanding of the results, the additional discussions and summaries will be explained in the next chapter.

CHAPTER 5: DISCUSSION, CONCLUSION, AND IMPLICATIONS

5.0 Introduction

An outline of the outcome analysis will be provided, which will include both descriptive and inferential data collected from the field survey. The major conclusions based on the outcomes of our data analysis will then be further discussed. We will study the implications of our study for management and the research's limitations as well. Finally, we will provide suggestions for future research based on the findings of the study as a whole and thoroughly wrap up the research project.

5.1 Summary of Statistical Analysis

5.1.1 Descriptive Analysis

Table 5.1.1: Summary of Descriptive Analysis

Variables	Frequency	Percentage (%)
Gender		
Male	162	46.8
Female	184	53.2
Age		
Below 24 years old	1	0.3
25-34 years old	80	23.1
35-44 years old	168	48.6

45-54 years old	77	22.3
Above 55 years old	20	5.8
Marital status		
Single	148	42.8
Married	196	56.6
Others	2	0.6
Race		
Chinese	257	74.3
Indian	10	2.9
Malay	79	22.8
Educational level		
Bachelor's Degree	3	0.9
Master's Degree	227	65.6
Doctor of Philosophy (PhD)	116	33.5
Job Position		
Lecturer	140	40.5
Senior Lecturer	61	17.6
Assistant Professor	95	27.5
Associate Professor	17	4.9
Professor	33	9.5
Job Status		
Contract	50	14.5
Permanent/ Full time	296	85.5
Length of working in current job		
Below 5 years	24	6.9
5 to 10 years	137	39.6
11 to 15 years	137	39.6
Above 15 years	48	13.9

Table 5.1.1 showed the demographics of our participants: there are 46.8% of men and 53.2% of women among the 346 participants. Nearly all the participants are between 35 and 44 years old, with a percentage of 48.6%, and the second highest will be between 25 and 34 years old, with a percentage of 23.1%. The following are between 45 and 54 years old, with a percentage of 22.3%. The fourth is below 24 years old with 9.8%, and the least is the age above 55 years old with a percentage of 5.8%. Furthermore, 56.6% of respondents are married, 42.8% of them are single, and only 0.6% of the respondents choose others. In addition, 74.3% of respondents are Chinese, as most of our respondents are from Xiamen University Malaysia and Taylor University Malaysia. The population of Chinese academic staff at Xiamen University Malaysia was 112 out of around 200. Besides, the population of Chinese academic staff at Taylor University Malaysia is 203 out of around 450 (Xiamen University, 2023; Taylor's University, 2023). The reason that most of our respondents are Chinese is that we distributed the questionnaire to them first. Therefore, it has led to the highest number of race-specific respondents in our results. However, 22.8% of them are Malay, and only 2.9% of them are Indian.

Moreover, nearly all the participants are educated, with a master 's degree percentage of 65.6%, followed by the level of a Doctor of Philosophy, which is 33.5%. The lowest level at which the respondent has been educated is a bachelor's degree, and only 0.9% of them are involved. Other than that, among the 346 respondents, 40.5% are lecturers. The assistant professor and senior lecturer have a percentage of 27.5% and 17.6%, respectively. The following will be the professor, which is 9.5%, and the least position is the associate processor with a percentage of 4.9%. Besides, only 14.5% of the respondents are hired under contract, while 85.5% of the respondents are permanent staff. Lastly, the number of respondents who are working within the age range of 5 to 10 years and 11 to 15 years is the same, which is 39.6%. The following is above 15 years, which has a percentage of 13.9%, and the least is below 5 years, which is 6.9%.

5.1.2 Scale Measurement

Table 5.1.2: Summary of Reliability Test Result

No.	Variable	Cronbach Alpha	Number of Items	Reliability
1	Job Performance	0.839	5	High
2	Work-life Balance	0.838	5	High
3	Job Stress	0.811	5	High
4	Working Environment	0.818	5	High

In the research, the independent variables, which are work-life balance, job performance, and working environment, and the DV, which is job performance, are tested by the reliability analysis. Based on the outcome generated, all the IVs are highly reliable, with values that fall between the ranges of 0.80 and 0.90.

5.1.3 Inferential Analysis

5.1.3.1 Pearson Correlation Coefficient

Table 5.1.3: Summary of Pearson Correlation Coefficient Result

		Cronbach's Alpha
Work-life Balance	Pearson Correlation	0.638
	Sig. (2-tailed)	<0.001
	N	346
Job Stress	Pearson Correlation	-0.307
	Sig. (2-tailed)	<0.001
	N	346
Working Environment	Pearson Correlation	0.620
	Sig. (2-tailed)	<0.001
	N	346

The table above showed that the IVs, which are work-life balance and working environment, have a positive correlation with DV job performance since the Pearson Correlation value is shown as positive. On the contrary, the independent variable, which is job stress, has a negative correlation with the dependent variable, job performance. Moreover, it also demonstrated that there is a significant correlation between job performance and all the IVs, which are work-life balance, job stress, and working environment. All the IVs with a significant value of 0.001 are related to the DV, which is job performance, as the p-value of 0.001 is less than the alpha value of 0.05.

5.1.3.2 Multiple Regression Analysis

Table 5.1.4: Summary of Multiple Regression Analysis Result

Variable	Standardized Coefficients	Sig.	R-Square
Constant	1.117	<0.001	0.489
Work-life Balance	0.401	<0.001	0.489
Job Stress	-0.098	0.017	0.489
Working Environment	0.327	<0.001	0.489

The above table reveals that the combination of all IVs can explain 48.9% of the disparity in the job performance of academic staff at a public university in Malaysia, as measured by the R-Square value of 0.489. Work-life balance is the most crucial IV, followed by working environment, with a standardized coefficient value of 0.327, and finally, job stress, which has the least impact on the DV, job performance, with a value of -0.098. Furthermore, all independent variables, except job stress, are statistically significant in measuring job performance, as indicated by their p-values being lower than the alpha value of 0.05.

5.2 Discussions of Major Findings

Table 5.2: Summary of findings

Hypothesis	Results	Decisions
H1: Work-life balance has a significant correlation with job performance of academic staff in private universities in Malaysia.	r = 0.638 p = <0.001 (p <0.05)	Supported
H2: Job stress has a significant correlation with job performance of academic staff in private universities in Malaysia.	r =-0.307 p = 0.017 (p <0.05)	Supported
H3: Working environment has a significant correlation with the job performance of academic staff in private universities in Malaysia.	r = 0.620 p = <0.001 (p <0.05)	Supported

5.2.1 Hypothesis 1: Work-life balance has a significant correlation with job performance of academic staff in private universities in Malaysia.

Based on table 5.2, the independent variable work-life balance, with a p-value of 0.001 that is lower than the alpha value of 0.05, has proven that work-life balance has a significant correlation with job performance. The statement has been supported by Abdirahman (2018), who states that the standard of work-life balance for academic staff will influence the degree of their performance. In addition, the efficiency and effectiveness of employee job performance will also be affected by the work-life balance, as employees who can strike a balance between their work and personal time will make high contributions to their organisation (Johari et al., 2018). The studies from Ademola et al. (2021) also proved that better work-life balance will

improve employee's performance when they can balance their work life, daily life, social life, and other individual time, which will effectively boost their efficiency at work.

5.2.2 Hypothesis 2: Job stress has a significant correlation with job performance of academic staff in private universities in Malaysia.

Based on Table 5.2, the independent variable job stress has a p-value of -0.017, which is lower than the alpha value of 0.05 and has a crucial impact on job performance. This result is proved in the research by Tehreem and Parveen (2023), who found that job stress significantly and negatively affects the job performance of employees. Ehsan and Ali (2019) state that when job stress increases, it will lead to a decrease in employee performance as it has created negative emotions and dissatisfaction with their job. Iskamto (2021) also stated that greater stress at work will lead to a decline in the performance of employees, which has interfered with their ability to make proper decisions, made them feel sick, and made them refuse to work. The hypothesis statement, also supported by Oketunbi and Oshinyadi (2019), states that stress is the main obstacle to academic staff performing well; the most affected by stress is workload, as they work over their limit and cause burnout at the end, reducing their efficiency and leading to health problems.

5.2.3 Hypothesis 3: Working environment has a significant correlation with the job performance of academic staff in private universities in Malaysia.

Based on Table 5.2, the independent variable working environment has a p-value of 0.001, which is smaller than the alpha value of 0.05. Therefore, it has been considered that there is a crucial correlation between the working environment and job performance. The studies of Jayaweera (2015) have

supported the idea that an organisation with a well-furnished environment, whether physical or psychosocial, will be able to improve the performance of its employees. It has shown the positive impact of the working environment on job performance. Moreover, the finding from Disurya et al. (2022) also proved that a better working environment will impact the abilities of academic staff. If a workplace lacks the equipment or resources, it will affect the academic staff's ability to perform the duties that have been assigned. This demonstrates how having a positive work environment will boost employees' motivation and productivity. Workplace settings that adhere to standards for lighting, airflow, safety, comfort, and harmonious social interaction will boost employee productivity. If working circumstances are comfortable, employees will perform better and finish the tasks given to them (Putra et al., 2020).

5.3 The Implication of the study

5.3.1 Theoretical implication

Through this study, we have social exchange theory. As the result of the study, this theory is beneficial to work-life balance, job stress, and the working environment.

Through social exchange theory, academic staff have higher levels of work-life balance and do not struggle between their work and social obligations. Work-life balance is the balance between work and personal time that is managed by the employee. Academic staff can perform their tasks better when they have a balance between their work and personal time. Next, social exchange theory can also help academic staff reduce job stress. Job stress is the workload of employees. When the workload is at an appropriate level, academic staff can perform well to complete their tasks. Lastly, a higher level of working environment can make it easier for academic staff

to access resources to support their work and reduce negative effects like stress in challenging circumstances. Personal resources are more significant in the workplace because they assist employees in enhancing their personal development and reduce danger in the workplace.

Compared to the previous study, the social exchange theories are beneficial for our study in that they help improve the academic staff's job performance through work-life balance, job stress, and the working environment.

5.3.2 Practical implication

In this research, we have concluded that work-life balance, job stress, and the working environment play an important role for the academic staff who work at private universities. It means our findings are beneficial for the related parties that are employed in the educational industry. The study provides insights for the university management in terms of improving the working conditions and environment of academic staff, which can positively impact their job performance. This can result in better academic outcomes, increased productivity, and higher job satisfaction among academic staff.

In this study, work-life balance had a notable impact on academic staff job performance. To improve work-life balance and attain high job performance, academic staff can implement strategies that support work-life balance, such as adjustable job arrangements, time management training, and wellness programmes (Adnan Bataineh, 2019). However, it might not practically solve the problem. Employees also need to have self-implementation strategies that are practical to achieve work-life balance. For example, academic staff can prioritise tasks. It is a very useful way to complete daily tasks. They can make a list of tasks and prioritise them based on their importance and urgency. This can help to focus on the most critical tasks and reduce the feeling of being overwhelmed (Zafarullah & Pertti, 2017).

In addition, the result of this study reveals that job stress has a notable impact on academic staff job performance. For an improvement in job stress, universities can provide support and resources to help staff handle stress, such as counselling services, stress management training, and workload management. By reducing stress levels, academic staff are likely to perform better, be more productive, and have fewer absenteeism rates (Hoboubi et al., 2017).

Furthermore, the study highlights the significance of a positive working environment for job performance. To improve the working environment, universities can invest in creating a conducive working environment for academic staff, which includes ergonomic workspaces, comfortable temperatures, adequate lighting, and good ventilation. A good working environment can help to reduce distractions, promote productivity, and improve overall job satisfaction among academic staff (Raziq & Maulabakhsh, 2015).

In conclusion, the study's findings can benefit private universities, academic staff, and students. Employers can use the research to implement strategies and initiatives that promote job performance, while academic staff can benefit from improved work-life balance, reduced stress, and a positive working environment, which can lead to better performance in teaching, research, and service. Students, on the other hand, can benefit from having high-performing academic staff who are passionate about their work and provide quality education.

5.4 Limitation of the study

5.4.1 Difficulty of ensuring responder's rate

The data was collected using an online data-collection approach, which is Google Forms; therefore, only people with internet connections and devices were entitled to participate. Due to the issue of internet connection, uncertainties about the responsiveness of the study's sample may arise. Second, it is likely that self-reported data were subjected to social desirability bias. Consequently, cyber-attacks are getting worse in recent years, awareness of the prevention of cyber-attacks is gradually increasing, and individuals may have displayed unreasonable anxiety about following others (Goutam, 2015). In addition, since the responder has insufficient time to undertake the extra effort, he or she may be losing focus in answering the questions, and the non-response bias may occur.

5.4.2 R-Square result

The limitation of the current study on R square is that it concerns only 48.9% of the variation in job performance among the independent variables examined. This means that there are other important variables not included in the study that could describe the remaining 51.1% of the variance in job performance. Hence, the results of this research should be explained with caution, and further research should be done to account for unexplored variables and gain a more complete perception of job performance. The generalizability of the study may also be limited to the specific population and context in the survey, as other populations or contexts may have different sets of variables that affect job performance.

5.4.3 Limitation of convenience sampling

For the questionnaire of our study, we have used convenience sampling for
the questionnaire design, which means that the questionnaire only consists
of objective questions. As convenience sampling enables respondents to
have a high level of self-selection, outliers will have a significant impact on
this type of topic. Outliers are meant to be people who are not chosen to be
part of the target population for the research. Due to that, there are risks of
getting poor results and poor research outcomes (Etikan et al., 2016).

5.5 Recommendation for future study

Although there are some challenges that have been discovered, none of the
challenges have affected the research's reliability. As a result, we have developed
some solutions for future study.

Firstly, although the limitation of the response rate did not affect the data-collection
process of our research, we have developed some recommendations for future
researchers who want to conduct similar studies. We recommend using responsive
design during the structure of the design phase. During the design stage of the data
gathering stage, the same sampling frame, method of data gathering, sample design,
acquisition protocols, and measurement settings are utilised. In addition, the other
strategy is to attempt to personalise data collection from the beginning, based on
the structure or other data accessible about the sample population, and to delegate
different subgroups to different areas of the sampling location. This could ensure
the response rate is higher (Tourangeau et al., 2017). In addition, the cyber security
of using Google Forms can ensure that the personal data of respondents is protected.
The use of AI-based security systems is the best way to prevent cyberattacks such
as phishing. This system is used to avoid cyber-attacks because it has a faster

response time to detect the attacks, it upgrades over time, and it knows the attack order and what strategies to avoid the cyber-attacks (Ansari et al., 2022).

The next limitation is the low R squared value. Future researchers are suggested to include more factors that can affect job performance, such as job autonomy (Johari et al., 2018), when analysing the job performance of private university academic staff in Malaysia. Johari et al. (2018) proposed that job autonomy has a positive and significant correlation to job performance, whereas for workload, the study shows that it is not significant to job stress. Besides, future researchers can also conduct the research more specifically to obtain better results for the study. For example, researchers can conduct research using the different types of stress, such as chronic stress and acute stress, so that they can have a better understanding of how job stress affects job performance (Daniel, 2019).

To decrease the risk of getting poor results from convenience sampling, probability sampling should be used along with convenience sampling to ensure the respondents are related to the research. Instead of using only convenience sampling from non-probability sampling, random sampling should also be used so that researchers can obtain a more accurate result from a large population. According to Berndt (2020), random sampling is defined as every person having a chance of being chosen to answer the questionnaire distributed by researchers. Applying random sampling to support convenience sampling can help researchers get results with higher accuracy.

5.6 Conclusion

Lastly, researchers have put effort into investigating whether IVs such as work-life balance, job stress, and working environment have significant impacts on the job performance of academic staff in private universities in Malaysia. The overall outcome that we have obtained is moderately positive in that the IVs in this study, which are work-life balance, job stress, and working environment, will affect the DV, which is job performance.

It is important for private universities to develop strategies to deal with the independent variables, as these variables are the elements that result in the high job performance of academic staff. In addition, the findings of this study show that work-life balance positively affects job performance, which means that academic staff can generate better job performance when work-life balance is achieved. Lastly, this research has also demonstrated the limitations and the recommendations for future research.

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Appendices

Appendix 1: Permission to conduct survey

UNIVERSITI TUNKU ABDUL RAHMAN DU012(A)

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Faculty of Business and Finance
Jalan Universiti, Bandar Barat, 31900 Kampar, Perak
Phone: 05-468-8888
https://fbf.utar.edu.my/

22nd March 2023

To Whom It May Concern

Dear Sir/Madam,

Permission to Conduct Survey

This is to confirm that the following students are currently pursuing their Bachelor of Business Administration (Honours) program at the Faculty of Business and Finance, Universiti Tunku Abdul Rahman (UTAR) Perak Campus.

I would be most grateful if you could assist them by allowing them to conduct their research at your institution. All information collected will be kept confidential and used only for academic purposes.

The students are as follows:

Name of Student	Student ID
Fong Yin Ling	19ABB01538
Loh Chuan Kit	19ABB01368
Loh Zheng Yu	19ABB03514
Tan Jia Le	19ABB02899

If you need further verification, please do not hesitate to contact me.

Thank you.

Yours sincerely,

……………………………….
Dr Siti Fazilah Binti Abdul Shukor
Head of Department
Faculty of Business and Finance
Email: sitifazilah@utar.edu.my

Administrative Address: Jalan Sg. Long, Bandar Sg. Long, Cheras, 43000 Kajang, Selangor D.E.
Tel: (603) 9086 0288 **Homepage: https://utar.edu.my/**

Appendix 2: Questionnaire

UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF BUSINESS AND FINANCE

BACHELOR OF BUSINESS ADMINISTRATION (HONS)

FINAL YEAR PROJECT

QUESTIONAIRE SURVEY

TOPIC: Factors affecting job performance of academic staff in private universities in Malaysia.

Dear respondents,

We are the undergraduate students of Bachelor Business Administration (HONS) from Faculty of Business and Finance at Universiti Tunku Abdul Rahman (UTAR). This study aims to examine the factors affecting the job performance of academic staff of private universities in Malaysia. Your cooperation in answering those questions is greatly appreciated in helping our research.

There are **FIVE (5)** sections in this questionnaire. Section A is on demographics. Section B, C, D and E cover all the variables in this study. Please read the instructions carefully before answering the questions. Please answer ALL questions in ALL sections. Completion of this questionnaire will take you approximately 5 to 10 minutes.

Your participation in this study is entirely voluntary. There will be no disadvantage if you decide not to complete the attached anonymous questionnaire. You can withdraw at any time without any penalty. You can refuse to answer any question at any time if you feel uncomfortable.

The information collected from you will be kept strictly private and confidential. All responses and findings will be used solely for academic purpose. Your assistance in completing this questionnaire is very much appreciated. Thank you for your participation.

If you decide to complete this attached anonymous questionnaire, this will be taken as you voluntarily agree and formal consent to participate in this study. Thank you very much for your cooperation and willingness to participate in this study. If you have any question regarding the questionnaires, you may contact

any of us:

Name	Student ID	Contact Number
Fong Yin Ling	19ABB01538	019-471 4863
Loh Chuan Kit	19ABB01368	012-555 6625
Loh Zheng Yu	19ABB03514	013-597 5676
Tan Jia Le	19ABB02899	012-448 6569

PERSONAL DATA PROTECTION STATEMENT

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Notice:

1. The purposes for which your personal data may be used are inclusive but not limited to: -
   - For assessment of any application to UTAR
   - For processing any benefits and services
   - For communication purposes
   - For advertorial and news
   - For general administration and record purposes
   - For enhancing the value of education
   - For educational and related purposes consequential to UTAR
   - For the purpose of our corporate governance
   - For consideration as a guarantor for UTAR staff/ student applying for his/her scholarship/ study loan

2. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

3. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

4. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

<u>Consent:</u>

1. By submitting this form you hereby authorise and consent to us processing (including disclosing) your personal data and any updates of your information, for the purposes and/or for any other purposes related to the purpose.

2. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.

3. You may access and update your personal data by writing to us at kitloh57@1utar.my.

………………………

Name: Loh Chuan Kit

Date: 22 August 2022

1. **Email**

2. **Acknowledgment of Notice**

☐ I have been notified by you and that I hereby understood, consented, and agreed per UTAR above notice.

☐ I disagree, my personal data will not be processed.

Section A: Demographic Information

This section intends to get information on the respondents'
demographic background.

Please place a tick (✓) for each of the following.

1. Gender:

    ☐ Male

    ☐ Female

2. Age:

    ☐ Below 24 years old

    ☐ 25 to 34 years old

    ☐ 35 to 44 years old

    ☐ 45 to 54 years old

    ☐ 55 years old and above

3. Marital status:

    ☐ Single

    ☐ Married

    ☐ Other: _____

4. Race:

    ☐ Malay

    ☐ Chinese

    ☐ Indian

    ☐ Other: _____

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5. Education level:

    ☐ Diploma

    ☐ Bachelor Degree

    ☐ Master Degree

    ☐ Doctor of Philosophy (PhD)

6. Position:

    ☐ Lecturer

    ☐ Senior Lecturer

    ☐ Assistant Professor

    ☐ Associate Professor

    ☐ Professor

7. Job Status:

    ☐ Permanent/Full time

    ☐ Contract

8. Length of working in current job:

    ☐ Below 5 years

    ☐ 5 to 10 years

    ☐ 11 to 15 years

    ☐ Above 15 years

Section B: Job Performance

Please circle the most appropriate option that best indicate your agreement level about the following statements.

Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

No. Questions	SD	D	N	A	SA
1. I kept in mind the work result I needed to achieve.	1	2	3	4	5
2. I worked on keeping my job-related knowledge up to date.	1	2	3	4	5
3. I managed to plan my work so that I finished it on time.	1	2	3	4	5
4. I actively participated in meetings and/or consultations.	1	2	3	4	5
5. I was able to cope well with uncertain and unpredictable situations at work.	1	2	3	4	5

Section C: Work-life balance

Please circle the most appropriate option that best indicate your agreement level about the following statements.

Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

No. Questions	SD	D	N	A	SA
6. I can easily balance my work and leisure.	1	2	3	4	5
7. My personal life has improved my mood at work.	1	2	3	4	5
8. My personal life gives me enthusiasm for my work.	1	2	3	4	5
9. I have enough time to spend with my family as I pursue my career.	1	2	3	4	5

10. I never get complaints from my family that I do not spend enough time with them.	1	2	3	4	5

Section D: Job Stress

Please circle the most appropriate option that best indicate your agreement level about the following statements.

Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

No. Questions	SD	D	N	A	SA
11. I often feel tension while I am working (due to job stressors).	1	2	3	4	5
12. I feel very exhausted when I come back from my office.	1	2	3	4	5
13. It is sometimes difficult for me to sleep at night due to stress of workload on job.	1	2	3	4	5
14. My job loading (workload or tasks assigned) is too heavy.	1	2	3	4	5
15. Sometimes I feel depressed (due to stress at work).	1	2	3	4	5

Section E: Working Environment

Please circle the most appropriate option that best indicate your agreement level about the following statements.

Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

No. Questions	SD	D	N	A	SA
16. The facilities provided for me to do my job is adequate.	1	2	3	4	5
17. My working environment is friendly.	1	2	3	4	5
18. My performance is relying on the physical condition of the workplace (noise, temperature and light).	1	2	3	4	5
19. My supervisor included me in the decision-making process.	1	2	3	4	5
20. My supervisor rewards me when my job is well done.	1	2	3	4	5

Appendix 3: Descriptive Analysis

Demographic Profile: Gender

Statistics		
Gender		
N	Valid	346
	Missing	0

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	184	53.2	53.2	53.2
	Male	162	46.8	46.8	100.0
	Total	346	100.0	100.0	
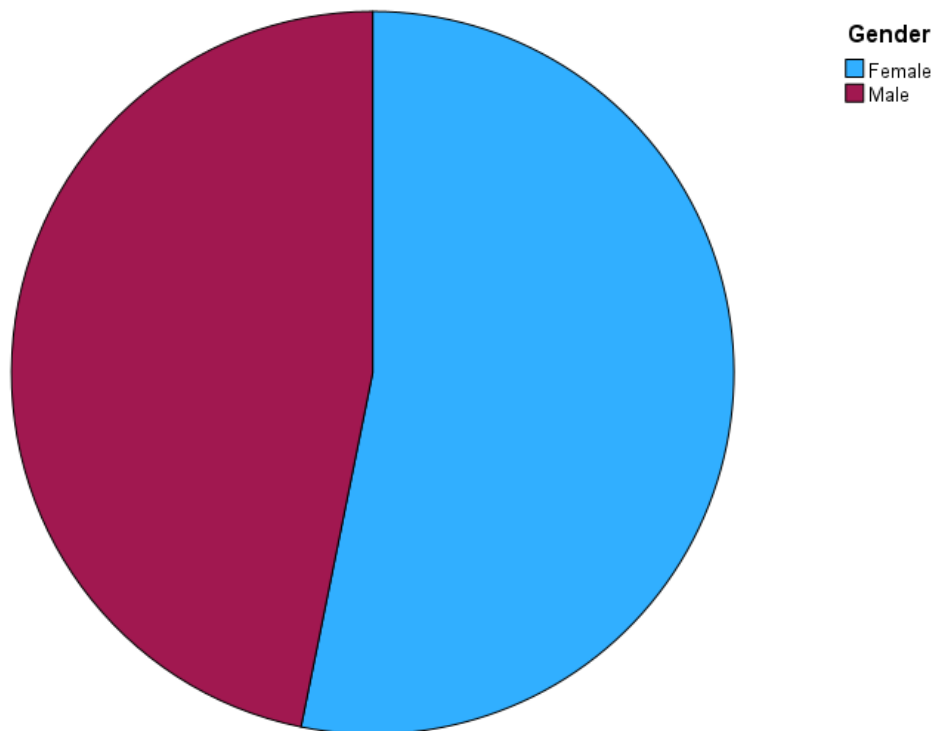
Demographic Profile: Age

Statistics		
Age		
N	Valid	346
	Missing	0

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-34 years old	80	23.1	23.1	23.1
	35-44 years old	168	48.6	48.6	71.7
	45-54 years old	77	22.3	22.3	93.9
	Above 55 years old	20	5.8	5.8	99.7
	Below 24 years old	1	.3	.3	100.0
	Total	346	100.0	100.0	
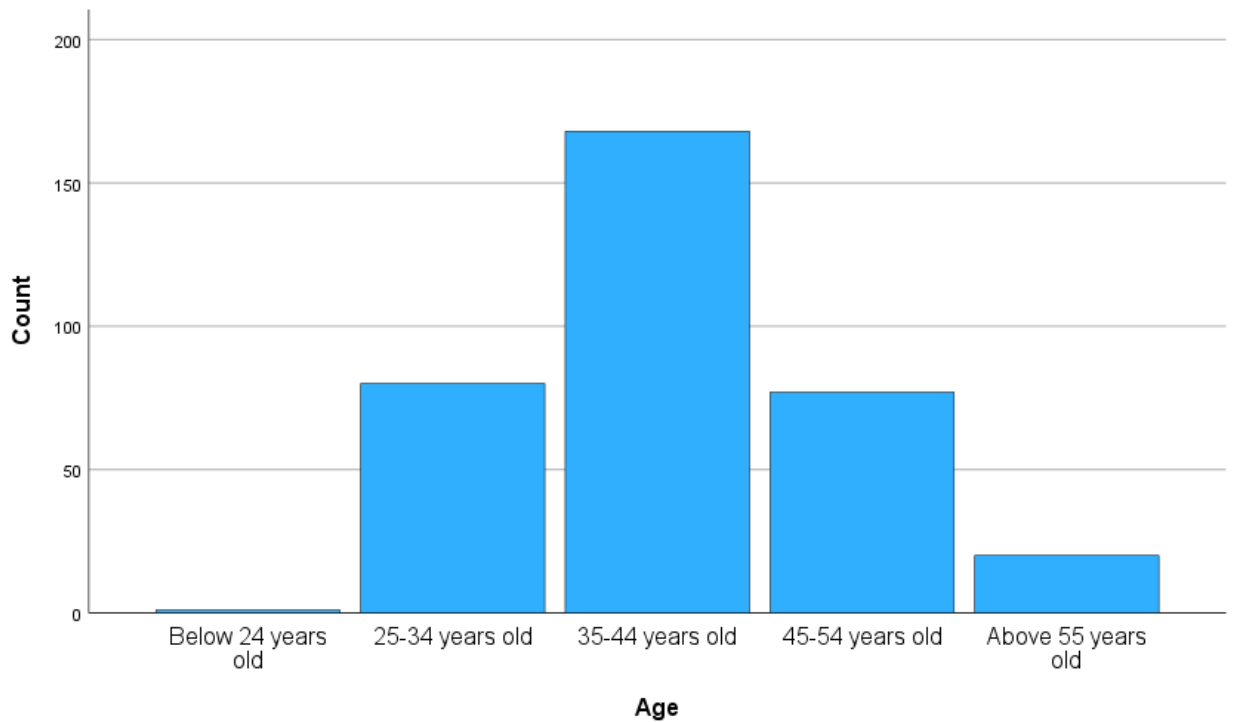
Demographic Profile: Marital status

Statistics		
Marital status		
N	Valid	346
	Missing	0

Marital status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	196	56.6	56.6	56.6
	Others	2	.6	.6	57.2
	Single	148	42.8	42.8	100.0
	Total	346	100.0	100.0	
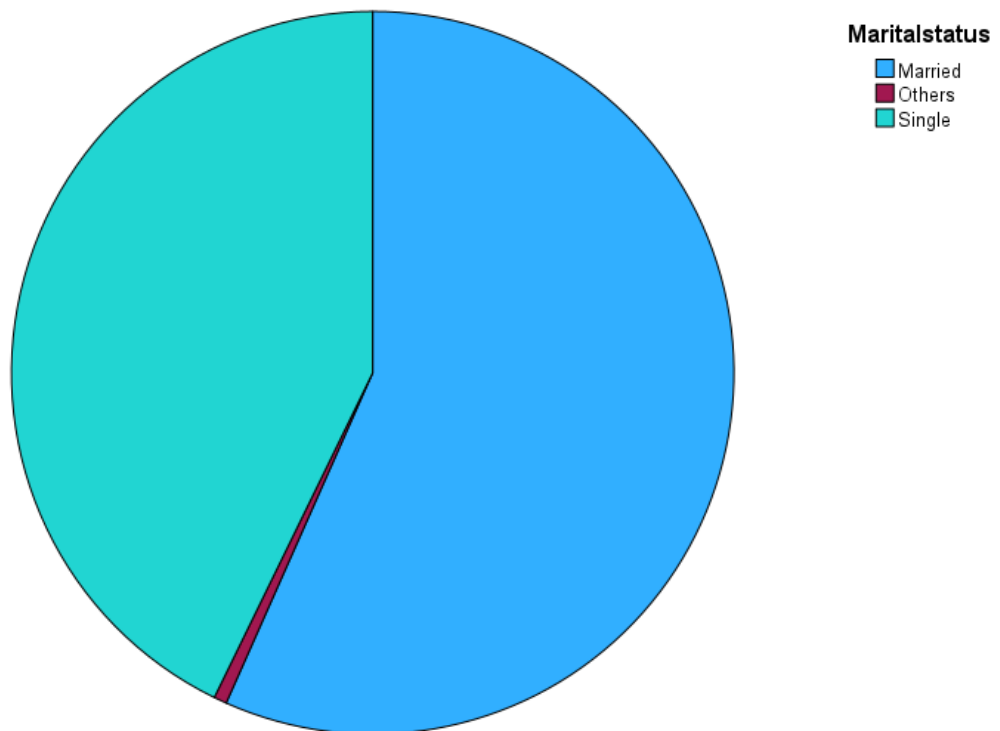
Demographic Profile: Race

Statistics		
Race		
N	Valid	346
	Missing	0

Race				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese	257	74.3	74.3	74.3
	Indian	10	2.9	2.9	77.2
	Malay	79	22.8	22.8	100.0
	Total	346	100.0	100.0	
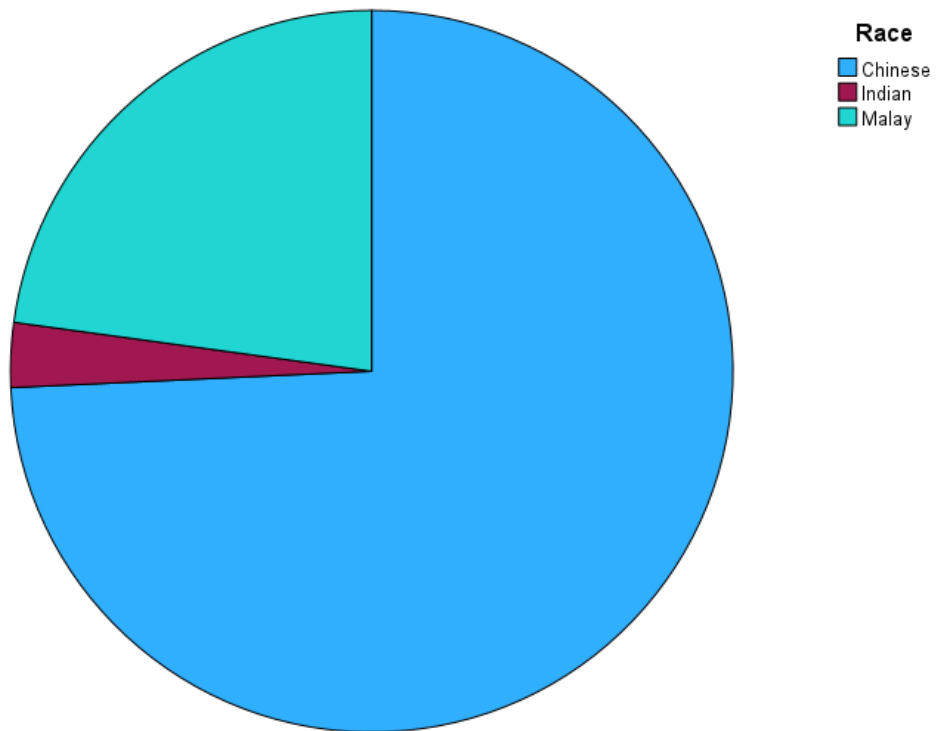
Demographic Profile: Educational Level

Statistics		
Educational Level		
N	Valid	346
	Missing	0

Educational Level				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor Degree	3	.9	.9	.9
	Doctor of Philosophy (PhD)	116	33.5	33.5	34.4
	Master Degree	227	65.6	65.6	100.0
	Total	346	100.0	100.0	
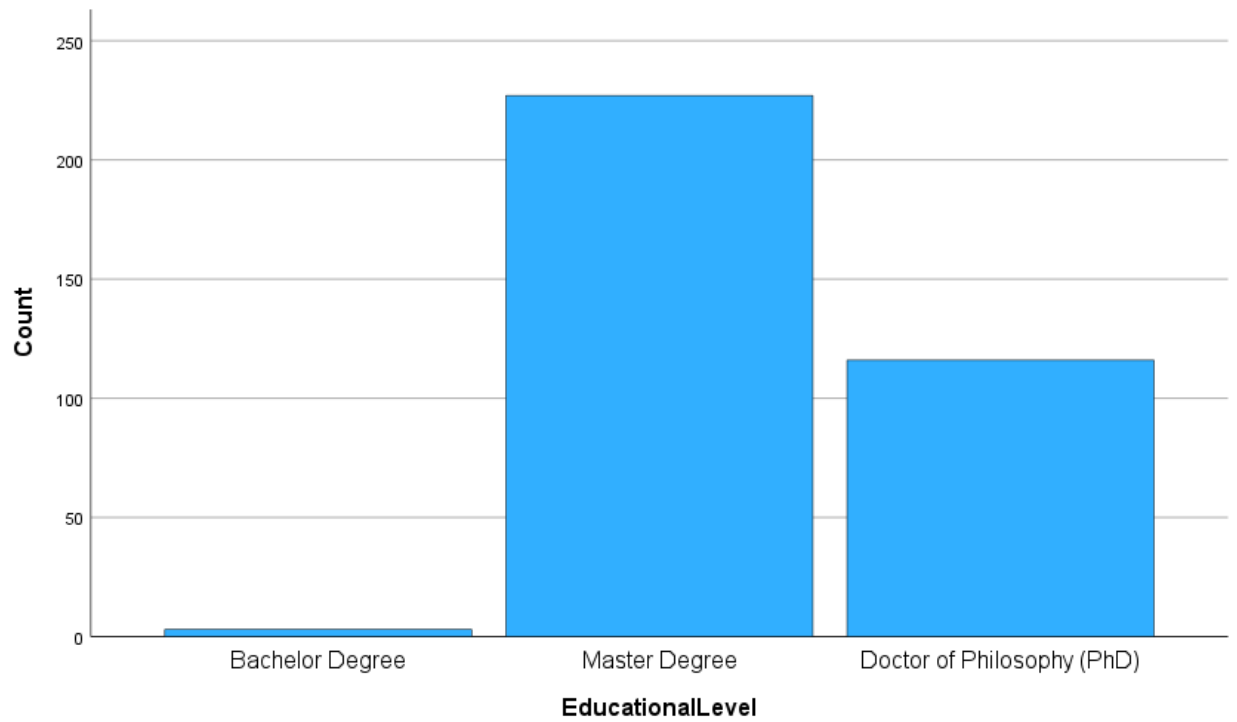
Demographic Profile: Job Position

Statistics		
Job Position		
N	Valid	346
	Missing	0

Job Position				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Assistant Professor	95	27.5	27.5	27.5
	Associate Professor	17	4.9	4.9	32.4
	Lecturer	140	40.5	40.5	72.8
	Professor	33	9.5	9.5	82.4
	Seniors Lecturer	61	17.6	17.6	100.0
	Total	346	100.0	100.0	

137
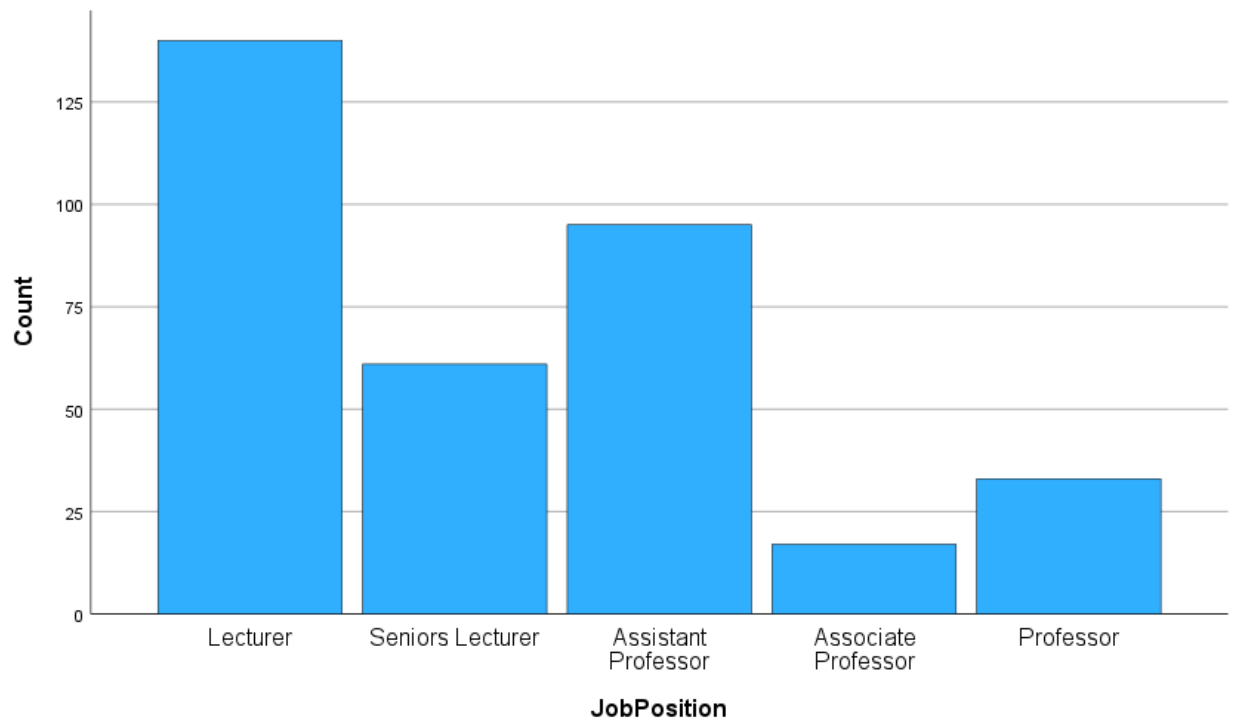
Demographic Profile: Job Status

Statistics		
Job Status		
N	Valid	346
	Missing	0

Job Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Contract	50	14.5	14.5	14.5
	Permanent/Full time	296	85.5	85.5	100.0
	Total	346	100.0	100.0	
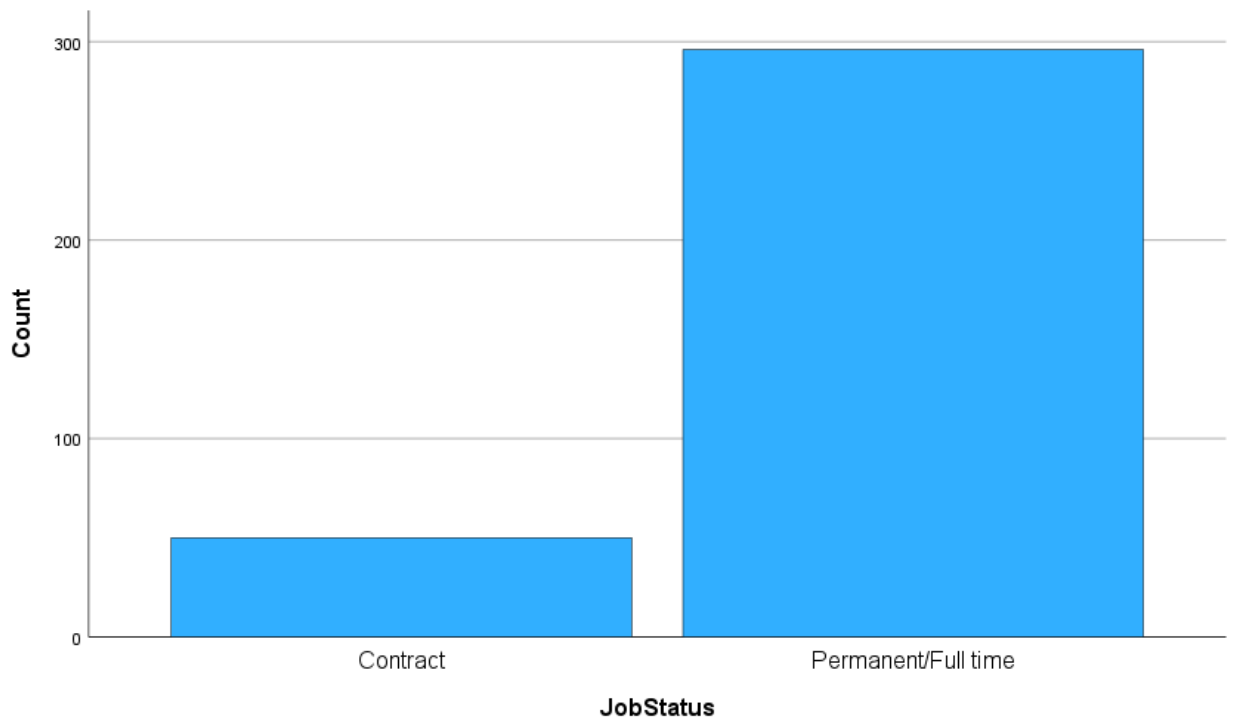
Demographic Profile: Length of working in current job

Statistics		
Length of working in current job		
N	Valid	346
	Missing	0

Length of working in current job					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11 to 15 years	137	39.6	39.6	39.6
	5 to 10 years	137	39.6	39.6	79.2
	Above 15 years	48	13.9	13.9	93.1
	Below 5 years	24	6.9	6.9	100.0
	Total	346	100.0	100.0	
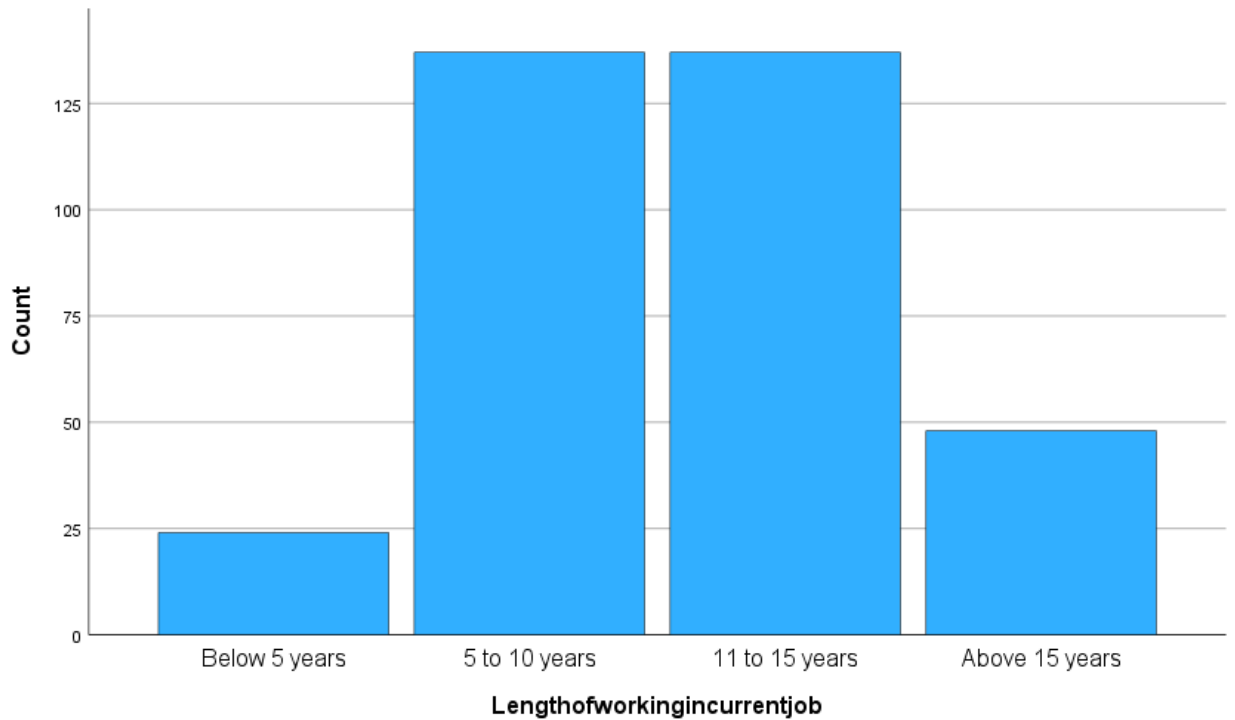
Appendix 4: Reliability Test for Pilot Test

Dependent Variable: Job Performance

Reliability Statistics	
Cronbach's Alpha	N of Items
.871	5

Independent Variable: Work-life Balance

Reliability Statistics	
Cronbach's Alpha	N of Items
.827	5

Independent Variable: Job Stress

Reliability Statistics	
Cronbach's Alpha	N of Items
.833	5

Independent Variable: Working Environment

Reliability Statistics	
Cronbach's Alpha	N of Items
.856	5

Appendix 5: Reliability Test for Actual Study

Dependent Variable: Job Performance

Reliability Statistics	
Cronbach's Alpha	N of Items
.839	5

Independent Variable: Work-life Balance

Reliability Statistics	
Cronbach's Alpha	N of Items
.838	5

Independent Variable: Job Stress

Reliability Statistics	
Cronbach's Alpha	N of Items
.811	5

Independent Variable: Working Environment

Reliability Statistics	
Cronbach's Alpha	N of Items
.818	5

Appendix 6: Pearson Correlation Coefficient Analysis

Descriptive Statistics			
	N	Mean	Std. Deviation
Job Stress AVG	346	2.0688	.64893
Job Performance AVG	346	4.0809	.64420
Work-life balance AVG	346	3.8763	.74892
Working Environment AVG	346	3.9347	.66604
Valid N (listwise)	346		

Job Performance and Work-life Balance

Correlations			
		Job Performance AVG	Work-life Balance AVG
Job Performance AVG	Pearson Correlation	1	.638**
	Sig. (2-tailed)		<.001
	N	346	346
Work-life Balance AVG	Pearson Correlation	.638**	1
	Sig. (2-tailed)	<.001	
	N	346	346
**. Correlation is significant at the 0.01 level (2-tailed).			

Job Performance and Job Stress

Correlations			
		Job Performance AVG	Job Stress AVG
Job Performance AVG	Pearson Correlation	1	-.307**
	Sig. (2-tailed)		<.001
	N	346	346
Job Stress	Pearson Correlation	-.307**	1

AVG	Sig. (2-tailed)	<.001	
	N	346	346
**. Correlation is significant at the 0.01 level (2-tailed).			

Job Performance and Working Environment

Correlations			
		Job Performance AVG	Working Environment AVG
Job Performance AVG	Pearson Correlation	1	.620**
	Sig. (2-tailed)		<.001
	N	346	346
Working Environment AVG	Pearson Correlation	.620**	1
	Sig. (2-tailed)	<.001	
	N	346	346
**. Correlation is significant at the 0.01 level (2-tailed).			