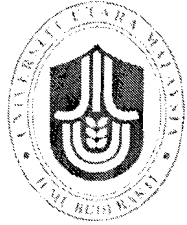


**THE RELATIONSHIP BETWEEN WORK LIFE BALANCE  
AND JOB PERFORMANCE AMONG WORKING ADULT  
STUDENTS IN UNIVERSITI UTARA MALAYSIA (UUM)**

**NOR ALIZA BINTI ISMAIL**

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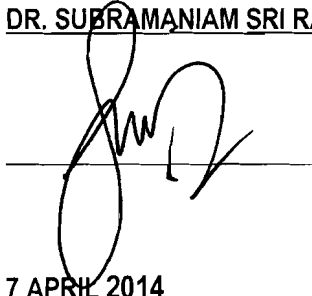
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## ABSTRACT

Job performance is an individual output in terms of quality and quantity expected from every employee in a particular job. Individual performance is most of the determined by motivation and the will and ability to do the job. This study was conducted to find out the effect of work life balance on job performance among working adults students in Universiti Utara Malaysia (UUM) and used quantitative method in determining the relationship between all the independent variables (Work life Balance) and dependent variable (Job Performance). This study involved 146 respondents from Universiti Utara Malaysia. Researcher has distributed 350 sets of questionnaire to the respondents but researcher only received back 146 completed questionnaires. The questionnaire contains of 42 items that have used five point Likert scale. Each hypothesis was tested using Statistics Package for Social Science (SPSS) version 16.0. The obtained data were analyzed using descriptive analysis and inferential analysis namely correlation and regression. 6 hypotheses were formed after performed the inferential analysis was used to determine the relationship between independent variables and dependent variable. Dimensions of work life balance can be divided into six dimensions. They are workload, community, values, rewards, fairness and control. The results of the study showed that that most of the respondents agreed that the two dimensions which are work life (values) and work life balance (control) can increase their performance and productivity. As a conclusion, values and control can give positive effects to the working adults' students and organization through their good performance and productivity. The findings were discussed and recommendations for further research were also addressed.

**Key word :** Job Performance, Working Adults Students, Work Life Balance, Workload, Community, Values, Rewards, Fairness and Control

## ABSTRAK

*Prestasi kerja adalah output individu dari segi kualiti dan kuantiti yang dijangkakan daripada setiap pekerja dalam pekerjaan tertentu. Prestasi individu adalah kebanyakan yang ditentukan oleh motivasi dan semangat keupayaan untuk melakukan pekerjaan itu. Kajian ini dijalankan untuk mengetahui kesan keseimbangan kehidupan kerja terhadap prestasi kerja di kalangan pelajar dewasa yang bekerja belajar di Universiti Utara Malaysia (UUM) dan menggunakan kaedah kuantitatif dalam menentukan hubungan antara semua pembolehubah bebas ( Keseimbangan Hidup Bekerja ) dan pembolehubah bersandar (Prestasi Kerja). Kajian ini melibatkan 146 responden daripada Universiti Utara Malaysia. 350 set borang soal selidik telah diedarkan sendiri oleh penyelidik kepada responden. Daripada jumlah tersebut, hanya 146 orang yang telah memberikan kerjasama dan menjawab soal selidik tersebut dengan sempurna. Set soal selidik mengandungi 42 item yang menggunakan skala likert lima mata. Setiap hipotesis telah diuji dengan menggunakan perisian Statistic Package for Social Science (SPSS) versi 16.0. Data yang diperolehi dianalisis dengan menggunakan analisis deskriptif dan analisis inferensi iaitu analisis korelasi dan regresi. 6 hipotesis telah dibentuk selepas dilakukan analisis inferensi telah digunakan untuk menentukan hubungan antara pembolehubah bebas dan pembolehubah bersandar. Dimensi keseimbangan kehidupan kerja boleh dibahagikan kepada enam dimensi. Ia adalah beban kerja, masyarakat, nilai, ganjaran, keadilan dan kawalan. Keputusan kajian menunjukkan bahawa kebanyakan responden bersetuju bahawa kedua-dua dimensi yang keseimbangan kehidupan bekerja (nilai) dan keseimbangan kehidupan bekerja (kawalan) boleh meningkatkan prestasi dan produktiviti mereka. Kesimpulannya, nilai dan kawalan boleh memberi kesan positif kepada pelajar dewasa yang bekerja dan organisasi melalui prestasi yang baik dan produktiviti. Dapatan kajian dibincangkan dan cadangan untuk kajian lanjutan turut dikemukakan.*

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## LIST OF ABBREVIATIONS

Aue	Asia e-University
AWS	Areas Work life Survey
DV	Dependent Variable
IPTA	Institut Pengajian Awam
IV	Independent Variable
MARA	Majlis Amanah Raya
ODL	Open & Distance Learning
OUM	Open University Malaysia
OYA	Othman Yeop Abdullah Graduate School
PSPTN	Pelan Strategik Pengajian Tinggi Negara
UniRazak	Universiti Tun Abdul Razak
UUM	Universiti Utara Malaysia
WOU	Wawasan Open Universiti

# CHAPTER 1

## INTRODUCTION

### 1.1 BACKGROUND OF STUDY

In the year 2020, Malaysia as an independent propose to state will become a country that is really developed, unite, able independent, progressive and prosperous. People will enjoy perfect life in a society that is democratic, tolerate, righteousness, fair, can compete, dynamic and has endurance that is high. In addition, create society that is independent living, peaceful and developed with confidence on oneself, proud with what achieved and strong face various problems. Malaysia society be can identified through effort to achieve glory, realise the all abilities, do not give in to anyone else, and are respected by other country's people. Therefore, educational innovation is major contributor to capital development is social and economic country. Education is also trigger creativity and generator innovation that complement young generation with skill needed to compete in job market, and become enabling development whole economy.

In generating human capital that is knowledgeable high and have the expertise in all fields. Governments has planned and drafting policy education policy to increase quality of human capital through national empowerment higher education. Higher education is national play very important role in effort transform Malaysia became a high income developed country that the people are competitive and innovative.

Hence, education is needed to achieve a strong, steady and effective becomes an imperative. The Ministry has introduced a range of policies for enhancing learning high country ecosystems that exist that are conducive to leading the glory of knowledge. This is also in line with efforts to position Malaysia as a regional hub for higher education and emerged as the top choice international students and intellectuals in 2020.

Noble aspiration to achieve a high-income nation status is based on innovation-based economy, based on creativity and knowledge level. Thus, increasing the capacity of higher education institutions, public and private, should always be undertaken through innovative approaches, which may require differential with conventional approaches. In Phase 2 Pelan Strategik Pengajian Tinggi Negara Fasa 2 (PSPTN), the focus is on improving access to higher education, where focus is specific given to access to programme postgraduate , that will be articulated in *Halatuju Program Pascasiswazah* every Institut Pengajian Tinggi Awam (IPTA).

Increase in the number of students at this stage will be able to contribute to national empowerment human capital to knowledgeable national consolidation direction society. This based on by UNESCO (2005:17) reported which states that knowledgeable community is "... a society that is nurtured by its diversity and its capacities." Expansion access to programme postgraduate will contribute to activity expansion research, development and innovation, with link that is close with economic growth country.

In achieving mission, government aims 60,000 Malaysians have qualification PhD and equivalent towards year 2023 and set target to increase number of researchers to ratio of 100 researchers, scientist and engineer to 10,000 workforces. Statistics is last before Pelan Strategik Pengajian Tinggi Negara (PSPTN) discharged at year 2008 showed Malaysia having only 9,153 people (does not include that served in private sector) citizen that qualified PhD.

In addition, the involvement of all segments of society in driving economic growth, seen through continuous learning, which is clearly stated objectives in Culture Lifelong Learning Plan. Implementation this plan will enable all segments of society benefit from IPT available in their respective communities for the purpose of increasing knowledge and the acquisition of higher qualifications so that employees who are knowledgeable people, better trained, highly skilled and able to produce. All this effort give opportunity to that work to take chances for continue learn enable them improve their standard of living in accordance with lifelong learning concept aspiration that aspired by the government.

Nowadays, Malaysia is one of the developing countries in Asia, has placed an emphasis on providing wider opportunities for adults to continue their education in such higher education institutions as public and private universities, polytechnics, and community colleges (National Higher Education Research Institute [NHERI], 2007).

Lifelong learning is widely practised across many different levels in Malaysia. There are many different parties involved in provision of lifelong learning programmes at formal or non-formal levels, such as public universities, post-secondary institutions open and distance learning (ODL) institutions, MARA as well as certain relevant



ministries. As can be seen of February 2009, 7,870 learners enrolled in part-time programmes at Diploma and Certificate levels at Polytechnics while as at June 2009, 56,056 enrolled in the short-term courses at Community College, 8,000 learners enrolled in programmed uniRAZAK, 2,366 at WOU and 81 at AeU. (MOHE, 2010). Meanwhile, in 2008, it is estimated that more than 50,000 learners enrolled in the part-time and distance education programmes at various local IPTAs. As at May 2010, a total of 66,252 learners have enrolled at OUM.

However, as the number of adults learners took the opportunity they have to balance their work with education. When they could not cope up the work-life balance with education may lead to decreased job performance issues such as increase job dissatisfaction, absenteeism among them.

## 1.2 PROBLEM STATEMENT

Increase the number of adult learners who took the opportunity to continue their studies due to increasing competitiveness in terms of knowledge among co-workers. Besides that, the increase in the number of adult learners who are encouraged by the government to change policies of post-graduate education to pursue their education while working full time. Government incentives that initiatives such as MyBrain15 clearly demonstrates that many full-time employees are interested to take up the opportunities provided by the government in realizing the development goals of national education. This is clearly evident when the government announced the new rates of pay and incentives to its entitled degree and PhD graduation and other privileges. However, they face the problem of work life balance with their work performance. When the adult learners pursue their studies while working full time they will contemplating with the issue of work life balance which eventually will affect their performance at workplace this is because working full-time and at the same time pursuing part-time studies may be very daunting for many individuals some of whom may have significant burnout, which leads to poor performance at work.

In Jim Bird study, (2006) about Work-life Balance Doing It Right and Avoiding the Pitfalls, he stated that accelerated on and off-the-job stresses and expectations are adversely affecting top and bottom-line growth, unnecessarily driving down productivity. A well-implemented work-life strategy greatly reduces both the real and perceived overwork and out-of-balance pressures that hamper productivity, producing a dramatic positive return on investment.

Therefore, work life balance factor must be seriously considered by organization to help working adults' students to balance work life study without affecting their work performance. Work life balance should be balanced by looking at factors such as workload, control, fairness, community, rewards and values. This is because these factors contribute to a positive life when an employee has other commitments at the same time want to maintain their performance. While also implementing work life balance will help full-time employees who learn to have good time management and have the support of the spouse and family to divide their leisure time to learn and upgrade their performance. Work life balance also reduces employee absenteeism in the organization this happens because not enough time to work due to attend classes during working hours. This will reduce the work overload due to delayed work in the office.

### **1.3 RESEARCH OBJECTIVE**

#### ***General Objective***

The general objective of this study to examine the relationship between of Work Life Balance on Job Performance.

#### ***Specific Objective***

1. To examine the relationship Workload on the Job Performance among working adult students in UUM.
2. To examine the relationship Community on the Job Performance among working adult students in UUM.
3. To examine the relationship Values on the Job Performance among working adult students in UUM.
4. To examine the relationship Rewards on the Job Performance among working adult students in UUM.
5. To examine the relationship Control on the Job Performance among working adult students in UUM.
6. To examine the relationship Fairness on the Job Performance among working adult students in UUM.

#### **1.4 RESEARCH QUESTION**

The research question as follow:

1. Does Workload influence the job performance among working adult students?
2. Does Community influence the job performance among working adult students?
3. Does Values influence the job performance among working adult students?
4. Does Rewards influence the job performance among working adult students?
5. Does Control influence the job performance among working adult students?
6. Does Fairness influence the job performance among working adult students?

## **1.5 SIGNIFICANCE OF THE STUDY**

Employees preparedness should be considered in managing work life balance while continuing their studies. Adult learners often documented in a study underprepared or underserved areas and begin an undergraduate experience; part-time students have been hired on a full-time, high-stress job possible and have demonstrated success in the workforce. For adult learners work-life balance is one of the important factors that motivate them to achieve their personal job satisfaction. An increase adult learner in work-life balance is one of the factors to be studied.

Organizations should play an important role in helping employees pursue this in order to give them proper guidance in managing work life at the same time to manage life as a student. The employers should provide some flexibility for them to maintain their job performance and job satisfaction in undisturbed emotionally and physically. The management should provide flexibility for them to attend classes by providing study leave them to plan all their learning activities without thinking about it at the office. Employers should also encourage employees to take the opportunity to upgrade their lives better by giving donations to the education allowance for employees and leave for them to pursue. This will sensitize employees to further their education while working with the hall marks of another employee. These factors motivate employees to enhance job performance while increasing performance organization.

Many organizations have changed their work environment because they recognize their employees are valuable assets and want them committing themselves to company. When employees are recognized and rewarded for their efforts with contribute to the organization, many are tempted to become more effective and efficient; they tend to stay longer with the company and are more satisfied with their work. According to Herzberg (1987) stated that giving employees more responsibility they will be motivated to progress and growth.

According to McCormick and Tiffin (1979), motivation can be either intrinsic or extrinsic. Intrinsic motivation stems from motivations that are inherent in the job itself and which the individual enjoys as a result of successfully completing the task or attaining his goals. While extrinsic motivations are those that are external to the task of the job, such as pay, work condition, fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Such tangible motivations are often determined at the organizational level, and may be largely outside the control of individual managers.

On the other hand, performance of employees in any organization is vital not only for the growth of the organization but also for the growth of individual employee. An organization must know who are its outstanding workers, those who need additional training and those not contributing to the efficiency and welfare of the company or organization. Also, performance on the job can be assessed at all levels of employment such as: personnel decision relating to promotion, job rotation, job enrichments and other else.

Finally, the university management should give consideration to provide classes at weekends to allow them to attend classes without any resistance. This allows them to manage all learning activities and in order to give time for them to interact with their classmates in discussions and without thinking about work at workplace that are delayed because they are able to focus enough on learning.



## **1.6 SCOPE OF THE STUDY**

This study aims to focus on the issue of full-time employees who pursue part time study and their work life balance towards their job performance. Specifically, the study focused on how part-time students at UUM navigated the demands on their time and made choices as to how to rebalance the distribution of their efforts to meet the demands of work, home and university. The researcher focused on the three graduate schools such as Awang Had Salleh Graduate School of Arts and Sciences (CAS), Othman Yeop Abdullah Graduate School of Business (OYA) and Ghazali Shafie Graduate School of Government (GSS). To evaluate these issues, researchers emphasize the areas of work life balance to see how this area can give a positive or otherwise on their work performance. An area of work life balance has six areas such workload, values, community, rewards, fairness and control. These areas will determine whether the relationship between job performances interconnected to each other or vice versa.

## 1.7 DEFINITION OF KEY TERMS

This section provides definitions for key terms used in this study. Some terms are used interchangeably throughout the dissertation, and these are also noted here.

### Definition of Terms

1. *Work life Balance* : the coordination of employee and employer striving for stable, effective management of the competing demands between paid and non-paid activities and responsibilities (McCarthy et al., 2010; McPherson, 2006).
2. *Workload*: is the amount of work an employee is expected to complete in a given time (Centre for Organizational Research and Development, Leiter & Harvie, 1998; Maslach & Leiter, 1997).
3. *Control*: is the opportunity to make decisions, solve problems, and fulfil responsibilities (Centre for Organizational Research and Development, Leiter & Harvie, 1998; Maslach & Leiter, 1997).
4. *Rewards*: are the financial and social recognition for one's contribution at work (Centre for Organizational Research and Development, Leiter & Harvie, 1998; Maslach & Leiter, 1997).
5. *Community*: is the quality of the social environment at work (Centre for Organizational Research and Development, Leiter & Harvie, 1998; Maslach & Leiter, 1997).

6. *Fairness*: is the extent to which an organization has equal and consistent rules for all employees (Centre for Organizational Research and Development, Leiter & Harvie, 1998; Maslach & Leiter, 1997).
7. *Values*: are those things that are important to organizations and their employees (Centre for Organizational Research and Development, Leiter & Harvie, 1998; Maslach & Leiter, 1997).
8. *Job Performance*: performance as those actions or behaviours under the control of the individual, that contribute to the organization's goals, and that can be measured according to the individual's level of proficiency (Campbell, 1990)

## **1.8 ORGANIZATION OF THE THESIS**

Chapter 1 provided a background of the study. Chapter 2 explores in greater depth the literature on areas of work life balance, job performance be related to the research as a base to guide the development of research framework. Chapter 3 outlines the research design, presents research framework, describes the study's data and variables in depth, outlines the data analyses used, and presents limitations to the study's design. Chapter 4 provides details of the results of the statistical analyses for each of the study's research questions and testing the hypotheses. Finally, Chapter 5 summaries the findings and discusses implications of the study.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter identifies available and relevant literature from a variety of sources. The review contains a summary of the relevant literature on the topic of the effects of work life balance on job performance among working adults students in University Utara Malaysia (UUM).

##### **2.1.1 Adult Learners**

Research as it relates to motivation of adult learners has been used several times to clarify the unique aspects of continuing education. According to (Ames, 1992, p.262) highlighted that learn to know the thought of a deep understanding of learning "in which individuals focus on mastering and understanding the content and show a willingness to engage in the learning process". The focus of learning to remember is to demonstrate their ability to others to enhance self-esteem and led by the performance goals.

Knowles, Holton, & Swanson (2005) defined adult education as "a process through which learners become aware of significant experience..." (p. 38) this situational will affect the adult to continue their studies or otherwise. Knowles et al. (2005) support the findings in the literature that the situation is not the object will drive the future of adult education and that the situation would include adult students and

move them toward learning. Based on reviews submitted by Knowles et al. it can be concluded that adults are motivated to learn as they experience needs and interests.

Meanwhile, Kasworm (2003), reported that women show a greater percentage rate as compared with the percentage of adult learners between adult male students showed the fairly minimal percentage and the number of women is increasing at a faster rate.

Expect adult learners to immediately apply their learning and many engage in learning mainly to solve problems and make decisions in their current life situation. For adults, education is a process to improve their ability to cope with problems or issues, situations, and opportunities facing now or in the future (Hadfield, 2003).

### **2.1.2 Job Performance**

According to Sonnentag, Volmer, & Sychala (2008) stated that individual performance is significantly higher for organizations and individuals alike. The performance of reaching task results in satisfaction, feelings of self-efficacy and mastery. Furthermore, individual high performance promotion awarded and respected. Career opportunities for individuals who demonstrate good performance is much better than those of individuals with medium or low performance Van Scotter, Motowidlo, & Cross (2000).

There are three fundamental differences between task and contextual performance Motowidlo, Borman, & Schmit (1997) such as 1) the context of performance activities can be compared to almost all the work, while the performance of duty is a specific job; 2) predicted job performance primarily by the ability of , while the performance context mainly predicted by motivation and personality, 3) the

performance of duty is in the behavior of the role and part of a formal job description, and contextual performance is extra role behaviors and discretion (not enforced), and are often rewarded by the system formal reward or directly or indirectly considered by management. As task and contextual performance, adaptive performance also seems to build a multi-dimensional, through the operation of an emergency or crisis situations, handling work stress, solve problems creatively and others (Pulakos, Schmitt, & Dorsey, 2002).

These types differ in terms of performance and as a result of their background and can be conceptual and empirical areas. Various performance measures have been used over the decades. For example, scale, job knowledge tests, hands-on work samples, and archival records were used to assess job performance.

Van Scotter, Motowidlo & Cross (2000) point out that job performance must be distinguished from effectiveness and from productivity or efficiency. Effectiveness refers to the evaluations of the results of performance (i.e., financial value of sales). In comparison, productivity is the ratio of effectiveness to the cost of attaining the outcome. For example, the ratio of hours of work (input) in relation to products assembled (outcome) describes productivity. A great deal of attention has been paid to the distinction between task and contextual performance.

### **2.1.3 Work life Balance**

Several of studies indicated that work-life balance began in the 1970s as concerns grew over quality childcare programs and increases of employee assistance programs (EAP) that were created to provide employees with benefits for stress, depression, illnesses and those low productivity levels (Harrington, 2007). Introducing employee assistance programs (EAPs) are invaluable to individuals who are experiencing family conflict.

The concept of work-life balance deals with finding the ways of balance that an individual creates between competing demands of work and home. In other word, it reflects how individuals do or should fulfil their employment related and personal responsibilities in such a way that an overlapping situation is not created (Konrad & Mangel, 2000; Estes & Michael, 2005).

Work-life balance is the phenomenon of striking an ideal balance between the professional life of an individual and their personal life with all of their respective associations (Clark, 2000).

Some of the researchers suggest that work-life balance of an employee's induces an element of performance within their respective organizations; however, there is no particular generalization presented yet about how this is done (Allen, 2001). For example, it has been found that work-life balance of employees contributes positively towards reducing work load per head within the organization (Allen, 2001).



According to Hill et al., (2001) the degree to which an individual is able to simultaneously balance the temporal, emotional, and behavioral demands of both paid work and family responsibilities.

According to Hughes & Bozionelos (2007), stated that work-life balance can be defined as the ability to effectively combine an individual's work life and non-work life.

Definitions of work-life balance have changed as studies have expanded to include age, gender, and non-work and work responsibilities. According to Hughes & Bozionelos; Glass & Estes (1997) ; Redmond, Valiulis & Drew (2006) identified that there are fewer sick leave requests, more job flexibility, increased productivity, reduced employee stress levels and an enhanced corporate culture due to flexible work schedules and family friendly policies.

Based on the (U.S. Congress Joint Economic Committee, 2010) stated that...

“The concept of balance related to personal and professional domains became a popular topic in the 1980s, when increasing numbers of women had entered the workforce and dual-career families were becoming more the norm”.

### ***Dimensions of Work life Balance***

This sections will be discussed about areas of work life balance include workload, community, fairness, control, values and rewards. This section discussed defines each area from the perspective of the model, representing of relations among the various areas of work-life.

According to Maslach & Leiter (1997) described the organizational context of burnout as six areas of work-life: workload, control, rewards, community, fairness and values. Burnout arises from chronic mismatches between people and their work setting in terms of some or all of these six areas.

In other studies indicates that, the propagation of organizational correlates in many studies of burnout and job stress, they indentified six key domains: workload, control, reward, community, fairness and values (Leiter & Maslach, 1999; Maslach & Leiter, 1997, 1999).

Organizational correlates are referred to using various descriptors such as situational factors, situational correlates, work context conditions, job stressors, and sources of burnout, as well as predictors of burnout, prime correlates of burnout, mediators of burnout, antecedents of burnout, and six areas of worklife (Leiter & Maslach, 2001a; Leiter & Maslach, 2004; Maslach & Leiter, 1997; Maslach, Schaufeli, & Leiter, 2001).

However, while more is known about organizational correlates, not enough is known about organizational correlates such as workload, control, reward, community, fairness, and values, in general, or in the context of rural community mental health, in particular ( Kee et al., 2002; Leiter & Maslach, 2004). There is a breach in the burnout research regarding the relationship between burnout and six rural community mental health work conditions such as workload, control, rewards, community, fairness, and values (Kee et al., 2002; Leiter & Maslach, 2004).

Generally, predictors of burnout have included personal factors such as individual demographic variables, personality traits, and attitudes toward work. In addition, situational or contextual work factors such as workload, control, reward, community, fairness, and values have been identified as predictors of burnout (Maslach & Leiter, 1997; Maslach & Leiter, 2001).

Other research indicate that staff surveys conducted by the Centre for Organizational Research and Development (Leiter & Maslach, 2004; Leiter & Harvie, 1998; Maslach & Leiter, 1997) contributed to the development of the six-factor structure for the Areas of Work life Survey (AWS) and assessed the constructs of the six areas of worklife (Leiter & Maslach, 2004). The six areas of work life, also referred to as contextual work factors, that are correlated with burnout include workload, control, reward, community, fairness, and values (Leiter & Maslach, 2004). The overarching source of burnout is a major mismatch between a person and the work context, specifically in six areas of worklife including workload, control, reward, community, fairness, and values (Leiter & Maslach, 2004; Maslach & Leiter, 1997; Maslach, Schaufeli & Leiter, 2001).

#### ***2.1.3.1 Workload***

Increasing workload has a constant relationship with burnout, especially with emotional collapse. Individuals who lack sufficient time and support to recover fully from demanding work are vulnerable to chronic exhaustion (Cordes & Dougherty, 1993; Maslach, Jackson & Leiter, 1996).

In general, the contemporary work climate requires people to perform more tasks with fewer resources and a lesser amount of time (Maslach & Leiter, 1997).

Based on the other studies, workload is one the six areas of mismatch identified by Maslach and Leiter (1997) & Maslach et al. (2001) that contribute to mismatch. According to Aiken, Clarke, Sloane, et.al. (2002) indicates that in their study, mailed surveys to a random sample of Pennsylvania nurses asking about work history, workload, job satisfaction and, perceived levels of work-related burnout.

Based on the survey included of a four-point Likert-type scale for job satisfaction and the emotional exhaustion subscale of the Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1986). Based on the results examined that from the 10,184 returned completed surveys showed that each patient added to a nurse's base workload of four patients increases the probability of burnout by 23% and the odds of job dissatisfaction by 15%. The researchers also analyze data from 168 of the 210 adult acute care Pennsylvania hospitals in 1999. These 168 hospitals were selected based on having discharge data for surgical patients from the targeted diagnosis related groups (DRGs), structural characteristics reported in the American Hospital Association annual Survey or Pennsylvania Department of Health Hospital Questionnaire, and at least 10 survey responses from staff nurses. Researchers evaluated the outcomes of 232,342 general surgical, orthopaedic, and vascular patients aged 20 to 85 who had undergone procedures at the 168 studied hospitals between April 1, 1998, and November 30, 1999. Analysis of the hospital data revealed that each patient added to a nurse's base workload of four patients increases the odds of patient mortality by 7%.

A few studies have examined mediating effects. For instance, Halpern (2005) applied SEM to analyze the relationships among stress, health, and job commitment among employees with access to time flexible work policies with the 1997 NSCW. In his analyses, the relationships of five constructs were examined: need for time-flexible policies, number of time-flexible policies, work-related stress, commitment to employer, and cost to organization. Halpern found that time-flexible policies directly affected the employee's commitment to employer- and work-related stress; specifically, employees with time flexible work policies reported less stress and a higher level of commitment. However, Halpern's study only focused on the relationships between time-flexible policies and stress and did not consider other mediating variables such as work-life balance.

Other research identified those shortages of rural mental health professionals result in excessive workload for available rural community mental health counsellors (Beeson, 1992). Recruiting and retaining rural mental health counsellors is an ongoing problem for rural mental health providers (Pion et al., 1997). An insufficient supply of rural mental health counsellors also results in assignment of other administrative responsibilities including tasks such as managed care contacts, and documentation (Beeson, 1992). Having an inadequate number of rural mental health counsellors limits the available service delivery time, reduces interagency and intra-agency collaboration, and causes a fragmentation of service delivery (Wagenfeld et al., 1994). All of these issues contribute to a workload strain for available rural mental health counselors (Wagenfeld et al., 1994).

A relationship between increasing workload and burnout, particularly the exhaustion component, has been established (Leiter & Maslach, 2004; Maslach, Schaufeli & Leiter, 2001; Schaufeli & Enzmann, 1998). While, increasing workload is evidenced by the facts that work demands more time, work is more complex, and work is resulting in exhaustion (Maslach & Leiter, 1997).

Professionals and front-line managers are working longer hours including breakfast meetings, working through lunch breaks, and working at home in an attempt to keep pace with overwhelming job demands (Maslach & Leiter, 1997). Multi-tasking, fulfilling multiple roles and functions at the same time, is commonplace in contemporary work environments (Maslach & Leiter, 1997).

Tiredness sabotages creativity, focus, problem solving, genuine attention to tasks, and meaningful, heart-felt work (Maslach & Leiter, 1997). Evident gains in productivity are misleading and impermanent because increasing workload is linked to energy reduction and potentially, burnout (Leiter & Maslach, 2004; Maslach, Schaufeli & Leiter, 2001; Schaufeli & Enzmann, 1998).

Some of the investigations suggest that work-life balance of an employee's induces an element of performance within their respective organizations; however, there is no particular generalization presented yet about how this is done (Allen, 2001). For example, it has been found that work-life balance of employees contributes positively towards reducing workload per head within the organization (Allen, 2001), increased productivity of workforce (Clifton & Kruse, 1996; Wise & Bond, 2003), and helps developing an aspiring and motivational organizational culture where workforce is not exhausted and extra work is not considered as 'load' (Allen, 2001).

### ***2.1.3.2 Control***

Leiter & Maslach (2004) indicate control problems arise in the work setting when workers do not have sufficient control over their work and are not able to mold the work milieu in a manner consistent with their own values. The intense work pace interferes with the balance of control between individuals and organizations (Leiter & Maslach, 2001b).

Role conflict has been defined as the competing demands of different roles (Wierda-Boer et al., 2009). The pressure to maintain these multiple roles increases the likelihood of conflict between the roles (Beauregard & Henry, 2009; Duxbury & Higgins, 2002; Korabik, Lero, & Ayman, 2003; Shumate & Fulk, 2004; Wierda-Boer et al., 2009).

In addition, employees desire to have input into the conceptual and operational processes associated with the outcomes they are responsible to accomplish and held to account (Leiter & Maslach, 2004). A foremost control problem presents when individuals experience role conflict (Leiter & Maslach). Role conflict occurs when numerous authorities with contradictory expectations or dissimilar values place demands upon employees (Leiter & Maslach) (2002) studied the experiences of women who had children and who held senior-level higher education administration positions. The findings indicated that many of the women participants were the first administrator to maintain the position and manage the responsibilities of being a mother, giving them the responsibility not only to manage their own roles but also to set the trend for women who followed them. The women found great passion in their work and appreciated their dual identities. The results reinforced that balance is complex and

individual and that success is possible but requires both personal and professional sacrifice, as well as supportive institutional culture.

It can be seen that greater role conflict, and greater role ambiguity, lack of direction in work, has been positively related to burnout (Cordes & Dougherty, 1993; Maslach, Jackson & Leiter, 1996); however, the relationship between role conflict and burnout is linked more consistently than the relationship between role ambiguity and burnout (Leiter & Maslach, 2004).

Other evidence in other study identified that Rural counsellors are confronted with praxis control issues including lack of control over their work, lack of consistency between counselling and organizational standards, limitations regarding professional autonomy and resources, as well as intense work pace, role conflict, and role ambiguity (Beeson, 1992; Cordes & Dougherty, 1993; Leiter & Maslach, 2001b; Leiter & Maslach, 2004; Maslach, Jackson & Leiter, 1996). For example, professional autonomy and control over work has been mitigated as a result of the encroachment of managed care organizations into the arena of professional counselling (Trudeau, Russell, Mora, & Schmitz, 2001). Rural mental health counsellors are confronted with various authoritative entities such as supervisors and administrators in the community counselling agency, legal and ethical bodies, as well as managed care organizations that often place contradictory demands upon the rural counsellor (Pion et al., 1997).

Added to the challenge of the contextual work factor of control, particularly when counsellors and their clients inhabit in the same small community, are the variance and dual roles that strain the boundaries of the therapeutic relationship and



challenge the ethical standard to avoid dual roles with clients (Echterling et al., 2002; Merwin, Goldsmith, & Manderscheid, 1995; Wayman, 2000).

### **2.1.3.3 Rewards**

Reward refers to the extent to which monetary, social, and intrinsic rewards are consistent with the rural mental health counsellor's expectations (Leiter & Maslach, 2004). Inadequate reward increases burnout vulnerability (Chappell & Novak, 1992; Maslanka, 1996; Leiter & Maslach, 2004).

Additionally like other subjects dealing closely with human activities, there is no one universal definition of what constitutes or develops a work-life balance practice for an employee and the term usually refers to either benefits given by employers, remote working or flexible working options, over-time options, leaves and vacations, job-sharing options, employees' family health options, and other benefits or bonuses that are additionally given by employers to make sure of employee's mental, spiritual and physical well-being (Estes & Michael, 2005; Perry-Smith & Blum, 2000). The rationale for supporting such activities is usually linked with the assertion that there is a link or relationship between work-life balance of an employee and organizational effectiveness and workplace dynamism (Allen, 2001; Shepard et al., 1996).

Statistical from reported that the United States Department of Labor, Bureau of Labor Statistics, a national mean annual wage for mental health counsellors is \$34, 280. Regarding social rewards, the lack of recognition from clients, colleagues, supervisors, and external stakeholders devalues the counsellor's work, and the counsellor's negative self-perceptions may contribute to feelings of inefficacy (Cordes & Dougherty, 1993;

Leiter & Maslach, 2004; Maslach, Jackson & Leiter, 1996). Intrinsic rewards such as pride in accomplishing a critical task in a good manner may be equal to or greater in importance than extrinsic rewards (Leiter & Maslach, 2004).

A decrease in extrinsic and intrinsic rewards increases burnout susceptibility (Leiter & Maslach, 2004). People feel stuck in unrewarding jobs (Maslach & Leiter). Salaries and benefits that have been rolled back, solid, or even salaries that have stay steady, have been no match for the increased cost of living (Maslach & Leiter). As a result, purchasing power has decreased (Maslach & Leiter). In addition to a decrease in purchasing power, the present-day work climate offers fewer opportunities for career development as organizations restructure, downsize, and eliminate higher salary positions (Maslach & Leiter).

Intrinsic reward is another vital issue when considering contextual sources of burnout (Maslach & Leiter, 1997). A productive work process contributes to pleasant concentration, attention, and energy that create a workflow (Maslach & Leiter). Moreover, a positive experience pertaining to workflow supports psychological and physical well being (Leiter & Maslach, 2001a). Responding to complex circumstances such as a diagnostic issue or a client's problem, employees and work teams may be provided an opportunity to experience the intrinsic rewards of work (Maslach & Leiter, 1997). Administrative units are responsible to generate working conditions that facilitate rewarding intrinsic experiences for employees (Maslach & Leiter). However, other contextual work factors including work overload and lack of control over work disrupt the realization of intrinsic rewards (Maslach & Leiter).

Work-life is primarily seen as a major non-monetary component of the total rewards package and a major factor in employee retention. (Raduan et al, 2006).

McPherson (2007) concludes that work-life issues are found in specific classifications of workers, particularly individuals working more than 10 hours a day, and employees whose boundaries are compromised (spillover) by working shifts, low wage earners, family work conflict and cultural differences.

#### ***2.1.3.4 Community***

In this part it can be seen that community is a contextual work factor that describes the quality of social interaction in the work environment (Leiter & Maslach, 2004). A lively, thoughtful, and responsive community in the workplace is incompatible with burnout (Leiter & Maslach, 2004). The social world of work is continuous and impacts employees' thoughts and feelings (Maslach & Leiter).

Issues such as chronic and unresolved interpersonal conflict, fragmented interpersonal relationships, lack of job security, competition to maintain employment, and isolation impede community and productivity in the workplace (Maslach & Leiter, 1997). Employees flourish when they “share praise, comfort, happiness, and humour with people they like and respect” (Leiter & Maslach, 2004, p.98). On the contrary, employees' sense of belonging and sense of community wanes when “greater conflict among people, less mutual support and respect, and a growing sense of isolation” is present in the work setting (Maslach & Leiter, 1997, p. 49). Basically, “a work group in conflict works against itself” (Maslach & Leiter, 1997, p.51).

Social support reaffirms employees' shared sense of values and membership in a group (Leiter & Maslach, 2004). Whereas co-worker support has been closely linked to

the burnout component of accomplishment and efficacy, supervisor support has been closely linked to the burnout component of exhaustion (Leiter & Maslach). Noting that societal norms prescribe behaviours and activities for men and women, Eagly (1987) posits that it is the division of labour between the sexes that causes men to act agentically and women to act communally, with social roles guiding “behaviours more than the gender we inhabit” (Dulin, 2007, p. 105).

Social roles do appear to be dynamic, along with stereotypes and schemas, so it is possible that they may shift and that woman will someday be viewed more on a par with men. In the meantime, the implication of social role theory is that women in leadership positions have to work harder than men in order to be deemed effective in these roles (Dulin, 2007; Valian, 2005).

Other study indicates that community and social support are imperative in mediating burnout (Kee et al., 2002; Leiter & Maslach, 2001a; Leiter & Maslach, 2004; Maslach & Leiter, 1997). In this studies indicate that inadequate social support for rural mental health counsellors has been linked to increased risk for emotional exhaustion, increased feelings of depersonalization, and reduced sense of personal accomplishment (Kee et al., 2002). In contrast, mutually and supportive nurturing relationships as well as a sense of community may serve as protective factors against burnout. In essence, “community is cost effective and conflict takes time” (Maslach & Leiter, 1997, p.52).

Conflict depletes energy that could be directed toward industrious and effective work (Maslach & Leiter, 1997). Community may contribute to less debate about issues and less gossip about problems (Maslach & Leiter). Community buffers feelings of

unfairness and inequity in the workplace (Leiter & Maslach, 2004; Truchot & Deregard, 2001).

Boxall, Macky, & Rasmussen's (2003) study of labour turnover and retention in New Zealand showed extrinsic rewards such as pay, promotion and security played a strong role in employee retention and turnover. Their findings also suggest work-life balance is increasingly important for the retention of employees. Over half of the respondents in the study gave the desire to improve work-life balance as a reason for moving. These findings are consistent with Lambert's (2000) study on the relationship between work-life benefits and organisational citizenship in one of the top ten best companies to work in America, Fel-Pro.

#### ***2.1.3.5 Fairness***

Workplace fairness is perceived when trust, openness, and respect are practiced (Maslach & Leiter, 1997). Absence of workplace fairness directly contributes to burnout (Maslach & Leiter). Also, community in the workplace is evidenced by people trusting each other to perform assigned tasks, openly communicating their intentions, and demonstrating mutual respect (Maslach & Leiter). Fair work environments value people and acknowledge the importance of people and their contributions (Maslach & Leiter). Workplace fairness "communicates respect and confirms people's self-worth" (Leiter & Maslach, 2004, p. 98).

Fairness in the workplace is hindered when inequities in pay or workload, and injustices regarding promotions or evaluations and overall corrupt operations occur (Leiter & Maslach, 2004). Workplace fairness is challenged when employees perceive employers as demonstrating minimal concern for employees' welfare, silence and

uncommunicativeness about discussing organizational plans, as well as exclusive focus on management from a bottom line perspective (Maslach & Leiter, 1997). For example, a bottom line management approach “encourages a manipulative view of people because they are valued only to the extent that they fit into the corporate plan” (Maslach & Leiter, 1997, p. 53). Lack of fairness in the workplace intensifies burnout, particularly exhaustion (Leiter & Maslach, 2001a). Employees who perceive unfair treatment may experience anger, hurt, anxiety, obsessive thoughts, sleep instability, and overall exhaustion (Leiter & Maslach, 2001a).

On the whole, absence of fairness in the workplace points to a weak organizational culture driving organizational life (Leiter & Maslach, 2001a).

Grzywacz and Marks, (2000); Swanson, Power and Simpson, (1998) in Guna & Maimunah, (2008) mentioned that.

“The threat of imbalance in work and non-work life has implications not only on the employees but also on organizations, governments and society.” Guna & Maimunah (2008) noted that, the demands of managing higher responsibility at work and home are also a potential source of stress because it allows a spread out to family life thus creating an imbalance working environment.

Leiter & Maslach (2004) point out procedural justice research has indicated fairness of the process is a greater concern for people than the favourableness of the outcome. According to Leiter & Maslach, people who feel they are treated with respect and politeness and provided an opportunity to present their grievance experience the process as involving fair decision-making. Fairness, community, and reward share

similar qualities such as openness and respect (Leiter & Maslach). Leiter and Maslach cite equity theory and effort-reward imbalance model as having a central concept of fairness.

Studies indicate that reciprocity is a practice issue for rural community mental health counsellors (Beeson, 1992). In describing unique conditions of rural mental health service delivery, Beeson asserted rural mental health clients demand a reciprocal relationship with rural mental health counsellors. The expectation of reciprocity is greater among rural clients than urban clients (Beeson). Rural clients might be uncomfortable with one-sided relationships that lack reciprocity and balanced social exchange (Beeson, 1992; Leiter & Maslach, 2004).

Although reciprocity as related to the rural mental health context has been discussed in the existing literature, no previous studies have empirically measured reciprocity or workplace fairness in the rural mental health context (Beeson, 1992; Leiter & Maslach, 2004). Issues related to procedural justice or workplace fairness have not been examined within the rural mental health context (Leiter & Maslach, 2004).

#### ***2.1.3.6 Values***

Values represent the degree of congruence or conflict between employees' personal and professional values and the organization's principles and practices (Leiter & Maslach, 2001a; Leiter & Maslach, 2004; Maslach & Leiter, 1997). When personal and organizational values are incongruent, burnout vulnerability is a risk for employees (Leiter & Harvie, 1997; Leiter & Maslach, 2001a). Conflicting values between employees and organizations is related to each of the components of burnout including emotional exhaustion, depersonalization, and reduced sense of personal

accomplishment (Leiter & Harvie, 1997; Leiter & Maslach, 2004). On the other hand, congruence between individual and organizational values facilitates engagement with work (Leiter & Maslach, 2001a). Essentially, values impact the relationship that people have with their work (Maslach & Leiter, 1997).

Values are the motivational force that initially attracted employees to the occupation and the motivational link between employees and the workplace (Leiter & Maslach, 2004). Individuals enter a profession with inaccurate expectations fuelled by misleading media descriptions about the profession as well as idealistic professional training (Leiter & Maslach, 2001a).

Independence, power, and satisfaction that were anticipated are not realized and fulfilled (Leiter & Maslach, 2001a). Institutional survival and social control as opposed to a sense of community may prevail in some public social service organizations (Leiter & Maslach, 2001a). Some work settings foster conditions that contribute to the employee feeling constrained, or even covertly expected, to participate in practices that are unethical and inconsistent with the employee's personal values (Leiter & Maslach, 2001a). In an effort to resolve values conflict, employees may reframe their personal expectations to be in accord with organizational principles (Leiter & Maslach, 2004; Stevens & O'Neill, 1983), or choose to resign from the organization (Leiter & Maslach, 2004; Pick & Leiter, 1991).

The tension and distress associated with values conflict in the workplace indicates the importance of the role of values in the process of burnout and engagement (Leiter & Maslach, 2004). Values include value congruence or value conflict between the employee and the organization as well as among the employee, organization, and



rural cultural context (Beeson, 1992; Leiter & Maslach, 2001a; Leiter & Maslach, 2004; Maslach & Leiter, 1997).

#### **2.1.4 Related Empirical Findings**

Baruch & Leeming (2001), in their study of MBA graduates in the UK found that the students reported that they decided to do an MBA to boost career prospects. These students believe that they will improve their career prospects through improved knowledge management and increase the efficiency required for success (Baruch & Leeming, 2001).

Buchanan, Kim, & Basham (2007) reported that students master their businesses surveyed is more motivated to achieve their professional development than to acquire knowledge. They found that the students are encouraged to pursue a business degree to get an alternative to the job held. O'Connor & Cordova (2010) found similar results, determined that part-time students in their research into their graduate program for the targeted position, expand their knowledge and gain credentials that will advance their careers.

Giancola et al. (2009) suggested that the stress involved with work and college are stronger than those related to family and college, as students have a lack of control over work. "While students may miss social activities or finding someone to take care of children or other personal responsibilities, they may not have the same level of control of their work tasks" (Giancola et al., 2009, p. 258). Overall, they found that the work is the biggest source of stress for adult learners, and the stress of school has less impact on a person's general well-being.

Offstein , Larson , McNeill , & Mwale (2004 ) , in their qualitative study of Ph.D. students, asserting that the claim of graduate students , including academic requirements , responsibilities inherent in family and other relationships , their own personal standards , and the role of conflict , including students , couples , parents and employees. Offstein et al. (2004) identified the coping mechanisms developed by the students and are categorized into two types, control and support strategies. Strategies involved in the action taken by an individual to cope with the situation and control the outcome.

Control strategies include attempts to create a structured schedule or routine , trying to manage time efficiently, making the right choice and use efficient methods , and pursue self-awareness by paying attention to your health , the preferred method of learning and the need for planning and flexibility " down- time "into a table . (Offstein et al., 2004, p. 400)

Support strategy involved searching for family, friends, colleagues and mentors in the program for support. Build relationships with individuals viewed as the key to successful support strategy (Offstein et al., 2004).

According to Pitt-Catsoupes, Kossek & Sweet (2006), editors of *The Work and Family Handbook: Multi-Disciplinary Perspectives and Approaches*, stated that the dialogue regarding work-family issues escalated in the late 20th century as the population, workforce and family structure saw major changes. By the 1990s, companies and governments were creating a demand for research that could be used in

developing policies that would effectively address these changes (Pitt-Catsouphes et al., 2006).

Some forms of flexible work schedules, such as part-time work, compressed workweeks, hours and flexitime, have a long history of implementation. For example, the meta-analysis by Baltes et al. (1999) concluded that both flexitime and compressed workweeks had, on balance, positive effects on productivity, worker self-rated performance, and worker satisfaction with work schedules, but absenteeism was reduced only by flexitime. Flexible work options traditionally have been introduced largely to meet employer needs for flexibility or to keep costs down, although they may also have met employee needs and demands (Krausz et al., 2000). Most importantly, there is virtually no research finding that employees working on flexitime have lower productivity than those on traditional fixed work schedules (Yang & Zheng, 2011).

Likewise researchers such as Galinsky et al. (1993) & Premeaux et al. (2007) failed to disclose the significant relationship between work-life balance of employees and the performance of their organizations. These studies were conducted in almost identical settings, which reflected a positive relationship between two phenomena, e.g., compare research settings of Premeaux et al. (2007) & Allen (2001). Similarly, studies conducted by Frye & Breugh (2004) & Goff et al. (1990) yielded same results, found that no relationship between two phenomena. These assertions indicate that the issue of work-life balance is not always applicable and verifiable under the light of organizational performance, but one generalization is quite resonating that it definitely works towards increasing employee satisfaction, contempt, and positive job attitude.

According to Judge et al. (1994) stated that improved work-life balance can contribute to the organization more than it contributes to the lives of individuals, and as a result of this, the performance of the employee's work remains stagnant and static. This is not the goal of any organization is seen that a policy of work and life, and every management requires increasing output performance of their employees

Furthermore, students who register part-time graduate school while working full-time find themselves facing specific modification challenges. Initially among of these is how to manage work, school and family or other commitments, defined here as work-life balance. Besides that the students is not only a learner, but also a person with conflicting roles. Facing successfully with the stress innate in coexisting roles while in school is key to academic success and overall happiness. Based on the literature stress out on assessing the needs of graduate students, while Nesheim, Guentzel, Gansemer-Topf, Ross & Turrentine (2006) studies found that graduate students described multiple experiences that impacted their academic work including frustration and difficulties meeting the personal and professional demands they faced.

But, (Glass & Estes, 1997; Redmond, Valiulis & Drew, 2006) defined that work-life balance benefits include increased employee retention, decreased absenteeism, fewer sick leave requests, job flexibility, and increased productivity, reduced employee stress levels and an enhanced corporate culture.

While, (Beauregard, 2006; Breaugh & Frye, 2007; Ezra, & Deckman 1996) stated that Organization almost are more focused on women tend to have more family-friendly practices in place. It was also noted that those corporations that had higher productivity and had work balance policies in place. And this statement support by

other research indicates that propose that more awareness be given to stress related-work conflict for both men and women. (Glass & Estes (1997). While Lilly, Duffy & Virick (2006) initiate that men and women viewed work-family conflict differently and suggest that policies be implemented to support both.

### **2.1.5 Relevant Theories/ Models**

#### ***Social Exchange Theory***

Based on the social exchange theory it can be interpreted that by the concept of reciprocity. According to Korsgaard, Meglino, Lester, & Jeong (2010), stated that there are two forms of reciprocity. The first form is the obligation to reciprocate, which is the belief that someone will return a favour or engage in behaviour because they feel obligated to pay someone back. The second form of reciprocity is expected reciprocity. Expected reciprocal is the belief that if someone does something for someone else, he should get some kind of benefit in return in the future. In addition Beham (2011) & Korsgaard et al. (2010) consent that employees will act according to social exchange theory.

On other that, the theory of social change related to employee perceptions of supervisor support as when employees believe that the organization is supporting them, they will also feel the need to support and work hard for the organization (Korsgaard et al., 2010). The employer is considered the face of an organization, it is important to understand how the perception of support on work-life balance can affect an employee's work-life balance, job performance while they part time studying.

## **2.2 CONCLUSION**

Based on previous studies have shown that work-life balance clearly shows the great importance for workers who have other commitments as continue their studies and the time gap with families and their work. This will determine the impact of positive or otherwise to the performance of their work. Performance is instrumental to their plan work better and upward right sense of satisfaction working in them. Adult learners who have many commitments like household chores and learning to manage their daily live and work life balance plays a strong role to their job performance upgrade right or vice versa.

## **CHAPTER 3**

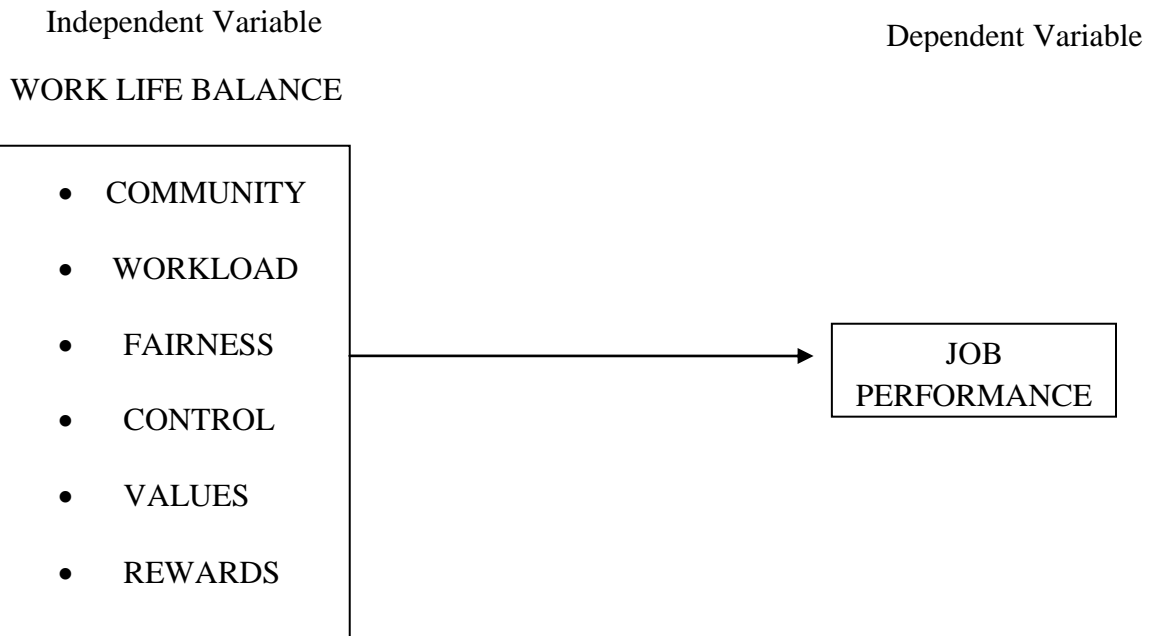
### **METHODOLOGY**

#### **3.1 INTRODUCTION**

The purpose of this study was to determine effect of work life balance on job performance among working adults students in UUM. The information and knowledge can be provided related to the employees about their effect on job performance and work life balance among working adults students.

This chapter will focus on the sampling plan; the methods to be used to generate data. It will explain in more detail about the theoretical framework, hypotheses, measurement of variables/ instrumentation, research design, sampling frame, population, the sampling technique, sample size, data collection procedures, and techniques of data analysis.

### 3.2 THEORETICAL FRAMEWORK



**Figure 3.1: Theoretical Framework on the Relationship between Work life Balance and Job Performance among Working Adult Students in UUM.**

There were two types of variables named independent variables and dependent. In these study, the independent variables was defined as overview of work life balance about six different elements as being described as workload, community, fairness, control, values and rewards.

The dependent variable represents the effect of job performance of this study. The dependent variable in this study is to examine the relationship between work life balance and employee job performance. It means that the level of job performance can be measure whether it can be decreased or increased refer to the elements of work life balance that being used.



### **3.3 HYPOTHESES**

Based on a through literature review guided by the theoretical framework this research was carried out to measure the relationship between work life balance and job performance. There are hypotheses were formulated:

H1: There is a positive relationship between of areas elements work life balance and job performance.

H1a: There is a relationship between workload and job performance.

H1b: There is a relationship between community and job performance.

H1c: There is a relationship between fairness and job performance.

H1d: There is a relationship between control and job performance.

H1e: There is a relationship between values and job performance.

H1f: There is a relationship between rewards and job performance.

### **3.4 MEASUREMENT OF VARIABLES/ INSTRUMENTATION**

The questionnaire will construct used for data collection is a questionnaire as a main instrument and was modified by using previous research. The questions were divided into eight sections. Section A will be covered the demographic information of respondents such as gender, age, marital status, working experience in the organization, level of education, job position, job status and income (monthly). Section B, C, D, E, F, and G measured dimensions of the Areas Work life Survey (AWS; Leiter & Maslach, 2004). Section H is measured job performance by William & Anderson's (1991).

#### ***3.4.1 The Areas of Work life Survey***

Areas of work life survey (AWS; Leiter & Maslach, 2004) is a 29 item instrument that measures six qualities including: workload (6 items), control (3 items), rewards (4 items), community (5 items), fairness (6 items), and values (5 items). Items are presented in a 5-point Likert type response format ranging from 1-strongly disagree to 5-strongly agree. Higher scores indicate higher levels of the particular quality. Internal consistency reliability estimates were 0.77.

#### ***3.4.2 Job performance***

Job Performance was measured with the Task Performance by William & Anderson's (1991). Five items are used to measure job performance. Items are presented in a 5-point Likert type response format ranging from 1-strongly disagree to 5-strongly agree. Coefficient alpha was 0.89 in the present study

All the instruments tested validity and reliability. The instrument was pilot tested using 50 individuals it's been conducted before measure the real distribution of data. The respondents include the part time students in all several of course in UUM.

**Table 3.1 Summary Table of Reliability Analysis based on pilot test**

**N=50**

Variables	No. Of Items	Cronbach's Alpha
Job Performance	5	0.655
Work life Balance	29	0.656

***The Areas of Work life Survey***

Reliability estimates for AWS scores responses were reported with a normative sample (N = 50) of individuals from various occupations and different genders (male, female) complete the pilot test. Internal consistency reliability estimates from dimensions of the Areas Work life Survey indicate 0.656.

***Job performance***

Scores on the job performance scale have been found to have an overall internal consistency reliability of .655 coefficient alpha.

Internal consistency reliability estimates ( $\alpha$ ) are commonly used to measure reliability; while there is no set standard for an appropriate reliability, an estimate  $\geq 0.60$  may be considered adequate for purposes of this study. Validity deals with the appropriateness of interpretations made from the test (Gay & Airasian, 1992); in other words, validity concerns extent to which the scale measures what it is intended to measure.

A Cronbach's alpha coefficient test was performed to determine the internal consistency reliability of the instrument. In order to perform the Cronbach's alpha test, the questions were grouped by the following constructs (and treated as subscales): boundary preference, behavioural, temporal, physical and communicative. The constructs were based upon those identified by Kreiner, et al. (2009). Initial data analysis indicated that several questions were weak. To address this issue, these questions were either revised or deleted.

The questionnaire was tested for content validity. The content was developed by use past research by Areas of work life survey (AWS; Leiter & Maslach, 2004) and the and adopted by William and Anderson's (1991) Task Performance has been adapted and hereby to modified self rating scale to measure the job performance items . The adaption from past questionnaire in past research to make the necessary correction and improvement before passed out the questionnaires to the respondents were be select for the study.

### **3.5 RESEARCH DESIGN**

This research used correlational research as its research design. This study to examine the relationships between variables. One of the important points about correctional research is that it examines relationship between variables but in no way implies that one causes changes in the other. The correlational research is conducted when researcher want to explore “the extents to which two or more variables co-vary, that is, where changes in one variable are reflected in changes in the other” (Creswell, 2008, p. 358).

### **3.6 SAMPLING FRAME**

The sampling frame was based on the name list of part time students who currently enrol at UUM Sintok Campus, Kedah from three graduate schools such as Awang Had Salleh Graduate School of Arts and Sciences (CAS), Othman Yeop Abdullah Graduate School of Business (OYA) and Ghazali Shafie Graduate School of Government (GSS). List of names of the three graduates of this school are derived from registrar officer at each colleges.

### **3.7 POPULATION**

The populations of this study consist of the part time students who active studying in UUM Sintok Campus, Kedah. There were three graduate schools comprising students with total estimates population are 1457 part time students.

### **3.8 SAMPLE SIZE**

Population 1500 respondents the sample size should be 306 respondents which has meet the criteria suggested by Krejcie, Robert, Morgan, Daryle (1970), suggested a guidelines for sample size decision so as to ensure precision and confidence in determining the sample size. However the researcher decided to distribute 350 questionnaires in case poor response rate. A total of 146 responses were returned result in 41% rate.

### **3.9 SAMPLING TECHNIQUES**

In determine the sampling technique in this survey the simple random sampling strategies was used. It was because in the simple random sampling strategies, the population was heterogeneous and contained different groups that some of where were related to this topic of study. A simple random sampling technique was showed assure each element in the population of an equal chance of being included in the sample from this survey. In this study, there are three graduate schools that they call Awang Had Salleh Graduate School of Arts and Sciences (CAS), Othman Yeop Abdullah Graduate School of Business (OYA) and Ghazali Shafie Graduate School of Goverment (GSS). Firstly, the name list of working adults' students will be divided into three separate lists according to the colleges that they represent. Second use the table of random number for the serial number is first assigned to each element of the population. The population 1457, five-digit numbers selected from the table of random number merely by reading the numbers in any column or row, moving up, down, left or right.

### **3.10 DATA COLLECTION PROCEDURES**

The data from this study was collected using questionnaires that were delivered to the working adults' students were invited to participate in this study. After approval of the questionnaire from the lecturer the survey was sent to the working adults students that described the purpose of the study and invited them to participate voluntarily. The questionnaire was used as the main instrument to collect data from the respondents.

The advantage of using questionnaire includes the relatively low cost, no interview bias, no prior arrangements are needed and the facts of anonymity among respondents (Schermerhorn, Hunt & Osborn, 2000).

A manual questionnaire that included demographic information and variables of questions was included in the questionnaire paper. A respondent was given 10 minutes to answer and respond to the questionnaire. After accepting the informed consent, available data was analyzed after all questionnaires have been answered and collected.



Date	Procedures
19 March, 2013	Construct the questionnaire
26 March, 2013	Approval the questionnaire from supervisor.
16 June, 2013	Get the official letter that given from OYA UUM allowed collecting data.
16 June, 2013	Collect the name list of part time students from three graduate of school in UUM
15 September, 2013	Distribute questionnaires to the respondents and conducted was one week in the period of study.
22 September, 2013	Complete distribute questionnaires and the questionnaire was are returned  Available data were analyze

### **3.11 DATA ANALYSIS TECHNIQUES**

After the surveys were completed, the overall response rate was calculated as was the response rate for each group surveyed. Response bias was not considered a factor since the time period in which the survey was conducted was only one week with more than 50% of the responses recorded in the first four days that the survey was available. Data from the questionnaire were imported into SPSS version 16 software in order to conduct descriptive and inferential statistical analyses such as Pearson correlation coefficient and multiple regressions.

## **CHAPTER 4**

### **FINDINGS**

#### **4.1 INTRODUCTION**

The finding shows the result from the questionnaire that has done collected. In this chapter the data analysis are presented. Based on the questionnaire the researcher focused on the frequencies of respondents in demographic patent in which included gender, age, working experience, job title/position, employment status and monthly income. Meanwhile, was more focus on the reliability data of the final study. Furthermore, more focus on descriptive statistics that included the minimum, maximum, mean, standard deviation, skewness and kurtosis to show normality of the data. In addition also the researcher focuses on the correlation between the elements of independent variables (work life balance) with dependent variable (job performance). Lastly, the researcher also focuses on the multiple regressions to test the hypotheses of the research.

## **4.2 SURVEY RESPONSE RATE**

The questionnaire was distributed to 350 among part time students in University Utara Malaysia (UUM). The respondents were given 10 minutes to complete the questionnaires. Response bias was not considered a factor since the time period in which the survey was conducted was only one week with more than 50% of the responses recorded in the first four days that the survey was available. After the questionnaires are collected, a total of 146 responses were returned result in 41% rate.

### 4.3 DEMOGRAPHIC DATA

**Table 4.1 Demographic Variable of Participants**

**N = 146**

		<b>Number of Respondents (%)</b>
Gender	Male	44 (30.1 %)
	Female	102 (69.9%)
Age	Under 30 years	104 (71.2%)
	Between 31-40 years	34 (23.3%)
	Between 41-50 years	8 (5.5 %)
Marital Status	Single	51 (34.9%)
	Married	95 (65.1%)
	Divorced	0
	Widowed	0
Working Experience	<1 years	11 (7.5%)
	1-5 years	109 (74.7%)
	> 5 years	26 (17.8%)
Education	SPM	0
	STPM	0
	Diploma	2 (1.4%)
	Bachelor Degree	114 (78.1%)
	Master Degree	30 (20.5%)

	PhD	0
Job Title/Position	Manager	4(2.7%)
	Executive	49 (33.6%)
	Non Executive	25 (17.1%)
	Administrative Worker	51 (34.9%)
	Skill Worker	12 (8.2%)
	Other	5 (3.4%)
Employment Status	Permanent	126 (86.3%)
	Contract	20 (13.7%)
Income (Monthly)	<RM 2,000.00	19 (13.0%)
	Between RM 2,001.00-RM 3,000.00	93 (63.7%)
	Between RM 3, 0001.00-RM 4,000.00	27(18.5%)
	Over RM 4,000.00	7 (4.8%)

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Demographic information was collected from participants including age, gender, marital status, working experience, education, employment status, job title and income (monthly). Table 4.1 presents the demographic variables of participants. It followed the percentage and frequency of values by participants.

#### **4.3.1 Gender of Respondents**

The frequency analysis for the gender of working adults students at UUM Sintok, Kedah showed that female students a high percentage which is 69.9 % ( 102 students) followed by male students which is 30.1% (44 students).

#### **4.3.2 Age of Respondents**

Table 4.1 showed the age of part time students in UUM. The highest percentage is 71.2% (104 students) which is represent the staff at age under 30 years old. The second highest is 23.3% (34 students) around age 31 - 40 years old followed by 5.5% (8 students) which is their age around 41 to 50 years old.

#### **4.3.3 Marital Status of Respondents**

Table 4.1 above showed the marital status of adult working students. There is 65.1% representing 95 students have been married and 34.9% (51 students) are single.

#### **4.3.4 Working Experience of Respondents**

In terms of the working of experience, table 4.1 above showed that 74.7% (109 students) had been working for 1 to 5 years, which was the highest number of working experience. The second highest is 17.8% (26 students) who worked more than 5 years. The lowest percentage is 7.5% (11 students) which is with working experience less than 1 year.

#### **4.3.5 Level of Education of Respondents**

Frequency for the level of education showed the highest is Bachelor Degree which represented 78.1% (114 students). The second highest is Master Degree represented 20.5% (30 students) and followed by Diploma holder which is 1.4% (2 students).

#### **4.3.6 Job Title/Position of Respondents**

For Job Title/Position, table 4.1 above showed the highest is Administrative workers which is 34.9% (51 students), second highest is Executive represented 33.6% (49 students) followed by Non Executive is represented 17.1% (25 students). While, Skill worker represented 8.2% (12 students), other job position represented 3.4% which is 5 students and the lowest percentage is Manager position represented 2.7% (4 students).



#### **4.3.7 Employment Status of Respondents**

In terms of employment status, table 4.1 above showed that the highest of percentage is permanent 86.3% (126 students) and the lowest of percentage is contract represented 13.7% (20 students).

#### **4.3.8 Income (Monthly) of Respondents**

Table 4.1 above indicates the percentage of income (monthly) of the working adults' students. The highest percentage is 63.7% (93 students) which is RM2, 001 to RM3000. The second highest is 18.5% (27 students) which is represent the amount of RM3, 001 to RM4000 of salary per month. Followed by 13.0% (19 students) is represented less than RM2, 000 of salary per month. The lowest percentage is 4.8% (7 students) which is represent amount of salary above than RM4, 000.

#### **4.4 RELIABILITY DATA OF THE FINAL STUDY**

The criteria for evaluating of the measurements are the reliability of the data score. Reliability is can be indicate that the indicator of a measure's internal consistency. Consistency is the key to understanding reliability. A measure is reliable when different attempts at measuring something converge on the same result. The instruments used in the Areas of Work life Survey and Job Performance adapted from Task Performance Questionnaire. While, it can be describe that describe each of the scales and presents psychometric properties of each of the scales (i.e. reliability and validity).

Joppe (2000) defines reliability as

.....The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. (p. 1)

The estimates of internal consistency reliability ( $\alpha$ ) is commonly used to measure reliability, while there is no set standard for reliability appropriate. Generally speaking indicate that scales with a coefficient  $\alpha$  between 0.80 and 0.95 are considered to have very good reliability. Scale with a coefficient  $\alpha$  between 0.70 and 0.80 are considered to have good reliability, and  $\alpha$  value between 0.60 and 0.70 indicates fair reliability. When the coefficient  $\alpha$  is below 0.6, the scale has poor reliability. In this study indicates an estimate of  $\geq 0.60$  can be considered sufficient for the purposes of this study.

**Table 4.2 Summary Table of Reliability Analysis based on final study**

Variables	No. Of Items	Cronbach's Alpha
Job Performance	5	0.746
Work life Balance	29	0.649

Reliability estimates for Areas of Work life Survey (AWS) scores responses were reported with a normative sample (N = 146 ) of individuals from various position such manager, executive, non executive , administrative worker, skill worker and other position in their occupation. Internal consistency reliability estimates were six dimensions of areas work life survey is 0.649. Scores on the job performance scale have been found to have an overall internal consistency reliability of 0.746 coefficient alpha. Based on the result it can be examined the internal consistency ( $\alpha$ ) value between 0.60 and 0.70 indicates fair reliability among all variables.

## 4.5 DESCRIPTIVE STATISTICS

This section was designed to obtain information and knowledge about the elements of Work life Balance and Job Performance. This section was designed to measure the mean and standard deviation of variables. This section was divided into 7 sections including section B, section C, section D, section E, section F and section G. Section B until section G about the elements of Work life Balance and section H was improvement of performance based the Work life Balance. Respondents were required to rate their state of agree or disagree statement using 5 point Likert Scale such as 1- strongly disagree, 2-disagree,3-Uncertainty,4- Agree and 5- Strongly Agree.

**Table 4.3 Descriptive Statistics of Variables**

	Min.	Max.	Mean	Std. Deviation	Skewness	Kurtosis
Job Performance	3.00	4.80	4.0315	0.35598	-0.859	1.219
WorkLife Balance	2.79	4.48	3.7260	0.26475	-0.085	1.715

Table 4.3 shows descriptive statistics for each element in work life balance and job performance. It shows the Mean (M), Standard Deviation (SD), Maximum, Minimum, Skewness and Kurtosis for the information about variable in work life balance and job performance. The highest means was job performance (M = 4.0315, SD = 0.35598). This is followed by work life balance (M=3.7260, SD=0.26475). Thus, mean values above is 3.00 indicated that the respondents are fulfil the requirements with the current situation in general. While, table 4.3 it can be illustrated

that skewness for the job performance are  $-0.859$  that means the skewness for job performance Right skewed distribution indicated most values are concentrated on left of the mean, with extreme values to the right and kurtosis for the job performance are  $1.219$  it can be interpret that Platykurtic distribution, flatter than a normal distribution with a wider peak. The probability for extreme values is less than for a normal distribution, and the values are wider spread around the mean. Meanwhile for the work life balance skewness are  $-0.085$  it can be Left skewed distribution indicate most values are concentrated on the right of the mean, with extreme values to the left and for the kurtosis work life balance are  $1.715$  also Platykurtic distribution, flatter than a normal distribution with a wider peak. The probability for extreme values is less than for a normal distribution, and the values are wider spread around the mean.

According to Hair et.al (1998) suggests a very stringent threshold of  $\pm 0.5$  as indicative of departures from normality. George & Mallery (2003), Morgan, Griego & Gloeckner (2001) suggest that a more liberal  $\pm 1.0$ . Chua (2008) stated that in social science and education, data distribution with skewness and kurtosis between  $\pm 2.0$  can be considered to be approximately normally distributed. While, Tabachnick & Fidell (2007) stated that skewness and kurtosis between  $+0.3$  and  $-0.3$  is acceptable.

#### 4.6 CORRELATIONS BETWEEN VARIABLES

**Table 4.4 Work life Balance and Job Performance Variables: Correlations**

(N = 146)

Variable	1	2	3	4	5	6	7	8
1. Job Performance	-							
2. Worklife Balance	.397**	-						
3. Workload	.123	.541**	-					
4. Control	.409**	.536**	.166*	-				
5. Rewards	-.203	.233**	.028	-.161	-			
6. Community	.042	.462**	.270**	.104	.047	-		
7. Fairness	.208**	.758**	.319**	.382**	-.013	.405**	-	
8. Values	.507**	.711**	.302**	.451**	-.114	.187*	.477**	-

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

The above correlation test indicates that the variable of the work life balance on job performance and domains (areas of work life) of the work life balance on job performance. It shows that this element has a relationship with job performance. Correlation is significant at the ( $r = 0.397$ ,  $p > 0.05$ ) (2-tailed) the overall of the work life balance on job performance. The correlation between workload on job performance is not significant at the ( $r = 0.123$ ,  $p > 0.05$ ) (2-tailed). At the same time as, the correlation between control on job performance is significant at the ( $r = 0.409$ ,  $p >$

0.05) (2-tailed). The correlation between rewards on job performance not significant at the ( $r = -0.203$ ,  $p > 0.05$ ) even the value stated the significant but have the negative values indicate a relationship between rewards and job performance such that as values for rewards increase, values for job performance decrease. The correlation it just primary test to see the relationship between variables. The correlation between community indicate that no significant at the ( $r = 0.042$ ,  $p < 0.05$ ). Correlation fairness between the job performances is significant when value indicate that ( $r 0.208$ ,  $p > 0.05$ ). Finally, the correlation values between job performance indicate that significant at the ( $r = 0.507$ ,  $p > 0.05$ ).

This analysis is used to determine strong or weak relationship between work life balance with job performance. This analysis using can be able to give interpretations about strength of the relationship it can be followed by Sugiyono (2004) stated that when  $0.4 - 0.599$  is a medium relationship meanwhile  $0.6 - 0.799$  is a strong relationship.

#### 4.7 MULTIPLE REGRESSION ANALYSIS

Regression analysis is a statistical tool for the examined of relationships between variables. The researcher seeks to ascertain the causal effect of one variable upon another. This section the researcher reported the multiple regression results between the elements of work life balance and job performance. This issue it consents to researcher to make statement about how well one or more independents variables were predicted the value of the dependent variables.

**Table 4.5 Regression between the work life balance and job performance**

<b>Model Summary (b)</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.608(a)	0.370	0.343	0.28863

a. Predictors : (Constant), values, rewards, community, workload, control, fairness

b. Dependent Variable : job performance

Table 4.5 indicates that the areas of work life balance is significant as predictor indicate that R=0.608 and the R Square indicate the 0.370 (37%) is significant by six independents variables. For the Adjusted R Square are significant 0.343 values.

<b>ANOVA (b)</b>					
Model	Sum of Square	df	Mean Square	F	Sig
1 Regression	6.796	6	1.133	13.596	.000(a)
Residual	11.579	139	0.083		
Total	18.375	145			

a. Predictors : (Constant), values, rewards, community, workload, control, fairness

b. Dependent Variable : job performance



The ANOVA (b) result showed that there is significant relationship between areas of work life balance and job performance among working adults students which is represented ( $F=13.596$ ,  $p < 0.05$ ).

**Coefficients (a)**

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
Constant	2.399	0.365		6.565	.000
Workload	-0.029	0.053	-0.40	-0.547	0.585
Control	0.137	0.061	0.177	2.262	0.025
Rewards	-0.075	0.045	-0.114	-1.662	0.099
Community	-0.049	0.064	-0.058	-0.768	0.444
Fairness	0.011	0.074	0.013	0.154	0.878
Values	0.412	0.069	0.491	5.937	.000

Table Coefficients (a) indicate that the regression of the variables followed by the testing the hypotheses:

H1: There is a positive relationship between of areas elements work life balance and job performance.

*H1a: There is a relationship between workload and job performance.*

It can answered that workload on job performance ( $\beta = -0.040$ ,  $p > 0.05$ ). Based on the value it can be hypotheses that workload between the job performance are negative relationship. H1a It's not supported.

*H1b: There is a relationship between community and job performance.*

Community on the job performance show that the value ( $\beta = -0.58$   $p < 0.05$ ) the values hypotheses the insignificant relationship between variables. H1b it's rejected.

*H1c: There is a relationship between fairness and job performance.*

Fairness on the job performance answered that ( $\beta = 0.013$   $p > 0.05$ ) it can be hypotheses that the not significant the relationship. H1c It be rejected the null hypotheses.

*H1d: There is a relationship between control and job performance.*

Control on job performance indicate that ( $\beta = 0.177$ ,  $p > 0.05$ ) the value it can be hypotheses that control between the job performance are positive relationship. This result indicated that H1d failed to reject the null hypotheses.

*H1e: There is a relationship between values and job performance.*

Values on the job performance indicate that ( $\beta = 0.491$   $p < 0.05$ ) and the value it can be hypotheses that the values and job performance are positive relationship. H1e supported the null hypotheses.

*H1f: There is a relationship between rewards and job performance.*

Rewards on job performance it can be interpreted that ( $\beta = -0.114$   $p > 0.05$ ) it can be hypotheses that the negative relationship between of the two variables. It rejects the null hypotheses.

## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

This study provides new knowledge and experience to the part-time graduate students who work full-time to achieve their desire to balance work life with their work performance. Additionally, the elements of work life balance play an important role in studying the relationship between the performances of their work while studying. These elements also have a significant impact on them in the state that the relationship between job performance and work-life balance. Therefore, this study gives the impact of their work-life balance with work performance during their studies.

## **5.2 DISCUSSION OF RESEARCH QUESTION**

### **1. Does Workload influence the job performance among working adult students?**

It can be concluded that majority of the working adults students disagreed that the workload can increase their job performance. This can be explained that the workload is a positive impact on them in ascending right job performance because of excessive work caused them to fail to divide their time with family, work and study. Adult learners view workload incurred by them is heavy for them to make good decisions within a limited work.

### **2. Does Community influence the job performance among working adult students?**

It can be concluded that the community have an insignificant impact on the job performance among them. Social quality in their environment cause their perception of the communities in which they work in harmony and not adopt family-friendly policies among them. This shows that they have no support among their colleagues to develop their careers and raise their performance. In addition they also have a feeling that is not close to each other that they are less able to communicate openly about their career development. Other than that beliefs among them to fulfil their duties in the workplace relatively low because they do not provide awareness in communication and teamwork.

**3. Does Values influence the job performance among working adult students?**

Majority of the working adults' students agreed that the values can increase their job performance. This is because they see the values adopted by the organization are important and the same with organizational goals that are into career development of employees in improving their performance. They see in terms of their career goals are similar to the goals of the organization to improve the productivity of their work and committed to the quality of the organization they want to take the opportunity to develop their career in the raising of their performance.

**4. Does Rewards influence the job performance among working adult students?**

In terms of reward clearly seen no positive relationship between job performance among them. They see in terms of intrinsic rewards such as recognition from colleagues and employers in their work although they have contributed a good performance in their organizations. Their efforts in making the work in the workplace is not given special attention and no they can in raising their performance and organizational performance.

**5. Does Control influence the job performance among working adult students?**

It can be concluded that the control influences the job performance among working adults students in UUM. In terms of the control they see that they can make decisions and take the opportunity to control their excessive work and influence management to provide good equipment and space they need for their work. In addition they also can take the opportunity to build a career of more advanced with their studies and do the work in a professional and all independence without the help of colleagues in their work.

**6. Does Fairness influence the job performance among working adult students?**

It can be concluded that fairness do not have a significant impact on job performance among working adult students. This can be seen when the available resources in an organization is not fair and the opportunity to upgrade the performance of the work based on merit. Management provide fair treatment of employees' perceived unequal and result in decreased job performance as due to different positions as well as their qualification different from each other. They think they do not know how to develop of their careers in their organizations based on favouritism among them.

### **5.3 LIMITATION OF THE STUDY**

The type of this research was correlation. The researcher examines the relationship between Work Life Balance towards job performance among working adults students in UUM. How the elements of the work life balance affected or influenced employees' performance. The population of this target group was the part time students who enrol in UUM and they were heterogeneous. This research only focused on part time students because of the limitation of the time and in the process of conducting this study, it had involved a great deal of costs. It is not only in terms of monetary, but also time, and energy. A great deal of effort has been put on the data collection and analysis. Not to mention the cost to give some token of appreciation to the respondents who had answered the questionnaire. Other costs are like cost of printing, and distribution of questionnaires. There were 1457 part time students who currently enrol in UUM.

#### **5.4 CONTRIBUTION OF THE STUDY**

This study can contribute in particular to the employers to maintain the performance of their employees in balancing their work life. Employers can see how their employees need a flexible management to meet their obligations as employees in the organization. These study can help the employer's plan a more systematic and flexible for employees who want to take the opportunity to develop their careers such as continue their studies while maintain the job and organizational performance. According to a study by Messmer in (2006), flexible scheduling is the benefit valued most by employees. However, increased flexibility, if implemented without conditions and used to facilitate business ends without provision for worker consent, could compromise instead of enhance work life balance.



## **5.5 RECOMMENDATIONS**

Based on the findings of this study, a few recommendations can be put priorities and should be taken into consideration by the workers of the organization and also the top management in order to improve productivity through implementation work life balance in their daily lives in the workplace and their institutions.

### **1. Top Management**

It is most important for the top level management to support all their employees' to implement work life balance policies in their workplace. The employees should support what are the kinds of programmes that are conducted from upper level management based on the elements of work life balance to make sure the employees can be practice when their doing their job. Besides that, the upper level management must make sure that the clearly understands the tasks and give them spaces enough or time especially for the part time studying to manage their tasks while conducting them. In addition, the management must also communicate about the importance of work life balance to increase workers' performance and they must also promote the better promotion for them without discrimination. Furthermore, the management must also provide more infrastructures and facilities to make sure that employees are aware of their work and the management should give them all the benefits to make sure the employees improve their performance.

## **2. Employees**

The workers should attend seminars about the awareness how to manage balancing their working life while studying at the same time it can be that were organized by the organization in order to make sure that they know and understand the importance of the balancing the work life while to improve the levels of the performance. Through this program, they will be exposed to all the steps about to implement the harmonious relationship the employer between employees in their organization. And the employees should follow schedule to ensure that their time management well managed between their study and the personal life.

## **5.6 RECOMMENDATIONS FOR FUTURE RESEACH**

1. This research has the potential value for future research. To ensure representativeness, the research should be replicated to cover a bigger sampling frame and the result should be compared to those found in this study.
2. If a similar research should be carried out, the number of respondents should be increased. This will enable researchers to increase more data in order to make sure that the study is more valuable.
3. Furthermore, if a similar research should be conducted, the researcher should focus more to other elements of work life balance such as career well-being, social well-being, financial well-being, financial well-being, physical well-being and community well-being to know the effective relationship between work life balance and job performance among part time students or staff in the organization after this.
4. This research can be expanded to other employees from a different position such as for upper level management to define more perceptions them in work life balance in their life.
5. Besides that, will also can develop other methods of data collection like interviews for make the findings of the study will more perfect and strength.

## **5.7 CONCLUSION**

Implementation of Work life Balance is very important in the organization. The importance of the Work life Balance cannot be disproved. It is because there are opinions that Work life Balance is a method that the company can use to increase respondent's productivity and improve their job performance. Work life Balance has been reported that the implementation are made higher frequency of the elements of Work life Balance can be give impact for the respondent's to increase performance.

It can be described that the Work life Balance are most beneficial for them to in order to ensure the employees can maintain their work when practice the Work life Balance in their workdays. And they can make the organization more effective and efficient in order to achieve their goals.

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## APPENDIX A: QUESTIONNAIRE



## QUESTIONNAIRE

Dear Participant,

I am a student at University Utara Malaysia and seeking your assistance in an important conducting a study on “The Relationship between Work life Balance and Job Performance among Working Adult Students in UUM”. Hence, I would appreciate if you could spare 10 minutes of your time to answer this questionnaire. All information given will be kept **CONFIDENTIAL** and will only be used for academic purposes.

Your participation in this study is completely voluntary. The completion and return of the enclosed questionnaire is taken to constitute your consent to participate in the study. Instructions for completing the survey questions are provided at appropriate points throughout the survey.

Please complete ALL questions in the survey and thanks you for your support.

Yours sincerely,

*Nor Aliza Binti Ismail*

*Master of Human Resource Management (Candidate MHRM)*

*Universiti Utara Malaysia*

*HP: 017-9780186*

*Email: leez\_aliza@yahoo.com*

**Instructions:**

**Please answer each question by checking off the one answer which best fits your job situation. If your answer does not fit exactly, please choose the answer which comes closest. For open ended questions, please write your answer.**

**SECTION A: BACKGROUND OF RESPONDENTS**

1. What is your gender?

Male       Female

2. What is your age? \_\_\_\_\_

3. What is your marital status?

Single       Divorced  
 Married       Widowed

4. How long have you been working for the company? \_\_\_\_\_

5. What is the highest level of education that you have completed?

SPM       Diploma       Master Degree  
 STPM       Bachelor Degree       PhD

6. What is your Job Title?

Manager       Administrative worker  
 Executive       Skill Worker  
 Non Executive

Other:      Specify \_\_\_\_\_

7. What is your Job Status?

Permanent       Contract

Other:      Specify \_\_\_\_\_

8. Income (Monthly)

Less than RM 2, 000.00

Between RM 2, 001.00 - RM 3,000.00

Between RM 3,001.00 - RM 4,000.00

Over RM 4,000.00

**Instructions:**

Please answer each question by checking off the one answer which best fits your job situation.

If your answer does not fit exactly, please choose the answer which comes closest.

**SECTION B: WORKLOAD**

<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>UNCERTAINTY</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>QUESTION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I do not have time to do the work that must be done.					
2. I work intensely for prolonged periods of time.					
3. After work I come home too tired to do the things I like to do.					
4. I have so much work to do on the job that it takes me away from my personal interests.					
5. I have enough time to do what's important.					
6. I leave my work behind when I go home at the end of the workday.					

**SECTION C: CONTROL**

<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>UNCERTAINTY</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>QUESTION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I have control over how I do my work.					
2. I can influence management to obtain the equipment and space I need for my work					
3. I have professional autonomy/independence in my work.					

**SECTION D: REWARDS**

<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>UNCERTAINTY</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>QUESTION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I receive recognition from others in my work.					
2. My work is appreciated.					
3. My efforts usually go unnoticed.					
4. I do not get recognized for all the things I contribute.					

**SECTION E: COMMUNITY**

<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>UNCERTAINTY</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>QUESTION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. People trust one another to fulfill their roles.					
2. I am a member of a supportive work group.					
3. Members of my work group concentrate with one another.					
4. Members of my work group communicate openly.					
5. I don't feel close to my colleagues.					



**SECTION F: FAIRNESS**

<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>UNCERTAINTY</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>QUESTION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Resources are allocated fairly here.					
2. Opportunities are decided solely on merit.					
3. There are effective appeal procedures available when I question the fairness of a decision.					
4. Management treats all employees fairly.					
5. Favoritism determines how decisions are made at work.					
6. It's not what you know but who you know that determines a career here.					

**SECTION G: VALUES**

<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>UNCERTAINTY</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>QUESTION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. My values and the organizations values are alike.					
2. The organization's goals are consistent with the organization's stated goals.					
3. My personal career goals are consistent with the organization's stated goals.					
4. This organization is committed to quality.					
5. Working here forces me to compromise my values.					

**SECTION H: JOB PERFORMANCE**

<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>UNCERTAINTY</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>QUESTION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Adequately complete assigned duties.					
2. Fulfills the responsibilities specified in job description.					
3. Perform tasks that are expected of him or her					
4. Meets formal performance requirements of the job.					
5. Engages in activities that will directly affect his or her performance evaluation.					

## APPENDIX B: DATA OUTPUT

### Demographic Analysis

**gender of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	44	30.1	30.1	30.1
	female	102	69.9	69.9	100.0
	Total	146	100.0	100.0	

**age of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	under 30 years	104	71.2	71.2	71.2
	between 31-40 years	34	23.3	23.3	94.5
	between 41-50	8	5.5	5.5	100.0
	Total	146	100.0	100.0	

**marital status of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	single	51	34.9	34.9	34.9
	married	95	65.1	65.1	100.0
	Total	146	100.0	100.0	

**working experience of repondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<1 years	11	7.5	7.5	7.5
	1-5 years	109	74.7	74.7	82.2
	>5years	26	17.8	17.8	100.0
	Total	146	100.0	100.0	

**level of education of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	2	1.4	1.4	1.4
	Bachelor Degree	114	78.1	78.1	79.5
	Master Degree	30	20.5	20.5	100.0
	Total	146	100.0	100.0	

**job title of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Manager	4	2.7	2.7	2.7
	Executive	49	33.6	33.6	36.3
	Non Executive	25	17.1	17.1	53.4
	Administrative worker	51	34.9	34.9	88.4
	Skill worker	12	8.2	8.2	96.6
	Other	5	3.4	3.4	100.0
	Total	146	100.0	100.0	

**job status in the company**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Permanent	126	86.3	86.3	86.3
	Contract	20	13.7	13.7	100.0
	Total	146	100.0	100.0	

**income of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<RM 2,000.00	19	13.0	13.0	13.0
	between RM 2,001.00-RM 3,000.00	93	63.7	63.7	76.7
	between RM 3,001.00-RM 4,000.00	27	18.5	18.5	95.2
	Over RM 4,000.00	7	4.8	4.8	100.0
	Total	146	100.0	100.0	

## Descriptive Statistics

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
jobperformance	146	1.80	3.00	4.80	4.0315	.35598	.127	-.859	.201	1.219	.399
meanwlb	146	1.69	2.79	4.48	3.7260	.26475	.070	-.085	.201	1.715	.399
Valid N (listwise)	146										

## Reliability

### The Reliability Analysis

### The Reliability Analysis for Pilot Test

### Workload

**Reliability Statistics**

Cronbach's Alpha	N of Items
.614	6

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I do not have time to do the work that must be done.	17.80	7.388	.480	.389	.509
I work intensely for prolonged periods of time.	17.48	7.806	.618	.534	.475
After work I come home too tired to do the things I like to do.	17.42	7.636	.587	.749	.477
I have so much work to do on the job that it takes me away from my personal interests.	17.60	7.592	.494	.684	.506
I have enough time to do what's important.	18.12	10.598	-.036	.115	.705
I leave my work behind when I go home at the end of the workday.	18.28	9.471	.101	.116	.673

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
21.34	11.249	3.354	6

**Control**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.873	.873	3



**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I have control over how I do my work.	7.54	2.580	.702	.524	.869
I can influence management to obtain the equipment and space I need for my work	7.78	2.298	.743	.597	.833
I have professional autonomy/independ ence in my work.	7.48	2.010	.836	.700	.745

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
11.40	4.857	2.204	3

## Rewards

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.625	.602	4

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I receive recognition from others in my work.	10.1000	5.684	.216	.191	.661
My work is appreciated.	9.8800	5.781	.230	.164	.656
My efforts usually go unnoticed.	11.2200	2.910	.606	.576	.370
I do not get recognized for all the things I contribute	11.4000	2.571	.663	.585	.305

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.2000	6.694	2.58725	4

## Community

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.603	.640	5

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
people trust one another to fulfill their roles.	14.0800	4.687	.547	.793	.451
i am a member of a supportive work group.	14.0200	4.551	.583	.760	.430
members of my work group concentrate with one another.	14.2200	4.624	.524	.304	.459
members of my work group communicate openly.	13.8200	4.518	.518	.325	.457
i don't feel close to my colleagues.	14.8200	7.008	-.146	.179	.807

### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.548	2.920	3.920	1.000	1.342	.144	5

## Fairness

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.609	.648	6

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
resources are allocated fairly here.	18.7400	2.686	.526	.518	.525
opportunities are decided solely on merit.	19.0800	2.279	.468	.350	.508
there are effective appeal procedures available when i question the fairness of a decision.	18.8600	2.613	.447	.344	.534
management treats all employees fairly.	18.5200	2.989	.055	.038	.680
favoritism determines how decisions are made at work.	19.5400	2.376	.423	.289	.530
it's not what you know but who you know that determines a career here.	19.6600	2.392	.300	.141	.592

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
22.8800	3.414	1.84767	6

## Values

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.613	.628	5

### Inter-Item Correlation Matrix

	my values and the organizations values are alike	the organization's goals are consistent with the organization's stated goals	my personal career goals are consistent with the organization's stated goals	this organization is committed to quality	working here forces me to compromise my values
my values and the organizations values are alike	16.1000	2.378	.323	.407	.584
the organization's goals are consistent with the organization's stated goals	16.0200	2.102	.437	.380	.529
my personal career goals are consistent with the organization's stated goals	16.1400	2.000	.432	.265	.526
this organization is committed to quality	16.0600	1.731	.396	.332	.552
working here forces me to compromise my values	16.2400	2.104	.296	.123	.598

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.1400	2.939	1.71440	5

## Job Performance

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.655	.684	5

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
adequately complete assigned duties.	17.0400	1.386	.481	.537	.580
fulfills the responsibilities specified in job description.	17.0400	1.386	.481	.354	.580
perform tasks that are expected of him or her.	17.0000	1.347	.453	.570	.585
meets formal performance requirements of the job.	16.8400	1.239	.343	.294	.648
engages in activities that will directly affect his or her performance evaluation.	16.8000	1.265	.363	.303	.631

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.1800	1.906	1.38048	5

## The Reliability Analysis for Final Study

### Workload

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.632	.661	6

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
i do not have time to do the work that must be done.	18.13	5.866	.518	.457	.522
i work intensely for prolonged periods of time.	17.99	6.628	.495	.420	.549
after work i come home too tired to do the things i like to do.	17.96	6.274	.541	.494	.526
i have so much work to do on the job that it takes me away from my personal interests.	18.05	6.231	.471	.482	.546
i have enough time to do what's important.	18.49	7.424	.167	.201	.658
i leave my work behind when i go home at the end of the workday.	18.66	7.068	.125	.197	.700

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
21.86	8.827	2.971	6

## Control

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.637	.647	3

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
i have control over how i do my work.	7.67	1.036	.319	.123	.729
i can influence management to obtain the equipment and space i need for my work.	7.75	1.042	.466	.330	.517
i have professional autonomy/independence in my work.	7.45	.898	.582	.384	.347

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
11.44	1.889	1.375	3



## Rewards

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.678	.693	4

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
i receive recognition from others in my work.	9.82	3.710	.370	.357	.673
my work is appreciated.	9.73	3.756	.354	.363	.680
my efforts usually go unnoticed.	11.15	2.087	.638	.521	.472
i don not recognized for all the things i contribute.	11.26	2.028	.595	.512	.519

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.99	4.648	2.156	4

## Community

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.626	.693	5

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
people trust one another to fulfill their roles.	15.01	3.089	.461	.433	.538
i am a member of a supportive work group.	15.11	3.050	.565	.551	.502
members of my work group concentrate with one another.	15.13	2.955	.493	.497	.519
members of my work group communicate openly.	15.10	3.094	.471	.371	.535
i don't feel close to my colleagues.	16.94	3.107	.124	.019	.766

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
19.32	4.372	2.091	5

## Fairness

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.629	.664	6

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
resources are allocated fairly here.	18.30	4.984	.365	.401	.591
opportunities are decided solely on merit.	18.66	3.992	.495	.302	.527
there are effective appeal procedures available when i question the fairness of a decision.	18.41	4.782	.479	.383	.560
management treats all employees fairly.	18.12	4.200	.493	.325	.533
favoritism determines how decisions are made at work.	18.92	4.705	.190	.071	.664
it's not what you know but who you know that determines a career here.	19.13	4.473	.272	.180	.628

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
22.31	6.063	2.462	6

## Values

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.692	.728	5

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
my values and the organizations values are alike.	15.81	3.273	.533	.389	.618
the organization's goals are consistent with the organization's stated goals.	15.72	3.114	.523	.461	.613
my personal career goals are consistent with the organization's stated goals.	15.71	2.937	.639	.421	.567
this organization is committed to quality.	15.60	3.015	.438	.351	.646
working here forces me to compromise my values.	15.96	3.129	.242	.170	.761

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
19.70	4.488	2.118	5

## Job Performance

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.746	.754	5

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
adequately complete assigned duties.	16.17	2.281	.496	.329	.708
fulfills the responsibilities specified in job description.	16.12	2.393	.521	.326	.705
perform tasks that are expected of him or her.	16.23	2.204	.393	.156	.750
meets formal performance requirements of the job.	16.06	1.975	.567	.421	.679
engages in activities that will directly affect his or her performance evaluation.	16.05	1.928	.619	.458	.658

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.16	3.168	1.780	5

## Correlation

Correlations

	jobperformance	meanwlb	workload	control	rewards	community	fairness	values	
jobperformance	Pearson Correlation	1	.397**	.123	.409**	-.203*	.042	.280**	.567**
	Sig. (2-tailed)		.000	.139	.000	.014	.616	.001	.000
	N	146	146	146	146	146	146	146	146
meanwlb	Pearson Correlation	.397**	1	.541**	.536**	.233**	.462**	.758**	.711**
	Sig. (2-tailed)	.000		.000	.000	.005	.000	.000	.000
	N	146	146	146	146	146	146	146	146
workload	Pearson Correlation	.123	.541**	1	.166*	.028	.270**	.319**	.302**
	Sig. (2-tailed)	.139	.000		.045	.740	.001	.000	.000
	N	146	146	146	146	146	146	146	146
control	Pearson Correlation	.409**	.536**	.166*	1	-.161	.104	.382**	.451**
	Sig. (2-tailed)	.000	.000	.045		.052	.211	.000	.000
	N	146	146	146	146	146	146	146	146

rewards	Pearson Correlation	-.203*	.233**	.028	-.161	1	.047	-.013	-.114
	Sig. (2-tailed)	.014	.005	.740	.052		.574	.872	.170
	N	146	146	146	146	146	146	146	146
community	Pearson Correlation	.042	.462**	.270**	.104	.047	1	.405**	.187*
	Sig. (2-tailed)	.616	.000	.001	.211	.574		.000	.024
	N	146	146	146	146	146	146	146	146
fairness	Pearson Correlation	.280**	.758**	.319**	.382**	-.013	.405**	1	.477**
	Sig. (2-tailed)	.001	.000	.000	.000	.872	.000		.000
	N	146	146	146	146	146	146	146	146
values	Pearson Correlation	.567**	.711**	.302**	.451**	-.114	.187*	.477**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.170	.024	.000	
	N	146	146	146	146	146	146	146	146

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## Multiple Regressions

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.608 <sup>a</sup>	.370	.343	.28863

a. Predictors: (Constant), values, rewards, community, workload, control, fairness

b. Dependent Variable: jobperformance

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.796	6	1.133	13.596	.000 <sup>a</sup>
	Residual	11.579	139	.083		
	Total	18.375	145			

a. Predictors: (Constant), values, rewards, community, workload, control, fairness

b. Dependent Variable: jobperformance

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	2.399	.365		6.565	.000			
	workload	-.029	.053	-.040	-.547	.585	.123	-.046	-.037
	control	.137	.061	.177	2.262	.025	.409	.188	.152
	rewards	-.075	.045	-.114	-1.662	.099	-.203	-.140	-.112
	community	-.049	.064	-.058	-.768	.444	.042	-.065	-.052
	fairness	.011	.074	.013	.154	.878	.280	.013	.010
	values	.412	.069	.491	5.937	.000	.567	.450	.400

a. Dependent Variable: jobperformance