

**MEDIATING EFFECT OF WORK LIFE BALANCE ON
THE RELATIONSHIP BETWEEN EMPLOYEE
ENGAGEMENT AND JOB PERFORMANCE**

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ABSTRACT

Many studies have been conducted by researchers either academia or practitioner to understand factors contributing of job performance among worker part time students in employee engagement. The present study fills the gap by examining the relationship between employee engagement and work life balance and job performance using a sample of 144 workers of part time student. Data was collected using the random survey method based on the list of name from Post Graduate School in Universiti Utara Malaysia. The four research questions and four research objectives of the study answered by performing regression analysis and four hypothesis is tested. The finding of the study there is significant positive relationship between employee engagement, job performance and work life balance. Besides, the finding of the study gives a negative relationship between work life balance and job performance. The mediating role played by job performance assisted in clarifying the underlying process that was responsible for the relationship between employee engagements in workers of part time student. Limitation and recommendation for future study were also discussed.

Keywords: Employee Engagement, Work Life Balance and Job Performance.

ABSTRAK

Kajian terdahulu telah meneroka faktor yang membawa kepada prestasi kerja, keseimbangan hidup bekerja dan penglibatan pekerja adalah beberapa faktor yang mungkin mempengaruhi prestasi kerja seseorang pekerja. Kajian ini memeriksa hubungan antara penglibatan pekerja dan keseimbangan hidup bekerja dan prestasi kerja dengan menggunakan 144 orang pelajar pascasiswazah separuh masa di Universiti Utara Malaysia. Kajian ini menggunakan reka bentuk kajian kuantitatif yang mana data dikumpul menggunakan soal selidik yang diedar secara rawak mengikut senara nama yang diperolehi. 4 persoalan kajian dan 4 objekif kajian diuji dengan melaksanakan analisi regrasi. Keputusan kajian ini menunjukkan bahawa terdapat hubungan negatif yang signifikan di antara keseimbangan hidup bekerja dan prestasi kerja. Tambahan pula, hasil kajian ini juga menunjukkan bahawa hubungan antara penglibatan pekerja dengan prestasi kerja dan keseimbangan hidup bekerja adalah signifikan. Peranan pengantaraan yang dimainkan oleh prestasi kerja membantu menerangkan proses yang bertanggungjawab mendasari hubungan di antara penglibatan pekerja dan keseimbangan hidup bekerja. Batasan dan cadangan untuk kajian akan datang juga turut dibincangkan.

Kata Kunci: penglibatan pekerja, keseimbangan hidup kerja, dan prestasi kerja.

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CHAPTER 1

INTRODUCTION

1.1 Background of Study

Education is one of a major contributor to the development of human capital and economic of the country. Education could generate the creativity and innovation to serve the young people with the right skills needed to become competitive in the job market as well as being an enabler towards economic development of a country as a whole. With this regard, the government has ensured that the education system in the country to be functioned effectively in ensuring the success of the new economic model, economic transformation program and the government's transformation programe under pinning economic growth in the global competition.

Recently, the education development in Malaysia is growing rapidly which has help in opened the minds of the community to become more competitive to pursuit the knowledge. The governments have created a variety of agendas that can attract people regardless of age to gain knowledge such as through the National Education Blueprint. The education system is the cornerstone for the development of the country where it has to provide the knowledge and skills to the people to drive the economic growth and prosperity of the country. The government is taking steps to prepare for the transformation of the education system in order to achieve this goal until 2025. Based on the initiatives that has been introduced under the National Key Result Areas, the development plan had outlines the major changes as intended. The changes covered students' learning approaches aspects, methods of teachers and school leader's

selection and ministries operating approaches. This plan has clearly described the important factors for improvements on each step in transformation journey. The government has changed the Kurikulum Bersepadu Sekolah Rendah (KBSR) in primary school and “Kurikulum Standart Sekolah Tinggi (KSSM)” in this agenda. In addition, the intention is to keep students in Malaysia to become competitive with international students to ensure that students are able to become creative make a new ideas and the driving force of the country.

Furthermore, with changes in education, the Government has introduced myBrain at the university. This is for creating more PhD holders a better quality. Hence, the Government has sought to ensure that as many as 60 thousand PhD holders by the year 2020. With this agenda, there is more convenient as well as provide opportunities to communities who wish to continue their studies at the PhD level because this agenda is funded by the Government. The opportunity given by the Government has opened eyes the graduates who have worked mainly for continuing their studies to a higher level of Doctor of Philosophy (PhD).

In addition, the Government also established the concept of “Pembelajaran Sepanjang Hayat (Life Long Learning)” in the strategic plan of national education. In relation to that, Government has established various plans to make the Malaysian community to achieve higher levels of education and high education which is a symbol of one's thinking. The opportunity provides by this Government, opened the eyes of a society that has worked. This is to further enhance their income if they are succeeding to complete studies at the PhD level. This is manifest in the announcement made by the

Government which changes salary structure for workers who holds a master's degree and a Doctor of Philosophy (PhD) is higher than the previous one.

However, the interest of the community to pursue their studies for using this opportunities must reflect the constraints in their life. This has raised an issue because when pursuing to higher level of education, they must be wise as well as systematic to balance between work and education. They have to balance between education and career to achieve the Government's intention without disturbing the work performance and education. This will be detrimental to the performance of their respective career if not meet "work life balance" that will be studied.

1.2 Problem Statement

Job performance was having a many issues to relate. With the increase in issues related to job performance, worker's productivity has begun to be questioned. This problem has been addressed by part time students because they had to find a way to balance the performance of the work and learning. It is more difficult to part time students who have a lot of commitment in a day like those who have already married. This is because they have great commitment to balance between their work, learning and also responsibility. This has resulted in a wide range of issues that arise at workplace regarding their job performance. In this regard also, as a result of the constraints suffered by part time students, most of them will be depressed to keep continuing their learning. This is attributed the control of life careers and their learning. Because of this, some of them are forced to defer their studies because of the limitation that they faced.

In the daily lives of the adult learner, employee engagement plays an important role in helping them to perform in the workplace. The relationship between employers and employees in the workplace is very important to enable employees to focus on their work. This is because, there are various cases have occurred in which the employee has received a wide range of complexity in solving a task as a result of bad relations with employers. In line with that, generally, the employees will receive a negative impact on their learning because of a problem in the workplace makes them unable to focus on their learning. According to Dundas (2008), it explains that significant issues in an organization currently because of its role in determining an employee enjoyment to continue working and show satisfactory work commitment.

Employees of an organization furthering their studies as part time students face a lot of challenges in their life (Covarrubias, Gaedke, Janous & Recker, 2011). Their responsibilities increase as they have to be a worker, a family man and a student at the same time. Being a part time student need to have good time management and highly committed to cater to the plentiful role demands. A longitudinal study conduct by Covarrubias et al. (2011) compared the stress level among part time students and full time students. Covarrubias et al. (2011) found that the burden of study had highly affected part time students rather than full time student. Another burden that faced by part time student are burden with job, financial and family.

Furthermore, most of the classes are during the weekends, therefore they will not have enough leisure and quality time with their family. Sometimes they could not attend classes or group discussion with the full time students if their spouses or children are sick or they need to attend the company meeting or extension course. Some of the

workers might be absent from classes with the reason of fatigue resulting from longer working hours. As a result, with their increased responsibilities, these may affect their productivity, academic performance and commitment to the organization. While on the government perspective with the funding schemes provided to the part time students in furthering their education and building the human capital will be futile. Thus, there will be no synergy formed between the organization and the government goals.

In this regard, the ability of a person to administer effectively between career and education is very important to those who pursuing their education to the higher level. However, all of the factors of work life balance need to be taken by them to make them more productive at workplace and at the university. This is because if their relationship with working environment is good but their learning was unsatisfactory, these will waste the opportunity to an employee. The diversity of the burden of duties at work that need to be handled by part-time students is considered to be interference and give further negative impact to a lack of focus on education. This will result in a balance between career and life lessons will be interrupted. Hence, they need to meet and achieve the factors work life balance to enable them to perform at work efficiently. This means that, with achievement of work life balance they will be able to achieve the work target without losing sight and attention in their learning.

1.3 Research Objective

The prime objective of this research is to examine the relationship between employee engagement and job performance. This study also is to study the mediating effect of work life balance in the relationship employee engagement and job performance. The following is the specific objective:

- i. The main objectives:
 - a. To examine the relationship between employee engagement and job performance.
 - b. To examine the relationship between employee engagement and work life balance.
 - c. To examine the relationship between work life balance and job performance.
- ii. The secondary objectives:
 - a. To examine the mediating effect of work life balance on the relationship between employee engagement and job performance.

1.4 Research Question

Essentially, this study is to examine the mediating effect of work life balance on the relationship between employee engagement and job performance among part time student.

- i. Is there a relationship between employee engagement and job performance?
- ii. Is there a relationship between employee engagement and work life balance?
- iii. Is there a relationship between work life balance and job performance?
- iv. Does work life balance mediate relationship between employee engagement and job performance?

1.5 Significant of Study

This research can help the manager to identify the steps or action that they should take in order to retain people who are the most important resource for organizations. Based on this research it can determine that the elements of work life balance can help the workers of part time students to manage their study and working. Before this, any research is not use the elements of work life balance as a mediator. Besides, the elements of work life balance can be use in future research as a factor to knowledge for the future research. Besides, the findings will give information to the company that was useful to assist decision maker in identifying the important elements in order to use the

strategies in better. This is because the elements of work life balance can improve the job performance among part time students.

1.6 Scope of Study

The respondent of this study is workers of part time students. The scope of the study is part time students because there are can practise the elements of work life balance to manage their work and study. Besides, importance of engagement is proven by the literature, which shows that an engaging environment pays off. This study extended the research surrounding employee engagement issues to include the impact of simultaneously attending graduate school on the working professional. Specifically, the study focused on how workers of 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 college. How these individuals navigated their roles at work, at home, and at college and what tactics they used to successfully balance these three contextual environments were key to the research. To evaluate these issues, the preferences of employed students for segmentation or integration of roles and the boundary management coping techniques they use to effectively defend or blur boundaries between the three constructs of work, home and college were measured. By better understanding the choices that these individuals make in balancing roles, those who work with this student population will be better equipped to assist them in the recruiting process and during their time in the program.

1.7 Definition of Key Terms

1.7.1 Employee engagement

Robinson et al. (2004) define employee engagement as “a positive attitude held by the employee towards the organization and its value. An engaged employee is aware of business context, and works with colleagues to improve performance within the job for the benefit of the organization. The organization must work to develop and nurture engagement, which requires a two-way relationship between employer and employee.”

1.7.2 Vigor

Vigor is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one’s work, and persistence even in the face of difficulties, (Schaufeli, Bakker & Salanova, 2006, p. 702).

1.7.3 Dedication

Dedication refers to being strongly involved in one’s work, and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge, (Schaufeli, Bakker & Salanova, 2006, p. 702)

1.7.4 Absorption

Absorption is characterized by being fully concentrated and happily engrossed in one’s work, hereby time passes quickly and one has difficulties with detaching oneself from work, (Schaufeli, Bakker & Salanova, 2006, p. 702).

1.7.5 Work Life Balance

According to Clawson (2006) commitment to purpose is the determinant factor in being effective in achieving a balance in life. When individuals understand their center they will become physically, emotionally, socially, and organizationally balanced in life (Clawson, 2006). Defining work life balance in terms of understanding time, understanding choice, and understanding purpose is essential to understanding life.

1.7.6 Workload

Individuals who do not have enough time and support to fully recover from the demands of work exposed to chronic weakness (Cordes and Dougherty, 1993; Maslach, Jackson, & Leiter, 1996).

1.7.7 Control

Leiter & Maslach (2004) control problems arise in the work place when the employee does not have sufficient control over their work and not able to work in an environment that is consistent with their own values. Intense work rate upset the balance of control between the individual and the organization (Leiter & Maslach, 2001b).

1.7.8 Reward

Reward refers to the extent to which the financial rewards, social, and intrinsic is consistent with the expectations of rural mental health counselor's (Leiter & Maslach, 2004).

1.7.9 Community

The community is a factor that describes the quality of the work context of social interactions in the work environment (Leiter & Maslach, 2004). Community lively, thoughtful and responsive in the workplace is not compatible with combustion.

1.7.10 Fairness

Fairness in the workplace is seen as trust, openness, and respect practiced. The absence of justice in the workplace is directly attributable to the combustion. In addition, the community at work is evidenced by the people trust each other to perform certain tasks, openly communicate their intentions, and show mutual respect (Maslach & Leiter).

1.7.11 Values

Value is the motivation that initially attracts staff to work and the link between employee motivation and work (Leiter & Maslach, 2004). Frequently, the human services professionals have fallen down the attractiveness of professionals in their first job (Leiter & Maslach, 2004, p 422 and Leiter, 1991; Cherniss, 1980).

1.7.12 Job Performance

Job performance is a commonly used, yet poorly defined concept in industrial and organizational psychology, the branch of psychology that deals with the workplace. It's also part of Human Resources Management. It most commonly refers to whether a person performs their job well. Despite the confusion over how it should be exactly defined, performance is an extremely important criterion that relates to organizational outcomes and success. Among the most commonly accepted theories of job performance comes from the work of John P. Campbell and colleagues.

1.8 Conclusion

This chapter emphasizes on the background of the study, the problem statement, research questions and objectives, significance of the study, the scope of study and the definitions of the terms.

CHAPTER 2

LITERATURE RIVIEW

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 mediating effects of work life balance on the relationship between employee engagement and job performance among part time students in University Utara Malaysia (UUM).

2.2 Conceptualizing Employee Engagement

Far and foremost, in this section based on the previous studies, this research will go through the subtopic which is conceptualizing employment engagement. The cognitive aspect of employee engagement concerns employees' beliefs about the organization, its leaders and working conditions. The emotional aspect concerns how employees feel about each of those three factors and whether they have positive or negative attitudes toward the organization and its leaders. The physical aspect of employee engagement concerns the physical energies exerted by individual to accomplish their roles. Thus, according to Kahn (1990), engagement means to be physically as well as physically present when occupying and performing an organizational role.

Most often employee engagement has been defined as emotional and intellectual commitment to the organization (Baumruk 2004, Richman 2006 and Shaw 2005) or the amount of open effort exhibited by employees in their job (Frank *et al* 2004). Although it is acknowledged and accepted that employee engagement is a multi-

faceted construct as previously suggested by Kahn (1990), Truss *et al* (2006) defined employee engagement simply as “passion for work”, a psychological state which is seen to encompass the three dimensions of engagement discussed by Kahn (1990) and captures the common theme running through all these definitions.

2.3 Dimension of Employee Engagement

The concept of employee engagement by Schaufeli (2002) can be specifying into three dimensions. Therefore, employee engagement has defined it as “a positive, fulfilling, work related state of mind that is characterized by vigor, dedication and absorption”.

2.3.1 Vigor

As had been state at the beginning of this topic, vigor is between on the dimensions of employee engagement. Vigor refers to “high levels of energy and mental toughness while working, the willingness to invest effort in one’ work and persistent even in the face of difficulties” (Schaufeli et. al. 2002, p. 74).

2.3.2 Dedication

Then, the other dimension of employee engagement can be known as dedication which is describing as having “a sense of significance, enthusiasm, inspiration, pride and challenge”. Dedication is analogous to “involvement” whereby in identifies with their work or job, similar to finding meaning in what they do with both cognitive and affective dimensions. Beside that it also refers to a strong involvement in one’s work accompanied by feelings of enthusiasm and significance and by a sense of pride and

inspiration. Dedication refers to being strongly involved in one's work, and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge.

2.3.3 Absorption

The last dimension is absorption. This dimension has defined as “state of being fully concentrated and deeply absorb in one’s work, where by time passes quickly and one has difficulties with detaching oneself from work” (Schaufeli *et. al.* 2002, p. 74). Futhermore, absorption also refers to a pleasant state of total involvement in one’s work which is characterized by time passing quickly and being unable to detach oneself from the job. Besides the definiton above, absorption is characterized by being fully absorbed in work, both in short-term instances many times called “flow” (Csikszentmihalyi, 1990) and in more universal and persistent forms of engagement (Schaufeli et al., 2002).

Based on the previous research, it showed that vigor, dedication and absorption are strongly intercorrelated (Christian & Slaughter, 2007). However, multidimensionality is important because the dimensions significantly differed among burnout components and they can be considered polarized variables regarding to further analysis suggested. For instance, pessimism was intercorrelated with the three engagement dimensions (absorption, dedication and vigor). Additionally, exhaustion was related to absorption and dedication, and reduced efficiency, a dimension of burnout, was related to all three engagement dimensions (Christian & Slaughter, 2007). These data show coherence among included studies that such undesirable organizational outcomes are in fact distinct and important to engagement as a whole.

Based on conflicting research findings, there seems to be two kind of thinking when conceptualizing engagement. First, the engagement components are unidimensional and there is no need to examine the components individually. Second, depending on the outcomes measure, it may be important to look at engagement as multidimensional. Due to the conflicting information, this study will examine engagement as a whole, as well as the components. Engagement in this study is defined as the investment of personal energy and experience of an emotional connection to work comprised of physical, emotional and cognitive components labeled: vigor, dedication and absorption (Christian & Slaughter, 2008). As noted by (Schaufeli *et al.*, 2002), engagement is more than a momentary state at a certain time, rather it is a “persistent and pervasive effective cognitive state” (Schaufeli *et al.*, 2002; p.74). This stated encompasses absorption, dedication and vigor. Engagement will be examined in this study using the Utrecht Work Engagement Scale (UWES; Schaufeli *et al.*, 2002). The next section links the engagement construct to the strengths-based approach to management.

Beside that, positive emotions seem to broaden people’s thought–action repertoires, implying that they build a variety of personal resources (Fredrickson, 2001). These resources may include physical resources (e.g. physical skills, health), social resources (e.g. friendships, social support networks), intellectual resources (e.g. knowledge, executive control), or psychological resources (e.g. self-efficacy, optimism). These personal resources can be used to cope with the job demands and to perform well (Bakker and Xanthopoulou, 2009; Luthans *et al.*, 2010).

2.4 Work Life Balance

Work life balance is about adjusting working patterns so people are able to achieve a fulfilled life inside and outside paid employment (Pocock, 2005a; Bruin & Dupis, 2004). There is no universally correct amount of work life balance. Attaining the ‘right’ balance is a personal decision that varies for different people at various stages of their life span (EEO, 2006; McPherson & Reed, 2007). For some, the main issue may revolve around too much work, while others may desire additional work.

Based on the research, this section will consider research from the perspective of the six effects from work life balance among worker part time students. The effects are workload, control, reward, community, fairness and values. It identifies studies that provide support for the relevance of these effects on the relationship with employee engagement and job performance and relates central research questions associated with each of the six effects.

2.4.1 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 and Leiter (1997) described the organizational context burning six areas of work life: workload, control, reward, community, fairness and values.

In other studies show that the spread in the organization to do a lot of research burnout and stress of work, they identified six key domains: workload, control, reward, community, fairness and values (Leiter & Maslach, 1999; Maslach & Leiter, 1997, 1999). Linked Organization referred to using a variety of descriptors such as situational factors, related situation, the context, job stress, and sources of ignition, and combustion oracle, do the main combustion, combustion mediators, the background of the burning, and the six areas of work life (Leiter & Maslach, 2001a; Leiter & Maslach, 2004; Maslach & Leiter, 1997, Maslach, Schaufeli, & Leiter, 2001).

Other research shows that staff survey carried out by the Research and Development Organisation (Leiter & Maslach, 2004; Leiter & Harvie, 1998; Maslach & Leiter, 1997) has contributed to the development of the six-factor structure for AWS and assess the build up of six areas of culture staff work (Leiter & Maslach, 2004). The six areas of work life, also referred to as contextual work factors, which are closely related to combustion including workload, control, reward, community, fairness, and values (Leiter & Maslach, 2004). Comprehensive source of burning something between a person and the context of work, particularly in the field of culture six employees, including workload, control, reward, community, fairness, and values (Leiter & Maslach, 2004; Maslach & Leiter, 1997; Maslach, Schaufeli & Leiter, 2001).

2.4.2 Workload

Increasing workloads have an ongoing relationship with burnout, particularly emotional collapse. Individuals who do not have enough time and support to fully recover from the demands of work exposed to chronic weakness (Cordes and Dougherty, 1993; Maslach, Jackson, & Leiter, 1996).

Several studies have examined the effects of a mediator. For example, Halpern (2005a) used SEM to analyze the relationship between stresses, health and job commitment among employees who have access to the current flexible working policies with NSCW 1997. In its analysis, the relationship of five constructs was examined: the need for flexible time policies, some flexible time basis, work-related stress, commitment to the employer, and the cost to the organization. Halpern found that the policies that directly affect the commitment to flexible working to employers and job-related stress ; particular, workers with flexible working time policies reported less stress and a higher level of commitment . However, the Halpern study only focuses on the relationship between policies and flexible time pressure and do not consider other intermediate variables such as work-life balance.

Other studies identified those who lack mental health professionals outside the city resulted in excessive workload for rural communities who have mental health counsellor (chink, 1992). Recruiting and hang not fully formed on to rural mental health counsellor is a continuing problem for rural mental health providers (Pawn et al., 1997). Inadequate supply of rural mental health counsellor also produce other administrative tasks responsibility includes tasks such as managed care contacts, and documentation (chink, 1992). Having in short supply number of rural mental health

counsellor may limit the time available service delivery; reduce inter-agency and intra-agency collaboration, and the resulting fragmentation of service delivery (Wagenfeld et al., 1994). All of these issues contribute to the tension existing workload of rural mental health counsellor (Wagenfeld et al., 1994).

The relationship between increased workload and burnout, particularly low power component, was established (Leiter & Maslach, 2004; Maslach, Schaufeli & Leiter, 2001; Schaufeli & Enzmann, 1998). Although, the workload is increasing as evidenced by the facts that the work demands more time, the work is more complex, and work causes fatigue (Maslach & Leiter, 1997). Professionals and front-line managers who work overtime including breakfast meeting, working through lunch breaks and work at home in order to keep pace with the demands of the job (Maslach & Leiter, 1997). Multi-tasking, fulfilling a variety of roles and functions at the same time is very common in the contemporary work environment (Maslach & Leiter, 1997).

2.4.3 Control

Leiter & Maslach (2004) control problems arise in the work place when the employee does not have sufficient control over their work and not able to work in an environment that is consistent with their own values. Intense work rate upset the balance of control between the individual and the organization (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 increase the likelihood of conflict between roles (Beauregard & Henry, 2009; Duxbury & Higgins, 2002; Korabik, Lero, & Ayman, 2003; Shumate & Fulk, 2004;. Wierda-Boer et al, 2009).

Other evidence in other studies identified that rural counselors to deal with issues of Praxis control including lack of control over their work , the lack of consistency between counseling and organizational standards , limits on professional autonomy and resources, and intense work pace , role conflict , and role ambiguity (Chink , 1992; Cordes & Dougherty , 1993; Leiter & Maslach , 2001b ; Leiter & Maslach , 2004; Maslach , Jackson & Leiter , 1996). For example , professional autonomy and control over work have been reduced as a result of the invasion of a managed care organization in the arena of professional counseling (Trudeau , Russell Mora, & Schmitz , 2001). Rural mental health counselors are faced with a variety of reputable entities such as supervisors and administrators in community counseling agency, the body of law and ethics , and managed care organizations are often put conflicting demands on rural counselors (Pawn et al . , 1997) .

Added to the challenges of the job context of control , especially when the counselor and client , they stay in the same small community , variance and two border tensions role of the therapeutic relationship and challenging ethical standards to avoid a dual role with the client (Echterling et al , 2002 and Merwin, Goldsmith, & Manderscheid, 1995; Wayman, 2000).

2.4.4 Rewards

Reward refers to the extent to which the financial rewards, social, and intrinsic is consistent with the expectations of rural mental health counselor's (Leiter & Maslach, 2004). Also like other subjects working closely with human activities, there is no universal definition of what constitutes or forms of work-life balance practices to

employees and the term usually refers to whether the benefits provided by the employer, working remotely or working options flexible, more choice time, leaves and vacations, job-sharing options, the choice of family health workers, and interest or other additional bonuses given employers ensure mental, spiritual and physical well-being (Estes & Michael, 2005; Perry-Smith & Blum, 2000). The rationale in support of such activities usually associated with the assertion that there is a link or relationship between work-life balance employee and organizational effectiveness and dynamism of the work (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).

Works and lives mainly viewed as a non-financial component of the total remuneration package and a key factor in employee retention. (Raduan et al, 2006). (Zacharatos et al, 2005) "Well-performing employees feel valued by the organization, and clearly chose the rewarded behavior, organizational behavior a clear signal that evaluated". (Finn & Lee, 1972 in Vest et al, 2000) states that there is a positive relationship between the belief that pay is tied to performance and pay equity levels. (Scott et al, 2006) "The criteria most often used to program basic salary are attracting new employees or the time to fill open positions" and "impact on employee retention or acquisition." McPherson (2007) concluded that the issues of work and life in a certain

classification of employees, especially individuals who work more than 10 hours a day, and workers whose boundaries compromised (overflow) with shift work, low-income, working families and cultural conflict difference.

2.4.5 Community

In this section, it can be seen that the community is a factor that describes the quality of the work context of social interactions in the work environment (Leiter & Maslach, 2004). Community lively, thoughtful and responsive in the workplace is not compatible with combustion (Leiter & Maslach, 2004). Issues such as chronic conflict and unresolved interpersonal relationships fragmented, lack of job security, competition to maintain employment and the community to prevent isolation and productivity in the workplace (Maslach & Leiter, 1997) is. Employees grow when they "share praise, comfort, happiness, and humor with people they like and respect" (Leiter & Maslach, 2004, p.98). Instead, a sense of belonging and sense of community workers wanes when "bigger conflicts among people, lack of support and mutual respect, and a sense of growing isolation" is present in the work environment (Maslach & Leiter, 1997, p. 49).

Social support workers ratify feel share our values and membership in a group (Leiter & Maslach, 2004). The support of a colleague has been closely associated with the combustion component performance and effectiveness, supervisor support was associated with the burning of the fatigue component (Leiter & Maslach). Noting that community norms of behaviour and activity sets for men and women, Eagly (1987) asserts that it is the division of labor between the sexes that causes men to act

agenticity and women to act communally, with the social role of grooming "behaviour more of gender we inhabit "(Dulin, 2007, p. 105).

Other studies show that community and social support are important in combustion intermediate (Kee et al, 2002; Leiter & Maslach, 2001a; Leiter & Maslach, 2004; Maslach & Leiter, 1997). In this study suggest that social support is not sufficient for rural mental health counselor has been associated with a high risk for emotional exhaustion, increased feelings of depersonalization, and reduced sense of personal accomplishment (Kee et al., 2002). On the other hand, mutual care and support relationships and sense of community can act as a protective factor against burnout. In essence, the "community is cost-effective and conflict take time" (Maslach & Leiter, 1997, p.52).

2.4.6 Fairness

Fairness in the workplace is seen as trust, openness, and respect practiced (Maslach & Leiter, 1997). The absence of justice in the workplace is directly attributable to the combustion (Maslach & Leiter). In addition, the community at work is evidenced by the people trust each other to perform certain tasks, openly communicate their intentions, and show mutual respect (Maslach & Leiter). Fair working environment and staff appreciate and recognize the importance of their contribution (Maslach & Leiter). Workplace Justice "communicates respect and validate yourself people" (Leiter & Maslach, 2004, p. 98).

“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 and 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 and Maslach (2004) procedural justice research has indicated fairness of the process is a bigger concern for the people of favourableness results. According to Leiter and Maslach, people who feel they are treated with respect and courtesy and given the opportunity to present their grievances experience such a process that involves a fair decision.

Experience shows that reciprocity is an issue of practice for rural mental health counsellor (Besson, 1992). In describing the unique mental health service delivery rural sprawl stressed rural mental health clients demanding reciprocity with rural mental health counsellor. Expectation of reciprocity is greater among rural than urban clients customers (Besson). Rural customers may not be comfortable with the relationship in favor of a lack of reciprocity and social exchange balanced (Besson, 1992; Leiter & Maslach, 2004). Although reciprocity associated with rural mental health context has been discussed in the existing literature, no previous studies have empirically measured reciprocity or fairness in the workplace in the context of rural mental health (Beeson, 1992; Leiter & Maslach, 2004). Issues related to procedural fairness or justice in the workplace has not been examined within the context of rural mental health (Leiter & Maslach , 2004).

2.4.7 Values

The values represent the degree of congruence or conflict between personal values and professional workers and the principles of organization and practice (Leiter & Maslach, 2001a; Leiter & Maslach, 2004; Maslach & Leiter, 1997). Conflicting values between employees and organizations are associated with each component of combustion including emotional exhaustion, depersonalization, and reduced sense of personal accomplishment (Leiter & Harvie, 1997, Leiter & Maslach, 2004). On the other hand, the fit between individual values and organizational facilitate engagement with work (Leiter & Maslach, 2001a). Basically, these values affect the human relationship with their work (Maslach & Leiter, 1997).

Value is the motivation that initially attracts staff to work and the link between employee motivation and work (Leiter & Maslach, 2004). Frequently, the human services professionals have fallen down the attractiveness of professionals in their first job (Leiter & Maslach, 2004, p 422 and Leiter, 1991; Cherniss, 1980). Individuals to enter the profession with the hope that not just fueled by misleading media information about the profession and the professional training idealistic (Leiter & Maslach, 2001a).

Independence, power, and satisfaction were not expected to be aware of and satisfied (Leiter & Maslach, 2001a). Living Institutions and social control as opposed to a sense of community can be applied in a number of public social service organizations (Leiter & Maslach, 2001a). Some settings can foster working conditions that contribute to employees feeling constrained, or covertly expected to participate in practices unethical and inconsistent with the employee's personal values (Leiter & Maslach , 2001a) . In order to resolve the conflict , the employee can redesign their personal

expectations to match the organizational principles (Leiter & Maslach , 2004; Stevens & O'Neill , 1983) , or choose to resign from the organization (Leiter & Maslach, 2004: Pick & Leiter , 1991) .

2.5 Job Performance

2.5.1 Definition of Job Performance

In a point of view, relatively little effort has been spent on clarifying the performance concept despite the great relevance of individual performance and the widespread use of job performance as an outcome measure in empirical research. Still, in 1990, Campbell described the literature on the structure and content of performance “a virtual desert” (p. 704). However, during the past 10 to 15 years, one can witness an increasing interest in developing a definition of performance and specifying the performance concept. Authors agree that when conceptualizing performance one has to differentiate between an action (i.e., behavioral) aspect and an outcome aspect of performance (Campbell, 1990; Campbell, McCloy, Oppler, & Sager, 1993; Kanfer, 1990; Roe, 1999). The behavioral aspect refers to what an individual does in the work situation. It encompasses behaviors such as assembling parts of a car engine, selling personal computers, teaching basic reading skills to elementary school children, or performing heart surgery. Not every behavior is subsumed under the performance concept, but only behavior which is relevant for the organizational goals: “Performance is what the organization hires one to do, and do well” (Campbell et al., 1993, p. 40). Thus, performance is not defined by the action itself but by judgemental and evaluative

processes (cf. Ilgen & Schneider, 1991; Motowidlo, Borman, & Schmit, 1997). Moreover, only actions which can be scaled, i.e., measured, are considered to constitute performance (Campbell et al., 1993).

The outcome aspect refers to the consequence or result of the individual's behavior. The above described behaviors may result in outcomes such as numbers of engines assembled, pupils' reading proficiency, sales figures, or number of successful heart operations. In many situations, even though the behavioral and outcome aspects are related empirically, but they do not overlap completely. Other than the individual's behavior, outcome aspects of performance depend also on factors. For example, imagine a teacher who delivers a perfect reading lesson (behavioral aspect of performance), but one or two of his pupils nevertheless do not improve their reading skills because of their intellectual deficits (outcome aspect of performance). Or imagine a sales employee in the telecommunication business who shows only ordinary performance in the direct interaction with potential clients (behavioral aspect of performance), but nevertheless achieves high sales figure for mobile phones (outcome aspect of performance) because of a general high demand for mobile phone equipment.

In practice, it might be difficult to describe the action aspect of performance without any reference to the outcome aspect. Because not any action but only actions relevant for organizational goals constitute performance, one needs criteria for evaluating the degree to which an individual's performance meets the organizational goals. It is difficult to imagine how to conceptualize such criteria without simultaneously considering the outcome aspect of performance at the same time. Thus, the emphasis on performance being an action does not really solve all the problems.

Moreover, despite the general agreement that the behavioral and the outcome aspect of performance have to be differentiated, authors do not completely agree about which of these two aspects should be labeled 'performance'. In the remainder of this chapter we follow the suggestion of Campbell et al. (1993) and refer to the behavioral aspect when we speak about performance.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The purpose of this study was to determine the mediating effect of work life balance on the relationship between employee engagement and job performance among part time student can be provided information and knowledge that related to the students in the graduate school.

This chapter will focus on the sampling plan, the methods to be used to generate data. It will explain in more detail about the research design, sampling frame, the sampling technique, sample size, units of analysis, data collection procedures, survey instruments, validity of survey instrument and plan for data analysis.

3.2 Theoretical Framework

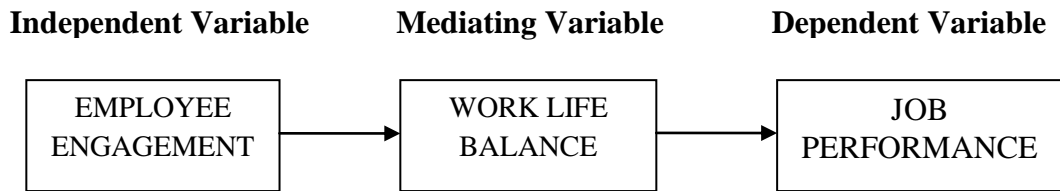


Figure 1: Theoretical Framework

There were three types of variables named independent variables, independent variables and mediating variables. In these study, the independent variables was defined as overview of employee engagement that explained about three different dimension as being describes as vigor, dedication and absorption. The dependent variables represent the effect of job performances of this study. The dependent variable in this study is to know the relationship between employee engagement and job performance. It means that the level of job performance can be measure whether it can be decreased or increased refer to the dimension of employee engagement that being used.

In this study, it shows that with work life balance also affect the job performances among part time students in Universiti Utara Malaysia. The organizations must be aware whether the relationship employee engagement can give impact about the level of job performances that means the job performances can be decreased or increased.

3.2 Hypothesis

- H1: There is positive relationship between employee engagement and job performance.
- H2: There is positive relationship between employee engagement and work life balance
- H3: There is positive relationship between work life balance and job performance.
- H4: Work life balance mediates the relationship between employee engagement and job performance.

3.3 The Quantitative Research Approach

According to Zikmund Babin and Carr Griffin (2010) defined the “quantitative business research as analyze the research objective through the medium of empirical measurements (i.e., numerical measurement and statistical analysis)”. Lowhorn (2007) stated that quantitative research is “performing an experiment and analyzing the results numerically in order to confirm a theory”. In this study, the researcher is required to use the questionnaire in order to obtain data from large population. This is because the questionnaire is suitable and preferable approach to collect huge quantitative data.

3.4 Measurement of Variables / Instrumentation

The questionnaire was employed as a main instrument and was modified from previous research. The questions are divided into eight sections. Section A 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 is identified the respondent knowledge about employee engagement and C is identified the knowledge about the work life balance based on the Areas Work life Survey. Section D is to determine whether the elements of work life balance will affect the job performance.

3.4.1 Employee Engagement

Employee engagement (UWES; Schaufeli and Bakker, 2003) is a 17 items that measures three dimension including vigor (6 items), dedication (5 items) and absorption (6 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.

3.4.2 Areas 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.

3.4.3 Job performance

Job Performance was measured with the Task Performance by William and 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.

All the instruments tested validity and reliability. The instrument was pilot tested using 45 individuals it was conducted before the actual measuring data distribution. 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=45

Variables	No. Of Items	Cronbach's Alpha
Employee Engagement	17	0.701
Work Life Balance	29	0.879
Job Performance	5	0.685

The result of reliability analysis based on pilot test is:

i. Employee Engagement

Reliability estimate for UWES score response were reported with a normative sample (N=45) of individuals from various occupations and different genders (male and female) complete the pilot test. Internal consistency reliability from dimension of employee engagement including vigor, dedication and absorption is 0.701 coefficient alpha.

ii. Work Life Balance

Reliability estimates for AWS scores response were reported with a normative sample (N=45) of individuals occupations and different genders (male and female) complete the pilot test. Internal consistency reliability from dimension of work life balance including workload, control, reward, community, fairness and values is 0.879 coefficient alpha.

iii. Job Performance

Scores on the job performance scale have been found to have an overall internal consistency reliability of .685 coefficient alpha.

Internal consistency reliability estimates (α) are commonly used to measure reliability. While, there is no set standard for an appropriate reliability, an estimate $\geq .60$ 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 in Employee Engagement (UWES; Schaufeli and Bakker, 2003), 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 Sampling Frame

The sampling frame was based on the name list of part time students who active enrol studying 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).

3.6 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.

3.7 Sample Size

Population 1500 respondents the sample size should be 306 respondents according to Krejcie & Morgan table. However the researcher decided to distribute 350 questionnaires in case poor response rate.

3.8 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 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.

3.9 Data Collection Procedures

The data from this study was collected used questionnaires that were distribute to the working adults' students. 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. A manual questionnaire that included demographic information and variables of questions was included in the questionnaire paper. A respondent was given 10 minutes to answered and respond to the questionnaire. After accepting the informed consent, available data was analyzed after all questionnaires have been answer and collects. Table 3.2 below examine the data collection.

Date	Procedures
19 March, 2013	Construct the questionnaire
16 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

Table 3.2: Data Collection

3.10 Techniques of Data Analysis

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.

3.11 Conclusion

This chapter has discussed the methodology of this research. They are research design, data collection methods, the quantitative analytical approach, population and sample, sampling design, measurement technique, and data analysis methods. The following chapter discusses the findings of this study.

CHAPTER 4

FINDING

4.0 Introduction

The finding shows the result from the questionnaire that has done or collected. The findings can be focused on the demographic pattern in which included gender, age, marital status, level of education, marital status, job position, job title, job status, and monthly income of respondent. Besides, the finding was more focus on reliability, frequency, cross tabulation, skewness and kurtosis, correlation and multiple regressions. Section B, C, and D focus on the significant element.

4.1 Survey Return 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. After the questionnaires are collected, a total of 146 responses were returned result in 50% rate.

4.1.1 Demographic Data

		Frequency	Precent (%)
Gender	Male	63	43.8
	Female	81	56.2
Age	Under 30	103	71.5
	Between 31-40	37	25.7
	Between 41-50	4	2.8
Working	under 1 year	25	17.4
Experience	Between 1-5 years	117	81.2
	Over 5 years	2	1.4
Level	SPM	2	1.4
Education	STPM	13	9.0
	Diploma	4	2.8
	Degree	98	68.1
	Master Degree	27	18.8
Marital	Single	73	50.7
Status	Married	71	49.3
Job	Administrative Worker	54	37.5
Title	Executive	38	26.4
	Non Executive	24	16.7
	Manager	10	6.9
	Skill Worker	15	10.4

Job Status	Permanent	79	54.9
	Contract	65	45.1
Monthly Income	Less than RM2,000	51	35.4
	Between RM2,000-RM3,000	42	29.2
	Between RM3,000-RM4,000	30	20.8
	Over RM4,000	21	14.6

N=144

Table 4.1: Distribution of respondent by gender, age, marital status, working experience, level education, job title, job status and monthly income.

Figure 4.1 indicate the gender, age, education and working experience of respondents. First, female students showed a high percentage which is 56.2%% (81 students) followed by male students which is 43.8%% (63 students).

Second is, Table 4.1 showed the age of part time students in UUM. The highest percentage is 71.5% (103 students) which is represent the staff at age under 30 years old. The second highest is 25.7 (37 students) around age 31 - 40 years old followed by 2.8% (4 students) which is their age around 41 to 50 years old.

Besides, in terms of the working of experience, table 4.1 above showed that 81.2% (117 students) had been working for 1 to 5 years, which was the highest number of working experience. The second highest is 17.4% (25 students) who worked under 1 year. The lowest percentage is 1.4% (2 students) which is with working experience over 1 year.

Thus, next is shows the level of education of the respondents. The highest indicated that degree is 68% (98 students), master degree is 18.8% (27 students), stpm is 9% (13 students) diploma is 2.8% (4 students) and spm is the lower level is 1.4% (2 students).

Table 4.1 shows the frequency of marital status among the respondents. The majority of the respondents are single. This represents 50.7% (73 respondents) of the sample. Meanwhile there are 49.3% (71 respondents) are married. From the table above, it can be concluded that the majority respondent who play a part in this research are married.

For Job Title/Position, table 4.1 above showed the highest is Administrative workers which is 37.5% (54 students), second highest is Executive represented 26.4% (38 students) followed by Non Executive is represented 16.7% (24 students). While, Skill worker represented 10.4% (15 students), Manager Position represented 6.9% (10 students) and the lowest percentage is other job position represented 2.1% which are 3 students.

In terms of job status, table 4.1 above showed that the highest of percentage is permanent 54.9% (79 students) and the lowest of percentage is contract represented 45.1% (65 students).

Table 4.1 above indicates the percentage of income (monthly) of the working adults' students. The highest percentage is 35.4.0% (51 students) is represented less than RM2, 000 of salary per month. The second highest is 29.2% (42 students) which is RM2, 001 to RM3000. Follow by 20.8% (30 students) which is representing the

amount of RM3, 001 to RM4000 of salary per month. The lowest percentage is 14.6% (21 students) which is represent amount of salary above than RM4, 000.

4.1.2 Reliability Data of 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 (α) is commonly used to measure reliability, while there is no set standard for reliability appropriate. Generally speking indicate that scales with a coefficient α between 0.80 and 0.95 are considered to have very good reliability. Scale with a coefficient α between 0.70 and 0.80 are considered to have good reliability, and α value between 0.60 and 0.70 indicates fair reliability. When the coefficient α is below 0.6, the scale has poor reliability. In this study indicates an estimate of ≥ 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
Employee Engagement	6	0.707
Work Life Balance	5	0.713
Job Performance	6	0.694

Reliability estimates to scores responses were reported with a normative sample (N = 144) of individuals from various position such manager, executive, non executive, administrative worker, skill worker and other position in their occupation. Internal consistency reliability estimates the dimension of employee engagement including vigor, dedication and absorption is 0.707 coefficient alpha. Besides, the reliability estimates the dimension of work life balance including workload, control, reward, community, fairness, and values is 0.713 coefficient alpha. Scores on the job performance scale have been found to have an overall internal consistency reliability of .694 coefficient alpha. Based on the result it can be examined the internal consistency (α) value between 0.60 and 0.70 indicates fair reliability among all variables.

4.1.3 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 Liker Scale such as 1- strongly disagree, 2-disagree,3-Uncertainty,4- Agree and 5- Strongly Agree.

Table 4.3 Descriptive Statistic of Variables

	Descriptive Statistic					
	Min	Max	Mean	Deviation	Skewness	Kurtosis
Employee Engagement	2.24	4.29	3.7153	0.35168	-1.350	3.616
Work life Balance	3.2	5.00	4.2319	0.35373	-0.123	0.129
Job Performanc	2.79	4.52	3.6808	0.53963	-0.325	-1.091

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 employee engagement, work life balance and job performance. The variable of employee engagement is (M = 3.7153, SD = 0.35168). The highest means was job performance (M = 4.2319, SD =

0.35168). This is followed by work life balance (M=3.6808, SD=0.53693). Thus, mean values above is 3.00 indicated that the respondents are fulfill the requirements with the current situation in general. While, table 4.3 it can be illustrated that skewness for the employee engagement are -1.350 that means the skewness for employee engagement Right skewed distribution - most values are concentrated on left of the mean, with extreme values to the right and kurtosis for the employee engagement are 3.616 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. The job performance are -.123 that means the skewness for job performance Right skewed distribution - most values are concentrated on left of the mean, with extreme values to the right and kurtosis for the job performance are 0.129 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 0.325 it can be Left skewed distribution - most values are concentrated on the right of the mean, with extreme values to the left and for the kurtosis work life balance are -1.091 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) and Runyon et al (2000) suggest a very stringent threshold of ± 0.5 as indicative of departures from normality. George & Mallery (2003), Morgan, Griego & Gloeckner (2001) suggest that a more liberal ± 1.0 . Chua (2008) stated that in social science and education, data distribution with skewness and

kurtosis between ± 2.0 can be considered to be approximately normally distributed. While, Tabachwick & Fidell (2007)) stated that skewness and kurtosis between +0.3 and -0.3

4.1.4 Pearson Correlation between Variables

(N=144)

		1	2	3
1	Work Life Balance			
1	Employee Engagement	.418**		
3	Job Performance	.233**	.191*	

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

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

Table 4.4: Pearson Correlation between variables.

Based on the table 4.4, the results of Pearson Correlation exhibited the nature of relationship between variables. It shows that correlation is significant at the ($r = 0.418$, $p < 0.05$) (2-tailed) elements of employee engagement and job performance. The correlation between elements of work life balance on job performance is significant at the ($r = 0.233$, $p < 0.05$) (2-tailed).

4.1.7 Multiple Regression Analysis

Based on this section reported the multiple regression between employee engagement, work life balance and job performance. Regression allows the researcher to make the statement about how well one or more independent variable will predict the value of the dependent variable. Regression can be used to examine the effect of mediating variable on one more independent variable and dependent variable. The four step approach that proposed by Baron and Kenny (1986) for examine the coefficients relationship at each step. Step 1 to 3 is established that the relationship should be significant among the variable in this study. If the variable is not significant, that's mean the hypothesized mediating variables is cannot be a mediator. In the step 4, if the independents variables become weak but significant when mediator is controlled, the result was explain that some from of mediation is accepted. If the independent variable becomes not significant when mediator is controlled, thus the results show the full mediator is regression model.

Table 4.5.1 Regression between the worklife balance and job performance

Model Summary (b)				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.418 ^a	.174	.169	.32255

a. Predictors: (Constant), employee engagement

b. Dependent Variable: job performance

Table 4.5.1 indicates that the areas of work life balance is significant as predictor indicate that R=0.418 and the R Square indicate the 0.174 is significant by independents variables. For the Adjusted R Square are significant 0.169 values.

ANOVA (b)						
Model		Sum of Square	DF	Mean Square	F	Sig
1	Regression	3.119	1	3.119	29.980	.000 ^a
	Residual	14.774	142	.104		
	Total	17.893	143			

a. Predictors : (Constant), employee engagement

b. Dependent Variable : job performance

The ANOVA (b) result showed that there is significant relationship between employee engagement and job performance among part time students which is represented (F=29.980, p < 0.05).

Coefficients (b)

Model	Unstandardized Coefficient		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	2.672	0.286		9.334	.000
Employee Engagement	0.420	0.077	0.418	5.475	.000

a. Dependent Variable: job performance

Table Coefficients (a) indicate that the regression of the variables followe by the testing the hypoteses:

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

H1: There is a relationship between employee engagement and job performance.

It can answered that workload on job performance ($\beta = -0.418$, $p < 0.05$). Based on the value it can be hypoteses that employee engagement between the jobs performances are positive relationship. The result is failed to reject the hypoteses.

Table 4.5.2 Regression between the employee engagement and worklife balance

Model Summary (b)					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.547 ^a	.299	.294	.45119	

a. Predictors: (Constant), employee engagement

b. Dependent Variable: work life balance

Table 4.5.2 indicates that the areas of work life balance is significant as predictor indicate that R=0.547 and the R Square indicate the 0.299 is significant by independents variables. For the Adjusted R Square are significant 0.294 values.

ANOVA (b)						
Model		Sum of Square	DF	Mean Square	F	Sig
1	Regression	12.319	1	12.319	60.511	.000 ^a
	Residual	28.908	142	.204		
	Total	41.227	143			

a. Predictors : (Constant), employee engagement

b. Dependent Variable : work life balance

The ANOVA (b) result showed that there is significant relationship between employee engagement and job performance among part time students which is represented (F=60.511, p < 0.05).

Coefficients (b)

Model	Unstandardized Coefficient		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	0.580	0.400		1.449	.000
Employee Engagement	0.835	0.107	0.547	7.779	.000

a. Dependent Variable: work life balance

Table Coefficients (a) indicate that the regression of the variables followe by the testing the hypoteses:

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

H2: There is a relationship between employee engagement and work life balance

It can answered that workload on job performance ($\beta = -0.547$, $p < 0.05$). Based on the value it can be hypoteses that employee engagement between the jobs performances are positive relationship. The result is failed to reject the hypoteses.

Table 4.5.3 Regression between the worklife balance and job performance

Model Summary (b)					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	0.702 ^a	0.493	0.489	0.25287	

a. Predictors: (Constant), work life balance

b. Dependent Variable: job performance

Table 4.5 indicates that the areas of work life balance is significant as predictor indicate that R=0.702 and the R Square indicate the 0.493 is significant by independents variables. For the Adjusted R Square are significant 0.489 values.

ANOVA (b)						
Model		Sum of Square	df	Mean Square	F	Sig
1	Regression	8.813	1	8.813	137.831	.000 ^a
	Residual	9.080	142	0.064		
	Total	17.893	143			

a. Predictors : (Constant), work life balance

b. Dependent Variable : job performance

The ANOVA (b) result showed that there is significant relationship between employee engagement and job performance among part time students which is represented (F=137.831, $p < 0.05$).

Coefficients (b)

Model	Unstandardized Coefficient		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	2.530	0.146		17.272	.000
Work Life Balance	0.462	0.039	0.702	11.740	.000

a. Dependent Variable: job performance

Table Coefficients (a) indicate that the regression of the variables followe by the testing the hypoteses:

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

H3: There is a relationship between work life balance and job performance.

It can answered that workload on job performance ($\beta = -0.702$, $p < 0.05$). Based on the value it can be hypoteses that employee engagement between the jobs performances are positive relationship. The result is failed to reject the hypoteses.

4.5.4 Multiple regressions between employee engagement and job performance with presence of work life balance as mediator.

in order to test mediation effect on independent variables and independent variables, 4 step approach need to be followed. The previous multiple regression analysis indicates that there are sigificant relationships from step 1 to step 3. The requirement for the first 3 step is fulfilled which proposed by Baron and Kenny (1986). Thus, step 4 can be conducted to test mediation effect of work life balance on the relationship between employee engagement and job performance. Multiple regressions will be conducted to test:

Hypothesis 4 (H4): Work life balance mediates the relationship between employee engagement and job performance.

Model Summary (b)				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.703 ^a	0.494	0.487	0.25335

- a. Predictors: (Constant) employee engagement, work life balance
- b. Dependent Variable: job performance

Table 4.5 indicates that the mediate of work life balance is significant as predictor indicate that R=0.703 and the R Square indicate the 0.494 is significant by independents variables. For the Adjusted R Square are significant 0.487 values.

ANOVA (b)

Model		Sum of Square	df	Mean Square	F	Sig
1	Regression	8.843	2	4.421	68.880	.000 ^a
	Residual	9.051	142	0.064		
	Total	17.893	143			

a. Predictors : (Constant) employee engagement, work life balance

b. Dependent Variable : job performance

The ANOVA (b) result showed that there is significant relationship between mediating effect of work life balance with employee engagement and job performance among part time students which is represented ($F=68.880$, $p < 0.05$).

Coefficients (b)

Model	Unstandardized Coefficient		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	2.672	0.286		9.334	.000
Employee Engagement	0.420	0.077	0.418	5.475	.000

a. Dependent Variable: job performance

Coefficients (b)

Model	Unstandardized Coefficient		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	0.580	0.400		1.449	.000
Employee Engagement	0.835	0.107	0.547	7.779	.000

a. Dependent Variable: work life balance

Coefficients (b)

Model	Unstandardized Coefficient		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	2.414	0.226		10.657	.000
Work Life Balance	0.445	0.047	0.675	9.443	.000
Employee Engagement	0.049	0.077	0.048	0.676	.000

a. Dependent Variable: job performance

From the figure, we can see that the employee engagement is significantly related to the job performance ($B = 0.418, P < 0.05$), which indicates that step 1 was fulfilled. Next figure is shows that the employee engagement is significantly related to the work life balance ($B = 0.547, P < 0.05$), which indicates step 2 was fulfilled. Next in step 3, the effect of the employee engagement must be controlled, as such the employee engagement and work life balance are regressed together againts the job performance. The results shows that the work life balance ($B = 0.048 > 0.05$) is not significant to job performance which indicates that step 3 is fulfilled. Next as suggested by Baron and Kenny (1986) and Judd and Kenny (1981), step 4 is to ascertain whether full mediation as occurred. The employee engagement ($B = 0.675, P < 0.05$) was still significant as such the conclusion that was can draw is that a partial mediation has taken places.

Table 4.5.4 Summary of Regression Analysis

Variables	Dependent Variables: Job Performance	
	without mediator	with mediator
Employee Engagement	0.418	0.675
Work Life Balance		0.048

The results indicate:

- I. Employee engagement is significantly related to job performance.
- II. Employee engagement is significantly related to work life balance.
- III. Work life balance is not significantly related to job performance.
- IV. Employee engagement and work life balance is significantly related to job performance.

4.2 Conclusion

This chapter had presented the results of the analysis. The results had been obtained using SPSS version 16. The analysis was carried out using the descriptive, frequency, reliability, Pearson correlation, and multiple regression analysis. The next chapter will discuss the findings in relation to the literature review.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

This chapter summarize of the study. This study was aimed at examining the relationship of employee engagement and job performance among part time students as survey participants with the presence of work life balance as mediator. This chapter also included the research discussion, limitation on the study, contribution of the study and recommendation for future research.

5.2 DISCUSSION OF THE RESEARCH QUESTION

The purpose of this study is aimed to examine the mediation effect of work life balance on the relationship of employee engagement and job performance. It is also examined the significant difference of

- i. What is the relationship between employee engagement and job performance?
- ii. What is the relationship between employee engagement and work life balance?
- iii. What is the relationship between work life balance and job performance?
- iv. Does the mediating of work life balance on the relationship between employee engagement and job performance?

5.2.1 What is the relationship between employee engagement and job performance?

It can be concluded that the relationship between employee engagement and job performance among part time student is show that the positive relationship. The positive relationship employee engagement elements are vigor, dedication and absorption means that have a relationship with job performance. That is can be determined that the elements of employee engagement among part time students is agreed with increased the job performance. Therefore, the hypothesis 1 is supported with independent variable and dependent variable.

5.2.2 What is the relationship between employee engagement and work life balance?

It can be concluded that the relationship between employee engagement and work life balance among part time students is show that the positive relationship. This is show that employee engagement is significantly related to the work life balance. The positive relationship the all elements of employee engagement means that have a relationship with all elements of work life balance. That is can be determined that the elements of employee engagement is agreed to control their work life balance. Therefore, the hypothesis 2 is supported with independent variables and mediator.

5.2.3 What is the relationship between work life balance and job performance?

It can be concluded that the mediating of work life balance is not relationship with job performance. the relationship between all elements of work life balance such as workload, value, control, fairness, rewards and community is not significant with dependent variable mainly job performance. That is can be determined is the elements of work life balance is not have relationship with job performance. Therefore, the hypothesis 3 is not supported.

5.2.4 Does the mediating of work life balance on the relationship between employee engagement and job performance?

It can be concluded that the mediating of work life balance is have a relationship with employee engagement. That is the relationship the all elements of work life balance such as workload, values, control, rewards, fairness and community is significantly related with all elements of employee engagement such as vigor, dedication and absorption. It can be concluded that the mediating of work life balance is not relationship with job performance. the relationship between all elements of work life balance such as workload, value, control, fairness, rewards and community is not significant with dependent variable mainly job performance. That is can be determined is the elements of work life balance is not have relationship with job performance. Therefore, the hypothesis 4 is supported.

5.3 Recommendation for the future research

- i. 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.
- ii. 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.
- iii. Furthermore, if a similar research should be conducted, the researcher should focus more to other elements of employee engagement such as immediate opportunity to use and develop capacities, social culture in the work organization, and social relevance of work life to know the effective relationship between employee engagement and job performance among part time students.
- iv. This research can be expanded to other students from a different status such as for part time worker also.
- v. 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.

5.4 LIMITATION OF THE STUDY

The type of this research was correlation. The researcher examines the mediating effect of work life balance on the relationship between Work Life Balance towards job performance among part time students in UUM. How the elements of the work life balance affected or influenced employee engagement and 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. There were 1457 part time students who active enrol in UUM.

5.5 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.

5.6 CONCLUSION

Based on the studies that have been conducted, it was found that the employee engagement among part time students have been relationship with work life balance. That is the elements of employee engagement is vigor, dedication and absorption have a positive respond from the respondent. The work life balance can be manage from the students between on their study and their work. This has the effect of seeing part-time students as just another disadvantaged group within the literature on widening participation. “Part-time” ceases to be seen as a mode of study, but becomes an attribute of students. However, even where part-time students are included among these groups, the specific barriers they face, and, even more, the different needs they may have, are often not specified.

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APPENDIX A: DATA OUTPUT

Demographic Analysis

gender of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	63	43.8	43.8	43.8
	female	81	56.2	56.2	100.0
	Total	144	100.0	100.0	

age of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	under 30	103	71.5	71.5	71.5
	between 31-40	37	25.7	25.7	97.2
	between 41-50	4	2.8	2.8	100.0
	Total	144	100.0	100.0	

working experience of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	under 1 year	25	17.4	17.4	17.4
	between 1-5 years	117	81.2	81.2	98.6
	over 5 years	2	1.4	1.4	100.0
	Total	144	100.0	100.0	

level education of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	spm	2	1.4	1.4	1.4
	stpm	13	9.0	9.0	10.4
	diploma	4	2.8	2.8	13.2
	degree	98	68.1	68.1	81.2
	master degree	27	18.8	18.8	100.0
	Total	144	100.0	100.0	

marital status of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	single	73	50.7	50.7	50.7
	married	71	49.3	49.3	100.0
	Total	144	100.0	100.0	

job title of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	administrative worker	54	37.5	37.5	37.5
	exexecutive	38	26.4	26.4	63.9
	non exexecutive	24	16.7	16.7	80.6
	manager	10	6.9	6.9	87.5
	skill worker	15	10.4	10.4	97.9
	other	3	2.1	2.1	100.0
	Total	144	100.0	100.0	

job status of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	permanent	79	54.9	54.9	54.9
	contract	65	45.1	45.1	100.0
	Total	144	100.0	100.0	

monthly income of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than RM2,000.00	51	35.4	35.4	35.4
	between RM2,001.00 - RM3,000.00	42	29.2	29.2	64.6
	between RM3,001.00 - RM4,000.00	30	20.8	20.8	85.4
	over RM4,000.00	21	14.6	14.6	100.0
	Total	144	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
employee engagement	144	2.06	2.24	4.29	3.7153	.35168	.124	-1.350	.202	3.616	.401
job performance	144	1.80	3.20	5.00	4.2319	.35373	.125	-.123	.202	.129	.401
Work life balance	144	1.72	2.79	4.52	3.6808	.53693	.288	.325	.202	-1.091	.401

Reliability

Vigor

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.654	.687	6

Dedication

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.744	.757	5

Absorption

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.726	.762	6

Workload

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.758	.756	6

Control

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.703	.705	3

Reward

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.737	.770	4

Community

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.612	.736	5

Fairness

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.730	.721	6

Values

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.742	.758	5

Job Performance

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.694	.685	5

Pilot Test

Vigor

Case Processing Summary

		N	%
Cases	Valid	45	30.0
	Excluded ^a	105	70.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.636	.664	6

Item Statistics

	Mean	Std. Deviation	N
at my work, i feel bursting with energy	3.6889	.79264	45
at my job, i feel strong and vigorous	3.6889	.79264	45
when i get up in the morning, i feel like going to work	3.2667	.96295	45
i can continue working for very long periods at a time	3.2667	1.05313	45
at my job, i am very resilient, mentally	3.0444	.99899	45

Item Statistics

	Mean	Std. Deviation	N
at my work, i feel bursting with energy	3.6889	.79264	45
at my job, i feel strong and vigorous	3.6889	.79264	45
when i get up in the morning, i feel like going to work	3.2667	.96295	45
i can continue working for very long periods at a time	3.2667	1.05313	45
at my job, i am very resilient, mentally	3.0444	.99899	45
at my work, i always perserve even when things do not go well	3.6000	.83666	45

Inter-Item Correlation Matrix

	at my work, i feel bursting with energy	at my job, i feel strong and vigorous	when i get up in the morning, i feel like going to work	i can continue working for very long periods at a time	at my job, i am very resilient, mentally	at my work, i always persevere even when things do not go well
at my work, i feel bursting with energy	1.000	.819	.439	.265	.047	.391
at my job, i feel strong and vigorous	.819	1.000	.439	.347	.190	.219
when i get up in the morning, i feel like going to work	.439	.439	1.000	.533	.035	.164
i can continue working for very long periods at a time	.265	.347	.533	1.000	-.206	.253
at my job, i am very resilient, mentally	.047	.190	.035	-.206	1.000	-.223
at my work, i always persevere even when things do not go well	.391	.219	.164	.253	-.223	1.000

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
at my work, i feel bursting with energy	16.8667	7.255	.640	.741	.498
at my job, i feel strong and vigorous	16.8667	7.118	.678	.733	.484
when i get up in the morning, i feel like going to work	17.2889	6.937	.542	.396	.518
i can continue working for very long periods at a time	17.2889	7.392	.369	.407	.594
at my job, i am very resilient, mentally	17.5111	9.983	-.058	.196	.750
at my work, i always persevere even when things do not go well	16.9556	8.771	.231	.250	.638

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.5556	10.616	3.25825	6

Dedication

Case Processing Summary

		N	%
Cases	Valid	45	30.0
	Excluded ^a	105	70.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.784	.797	5

Item Statistics

	Mean	Std. Deviation	N
i find the work that i do full of meaning and purpose	3.8667	.66058	45
i am enthusiastic about my job	3.8444	.67270	45
my job inspires me	3.8444	.70568	45
i am proud of the work that i do	4.0667	.53936	45
to me, my job is challenging	3.9778	.75344	45

Inter-Item Correlation Matrix

	i find the work that i do full of meaning and purpose	i am enthusiastic about my job	my job inspires me	i am proud of the work that i do	to me, my job is challenging
i find the work that i do full of meaning and purpose	1.000	.668	.442	.600	.040
i am enthusiastic about my job	.668	1.000	.522	.593	.352
my job inspires me	.442	.522	1.000	.625	.378
i am proud of the work that i do	.600	.593	.625	1.000	.172
to me, my job is challenging	.040	.352	.378	.172	1.000

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 find the work that i do full of meaning and purpose	15.7333	4.109	.550	.552	.746
i am enthusiastic about my job	15.7556	3.689	.726	.589	.685
my job inspires me	15.7556	3.734	.655	.481	.709
i am proud of the work that i do	15.5333	4.255	.662	.541	.721
to me, my job is challenging	15.6222	4.513	.293	.272	.838

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
19.6000	6.018	2.45320	5

Absorption

Case Processing Summary

		N	%
Cases	Valid	45	30.0
	Excluded ^a	105	70.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.795	.808	6

Item Statistics

	Mean	Std. Deviation	N
time flies when i'm working	3.8667	.81464	45
when i am working, i forget everything else around me	3.2889	.92004	45
i feel happy when i am working intensely	3.9333	.88933	45
i am immersed in my work	3.6222	.80591	45
i get carried away when i'm working	3.4444	1.05649	45
it is difficult to detach myself from my job	3.2667	1.11600	45

Inter-Item Correlation Matrix

	time flies when i'm working	when i am working, i forget everything else around me	i feel happy when i am working intensely	i am immersed in my work	i get carried away when i'm working	it is difficult to detach myself from my job
time flies when i'm working	1.000	.447	.615	.510	.387	.065
when i am working, i forget everything else around me	.447	1.000	.468	.457	.356	.056
i feel happy when i am working intensely	.615	.468	1.000	.598	.468	.270
i am immersed in my work	.510	.457	.598	1.000	.655	.342
i get carried away when i'm working	.387	.356	.468	.655	1.000	.495
it is difficult to detach myself from my job	.065	.056	.270	.342	.495	1.000

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
time flies when i'm working	17.5556	12.071	.533	.451	.769
when i am working, i forget everything else around me	18.1333	11.982	.459	.310	.784
i feel happy when i am working intensely	17.4889	11.028	.665	.520	.738
i am immersed in my work	17.8000	11.164	.731	.566	.728
i get carried away when i'm working	17.9778	10.113	.673	.528	.731
it is difficult to detach myself from my job	18.1556	11.953	.331	.300	.825

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.4222	15.749	3.96856	6

Workload

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.724	.725	6

Item Statistics

	Mean	Std. Deviation	N
i do not have time to do the work that must be done	3.4000	1.15601	45
i work intensely for prolonged periods of time	3.3111	1.08339	45
after work i come home too tired to do the thing i like to do	3.7556	.93312	45
i have so much work to do on the job that it takes me away from my personal interests	3.6000	1.03133	45
i have enough time to do what's important	3.7333	1.03133	45
i leave my work behind when i go home at the end of the workday	3.8889	.95874	45

Inter-Item Correlation Matrix

	i do not have time to do the work that must be done	i work intensely for prolonged periods of time	after work i come home too tired to do the thing i like to do	i have so much work to do on the job that it takes me away from my personal interests	i have enough time to do what's important	i leave my work behind when i go home at the end of the workday
i do not have time to do the work that must be done	1.000	.261	.598	.614	.244	.267
i work intensely for prolonged periods of time	.261	1.000	.324	.358	.178	.056
after work i come home too tired to do the thing i like to do	.598	.324	1.000	.864	.049	.096
i have so much work to do on the job that it takes me away from my personal interests	.614	.358	.864	1.000	.004	.115
i have enough time to do what's important	.244	.178	.049	.004	1.000	.544
i leave my work behind when i go home at the end of the workday	.267	.056	.096	.115	.544	1.000

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	18.2889	10.301	.617	.455	.632
i work intensely for prolonged periods of time	18.3778	12.422	.343	.169	.721
after work i come home too tired to do the thing i like to do	17.9333	11.473	.613	.757	.645
i have so much work to do on the job that it takes me away from my personal interests	18.0889	10.992	.609	.777	.640
i have enough time to do what's important	17.9556	12.998	.290	.363	.734
i leave my work behind when i go home at the end of the workday	17.8000	13.118	.314	.328	.725

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.6889	16.219	4.02731	6

Control

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.754	.753	3

Item Statistics

	Mean	Std. Deviation	N
i have control over how i do my work	3.6667	.82572	45
i can influence management to obtain the equipment and space i need for my work	3.5333	.86865	45
i have professional autonomy/independence in my work	3.6000	1.03133	45

Inter-Item Correlation Matrix

	i have control over how i do my work	i can influence management to obtain the equipment and space i need for my work	i have professional autonomy/independence in my work
i have control over how i do my work	1.000	.349	.667
i can influence management to obtain the equipment and space i need for my work	.349	1.000	.497
i have professional autonomy/independence in my work	.667	.497	1.000

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	7.1333	2.709	.602	.446	.658
i can influence management to obtain the equipment and space i need for my work	7.2667	2.882	.472	.248	.789
i have professional autonomy/independence in my work	7.2000	1.936	.706	.525	.516

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
10.8000	5.027	2.24216	3

Reward

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.687	.701	4

Item Statistics

	Mean	Std. Deviation	N
i receive recognition from others in my work	3.8667	.69413	45
my work is appreciated	3.8889	.68165	45
my efforts usually go unnoticed	2.7111	1.19891	45
i do not get recognized for all the things i contribute	2.7778	1.27723	45

Inter-Item Correlation Matrix

	i receive recognition from others in my work	my work is appreciated	my efforts usually go unnoticed	i do not get recognized for all the things i contribute
i receive recognition from others in my work	1.000	.737	.280	.120
my work is appreciated	.737	1.000	.182	.128
my efforts usually go unnoticed	.280	.182	1.000	.773
i do not get recognized for all the things i contribute	.120	.128	.773	1.000

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	9.3778	6.422	.391	.584	.675
my work is appreciated	9.3556	6.598	.348	.552	.693
my efforts usually go unnoticed	10.5333	3.709	.679	.640	.458
i do not get recognized for all the things i contribute	10.4667	3.845	.560	.616	.570

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.2444	8.280	2.87746	4

Community

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.871	.887	5

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.871	.887	5

Inter-Item Correlation Matrix

	people trust one another to fulfill their roles	i am a member of a supportive work group	members of my work group concentrate with one another	members of my work group communicate openly	i don't feel close tomy colleagues
people trust one another to fulfill their roles	1.000	.910	.811	.850	.300
i am a member of a supportive work group	.910	1.000	.698	.844	.329
members of my work group concentrate with one another	.811	.698	1.000	.796	.055
members of my work group communicate openly	.850	.844	.796	1.000	.507
i don't feel close tomy colleagues	.300	.329	.055	.507	1.000

Inter-Item Correlation Matrix

	people trust one another to fulfill their roles	i am a member of a supportive work group	members of my work group concentrate with one another	members of my work group communicate openly	i don't feel close to my colleagues
people trust one another to fulfill their roles	1.000	.910	.811	.850	.300
i am a member of a supportive work group	.910	1.000	.698	.844	.329
members of my work group concentrate with one another	.811	.698	1.000	.796	.055
members of my work group communicate openly	.850	.844	.796	1.000	.507
i don't feel close to my colleagues	.300	.329	.055	.507	1.000

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.1538	17.308	4.16025	5

Fairness

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.743	.743	6

Item Statistics

	Mean	Std. Deviation	N
resources are allocated fairly here	3.8667	.62523	45
opportunities are decided solely on merit	3.6222	1.09314	45
there are effective appeal procedures available when i question the fairness of a decision	3.8222	.83364	45
management treats all employees fairly	3.8889	.80403	45
favouritism determines how decisions are made at work	3.2667	1.15601	45
its not what you know but who you know that determines a career here	3.3778	1.17336	45

Inter-Item Correlation Matrix

	resources are allocated fairly here	opportunities are decided solely on merit	there are effective appeal procedures available when i question the fairness of a decision	management treats all employees fairly	favouritism determines how decisions are made at work	its not what you know but who you know that determines a career here
resources are allocated fairly here	1.000	.191	.477	.512	-.044	.039
opportunities are decided solely on merit	.191	1.000	.498	.055	.549	.415
there are effective appeal procedures available when i question the fairness of a decision	.477	.498	1.000	.614	.404	.303
management treats all employees fairly	.512	.055	.614	1.000	.008	.118
favouritism determines how decisions are made at work	-.044	.549	.404	.008	1.000	.745
its not what you know but who you know that determines a career here	.039	.415	.303	.118	.745	1.000

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	17.9778	13.159	.279	.354	.751
opportunities are decided solely on merit	18.2222	9.904	.540	.449	.689
there are effective appeal procedures available when i question the fairness of a decision	18.0222	10.522	.665	.653	.662
management treats all employees fairly	17.9556	12.498	.294	.543	.751
favouritism determines how decisions are made at work	18.5778	9.340	.586	.683	.674
its not what you know but who you know that determines a career here	18.4667	9.482	.548	.581	.688

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.8444	14.816	3.84918	6

Values

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.700	.728	5

Item Statistics

	Mean	Std. Deviation	N
my values and the organizations values are alike	3.6000	.71985	45
the organization's goals are consistent with the organization's stated goals	3.5556	.89330	45
my personal career goals are consistent with the organization's stated goals	3.6444	.90843	45
this organization is committed to quality	3.9556	.76739	45
working here forces me to compromise my values	3.4889	1.17980	45

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	1.000	.283	.577	.379	.128
the organization's goals are consistent with the organization's stated goals	.283	1.000	.305	.501	.168
my personal career goals are consistent with the organization's stated goals	.577	.305	1.000	.564	.378
this organization is committed to quality	.379	.501	.564	1.000	.200
working here forces me to compromise my values	.128	.168	.378	.200	1.000

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	14.6444	7.098	.457	.356	.656
the organization's goals are consistent with the organization's stated goals	14.6889	6.674	.411	.267	.669
my personal career goals are consistent with the organization's stated goals	14.6000	5.700	.656	.535	.562
this organization is committed to quality	14.2889	6.528	.575	.438	.612
working here forces me to compromise my values	14.7556	6.234	.296	.161	.749

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.2444	9.371	3.06116	5

Job Performance

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.685	.668	5

Item Statistics

	Mean	Std. Deviation	N
adequately complete assigned duties	4.1111	.71421	45
fulfills the responsibilities specified in job description	4.2222	.59882	45
perform tasks that are expected of him or her	4.2444	.48409	45
meets formal performance requirements of the job	4.1111	.43809	45
engages in activities that will directly effect his or her performance evaluation	4.2444	.48409	45

Inter-Item Correlation Matrix

	adequately complete assigned duties	fulfills the responsibilities specified in job description	perform tasks that are expected of him or her	meets formal performance requirements of the job	engages in activities that will directly effect his or her performance evaluation
adequately complete assigned duties	1.000	.632	.248	.323	.380
fulfills the responsibilities specified in job description	.632	1.000	.200	.337	.357
perform tasks that are expected of him or her	.248	.200	1.000	.191	.224
meets formal performance requirements of the job	.323	.337	.191	1.000	-.024
engages in activities that will directly effect his or her performance evaluation	.380	.357	.224	-.024	1.000

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	16.8222	1.695	.633	.453	.532
fulfills the responsibilities specified in job description	16.7111	1.983	.617	.442	.546
perform tasks that are expected of him or her	16.6889	2.674	.299	.102	.688
meets formal performance requirements of the job	16.8222	2.740	.310	.187	.683
engages in activities that will directly effect his or her performance evaluation	16.6889	2.583	.363	.223	.665

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.9333	3.382	1.83897	5

Correlation

Descriptive Statistics

	Mean	Std. Deviation	N
job performance	4.2319	.35373	144
employee engagement	3.7153	.35168	144
meanwlb	3.7270	.26646	144

Correlations

		job performance	employee engagement	meanwlb
job performance	Pearson Correlation	1	.418**	.233**
	Sig. (2-tailed)		.000	.005
	N	144	144	144
employee engagement	Pearson Correlation	.418**	1	.191*
	Sig. (2-tailed)	.000		.022
	N	144	144	144
meanwlb	Pearson Correlation	.233**	.191*	1
	Sig. (2-tailed)	.005	.022	
	N	144	144	144

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

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

Regression

Employee Engagement and Job Performance

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	employee engagement	.	Enter

- a. All requested variables entered.
- b. Dependent Variable: job performance

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.418 ^a	.174	.169	.32255

- a. Predictors: (Constant), employee engagement
- b. Dependent Variable: job performance

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.119	1	3.119	29.980	.000 ^a
	Residual	14.774	142	.104		
	Total	17.893	143			

a. Predictors: (Constant), employee engagement

b. Dependent Variable: job performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
		1	(Constant)	2.672	.286		9.334	.000	2.106	3.238			
	employee engagement	.420	.077	.418	5.475	.000	.268	.572	.418	.418	.418	1.000	1.000

a. Dependent Variable: job performance

Employee Engagement and Work Life Balance

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	employee engagement	.	Enter

a. All requested variables entered.

b. Dependent Variable: meanwlb

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.547 ^a	.299	.294	.45119

a. Predictors: (Constant), employee engagement

b. Dependent Variable: meanwlb

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.319	1	12.319	60.511	.000 ^a
	Residual	28.908	142	.204		
	Total	41.227	143			

a. Predictors: (Constant), employee engagement

b. Dependent Variable: meanwlb

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Partial	Tolerance	VIF
	1 (Constant)	.580	.400				1.449	.150	-.211	1.372		
employee engagement	.835	.107	.547	7.779	.000	.622	1.047	.547	.547	.547	1.000	1.000

a. Dependent Variable: meanwlb

Work Life Balance and Job Performance

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	meanwlb ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: job performance

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.702 ^a	.493	.489	.25287

a. Predictors: (Constant), meanwlb

b. Dependent Variable: job performance

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.813	1	8.813	137.831	.000 ^a
	Residual	9.080	142	.064		
	Total	17.893	143			

a. Predictors: (Constant), meanwlb

b. Dependent Variable: job performance

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error				Beta	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance
1 (Constant)	2.530	.146		17.272	.000	2.241	2.820					
mean wlb	.462	.039	.702	11.740	.000	.385	.540	.702	.702	.702	1.000	1.000

a. Dependent Variable: job performance

Employee Engagement, Work Life Balance and Job Performance

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	employee engagement, meanwlb	.	Enter

- a. All requested variables entered.
 b. Dependent Variable: job performance

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.703 ^a	.494	.487	.25335

- a. Predictors: (Constant), employee engagement, meanwlb
 b. Dependent Variable: job performance

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.843	2	4.421	68.880	.000 ^a
	Residual	9.051	141	.064		
	Total	17.893	143			

- a. Predictors: (Constant), employee engagement, meanwlb
 b. Dependent Variable: job performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error				Beta	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance
1 (Constant)	2.414	.226		10.657	.000	1.966	2.861					
meanwb	.445	.047	.675	9.443	.000	.352	.538	.702	.622	.566	.701	1.426
employee engagement	.049	.072	.048	.676	.500	-.094	.191	.418	.057	.040	.701	1.426

a. Dependent Variable: job performance

APPENDIX B: QUESTIONNAIRE



QUESTIONNAIRE

Dear Participant,

I am a student at University Utara Malaysia and seeking your assistance in an important conducting a study on “**Mediating Effect of Work Life Balancee on The Relationship between Employee Engagement and Job Performance**”. 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,

Amira Et. Abdullah

Master of Human Resource Management

Universiti Utara Malaysia

HP: 013-9566464

Email: ainamiera@gmail.com

Part A: Respondent Background

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 question please write your answer.

1. What is your gender? Male Female

2. What is your age? _____

3. How long have you been working for this company? _____

4. What is the highest level of education that you have completed?
 - SPM
 - STPM
 - Diploma
 - Degree
 - Master Degree
 - PHD

5. What is your marital status?
 - Single
 - Married

6. What is your job title?

Administrative worker

Exsecutive

Non Ecxecutive

Manager

Skill worker

7. What is your job status in the company?

Permanent

Contract

8. Income (monthly).

Less than RM2, 000.00

Between RM2, 001.00 – RM3, 000.00

Between RM3, 001.00 – RM4, 000.00

Over RM4, 000.00

Part B: Please respond to the following questions on your engagement to the institution. Use the scale provided below each statement to reflect your view.

a. VIGOR		Strongly Disagree	Disagree	Neutral	Agreed	Strongly Disagree
i.	At my work, I feel bursting with energy.	1	2	3	4	5
ii.	At my job, I feel strong and vigorous.	1	2	3	4	5
iii.	When I get up in the morning, I feel like going to work.	1	2	3	4	5
iv.	I can continue working for very long periods at a time.	1	2	3	4	5
v.	At my job, I am very resilient, mentally.	1	2	3	4	5
vi.	At my work I always persevere, even when things do not go well.	1	2	3	4	5

b. DEDICATION		Strongly Disagree	Disagree	Neutral	Agreed	Strongly Disagree
i.	I find the work that I do full of meaning and purpose.	1	2	3	4	5
ii.	I am enthusiastic about my job.	1	2	3	4	5
iii.	My job inspires me.	1	2	3	4	5
iv.	I am proud of the work that I do.	1	2	3	4	5
v.	To me, my job is challenging.	1	2	3	4	5

c. ABSORPTION		Strongly Disagree	Disagree	Neutral	Agreed	Strongly Disagree
i.	Time flies when I'm working.	1	2	3	4	5
ii.	When I am working, I forget everything else around me.	1	2	3	4	5
iii.	I feel happy when I am working intensely.	1	2	3	4	5
iv.	I am immersed in my work.	1	2	3	4	5
v.	I get carried away when I'm working.	1	2	3	4	5
vi.	It is difficult to detach myself from my job.	1	2	3	4	5

Part C: Please respond to the following questions on your engagement to the institution. Use the scale provided below each statement to reflect your view.

a. WORKLOAD		Strongly Disagree	Disagree	Neutral	Agreed	Strongly Disagree
i.	I do not have time to do the work that must be done.	1	2	3	4	5
ii.	I work intensely for prolonged periods of time.	1	2	3	4	5
iii.	After work I come home too tired to do the things I like to do.	1	2	3	4	5
iv.	I have so much work to do on the job that it takes me away from my personal interests.	1	2	3	4	5
v.	I have enough time to do what's important.	1	2	3	4	5
vi.	I leave my work behind when I go home at the end of the workday.	1	2	3	4	5

b. CONTROL		Strongly Disagree	Disagree	Neutral	Agreed	Strongly Disagree
i.	I have control over how I do my work.	1	2	3	4	5
ii.	I can influence management to obtain the equipment and space I need for my work	1	2	3	4	5
iii.	I have professional autonomy/independence in my work.	1	2	3	4	5

c. REWARD		Strongly Disagree	Disagree	Neutral	Agreed	Strongly Disagree
i.	I receive recognition from others in my work.	1	2	3	4	5
ii.	My work is appreciated.	1	2	3	4	5
iii.	My efforts usually go unnoticed.	1	2	3	4	5
iv.	I do not get recognized for all the things I contribute.	1	2	3	4	5

d. COMMUNITY		Strongly Disagree	Disagree	Neutral	Agreed	Strongly Disagree
i.	People trust one another to fulfil their roles.	1	2	3	4	5
ii.	I am a member of a supportive work group.	1	2	3	4	5
iii.	Members of my work group concentrate with one another.	1	2	3	4	5
iv.	Members of my work group communicate openly.	1	2	3	4	5
v.	I don't feel close to my colleagues.	1	2	3	4	5

e. FAIRNESS		Strongly Disagree	Disagree	Neutral	Agreed	Strongly Disagree
i.	Resources are allocated fairly here.	1	2	3	4	5
ii.	Opportunities are decided solely on merit.	1	2	3	4	5
iii.	There are effective appeal procedures available when I question the fairness of a decision.	1	2	3	4	5
iv.	Management treats all employees fairly.	1	2	3	4	5
v.	Favouritism determines how decisions are made at work.	1	2	3	4	5
vi.	It's not what you know but who you know that determines a career here.	1	2	3	4	5

f. VALUES		Strongly Disagree	Disagree	Neutral	Agreed	Strongly Disagree
i.	My values and the organizations values are alike.	1	2	3	4	5
ii.	The organization's goals are consistent with the organization's stated goals.	1	2	3	4	5
iii.	My personal career goals are consistent with the organization's stated goals.	1	2	3	4	5
iv.	This organization is committed to quality.	1	2	3	4	5
v.	Working here forces me to compromise my values.	1	2	3	4	5

Part D: Please respond to the following questions on your engagement to the institution. Use the scale provided below each statement to reflect your view.

JOB PERFORMANCE		Strongly Disagree	Disagree	Neutral	Agreed	Strongly Disagree
i.	Adequately complete assigned duties.	1	2	3	4	5
ii.	Fulfills the responsibilities specified in job description.	1	2	3	4	5
iii.	Perform tasks that are expected of him or her	1	2	3	4	5
iv.	Meets formal performance requirements of the job.	1	2	3	4	5
v.	Engages in activities that will directly affect his or her performance evaluation	1	2	3	4	5