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**THE FACTORS INFLUENCING EMPLOYEE JOB  
PERFORMANCE AMONG EDUCATORS IN HIGHER  
EDUCATION SECTOR OF MALAYSIA**



**MASTER OF HUMAN RESOURCE MANAGEMENT**

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**THE FACTORS INFLUENCING EMPLOYEE JOB PERFORMANCE  
AMONG EDUCATORS IN HIGHER EDUCATION SECTOR OF MALAYSIA**

**By**

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Management**



**Pusat Pengajian Pengurusan  
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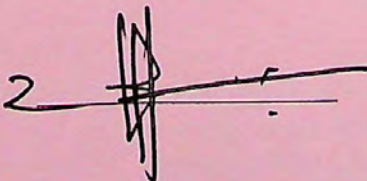
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## ABSTRACT

Malaysia's socioeconomic growth is greatly influenced by the higher education sectors of Malaysia. The people who are maintaining and ensuring the quality and standard of the education sector is each educator in the higher education sectors of Malaysia. Despite maintaining the quality of education sector, they are also facing a lot of challenges such as changing in curriculum standards, technological improvements and identifying societal expectations. The main aim of this study is to examine the influence of work-life balance, employee engagement and job satisfaction on employee job performance among educators in higher education sectors of Malaysia. The proposing theoretical framework is underpinned by Social Exchange Theory (SET), discussed on the three independent variables in the study which is work-life balance, employee engagement and job satisfaction. The study adopts quantitative research method of primary source was utilized to collect the data from one hundred and fifty educator's respondents by using random sampling technique and collected data has been analysed using Statistical Package for Social Science (SPSS). The data were analysed using different statistical techniques such as normality analysis, reliability analysis, descriptive of variable analysis, Pearson correlation analysis (Pearson Correlation Analysis) and regression analysis (Multiple Regression Analysis). The results demonstrated that the work-life balance, employee engagement and job satisfaction are positively related employee job performance. The findings from this study suggest that organization or the Human Resource department of the organization to identify the key factors which might affect the employee job performance and determine the best course of action to be taken to enhance the employee job performance.

**Keywords:** Work-life Balance; Employee Engagement; Job Satisfaction; Employee Job Performance

## ABSTRAK

Pertumbuhan sosioekonomi Malaysia dipengaruhi oleh sektor pendidikan tinggi Malaysia. Pihak yang bertanggungjawab dan memastikan kualiti dan juga taraf sektor pendidikan adalah setiap pendidik di sektor pengajian tinggi Malaysia. Selain daripada mengekalkan kualiti sektor pendidikan, mereka juga menghadapi banyak cabaran seperti perubahan dalam standard kurikulum, penambahbaikan teknologi dan mengenal pasti jangkaan masyarakat. Matlamat utama kajian ini adalah untuk mengkaji pengaruh keseimbangan kehidupan peribadi dan kerja, penglibatan pekerja dan kepuasan kerja terhadap prestasi kerja pekerja dalam kalangan pendidik di sektor pendidikan tinggi Malaysia. Rangka kerja teori yang dicadangkan disokong oleh *Social Exchange Theory (SET)*, dibincangkan mengenai tiga pembolehubah tidak bersandar dalam kajian iaitu keseimbangan kehidupan peribadi dan kerja, penglibatan pekerja dan kepuasan kerja. Kajian ini menggunakan kaedah kajian kuantitatif sumber primer digunakan untuk mengumpul data daripada seratus lima puluh responden pendidik dengan menggunakan teknik persampelan rawak dan data yang dikumpul telah dianalisis menggunakan *Statistical Package for Social Science (SPSS)*. Data dianalisis menggunakan teknik statistik yang berbeza seperti analisis normaliti, analisis kebolehpercayaan, analisis deskriptif pembolehubah, analisis korelasi Pearson (*Pearson Correlation Analysis*) dan analisis regresi (*Multiple Regression Analysis*). Keputusan menunjukkan bahawa keseimbangan kerja-kehidupan, penglibatan pekerja dan kepuasan kerja adalah berkaitan secara positif dengan prestasi kerja pekerja. Dapatan daripada kajian ini mencadangkan organisasi atau jabatan Sumber Manusia organisasi untuk mengenal pasti faktor utama yang mungkin mempengaruhi prestasi kerja pekerja dan menentukan tindakan terbaik yang perlu diambil untuk meningkatkan prestasi kerja pekerja.

**Kata kunci:** Keseimbangan Kehidupan Peribadi dan Kerja; Penglibatan Kerja; Kepuasan Kerja; Prestasi Kerja

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## LIST OF ABBREVIATIONS

| Abbreviation | Descriptions                           |
|--------------|----------------------------------------|
| PhD          | Doctor of Philosophy                   |
| DV           | Dependent Variable                     |
| IV           | Independent Variable                   |
| SPSS         | Statistical Package for Social Science |
| MEF          | Malaysian Employers Federation         |



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This study emphasizes on the influencing aspects of the employee job performance among educators of higher education sector of Malaysia. The background of the study was investigated in this section such as the historical background of higher education sectors of Malaysia, the statement of the problem, the research questions and research of the objectives, scope of study, rationale of the study, definition of the key terms and organisation of the study were discussed.

#### **1.2 Background of study**

A country's socioeconomic development is greatly influenced by the education sector, and the effectiveness of educators is a key component in maintaining the standard of education. Education system in Malaysia is always undergoing adjustments to satisfy the demands of a fast-changing global landscape. Thus, the aspects that affect educator's job performance in Malaysia is very important to acknowledge.

Malaysia has a broad education system with both public and private higher institutions operating at different levels. The education industry faces problems such changing curriculum standards, technological improvements, and shifting societal expectations while focusing on providing a qualified and knowledgeable workforce. Investigating the factors influencing educators' job performance becomes important in this dynamic setting.

Employee behaviour and job performance are two aspects of employee performance that are measured in the workplace. The performances of individual employees vary. In the end, organizational performance was impacted by employee performance. Employee underperformance results in disgruntled clients who ultimately fail to grasp the company's overarching goals and objectives. According to Blau (1968), this article has been widely used to explain the exchange of resources in an organization Social Exchange Theory (SET). This theory is frequently used to understand the factors influencing performance. According to the theory, in order to maximize results, firms pool resources, offer facilities, and offer employees any kind of support. (Saleem et al., 2021). Performance of employees is important to a company. This component is regarded as the product or outcomes of a labour within a company. Yasa et al. (2020) argued, performance is a record of producing results on a specific job function or activity over a certain period of time. In other words, it gauges the completion of tasks or assignments within specific timeframes by the employee. Employee job performance is one of the most important variables in an organization as it has the potential to improve an organizations' operational success.

According to Nakamura et al., (2022) the workloads and good quality of employee's production will be measured by the employee job performance. The responsibility of the employee relates to their work results. Besides, Lorena and Bilawal (2022) refer to performance as a specific work activity. One important metric for evaluating an employee's job performance is their performance. It enables the boss or worker to acknowledge their accomplishments at work. According to Mankunegara (2001), employee job performance refers to an employee's production from his or her

work in the term of workloads and quality of the work, which an individual accomplished to meet an expected result. Furthermore, an employee's work performance indicates the extent to which they do their tasks and meet their responsibilities. Psychological theory Info et al., (2022) refers to performance to employees' behaviour or capability to obtain their work objectives.

According to Akter et al., (2019) a good fit between professional responsibilities and personal lives such as leisure and personal activities, their responsibilities towards family, roles for community, and recreation is known as work-life balance. Besides, based on Mengistu & Worku, (2020) and Popoola and Fagbola, (2020) the conflicts between different areas of life should be kept to a minimum is also considered as the indicators for work-life balance. Balancing between work responsibilities and personal roles becoming challenge for many working adults in this era from various professions. The balanced fulfilment of personal responsibilities and work roles in their profession is refers to work-life balance. A person can be considered as practising work-life balance in their life if that person is able to satisfy and function well in both work responsibilities and household roles. Research by Soomro et al (2018) demonstrated the positive impact of work life balance towards the employee job performance. According to Gunawan et al (2018), discovered that lecturers' perception of work-life balance could result in personal satisfaction with their job or role as educators.

Employee engagement is one of the aspects measured for employee performance. In this era of globalization, companies are confronting multiple obstacles for expanding various involvement techniques for retaining the workforce engaged to

be more economical, increasing productivity levels, and achieving organizational goals Potoski and Callery (2018). To accomplish this goal, they must perform well, development officers will perform at a high rate when they are engaged in their task. So, for the enhancement of employee engagement the organizations should implement the techniques which will be useful for the employees in an organization (Potoski and Callery, 2018). Seeing work as a hobby that sparks enthusiasm at work and keeps them focused until the task is completed are characteristics of engaged employees. (Fleck & Inceoglu, 2019). Some firms, meanwhile, have low employee engagement because they believe it is unimportant and has no bearing on anything.

According to Kurniawan (2021) each employee in an organization has a unique set of skills, knowledge and abilities to determine their job satisfaction and person-job fit. The purpose is to match each employee's unique set of skills, knowledge and abilities with the work environment in order to maximize job satisfaction and achieve the best possible outcomes from each employee who is serving for an organization. According to Shah & Ayub (2021), there is a strong correlation between work satisfaction and person-job fit. Businesses that participate in contracting are also among the particular targets for allocating workers in accordance with their skills, as the firm will benefit from their successful performance. Happy employees are more likely to be committed to their work thus, each organization should also pay attention to job satisfaction of the employees.

The Higher Education Sector in Malaysia established on 1959 by an autonomous campus of the University of Malaya in Kuala Lumpur, with 322 students (Khoo, 2005). The students enrolled here was 1,341 by 1962. According to Abdu

(1971), the year the autonomous campus changed its name to the University of Malaya is 1962.

Up until 1969, the only institution of tertiary learning in Malaysia is University of Malaya with 6,672 enrolled students. Higher education sector in Malaysia has seen a prompt emergence of private tertiary education institutes in addition to a gradual expansion of public universities, which numbered just one university in 1969 since the Private Higher Educational Institutional Act 1996 (Act 555) was passed. There are currently more than 300 private universities and colleges, 36 polytechnics, 10 international branch campuses, 20 public universities, and 105 government community colleges.

In 1980, the gross enrolment ration (GERTE) for tertiary education in Malaysia was a mere 4% of the total enrolment (UNESCO Institute of Statistics, 2020). The term "GERTE" refers to formal post-secondary education, which comprises TVET, skills training, and higher education. The legalization of private higher education institutions in 1996, Malaysia's admission rate increased from 11% in 1995 to 22% in 1998. The higher education system in Malaysian had reached a massification phase by the year 2000, with GERTE exceeding 30 percent. In 2018, Malaysia attained a GERTE of 45%, enrolling almost 1.3 million students. Public universities enrolled 567,625 students in total in 2019; polytechnics enrolled 96,362; community colleges enrolled 26,118; private universities enrolled 328,978; university colleges enrolled 88,530; colleges enrolled 187,733; and overseas branch campuses enrolled 28,103 (MOE, 2020).

### 1.3 Problem Statement

Malaysia has a broad education system with both public and private higher institutions operating at different levels. Over the past ten years, Malaysia's higher education system has experienced numerous significant adjustments to bring it up to the level of developed countries worldwide. The most recent accomplishment is that Malaysia is regarded as one of the Asia-Pacific region's most well-liked centres of higher education (UNESCO, 2014). This growth highlights the significance of Malaysia maintaining a high-quality tertiary education system continuously. In other hand, a country's socioeconomic development is greatly influenced by the education sector, and the effectiveness of educators is a key component in maintaining the quality of education.

Mahadi, Woo, Baskaran, and Yaakop (2020) reported that Malaysia had a higher-than-average rate of employee voluntary turnover in 2010—up to 13%. In addition, a different study examines the turnover of staff in academic department of higher education institutions of Malaysia the data mostly stay the same, with the exception of a minor increase to 13.2% in 2013 Mahadi N. W., (2020). According to statistical data released by the Malaysian Employers Federation (MEF), the pandemic has caused a significant fall in labor productivity in Malaysia over the previous three years, from 3.8 in 2017 to -8.4 in 2020 (MEF, 2021). However, the labour productivity in the first quarter of 2021 increased to 0.4% overall even though working hours overall decreased by 0.9%, according to data from the Department of Statistics Malaysia (DOSM). Labor productivity in the service sector, on the other hand, decreased to -2.6%, which is still below the productivity threshold (DOSM, Labour Productivity of First Quarter 2021).

According to Saks (2018), educators in higher education sectors are playing an important role to ensure the quality of the education system. However, the education industry faces problems such as changing curriculum standards, technological improvements, and shifting societal expectations while focusing on providing a qualified and knowledgeable workforce. These kinds of problems will affect the educator's job performance in the higher education sector of Malaysia. Investigating the factors influencing educators' job performance becomes important in this dynamic setting. The purpose of this study is to provide a deeper knowledge of the factors that influencing the employee job performance in higher education sectors of Malaysia.

Previous studies such as Hackman & Oldham (2021) and Hakanen et al., (2019), has examined various factors that are associated with employee job performance. According to the study carried out by Buckingham and Coffman in 2005, the factors examined in this research consist of organizational justice, job attributes, supervisor support, and compensation and recognition, pay and benefits, alignment of endeavours with strategy (Development Dimensions International, DDI, 2005), as well as the perception of being appreciated and participating Robinson et al., (2019). The importance of further study for these factors such as work-life balance, employee engagement and job satisfaction are needed and it is been highlighted through the shortage of the literature.

#### **1.4 Research Objective**

The study shall be guided by the following specific objectives

- 1.4.1 To examine the influence of work-life balance on the employee job performance in higher education.
- 1.4.2 To determine the influence of employee engagement on the employee job performance in higher education.
- 1.4.3 To identify how job satisfaction influences employee job performance in higher education.

#### **1.5 Research Question**

The study shall be guided by the following specific questions

- 1.5.1 Does the work-life balance influences employee job performance in higher education?
- 1.5.2 Does the employee engagement influences employee job performance in higher education?
- 1.5.3 Does the job satisfaction influences employee job performance in higher education?

#### **1.6 Significance of study**

The motive of this study is to identify the key aspects that impact the employee job performance of the higher education sector's educators in Malaysia. A positive work-life balance, higher employee engagement and higher job satisfaction tend to lead to a higher job performance in an organization. These three factors play a major role in an

individual's job performance. Therefore, educational institutions that adopt the suggested methodology derived from this study will observe a rise in the educators' job performance.

The research's conclusions can help to shape decisions and policies pertaining to Malaysia's education sectors. A deeper understanding of the different aspects influencing educators' job performance in higher education sector of Malaysia can result in well-informed policy changes that foster a more positive work environment and eventually improve the quality of instruction.

Past researchers have examined employee engagement using a variety of theories. In order to investigate independent variables (work-life balance, employee engagement and job satisfaction) and dependent variables (employee job performance), Saks (2006) suggested using Social Exchange Theory (SET). The theory that was employed will be supported by the conclusion of the studies.

Many studies, including those by Kahn (2017), Maslach et al. (2018), Melcrum (2018), Alfes et al. (2019), Welch (2019), Rasheed et al. (2020), Robinson et al. (2020), have been carried out to look into a variety of predictors of employee engagement. The factors influencing employee engagement were examined in the above-described research and most of them were related to perceived organizational support, work stress, organizational culture, psychological contract breaches, leadership style, and organizational justice. The study aims to address the lack of focus on the factors such as work-life balance, employee engagement, and job satisfaction, which suggests that these aspects have not been adequately considered. Consequently, this study will

investigate the impact of work-life balance, employee engagement, and job satisfaction towards the employee job performance, aiming to bridge this gap.

The current study aims to offer direction to educators in the higher education industry of Malaysia, enabling them to actively prioritize the establishment of a harmonious work-life balance that can enhance their professional productivity. Besides, it which also enhance the educator's performance of higher education institutes of Malaysia. Additionally, a thorough comprehension of the correlation among factors affecting employee job performance, including work-life balance, employee engagement, and job satisfaction, can aid education sectors in reducing the turnover of educators seeking improved job performance elsewhere. This will lead to improve the employee job performance, the productivity of the product, and also enhanced quality of the service.

### **1.7 Scope of the study**

This study will be carried out among the staff in three higher education which is Newton International College, New Era University College and Karisma International College which is located at Old Klang Road, Kuala Lumpur. Data collection will be held through random distributions of questionnaires to 150 academic staffs in the three selected higher education institutes in Kuala Lumpur. The study emphasizes on the factors that influencing such as work-life balance, employee engagement and employee satisfaction towards the employee job performance among the staff in academic department in the three selected higher education institutes.

Getting the information from the respondents may be an issue because some employees may not be willing to share or to open up for fear of victimization. However, the confidentiality of the information will be assured by providing them letter of authorization from the university to prove that the study is only for academic purpose.

## 1.8 Definition of Key Terms

| Items               | Definition                                                                                                                                                                                                                                                                                                                                                                                                                                             | Source                    |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Job Performance     | The efficacy, productivity, and general output of a person in their position within a company are all included in their work performance. It particularly relates to the performance of teachers in Malaysian educational institutions in the context of this study.<br>The level of accomplishment in an individual's work that results from their exerted effort can be defined as employee performance.                                             | Hellriegel et al. (1999)  |
| Work-life Balance   | The equilibrium or proportionate allocation of a person's time and energy between their professional or work-related obligations and their personal or non-work life, which includes familial, social, recreational, and self-care activities, is known as work-life balance.<br>The state in which a person strives to attain an equitable balance between their personal responsibilities and professional lives is also known as work-life balance. | Clark (2000)              |
| Employee Engagement | Both personal and professional bond of an employee feels towards the organization, working colleague, and work that an individual engaged is refers to the employee engagement. Higher engagement will lead to higher job performance for an individual.                                                                                                                                                                                               | Saks (2009)               |
| Job Satisfaction    | Employee job satisfaction is basically the feeling of happiness and fullfillness of desires and needs in work. Higher job satisfaction, employee tend to be more motivated and loyalty towards a job which will increase the job performance. People's effective response to                                                                                                                                                                           | Graham and Messner (1998) |

their assessment of their work roles inside the employment they now have is job satisfaction

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## **1.9 Organisation of study**

Organised research is important and it need to be organised in logical and coherent manner. The scope and significance of the study are discussed, along with the research's linked topics, issue statement, aims, and research questions, in the initial chapter of the research, the second chapter proceeded to discuss the literature review conducted earlier. This review encompassed the factors that will also be utilized in this research, along with the framework of the research followed by the third chapter explore into the methodology, discussed the research design, unit of analysis, measurement for population and variable sample, the questionnaire design, data collection, and statistical analysis techniques. The following chapter which is chapter four primarily centres on the findings derived from the data gathered during this investigation. Last but not least, summary, recommendations and conclusion are provided in the final chapter which is chapter five.

## **1.10 Summary of chapter**

The background of the study, the history of the higher education sector, the problem statement, research questions and objectives, the scope of the study, the significance of the study, the definition of key terms, and the organization of the study is discussed in this chapter. The following chapter has discussed on the concept of job performance, work-life balance, employee engagement, and job satisfaction, underpinning theory, hypotheses development and research implications.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In the dynamic and fast-paced workplace of today, education sector plays an important role in Malaysia in creating and building future generations. Organizations in higher education sector are becoming more aware of it as a result of its possible effects on worker satisfaction and productivity. This review of the literature explores the factors that influencing employee job performance of educators in Malaysia's education sector. Since the education sector is so important in determining a country's future, the productivity and well-being of its workforce are critical. Since educators in higher education sectors in this profession deal with ever-changing demands and challenges, the effect of maintaining a healthy work-life balance towards the job performance to enhance their career need to be considered. By shedding light on the ways that education can improve educators' lives and raise educational standards, this literature review seeks to contribute to the broader conversation about the factors that affect educators' job performance, which includes work-life balance, employee engagement, and employee satisfaction. Education is a critical component of growth and development in these areas.

#### **2.2 Concept of Job Performance**

Employee performance is extremely important in an organization. Enhancing organizational growth and fostering the development of employee capabilities is crucial. Additionally, outlining strategies for creating a top-notch work environment

and fostering effective communication can significantly influence all aspects of the company. The productivity of the employee will be enhanced through establishing of protocols in the organization. The job performance of an individual will be determined by the level of their skills, dedication and even good fortune. However, in terms of results or consequences generated, the measurements can be depleted Ferris et al., (2018). Russell and Bernardin (2019) provide a definition of performance as the documented results attained in specific accomplishments or work tasks during a designated period.

According to the previous studies, job performance is a collection of works has been done by the predetermined amount of time in an organization. As a result, the researchers have determined that "achievement of targets of the tasks assigned to employees within particular period of time" is the operational definition of employee performance for the purposes of the study. Schneider and Ilgen (2021) Performance involve judgment and analytic techniques in addition to the action itself. According to Viswesvaran and Ones (2019), employee performance is the behaviour, output, and contributions made by staff members that are almost directly tied to the company's objectives.

Job performance is the entire expected value from an employee's productivity over a predefined period of time. It has to do with how people carry out their duties at work in terms of the amount and quality of work that is required of them. Work engagement has been identified as a critical component in improving job performance across a range of research that have been referenced in several sources Buil et al. (2019). The effectiveness of attaining business objectives depends heavily on human

resources, which serve as the engine of the corporation. Increased job performance is thus a result of high levels of work-life balance Buil et al. (2019) and Eliyana et al. (2019).

According to Matsuo (2019) asserts that job performance, which is impacted by a number of elements, is reflected in an individual's capacity to effectively do the task allocated to him or her while facing less constraints at work. The high staff turnover rate, low employee satisfaction, and poor performance are most likely all caused by a poor workplace Mustafa and Ali (2019). According to French et al. (2020), an individual considered to be highly productive and achieve outstanding performance when that person maintains a strong work-life balance.

### **2.3 Concept of Work-Life Balance**

The satisfaction at work responsibilities and personal life with a minimum role of conflict is refers to work-life balance. Even though changing certain aspects of the situation is difficult, people can still influence things to some extent by drawing boundaries between their home and professional lives. It will assist them in achieving work satisfaction and the appropriate balance between two aims. The harmony between life at home and life at work is meant as work-life balance. In life at home, one considers family, friends, and oneself; in professional life, one considers occupation and vocation. The first thing to understand and take into account is that, due to its fleeting nature, family time that interferes with business is not very important.

In the 1970s, the concept of work-life balance gained prominence as a result of growing concerns regarding the availability of top-notch child care programs and the rise of employee assistance programs. These programs aimed to address the needs of individuals experiencing stress, discouragement, illnesses, and reduced efficiency levels, as various studies have indicated Harrington (2018). Offering labourer and help programs is essential for those with family issues. Work-life balance was described by Lockwood (2023) as a method of juggling personal and professional responsibilities.

The tactics that an individual utilise to achieve the equilibrium between the competing demands of their personal and professional responsibilities is the concept of work-life balance. Stated differently, it denotes the manner in which people fulfill their obligations both personally and professionally while avoiding any overlap Konrad and Mangel (2019). Work-life balance is crucial, especially for educational institutions that have to handle highly technical professionals whose high levels of dedication and loyalty are necessary for the success of the institution. According to Susi (2018), it can be an enterprise for the employees' satisfaction.

According to Ayar et al. (2022); Geldart (2022); Yuncu and Yılan (2020), the working conditions and environments of the workers have been considered to be more demanding, involving increased workloads, pressure to perform, violence exposure, and yielding to administrative and boss demands. A number of factors negatively impacted work-life balance, including shift work, irregular working hours, role ambiguity, role conflict, low or excessive wages, and physical factors brought on by the workplace during the Covid-19 pandemic Althobaiti et al. (2020); Ayar et al., (2022); Enli-Tuncay et al. (2020). The relationship between work and home, including

its benefits and drawbacks, is a hot topic of research Buliska-Stangrecka et al. (2021); Geldart (2022). Educators abruptly lost social support during lockdown, which Italy went through early in comparison to other Western nations. Social support is essential to maintaining teachers' mental health and wellness based on Froehlich et al. (2022); Li et al. (2022).

## **2.4 Concept of Employee Engagement**

Employees that are engaged assume accountability for contributing to the accomplishment of company objectives and inspiring colleagues to meet group objectives. An engaged worker strives to perform above average and/or exceptional work, going above and beyond the call of duty. An engaged worker has a strong sense of intellectual and emotional attachment to their employer, is enthusiastic about the company's objectives, and upholds its core values.

According to Borst et al., (2020); Kwon and Kim, (2020); Neuber et al., (2022); Woznyj et al., (2022), employee engagement is positively correlated with critical employee outcomes including task performance, contextual performance, proactive work behaviour, innovative work behaviour, and lower intentions to leave the company, as demonstrated by meta-analytic research. Furthermore, studies have shown that psychological capital, optimism, self-efficacy, meaningful work, and other personal resources all directly affect how engaged employees are at work Borst et al., (2020); Mazzetti and Schaufeli, (2022).

In order to avoid burnout and promote a good attitude toward their profession, educators' social and emotional competence can play a significant role Mérida-López

et al., (2022). Socially and emotionally mature educators are better equipped to manage the impact of perceived stress and keep a high level of job engagement D'Amico et al., (2020). According to a relatively recent study by Mérida-López et al., emotional competence is a significant predicate of work engagement (2023).

## **2.5 Concept of Job satisfaction**

First and foremost, it is important to realize that different researchers have come up with different definitions of what it means to be satisfied with one's profession. These different approaches are in place because each person views and responds to their organization in a unique way. It can be difficult to quantify and describe job satisfaction because it depends on a variety of factors, including an employee's attitude, their capacity to do tasks, internal communication inside the company, and the treatment they receive from management. The definitions of job satisfaction that are most frequently mentioned are examined in the lines that follow.

According to Varoom (1964), claims that level of employee engagement in the workplace is a crucial element in job satisfaction. Consequently, individuals' emotional attitudes towards their current positions and job contentment are interconnected. Hoppock (1935) described job satisfaction as a blend of physiological, psychological, and environmental elements that really lead an individual to claim, I am satisfied with my job. This theory holds that a representative's internal perspective of how job satisfaction delivers a range of experiences that contribute to a sense of fulfilment is what determines work fulfilment, even while it is impacted by a number of external circumstances.

Employee satisfaction is the feeling of happiness and fulfillment of desires of workplace needs. High emotional competence in educators is substantially related with both low levels of burnout and high levels of employee job satisfaction. Referring to Page 1304, job satisfaction is defined as "a positive emotional or pleasurable state resulting from the appraisal of one's job or job experience" and has been linked to "autonomy supportive" work environments Zhang et al., (2023).

It may also help educators deal with the symptoms of tiredness and burnout by lowering their feeling of stress D'Amico et al., 2020; Lester et al., (2020). At the higher education level, job satisfaction has been demonstrated to be a strong mediator between life satisfaction and service leadership Latif et al., (2021). According to the Job Demands-Resources (JD-R) theory Demerouti et al., (2021); Bakker and Demerouti (2018), satisfaction with work resources includes people's state of mind regarding several aspects that support both individual and group productivity.

## **2.6 Underpinning theory**

The present research will primarily rely on social exchange theory (SET) (Blau, 1964) to delineate work-life balance, employee engagement, and job satisfaction. The current study utilizes social exchange theory to clarify the relationship between work-life balance, employee engagement, and job satisfaction among educators in the higher education sector in Malaysia.

### **2.6.1 Social Exchange Theory (SET)**

According to Blau (1964), the social exchange theory (SET) is based on the idea that, in contrast to solely economic transaction, SET tends to foster feelings of teamwork

among workers with regard to their personal responsibility, trust, and thankfulness. The academic foundation provided by social exchange theory helps us understand the reasons behind varying levels of employee engagement in their jobs. According to Kahn's (1990), it states that workers should put theory into practice by equitably allocating a larger portion of their cognitive, emotional, and physical resources to the accomplishment of the organization's objectives in addition to just turning up for work. This is a way to reciprocate the organization's dedication of time, resources, and funds towards training and growth initiatives.

According to Saks (2006), social exchange theory (SET) offers stronger theoretical explanations for understanding employee engagement. According to social exchange theory, parties in a position of reciprocal dependency engage with one another to generate obligations. According to Cropanzano & Mitchell (2005), the fundamental concept of social exchange theory posits that relationships evolve over time to become characterized by mutual commitment, loyalty, and trust, provided that both parties follow particular exchange guidelines. These regulations typically entail reciprocity or repayment clauses, which require that one party's acts be followed by an equal number of responses from the other. For an example, when an organization provides financial and social-emotional resources, people feel compelled to return the favour. According to Robinson et al. (2004), this is consistent with the definition of engagement given, which characterizes it as a partnership that benefits both the company and the employee.

## **2.7 Hypotheses development**

Based on social exchange theory Blau (1964), hypotheses formulated for empirical testing and validation in relation to this study and previous empirical studies. The study included four variables which is employee job performance as dependent variable, work-life balance, employee engagement, and job satisfaction as independent variables. As a result, three hypotheses were formulated, examined, and confirmed. Three hypotheses were developed, being tested and validated in this research. The research hypothesis was developed to realize the above-mentioned objectives of the study.

### **2.7.1 Work-life balance and Employee Job Performance**

Maintaining a healthy work-life balance is crucial to ensuring that each employee performs at their best and that organizational performance is sufficiently sustained Cegarra-Leiva, (2018). According to Wolor et al. (2020); Suhartini; Mardiani; and Widayanto (2021), produced findings that had a major impact on employee job performance and this statement is supported by the previous research. Numerous research investigations have established a favourable correlation between work-life balance towards the employee job performance. Within the current body of literature, the association between work-life balance and employee performance is not a recent discovery, it has been extensively examined in the past. Orogbu and Onyeizugbe (2018) stated that there is a strong correlation between employee performance and work-life balance. From that perspective, they clarified, employees who can successfully balance their personal and professional lives may significantly benefit their companies, which impacts their job performance. Hence, the first hypothesis proposed in this study are as follow based on the points above:

**H1: There is positive and significant relationship between work-life balance and educator's job performance**

### **2.7.2 Employee Engagement and Employee Job Performance**

According to Li and Ling (2018) and Aldabbas et al. (2021), persistence and dispersion are features of employee engagement, which is a positive and comprehensive mental and emotional state connected to work. The relationship between employee job performance and employee engagement has been the subject of much debate in the past due to the conclusions of earlier research. According to certain previous studies, employees' emotional, cognitive, and forward-looking behaviours will improve as their work engagement increases, and this will boost their job performance Wang and Chen, (2020). Some studies contend, however, that there may be an inverse U-shaped link between work performance and employee engagement, with an increase in engagement not always translating into continuous development in job performance Bouckennooghe et al., (2021). The following are the second hypotheses proposed in this study:

**H2: There is positive correlation exist between employee engagement and educator's job performance**

### **2.7.3 Job satisfaction and Employee's Job Performance**

Though earlier research indicates that employee satisfaction improves employee job performance Leung & Lin, (2022); Goetz & Wald, (2022); Matagi et al., (2022). The current study discovered that employee performance is unaffected by work happiness. In a different universe, one of the most important variables influencing how staff

members act, perform, and perceive the company is their level of job satisfaction. This variable has no bearing on raising employee performance in this situation. An individual with greater job happiness typically performs better. This assertion is consistent with studies by Abdulkhaliq and Muhammadali (2019), Mira et al. (2019), and Ezeanyim et al. (2019), which demonstrate that job satisfaction is one of the elements that has a major impact on employee job performance. Hence, considering the preceding discussion, the subsequent hypotheses put forth in this investigation are outlined below:

### **H3: Employee job satisfaction is positively related to educators' job performance**

## **2.8 Research Implications**

The primary aim of this study is to provide further insight into the significance of upholding employee performance in the context of higher education in Malaysia. In the same context, it also emphasized the factors influencing or contributing to employee job performance among educators in Malaysian higher institution. The management of these intuitions will be able to create a program or policy that will increase the job happiness of their academicians by understanding the fundamental causes. Greater opportunities can arise from having broader skills and abilities in addition to an understanding of personal goals. People are viewed as important resources by organizations. Employers must pay attention to the factors that influence employees' job performance. The institution's inability to accomplish that will undoubtedly hinder these academicians' motivation and interfere with their ability to concentrate on teaching. Academic achievement of students would suffer from a loss of teaching emphasis. Furthermore, the higher education sectors would suffer the most since these lecturers will seek out other employment alternatives that offer greater job

security and happiness. Higher education institutions will be able to improve employee loyalty and a prospective superior organizational performance by putting the right job satisfaction tactics into practice.

## **2.9 Summary of chapter**

A thesis's chapter on the literature review is an essential part that establishes the study's relevance, points out any gaps, and provides context for the methodology and conclusions of the study. It is a thorough synopsis of the pertinent scholarly literature that influenced and formed the research question. The following chapter discussed on the research framework, research design, data collection, study population, sampling technique, data analysis technique, measurement of variables and questionnaire design.



## CHAPTER 3

### METHODOLOGY

#### 3.1 Introduction

The chapter which emphasizes research methodology acts as a guide for carrying out the study on the factors influencing employees' job performance among educators in Malaysia's education sector. In order to guarantee that the study is thorough, organised, and in line with its goals, this chapter describes the strategies and tactics that will be used to collect and evaluate data. It offers a clear picture of the entire research process, from gathering data to analysing and interpreting it. This part starts with a succinct summary of the research concept and methodology, which is followed by an explanation of the methods utilised for data collecting, sampling, and data analysis. The study's limitations and ethical issues are also covered, guaranteeing that the investigation is carried out honestly and openly.

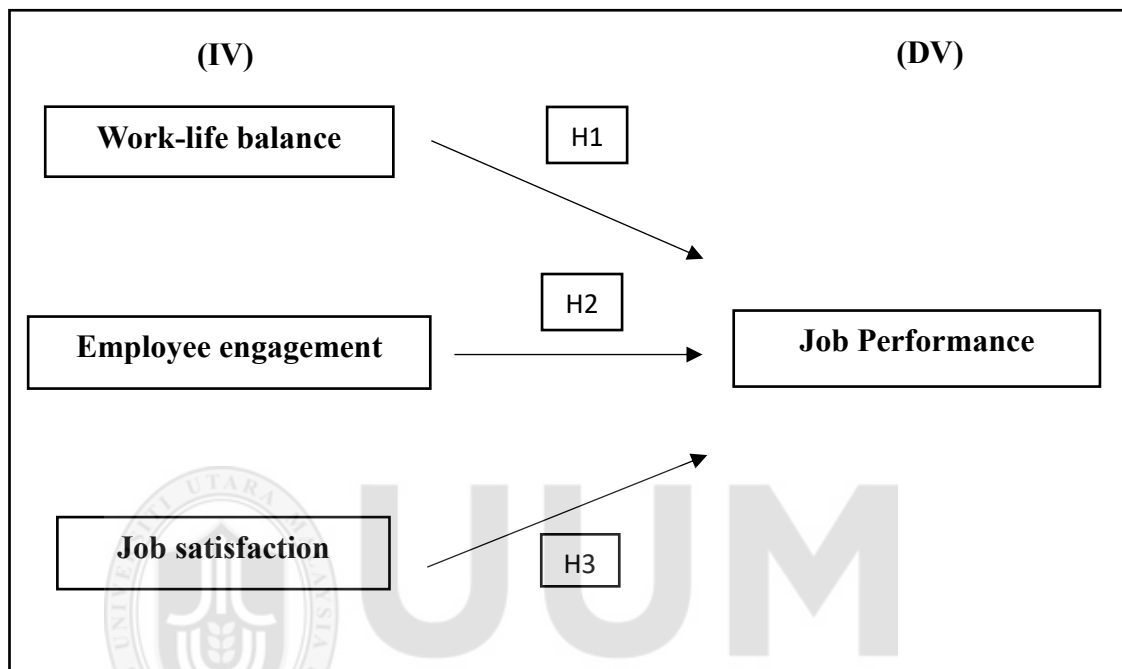
#### 3.2 Conceptual Framework

According to Sekaran & Bougie (2016), the primary principle of the entire study will be served by the research framework. Work-life balance, employee engagement, and job satisfaction are the independent variables (IV) and the employee job performance act as the dependent variable (DV) for this study. As a result, the conceptual framework for this study is displayed in *Figure 3.1* below.

The research methodology and data interpretation will be based on the framework of a conceptual model for research on the determinants impacting the job

efficiency of educators in the education industry of Malaysia. It facilitates the arrangement and visualization. Figure 3.1 shows the conceptual framework of this study.

Figure 3.1  
*Conceptual framework for research*



The variables in this research and their relationships are represented visually by this conceptual framework. To discover the strength and significance of these associations in the context of Malaysia's education sector, empirical research is important. This study conducted through surveys, questionnaires, and analysis of the data. The findings of the study added to our understanding of the factors influencing on employee job performance among educators in Malaysia's education sector and aid in the validation or improvement of this framework.

### **3.3 Research Design**

The study focuses on how employee performance is impacted by employee engagement, work-life balance, and job satisfaction. The study has approached quantitative method in order to accomplish the research goal which has been stated in the previous chapters. The conclusion of the study and outcomes rely on statistical data that was gathered and examined with the use of *Statistical Packages for Social Sciences (SPSS)* version 26.

### **3.4 Source of Data**

The technique employed to collect the data is quite important. For this reason, primary data gathering is used in this study. Sekaran (2013) defines primary data as information that is directly relevant to the particular location of the research operations. The questionnaire was used as the main research instrument which was given to the educators at three selected higher education institutions in Malaysia. The three higher education institutions have been chosen because the educators from these higher education sectors were from multiracial where they are mixture of Malay, Indian and Chinese. Thus, the researcher believed that the researcher will get variety of responses for the questionnaires as they are from different background.

### **3.5 Data collection**

It is an online survey form that may be completed and returned as soon as possible. This has been done with the support of the 150 educators in three higher education sectors located in Old Klang Road, Kuala Lumpur. The online survey form distribution is believed to be a good system. Questionnaires were self-administered as part of the survey. The researcher was able to gather the completed questionnaire from the

participants quickly is considered as one of the advantages. Data has been gathered from the 150 respondents using a quantitative method for a research study on the factors influencing employee job performance among educators in Malaysia's education sector. To get quantifiable data on opinions regarding the variables affecting and how it affects educators' job performance, create standardized questionnaires or survey forms. Ask the participants about their work schedules, work-life balance, level of engagement, level of job satisfaction, and general well-being.

### **3.6 Study Population**

Based on Sekaran and Bougie (2013), the population defined as the total number of individuals in a group, objects of interest, or events that the researcher intends to look at. The number of populations for this study is 150 staffs from academic department working in the three different higher education sectors which is Newton International College, Karisma International College and New Era University located in Old Klang Road, Kuala Lumpur. The institution's human resources department has provided the sample frame from the aforementioned population of respondents. The questionnaires were distributed to 180 educators to all three chosen higher education sectors. However, the researcher managed to collect 150 completed forms from them because of time constraints.

### **3.7 Sampling Technique**

A random sampling technique will be used to guarantee that the research findings are representative and generalizable to the larger community of educators in Malaysia. Using random sampling technique, the survey will be divided to the educators from three selected higher education sector located in Kuala Lumpur according to attributes

including kind of institution and length of teaching experience. Then, in order to guarantee a representative sample, random samples will be taken from each stratum.

### **3.8 Data collection procedures**

The ways that information will be obtained from participants are known as the data collection methods. These techniques will guarantee that the goals of the research are fulfilled and that the information is trustworthy and pertinent. A structured questionnaire has been distributed to educators employed in three different Malaysian higher educational institution. This will offer a numerical evaluation of their work-life balance, employee engagement and employee satisfaction towards job performance.

### **3.9 Data Analysis Technique**

#### **3.9.1 Descriptive statistics**

The survey information gathered from educators has compiled and described using descriptive statistics. This includes frequency distributions, mean, median, standard deviation, and other statistics. It will provide a broad summary of the comments made on work performance and the variables affecting it.

#### **3.9.2 Inferential statistics**

To test theories and derive conclusions regarding the connections between factors influencing and job performance, inferential statistics will be utilised. The common techniques such as t-tests, analysis of variance, analysis of multiple regression, and analysis of correlation has been included in the inferential statistics. The statistical tests are intended to evaluate the degree of significance and correlation between variables.

### 3.10 Measurement of Variables

Measurement of variables is to analyse employee job performance, a dependent variable, and three independent variables which is work-life balance, employee engagement, and job satisfaction. All the factors in this study were measured using a five-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Uncertain, 4 = Agree, and 5. = Strongly Agree. Table 3.1 presents the items for employee job performance.

Table 3.1  
*Summary of Variables and Measurement of Instruments*

| Variables                | Number of items | Sources                                                        |
|--------------------------|-----------------|----------------------------------------------------------------|
| Employee Job Performance | 8               | Liao et al., (2012)                                            |
| Work-Life Balance (WLB)  | 5               | Bell, et al., (2012)<br>adopted from Hill, et al (2001)        |
| Employee Engagement      | 12              | Gallup Organization (2008)                                     |
| Job Satisfaction         | 6               | Vandenabeele (2009)<br>adopted from Depré and Hondeghem (1995) |

#### 3.10.1 Employee Job Performance

Yu (1996) produced eight (8) variable items, which were used in this study to assess employee work performance, according to Liao et al. (2012). The first questionnaire's Cronbach's Alpha ( $\alpha$ ) was 0.95. The items of the questionnaire are listed in Table 3.2.

Table 3.2  
*Items of Employee Job Performance*

| Code | Items                                                            | Sources             |
|------|------------------------------------------------------------------|---------------------|
| EJP1 | I can usually reach the standards of performance reviews.        | Liao et al., (2012) |
| EJP2 | I can always handle an unforeseen circumstance.                  |                     |
| EJP3 | I am able to do the assigned task at quickly and effectively.    |                     |
| EJP4 | I am able to maintain high standard of service.                  |                     |
| EJP5 | I keep up decent attendance records.                             |                     |
| EJP6 | I have extensive knowledge of standard operating procedures.     |                     |
| EJP7 | When it comes to settling workplace conflicts, I'm proactive.    |                     |
| EJP8 | In general, my manager is happy with how I've performed at work. |                     |

### 3.10.2 Work-life balance

First and foremost, Bell, Rajendran, and Theiler (2012) provided a five-item work-life balance tool. Hill et al. (2001), the original instrument has been created. To make sure the responder comprehended the original version, Bell et al. (2012) made a few small adjustments. The items of work-life balance are shown in Table 3.3 below.

Table 3.3  
*Items of Work-Life Balance*

| Code | Items                                                                                                      | Sources |
|------|------------------------------------------------------------------------------------------------------------|---------|
| WLB1 | I have no trouble juggling the responsibilities of both my personal and professional lives.                |         |
| WLB2 | I take enough time off from work to maintain a healthy balance between my personal and professional lives. |         |

|      |                                                                                    |                                                    |
|------|------------------------------------------------------------------------------------|----------------------------------------------------|
| WLB3 | I find that I can detach myself from work and have fun when I go on vacation.      | Bell et al. (2012) adopted from Hill et al. (2001) |
| WLB4 | I believe I've been effective in striking a balance between job and personal life. |                                                    |
| WLB5 | I'm exhausted from the stresses and issues at work when I get home.                |                                                    |

### 3.10.3 Employee Engagement

The concept of employee engagement was operationalized as one-dimensional. According to Gallup Organization (2008), a scale has been developed which is consisting of 12 items which used to measure employee engagement in an organization. The details of the items are shown in Table 3.4.

Table 3.4  
*Items of Employee Engagement*

| Code | Items                                                                                | Sources                    |
|------|--------------------------------------------------------------------------------------|----------------------------|
| EPE1 | I am aware of my responsibilities at work.                                           | Gallup Organization (2008) |
| EPE2 | The resources and tools I used need to do my work are offered                        |                            |
| EPE3 | Every day at work, I have the chance to perform at my best.                          |                            |
| EPE4 | Over the past seven days, I have been commended or acknowledged for my hard work.    |                            |
| EPE5 | Someone at work or my supervisor seem to genuinely care about me as a person.        |                            |
| EPE6 | Someone at work supports my professional growth.                                     |                            |
| EPE7 | My opinion appears to matter at work.                                                |                            |
| EPE8 | I feel that my work is significant because of our organization's mission or purpose. |                            |

- EPE9 My colleagues are devoted to producing high-calibre work.
- EPE10 I have a best friend at my workplace.
- EPE11 Someone at work has spoken with me about my improvement over the past six months.
- EPE12 I got the chance to grow and learn at work last year.
- 

#### 3.10.4 Job satisfaction

According to Robbins and Judge (2013), job satisfaction is defined as a positive affective state experienced by an individual who is content with their employment in relation to their experience and achievement worth. Based on Vandenberg (2009) adopted from Depré and Hondeghem (1995), there are six items which can be used to measure job satisfaction an individual. *Table 3.5* below shows all items for job satisfaction.

Table 3.5  
*Items of Job satisfaction*

| Code | Items                                          | Sources                                                            |
|------|------------------------------------------------|--------------------------------------------------------------------|
| JS1  | I'm happy with my current position.            |                                                                    |
| JS2  | My salary and other benefits are satisfactory. |                                                                    |
| JS3  | In general, I'm happy with my work.            | Vandenberg (2009)<br>adopted from Depré<br>and Hondeghem<br>(1995) |
| JS4  | I enjoy my job right now.                      |                                                                    |
| JS5  | I think my work is really fascinating.         |                                                                    |
| JS6  | My current job meets my expectation.           |                                                                    |

---

### **3.11 Questionnaire Design**

This study examines the variables impacting employee job performance in Malaysia's higher education institutes using a survey questionnaire with structured questions. This questionnaire consists of five (5) sections. The demographic information of the respondents will be displayed in Section A. The demographic information of the respondents including age, gender, working experience, status, institution and qualification. The questions related to dependent variable which is employee job performance and independent variables used in the conceptual framework which is work-life balance, employee engagement and job satisfaction will be discussed in the other four sections of the questionnaire. The survey questionnaires used 5 Likert-point scales to test.

The scale ranges from 1 represents strongly disagree, 2 disagree, 3 indicates unclear, 4 indicates agree, and 5 indicates strongly agree. The data obtained from the survey will be coded with Excel software and then will be analysed with the help of SPSS software version 26. Two-stage step analysis will be conducted to test the hypothesis. To evaluate the validity of the data and reliability of the variables, a preliminary analysis will be carried out.

### **3.12 Summary of Chapter**

The chapter emphasizes the methodology used for this study which entails the research framework, conceptual framework, the design of the research, the collection of the data, study population, sampling technique and measurement of variables. The following chapters has discussed on the rate of response, demographic characteristics,

preliminary analysis, descriptive analysis, normality analysis, reliability analysis, Pearson correlation analysis and multiple regression analysis.



## **CHAPTER FOUR**

### **FINDINGS**

#### **4.1 Introduction**

The finding of the study will be discussed in this chapter. The rate of respondents and their descriptions are all presented in this section of study. Besides, the data has been analysed through SPSS version 26. First and foremost, this section discussed on the rate of response from the respondents for the given survey forms and followed by their demographic information. The preliminary analysis which includes missing values and compute average mean variables were presented in the following section. Furthermore, the descriptive statistics of the variables were also discussed in the next section. In addition, normality test was presented then followed by reliability test were discussed in this section. Factor analysis and multiple regression were also discussed in this chapter for better understanding of this study.

#### **4.2 Rate of Response**

The demographic information of the participants encompasses information regarding their gender, age group, higher education institution, professional experience, marital status, and educational background. In this study, 180 of questionnaires were shared via google forms to the educators in three higher education sectors located in Old Klang Road, Kuala Lumpur which is Newton International College, Karisma International College and New Era University College. The researcher successfully accumulated a grand total of 150 surveys that were completed by participants from Newton International College, Karisma International College, and New Era University

College. In that instance, the data indicates that 83.33% of respondents provided a response. This is achieved by employing probability sampling, specifically the random sampling technique. Based on Chua (2012), this approach guarantees that each unit or subject has an equal opportunity of being chosen as a participant. The summary of response rate in this study shows Table 4.1 below.

Table 4.1  
*Summary of Response Rate*

| Total of Questionnaires Distributed | Total of Questionnaires Collected | Percentage (%) |
|-------------------------------------|-----------------------------------|----------------|
| 180                                 | 150                               | 83.33          |

Table 4.2  
*Number of questionnaires distributed and collected back from the educators in three higher institutions of Malaysia located in Kuala Lumpur.*

| Institution                   | Distribution | Response | Response Rate (%) |
|-------------------------------|--------------|----------|-------------------|
| Newton International College  | 75           | 41       | 27.3              |
| Karisma International College | 60           | 54       | 36.0              |
| New Era University College    | 45           | 55       | 36.7              |
| Total                         | 180          | 150      | 83.33             |

### 4.3 Demographic Characteristics

The respondent's demographic profile includes details about gender, age, higher institution, working experience, status and education background. According to Wyse (2012), the demographic information is thought to be an important factor to be considered in order to obtain more precise information about the characteristics of the population participating in a survey.

The total number of respondents for this study is 150. To begin with, in terms of gender, the majority of participants in this survey are female, accounting for 84 respondents (56%), while male respondents make up 66 individuals (44%). Regarding age, 50 respondents (33.3%) fall within the 20-to-25-year range. Additionally, 38 respondents (25.3%) represent the age group of 26-31 years, followed by 37 respondents (24.7%) in the 32-36 to year range. Lastly, there are 24 respondents (16.0%) who are 37 years old and above.

For higher institution, about 41 (27.3%) represent respondents from Newton International College, about 54 (36.0%) represent respondents from Karisma International College, while 55 (36.7%) represent respondents from New Era University College. In term of work experience, about 42 (28.0%) represent respondents with the range between less than 1 year, while about 46 (30.7%) represent respondents with the range between 1 to 3 years. About 35 (23.3%) represent respondents with the range between 3 to 6 years, followed by 27 (18.0%) represent the respondents with the range between 6 to 9 years.

In addition, 79 respondents (52.7%) in single category, while about 71 respondent (47.3%) represent married in term of marital status. For the education background, 67 (44.7%) represent respondents with degree, followed by 58 (38.7%) represent respondents with masters and 25 (16.7%) represent respondents with PhD. The respondent demographic profile, as depicted in. The more details on the respondent demographic profile shown in Table 4.3 and SPSS output as in Appendix B.

Table 4.3  
*Demographic Characteristics*

| Items                         | No  | Frequency | Percentage (%) |
|-------------------------------|-----|-----------|----------------|
| <b>Gender</b>                 |     |           |                |
| Male                          | 150 | 66        | 44             |
| Female                        |     | 84        | 56             |
| <b>Age</b>                    |     |           |                |
| 20 to 25 years                | 150 | 50        | 33.3           |
| 26 to 30 years                |     | 38        | 25.3           |
| 31 to 36 years                |     | 37        | 24.7           |
| 37 years and above            |     | 24        | 16.0           |
| <b>Higher Institution</b>     |     |           |                |
| Newton International College  | 150 | 41        | 27.3           |
| Karisma International College |     | 54        | 36.0           |
| New Era University College    |     | 55        | 36.7           |
| <b>Working Experience</b>     |     |           |                |
| Less than 1 year              | 150 | 42        | 28.0           |
| 1 to 3 years                  |     | 46        | 30.7           |
| 3 to 6 years                  |     | 35        | 23.3           |
| 6 to 9 years                  |     | 27        | 18.0           |
| <b>Marital Status</b>         |     |           |                |
| Single                        | 150 | 79        | 52.7           |
| Married                       |     | 71        | 47.3           |
| <b>Education background</b>   |     |           |                |
| Degree                        | 150 | 67        | 44.7           |
| Masters                       |     | 58        | 38.7           |
| PhD                           |     | 25        | 16.7           |

#### 4.4 Preliminary Analysis

In this preliminary analysis section of the study, the researcher aims to provide the absence of missing values and compute average mean of variable of this study. As discussed in the pilot test, the respondents have managed to response to all the questions in the questionnaires which is the important reason to avoid the missing

values in the dataset. Moreover, the researcher has also computed the average mean variable in this section.

#### **4.4.1 Identifying Missing Values**

It is significant to highlight that the dataset in this study contained no missing values. The lack of missing values minimizes the possibility of biases or mistakes in the results by ensuring the integrity and completeness of the data studied. This indicates a solid and trustworthy dataset, enabling a full and in-depth study to answer the study's research questions. As a result, the analyses and interpretations offered here are all grounded in accurate and consistent data, offering a strong framework upon which to build insightful inferences and implications. Refer to the appendix for the missing values data which discovered from SPSS version 26.

#### **4.4.2 Compute Average (Mean) of Variables**

The average (mean) of the variables in this section is crucial to give a brief overview of the central tendency in the dataset. The mean represents the normal magnitude of the variables under examination and is used as a representative value. This statistical measure helps to clarify the general trend or level of the variables under study, which facilitates a more meaningful assessment of their importance in relation to our research goals. Our goal in conducting this study is to identify significant patterns and insights that advance our understanding of the phenomena we are studying.

#### 4.5 Descriptive Analysis

In this portion of the results, the average score and the spread of the variables examined in this study are described. The respondents assess the questionnaires by using a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The researcher analyses the collected dataset from the respondents by utilising SPSS version 26. According to Sekaran (2003), the extent to which data points deviate from the mean is measured through standard deviation, while the central tendency of the dataset has been measured through the mean. The variables have been discussed in this study are work-life balance, employee engagement, job satisfaction, and employee job performance.

Table 4.4 below shows the descriptive statistics of the variables. The table below shows that job performance has the highest mean 3.87 and a standard deviation of 0.687 while work-life balance has a mean of 3.73 with 0.768 as the standard deviation. Additionally, employee engagement a mean of 3.76 and standard deviation of 0.786. Finally, job satisfaction has a mean 3.78 with standard deviation 0.948. Consequently, it can be observed that work-life balance has the lowest mean score among the variables, while job performance has the greatest mean score.

Table 4.4  
*Descriptive of variable statistics*

| Variable            | Responses | Mean | S/deviation |
|---------------------|-----------|------|-------------|
| Job Performance     | 150       | 3.87 | .687        |
| Work-life Balance   | 150       | 3.73 | .768        |
| Employee Engagement | 150       | 3.76 | .786        |
| Job Satisfaction    | 150       | 3.78 | .948        |

#### 4.6 Normality Analysis

The researcher must confirm that the homoscedasticity, linearity, and normality are free from any assumptions about violence before achieving the significant distribution of variables for the next study (Pallant, 2007). The most often used methods for assessing whether data are normal are the well-known Shapiro-Wilk and Kolmogorov-Smirnov tests of normal distribution, according to Sahu, C., & Keshri, A. (2019). 1. The Kolmogorov-Smirnov and Shapiro-Wilk tests are utilized for assessing the significance of normality. Although the Shapiro-Wilk test can handle greater sample sizes, it is a more effective approach for lower sample sizes (less than 50 samples). The Kolmogorov-Smirnov test requires a sample size of  $n \geq 50$ . The Kolmogorov-Smirnov and Shapiro-Wilk within the range of  $\geq 0.05$  is approximately considered as normal distribution.

Table 4.5  
*Normality Test*

| Constructs           | Kolmogorov-Smirnov |     |      | Shapiro-Wilk |     |      |
|----------------------|--------------------|-----|------|--------------|-----|------|
|                      | Statistics         | df. | Sig. | Statistics   | df. | Sig. |
| Employee Performance | .091               | 150 | .004 | .968         | 150 | .001 |
| Work-life balance    | .132               | 150 | .000 | .967         | 150 | .001 |
| Employee Engagement  | .144               | 150 | .000 | .948         | 150 | .000 |
| Job Satisfaction     | .134               | 150 | .000 | .930         | 150 | .000 |

*\*Lilliefors Significance Correction*

*N = 150*

Figure 4.1

*Statistics Histogram for Work-life balance, Employee Engagement, Job satisfaction and job performance*

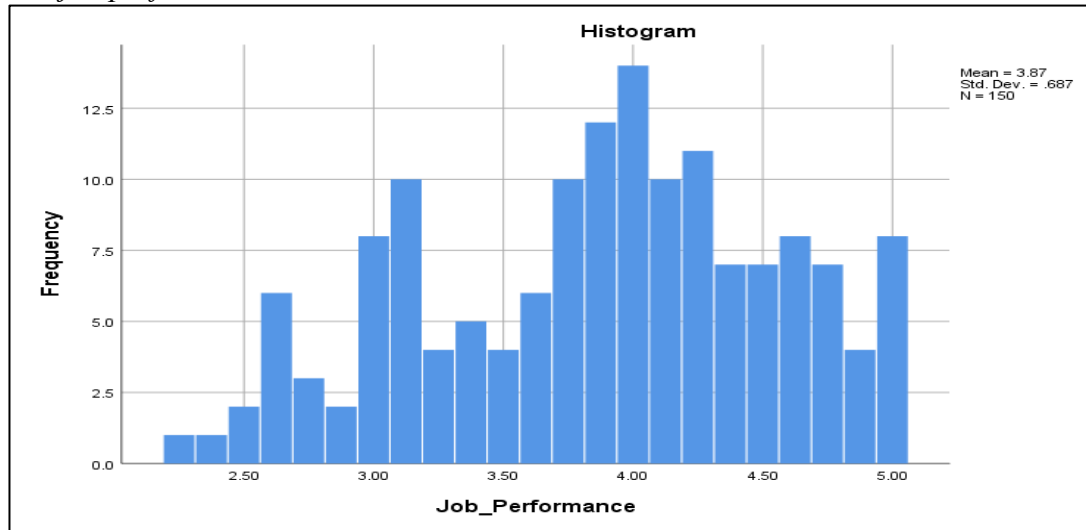
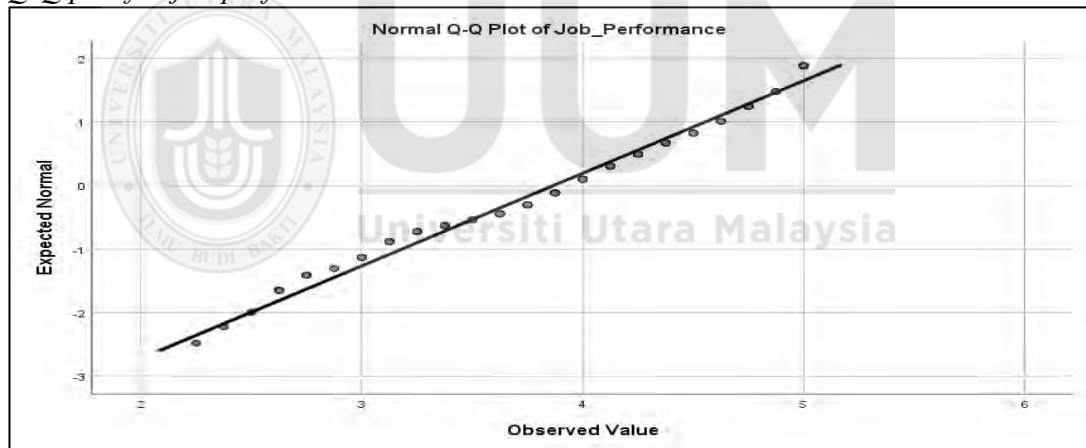


Figure 4.2

*Q-Q plot for job performance*



#### 4.7 Reliability Analysis

According to Saunders et al. (2007), the analysis of reliability has been utilized to evaluate the consistency of the questionnaire. The three techniques for assessing consistency are alternate form, internal consistency, and test-retest. In this section of the study, we will delve into the examination of the reliability utilized in the study. The reliability table provided below illustrates that job performance, work-life balance, employee engagement, and job satisfaction have reliability coefficients which is .870,

.814, .933, and .923 respectively. Nevertheless, researchers have stated that a reliability coefficient of .600 can be considered as average, while a coefficient of .800 can be regarded as high. Based on the table, all the variables ranging from .814 to .933 proven that it achieved high reliability coefficients. Table 4.6 below clarifies it all:

Table 4.6  
*Reliability Test of Study Variables*

| Variable            | Responses | Number of items | Cronbach's Alpha |
|---------------------|-----------|-----------------|------------------|
| Job Performance     | 150       | 8               | .870             |
| Work-life Balance   | 150       | 5               | .814             |
| Employee Engagement | 150       | 12              | .933             |
| Job Satisfaction    | 150       | 6               | .923             |

#### 4.8 Pearson Correlation Analysis

The significant relationship between the dependent and independent variables will be determined by the Pearson Correlation analysis. The values of the analysis vary from -1 to +1. According to Pallant (2013), the value of +1 is represents the perfect positive correlation however, perfect negative correlation is represented by a value of -1, and the 0 value indicates that there is no absolute connection between the variables. The relationship between the independent variables of work-life balance, employee engagement, and job satisfaction and the dependent variable of employee job performance is displayed in the table in the form result.

First hypothesis indicates the lower correlation value which is 0.591 between work-life balance and employee job performance. The subsequent hypothesis reveals

a moderate correlation value of 0.693 between employee engagement and employee job performance. The highest correlation value is 0.755 which is between job satisfaction and employee job performance.

Therefore, hypothesis (H1), *“There is positive and significant relationship between work-life balance and educator’s job performance”*, hypothesis (H2) *“There is positive correlation exist between employee engagement and educator’s job performance”*, hypothesis (H3) *“Employee job satisfaction is positively related to educators' job performance”*, are all accepted in this study.

Table 4.7  
*Result of Correlation Analysis (N=150)*

|                     | Job Performance | Work-life Balance | Employee Engagement | Job Satisfaction |
|---------------------|-----------------|-------------------|---------------------|------------------|
| Job Performance     | 1               |                   |                     |                  |
| Work-life Balance   | .591**          | 1                 |                     |                  |
| Employee Engagement | .672**          | .693**            | 1                   |                  |
| Job Satisfaction    | .539**          | .563**            | .755*               | 1                |

#### 4.9 Multiple Linear Regression Analysis

Pallant (2005) was the first researcher to utilize multiple regressions in examining the relationship between the dependent and independent factors. While correlation is discussed, multiple regressions enable a more thorough investigation of the relationships between those variables. The researcher utilized independent factors to

make predictions about the dependent variable, thus determining that the multiple regression approach was suitable for this exploration.

The influencing factors towards employee job performance such as work-life balance, employee engagement and job satisfaction has been analysed through multiple regression analysis. Based to Pallant (2005), the amount of variance in the dependent variable which is employee job performance has been illustrated through the summary model. In the meantime,  $R^2$  was calculated to show what proportion of the variance in the dependent variable can be accounted for by the analysis of every independent variable. The bigger the  $R^2$  score, the smaller the criterion's relative standard deviation.

*Table 4.8* illustrates the multiple regression results and presents the influence of work-life balance, employee engagement and job satisfaction on employee job performance among educators in higher institutions of Malaysia.

As depicted in this *Table 4.8* the three variables examined in this study: Work-life balance (  $\beta = 0.237$ ,  $t = 2.867$ ,  $\text{sig} = 0.005$ ), employee engagement ( $\beta = 0.468$ ,  $t = 4.482$ ,  $\text{sig} = 0.000$ ) and job satisfaction (  $\beta = 0.052$ ,  $t = 0.572$ ,  $\text{sig} = 0.568$ ) were found to be significant in predicting employee performance. *Table 4.8* shows summary of the model while *Table 4.9* shows the outcome of multiple regression of the analysis.

Table 4.8  
*Summary of Model*

| Model Summary |      |          |                   |                            |
|---------------|------|----------|-------------------|----------------------------|
| Model         | R    | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .695 | .483     | .473              | .49895                     |

a. Predictors: (Constant), Job Satisfaction, Work-life Balance, Employee Engagement

Table 4.9  
*Outcome of Multiple Regression (Employee Performance)*

| Coefficients <sup>a</sup> |                             |            |                           |       |       |      |
|---------------------------|-----------------------------|------------|---------------------------|-------|-------|------|
| Model                     | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.  |      |
|                           | B.                          | Std. Error | Beta                      |       |       |      |
| 1                         | Constant                    | 1.391      | .219                      | 6.363 | .000  |      |
|                           | Work-life Balance           | .212       | .074                      | .237  | 2.867 | .005 |
|                           | Employee Engagement         | .410       | .091                      | .468  | 4.482 | .000 |
|                           | Job Satisfaction            | .038       | .066                      | .050  | .572  | .568 |

a. Dependent Variable: Job Performance

#### 4.10 Hypotheses Testing

Table 4.10  
*Summary Finding*

| Hypotheses | Statement                                                                                               | Decision |
|------------|---------------------------------------------------------------------------------------------------------|----------|
| H1         | There is positive and significant relationship between work-life balance and educator's job performance | Accepted |
| H2         | There is positive correlation exist between employee engagement and educator's job performance          | Accepted |
| H3         | Employee job satisfaction is positively related to educators' job performance                           | Accepted |

#### **4.11 Summary of the Chapter**

Results on the response rate, demographics, study variable reliability, and hypothesis have all been provided in this chapter. The examination of the data gathered, which supports the established theories, has also been provided in this chapter. The following chapters has discussed on the summary of findings, recapitulation of findings, discussion of results, research implications, limitations of study, and recommendations.



## **CHAPTER FIVE**

### **DISCUSSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The in-depth explanation and conclusion have been provided by the researcher in this section. The theoretical and practical contributions results would be also discussed in this chapter. It also looks at the limitations of the exploration, which always points to areas that need greater investigation.

#### **5.2 Summary of findings**

The study mainly emphasizes the relationship between work-life balance, employee engagement, and job satisfaction towards employee job performance among educators at Newton International College, Karisma International College, and New Era University College which is three chosen Malaysia's higher education sectors located at Kuala Lumpur. The four independent variables of this study which are work-life balance, employee engagement, and job satisfaction with employee job performance serving as the dependent variable.

#### **5.3 Recapitulation of Findings**

This study was conducted among educators who are a full-time employee at three higher education sectors located at Old Klang Road, Kuala Lumpur which is Newton International College, Karisma International College and New Era University College. There are 150 respondents participated in this study. The result from the study has answered all the research questions stated as below:

1. Does the work-life balance influences employee job performance in higher education?
2. Does the employee engagement influence employee job performance in higher education?
3. Does the job satisfaction influence employee job performance in higher education?

Investigation on how work-life balance, employee engagement, and job satisfaction affect educators' job performance in higher education sector of Malaysia is the aim of this study. All the research questions and hypothesis which are stated above is answered as below:

1. The result shows that work-life balance influences employee job performance among educators in higher education sector of Malaysia.
2. The result indicates that employee engagement influence employee job performance among educators in higher education sector of Malaysia.
3. The outcome discovered that job satisfaction influence employee job performance among educators in higher education sector of Malaysia.

#### **5.4 Discussion of results**

Three hypotheses were developed in this study using work-life balance, employee engagement, and job satisfaction as the independent variables, while the dependent variable is employee job performance. This section goes into depth about the outcomes

and conclusions of each hypothesis of the research. A more thorough explanation of the hypothetical claims and outcomes is provided in the next section.

#### **5.4.1 Work-life Balance and Employee Job Performance**

***H1: There is positive and significant relationship between work-life balance and educator's job performance***

First and foremost, it is acknowledged that the main premise of the study that there is a significant and positive correlation between educators' job performance and work-life balance. It has been demonstrated, therefore, that one of the key elements affecting an employee's effectiveness at work is work-life balance. Greater work-life balance increases the job performance of the educators at higher education sectors of Malaysia. On the other hand, study findings indicate that Malaysian educators working in higher education recognize the value of work-life balance and how it affects their ability to do their jobs well.

Furthermore, the collected results are showing that greater work-life balance leads them to perform even more and produce an extraordinary job performance among educators in higher education sectors of Malaysia. The standard of the institution might be affected by the imbalanced work-life balance which causes the educators to perform lesser in their work. Besides, about 56% of educators in this study are female and 47.3% of them are married. The study found that married women in the workforce were worried about finding a balance between their personal and work life.

#### **5.4.2 Employee Engagement and Employee Job Performance**

##### ***H2: There is positive correlation exist between employee engagement and educator's job performance***

Study has indicated a favourable correlation between educator job performance and employee engagement, hence corroborating the second premise. It clarifies and indicates that a rise in the standards of employee engagement among educators in Malaysia's higher education sector also results in an improvement in the educators' job performance. The higher level of enthusiasm and dedication of the educators will provide the high quality of performance.

Employee engagement has gained attention in organizational research through the significant effects on employee job performance and organizational success. The relationship between employee engagement and educator work performance is especially pertinent to the area of education, as the calibre of job performance directly affects student outcomes. A growing corpus of study has explored this relationship over the last five years, illuminating the complex interactions among these factors.

Recent research conducted by Smith et al. (2022) combined data from more than thirty studies and discovered a positive correlation between educator's engagement and a number of job performance variables, including academic achievement, classroom effectiveness, and student satisfaction. This is consistent with earlier research by Johnson and Chang (2021), who carried out a longitudinal study in a variety of schools and discovered that higher institution's educators' involvement levels were associated with longer-term gains in student learning and improved instructional effectiveness.

### **5.4.3 Job Satisfaction and Employee Job Performance**

#### ***H3: Employee job satisfaction is positively related to educators' job performance***

The third hypothesis demonstrates a positive relationship between job satisfaction and employee job performance. The high level of job satisfaction which may contribute for performance enhancement has been proven through the findings of the study.

Moreover, the educators are more likely to work more which will improve their job performance when they have high level of job satisfaction in both intrinsic and extrinsic. Furthermore, it is influenced by internal characteristics related to job satisfaction. Administrative employees typically become more motivated when they receive praise from management. As a result, they will focus their motivational energy on working harder, which will greatly improve their performance at work.

Based on Kuipers, Vermeeren and Steijn (2019), Al-Ahmadi (2021), Park and Kumar (2020), and Aziri (2021), the outcomes for the hypothesis is consistent with earlier research. The study also identified a clear and substantial correlation between job satisfaction and employee performance, indicating that content employees are more inclined to achieve performance expectations.

Ultimately, this demonstrates how educators at higher education sectors of Malaysia is significantly enhanced by increased job satisfaction, assisting each university in achieving its goals and targets. As a result, the theory is approved.

## **5.5 Research Implications**

Exploration on how the work-life balance, employee engagement, and job satisfaction affect the employee job performance of educators in Malaysia's higher education sectors is the goal of this study. The data has been collected and the researcher has produced the result in the previous chapter. This study proposes three independent variables which is job satisfaction, employee engagement, and work-life balance. The result or the outcome from this study could help not only the three higher education sectors which is used in this study Newton International College, Karisma International College and New Era University College. However, the produced result is also could give benefits to other higher education sectors especially for the Human Resource department in the particular education sectors in the term of identifying the key factors which might affect the employee's job performance in the daily basis.

There is a positive correlation between the three independent variables which are work-life balance, employee engagement, and job satisfaction and the dependent variable which is employee job performance in this investigation. This shows that these three variables are playing a vital role in enhancing an educator's job performance in an organization. Moreover, this study will also help the management and employee of an organization to determine the best course of action for developing a positive character and environment in the organization.

Besides, this study will provide a guidance and reference to the future researchers who are intended to do their research which involving work-life balance, employee engagement, job satisfaction or employee job performance. All the

knowledge and data collected for this study will be very useful those who wants to do their research related to higher education sector of Malaysia.

## **5.6 Limitations of Study**

As with any research project, it is critical to recognize and deal with any constraints that are present in the technique, study design, and result interpretation. Through a critical evaluation of these constraints, researchers can improve the validity and rigor of their work and make the extent and generalizability of the results clear to readers. In the context of the connections between work-life balance, employee engagement, and job satisfaction and educator job performance, there are a number of research limitations that need to be acknowledged.

One of the primary limitations of our study is the use of self-report measures to assess the link between work-life balance, employee engagement, and job satisfaction toward educator job performance. Self-report instruments are useful and efficient for gathering data, but they are prone to common method flaws such response biases and social desirability biases. This raises questions about the data's quality and dependability since respondents could give answers that match expectations or perceived standards rather than their actual experiences or behaviours. Future research could benefit from using multi-source or objective measures of work-life balance, employee engagement, and job satisfaction, such as performance metrics, supervisor ratings, or student assessments, in order to lessen the impact of typical technique biases and improve the validity of the findings.

The three to four months that this study was conducted in were insufficient for the researcher to fully cover the entirety of three private higher education institutes. The primary source of constraint for this study is the sample size, which is deemed modest because it only includes respondents from three higher private institutions in Kuala Lumpur. As a result, the researcher recommends increasing the sample size by include a few more private higher education institutions and not just concentrating on private universities but also taking public universities into account. Adopting this recommendation would enable subsequent research to compare and validate the results.

## **5.7 Recommendations**

It can be concluded based on the results that the three independent variables which are work-life balance, employee engagement and job satisfaction are influencing the employee job performance. In order to have a better employee job performance, all the three factors work-life balance, employee engagement and job satisfaction must be emphasized accordingly.

First and foremost, it is important to contextualize the findings within the distinct cultural and organizational framework of Malaysia. The unique educational regulations and practices of Malaysia, together with its multicultural population, may have an impact on the way educators view and feel about things like work-life balance, employee engagement, and job satisfaction. A strong basis for the study would thus be provided by carrying out an extensive literature analysis with an emphasis on local studies and contextualizing the results of international research within the Malaysian context. Working with Malaysian educational institutions or organizations may also

provide access to important information, insights, and statistics; it can also help to create a sense of significance and ownership among the academic and professional community there.

Secondly, a mixed-methods approach to data gathering and analysis is essential. While qualitative techniques like focus groups and interviews can give us a deeper understanding of the complex experiences and perceptions of educators, quantitative data can offer statistical insights into the relationships between variables like work-life balance, employee engagement, job satisfaction, and job performance. With this all-encompassing strategy, researchers would be able to record both the qualitative narratives and the quantitative measures, providing a thorough understanding of the variables influencing Malaysian educators' work performance. Additionally, it would make triangulation easier and guarantee the accuracy and dependability of the results.

## **5.8 Conclusion**

In conclusion, research questions in this study and objectives have all been answered. The findings showed that the independent variables proposed in this study which are work-life balance, employee engagement, and job satisfaction considered as crucial components that may support and enhance employee job performance among educators in Malaysia's higher education institutions. It is intended that by looking at all of the relationships between these findings, managers and educators would be able to get some advantages that will enable them to succeed in both their personal and professional lives.

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## APPENDIX A

### QUESTIONNAIRES

Dear Respondent,

I am currently a Master of Human Resource Management student of University Utara Malaysia on **“Factors Influencing Employee Job Performance Among Educators in Higher Education Sector of Malaysia”**.

I kindly ask for your cooperation in answering this questionnaire which only going to take 15-20 minutes to complete this questionnaire. The information provided by you will only be used for Academic Purpose and will be kept completely confidential.

Please answer all items in the questionnaire honestly and carefully as it will influence the result of the research.

Thanks for your time in responding to this questionnaire. I highly appreciate your participation in this research.

Sincerely,

Renusree Manoharan

Master in Human Resource Management

Universiti Utara Malaysia

## SECTION A : DEMOGRAPHIC INFORMATION

**These items ask for some personal information. Please be assured that your responses for these questions are confidential.**

I. What is your gender?

☐

Male

☐

Female

II. Which of the following age group do you belong?

☐

20 to 25 years

☐

26 to 31 years

☐

32 to 36 years

☐

37 and above years

III. Which of the following institution do you belong?

☐

Newton International  
College

☐

Karisma International College

☐

New Era University College

IV. Your working experience in this company?

☐

Less than 1 year

☐

1 to 3 years

☐

3 to 6 years

☐

6 to 9 years

V. Which of the following status do you belong?

☐

Single

☐

Married

VI. Which of the following qualification you have?

☐

Bachelor's Degree

☐

Masters

☐

Doctorate



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## SECTION B : EMPLOYEE JOB PERFORMANCE

These questions are pertaining employee job performance.

Please answer the following questions by providing rating.

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|-------------------|----------|-----------|-------|----------------|
| 1                 | 2        | 3         | 4     | 5              |

| No | Questions                                                        | 1 | 2 | 3 | 4 | 5 |
|----|------------------------------------------------------------------|---|---|---|---|---|
| 1  | I can usually reach the standards of performance reviews.        |   |   |   |   |   |
| 2  | I can always handle an unforeseen circumstance.                  |   |   |   |   |   |
| 3  | I am able to do the assigned task at quickly and effectively.    |   |   |   |   |   |
| 4  | I am able to maintain high standard of service.                  |   |   |   |   |   |
| 5  | I keep up decent attendance records.                             |   |   |   |   |   |
| 6  | I have extensive knowledge of standard operating procedures.     |   |   |   |   |   |
| 7  | When it comes to settling workplace conflicts, I'm proactive.    |   |   |   |   |   |
| 8  | In general, my manager is happy with how I've performed at work. |   |   |   |   |   |

### SECTION C : WORK-LIFE BALANCE

These questions are pertaining role the influence of work-life balance on employee job performance.

Please answer the following questions by providing rating.

| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Uncertain</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|--------------------------|-----------------|------------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>         | <b>4</b>     | <b>5</b>              |

| No | Questions                                                                                                  | 1 | 2 | 3 | 4 | 5 |
|----|------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | I have no trouble juggling the responsibilities of both my personal and professional lives.                |   |   |   |   |   |
| 2  | I take enough time off from work to maintain a healthy balance between my personal and professional lives. |   |   |   |   |   |
| 3  | I find that I can detach myself from work and have fun when I go on vacation.                              |   |   |   |   |   |
| 4  | I believe I've been effective in striking a balance between job and personal life.                         |   |   |   |   |   |
| 5  | I'm exhausted from the stresses and issues at work when I get home.                                        |   |   |   |   |   |

## SECTION D : EMPLOYEE ENGAGEMENT

These questions are pertaining the influence of employee engagement on employee job performance.

Please answer the following questions by providing rating.

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|-------------------|----------|-----------|-------|----------------|
| 1                 | 2        | 3         | 4     | 5              |

| No | Questions                                                                            | 1 | 2 | 3 | 4 | 5 |
|----|--------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | I am aware of my responsibilities at work.                                           |   |   |   |   |   |
| 2  | The resources and tools I used need to do my work are offered                        |   |   |   |   |   |
| 3  | Every day at work, I have the chance to perform at my best.                          |   |   |   |   |   |
| 4  | Over the past seven days, I have been commended or acknowledged for my hard work.    |   |   |   |   |   |
| 5  | Someone at work or my supervisor seem to genuinely care about me as a person.        |   |   |   |   |   |
| 6  | Someone at work supports my professional growth.                                     |   |   |   |   |   |
| 7  | My opinion appears to matter at work.                                                |   |   |   |   |   |
| 8  | I feel that my work is significant because of our organization's mission or purpose. |   |   |   |   |   |
| 9  | My colleagues are devoted to producing high-calibre work.                            |   |   |   |   |   |
| 10 | I have a best friend at my workplace.                                                |   |   |   |   |   |
| 11 | Someone at work has spoken with me about my improvement over the past six months.    |   |   |   |   |   |
| 12 | I got the chance to grow and learn at work last year.                                |   |   |   |   |   |

## **SECTION E : JOB SATISFACTION**

**These questions are pertaining the influence of job satisfaction on employee job performance.**

**Please answer the following questions by providing rating.**

| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Uncertain</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|--------------------------|-----------------|------------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>         | <b>4</b>     | <b>5</b>              |

| <b>No</b> | <b>Questions</b>                               | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|-----------|------------------------------------------------|----------|----------|----------|----------|----------|
| 1         | I'm happy with my current position.            |          |          |          |          |          |
| 2         | My salary and other benefits are satisfactory. |          |          |          |          |          |
| 3         | In general, I'm happy with my work.            |          |          |          |          |          |
| 4         | I enjoy my job right now.                      |          |          |          |          |          |
| 5         | I think my work is really fascinating.         |          |          |          |          |          |
| 6         | My current job meets my expectation.           |          |          |          |          |          |

**Thank You for your time and cooperation**

**End of questionnaires**

## APPENDIX B

### Respondent's Profile

#### a. Gender

| Gender |        |           |         |               |                    |
|--------|--------|-----------|---------|---------------|--------------------|
|        |        | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | Male   | 66        | 44.0    | 44.0          | 44.0               |
|        | Female | 84        | 56.0    | 56.0          | 100.0              |
|        | Total  | 150       | 100.0   | 100.0         |                    |

#### b. Age

| Age   |                    |           |         |               |                    |
|-------|--------------------|-----------|---------|---------------|--------------------|
|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 20 to 25 years     | 51        | 34.0    | 34.0          | 34.0               |
|       | 26 to 31 years     | 38        | 25.3    | 25.3          | 59.3               |
|       | 32 to 36 years     | 37        | 24.7    | 24.7          | 84.0               |
|       | 37 and above years | 24        | 16.0    | 16.0          | 100.0              |
|       | Total              | 150       | 100.0   | 100.0         |                    |

#### c. Higher Institution

| Higher Institution |                               |           |         |               |                    |
|--------------------|-------------------------------|-----------|---------|---------------|--------------------|
|                    |                               | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid              | Newton International College  | 41        | 27.3    | 27.3          | 27.3               |
|                    | Karisma International College | 54        | 36.0    | 36.0          | 63.3               |
|                    | New Era University College    | 55        | 36.7    | 36.7          | 100.0              |
|                    | Total                         | 150       | 100.0   | 100.0         |                    |

#### d. Working Experience

| Working experience |                  |           |         |               |                    |
|--------------------|------------------|-----------|---------|---------------|--------------------|
|                    |                  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid              | Less than 1 year | 43        | 28.7    | 28.7          | 28.7               |
|                    | 1 to 3 years     | 45        | 30.0    | 30.0          | 58.7               |
|                    | 3 to 6 years     | 35        | 23.3    | 23.3          | 82.0               |
|                    | 6 to 9 years     | 27        | 18.0    | 18.0          | 100.0              |
|                    | Total            | 150       | 100.0   | 100.0         |                    |

#### e. Marital Status

| Marital status |         |           |         |               |                    |
|----------------|---------|-----------|---------|---------------|--------------------|
|                |         | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid          | Single  | 78        | 52.0    | 52.0          | 52.0               |
|                | Married | 72        | 48.0    | 48.0          | 100.0              |
|                | Total   | 150       | 100.0   | 100.0         |                    |

#### f. Education Background

| Education Background |         |           |         |               |                    |
|----------------------|---------|-----------|---------|---------------|--------------------|
|                      |         | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                | Degree  | 67        | 44.7    | 44.7          | 44.7               |
|                      | Masters | 58        | 38.7    | 38.7          | 83.3               |
|                      | PhD     | 25        | 16.7    | 16.7          | 100.0              |
|                      | Total   | 150       | 100.0   | 100.0         |                    |

## APPENDIX C

### The Result of Preliminary Analysis

#### a. Missing values of Demographic Characteristics

|   |             | Responde<br>nt | Gende<br>r | Ag<br>e | Higher<br>Institutio<br>n | Working<br>experien<br>ce | Marit<br>al<br>status | Education<br>backgroun<br>d |
|---|-------------|----------------|------------|---------|---------------------------|---------------------------|-----------------------|-----------------------------|
| N | Valid       | 150            | 150        | 150     | 150                       | 150                       | 150                   | 150                         |
|   | Missin<br>g | 0              | 0          | 0       | 0                         | 0                         | 0                     | 0                           |

#### b. Missing values of Job Performance

|   |         | EJP1 | EJP2 | EJP3 | EJP4 | EJP5 | EJP6 | EJP7 | EJP8 |
|---|---------|------|------|------|------|------|------|------|------|
| N | Valid   | 150  | 150  | 150  | 150  | 150  | 150  | 150  | 150  |
|   | Missing | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    |

#### c. Missing values of Work-life Balance

|   |         | WLB1 | WLB2 | WLB3 | WLB4 | WLB5 |
|---|---------|------|------|------|------|------|
| N | Valid   | 150  | 150  | 150  | 150  | 150  |
|   | Missing | 0    | 0    | 0    | 0    | 0    |

**d. Missing values of Employee Engagement**

|   |         | EP<br>E<br>1 | EP<br>E<br>2 | EP<br>E<br>3 | EP<br>E<br>4 | EP<br>E<br>5 | EP<br>E<br>6 | EP<br>E<br>7 | EP<br>E<br>8 | EP<br>E<br>9 | EP<br>E<br>10 | EPE<br>11 | EPE<br>12 |
|---|---------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|-----------|-----------|
| N | Valid   | 150          | 150          | 150          | 150          | 150          | 150          | 150          | 150          | 150          | 150           | 150       | 150       |
|   | Missing | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 0             | 0         | 0         |

**e. Missing values of Job Satisfaction**

|   |         | JS1 | JS2 | JS3 | JS4 | JS5 | JS6 |
|---|---------|-----|-----|-----|-----|-----|-----|
| N | Valid   | 150 | 150 | 150 | 150 | 150 | 150 |
|   | Missing | 0   | 0   | 0   | 0   | 0   | 0   |

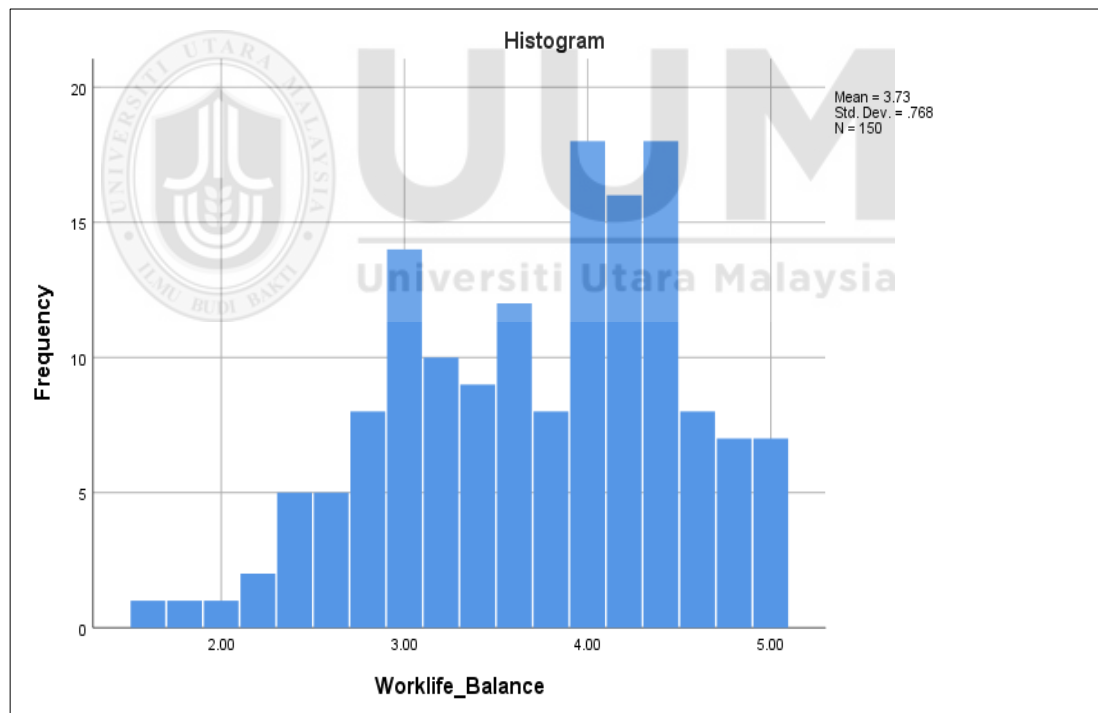


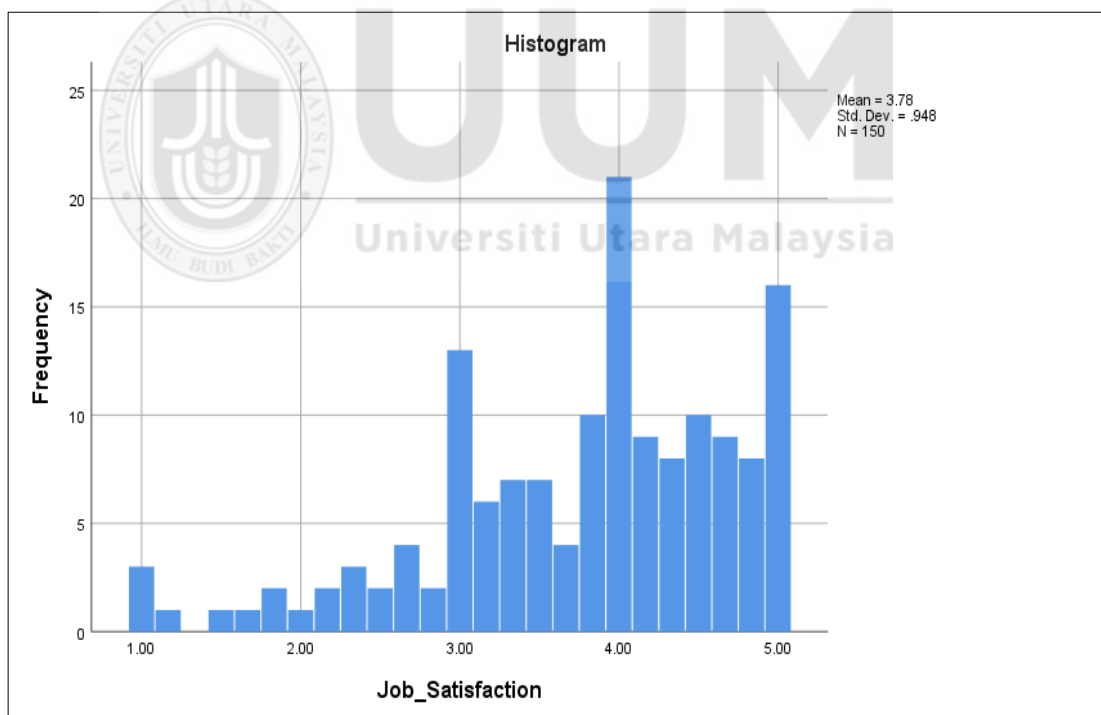
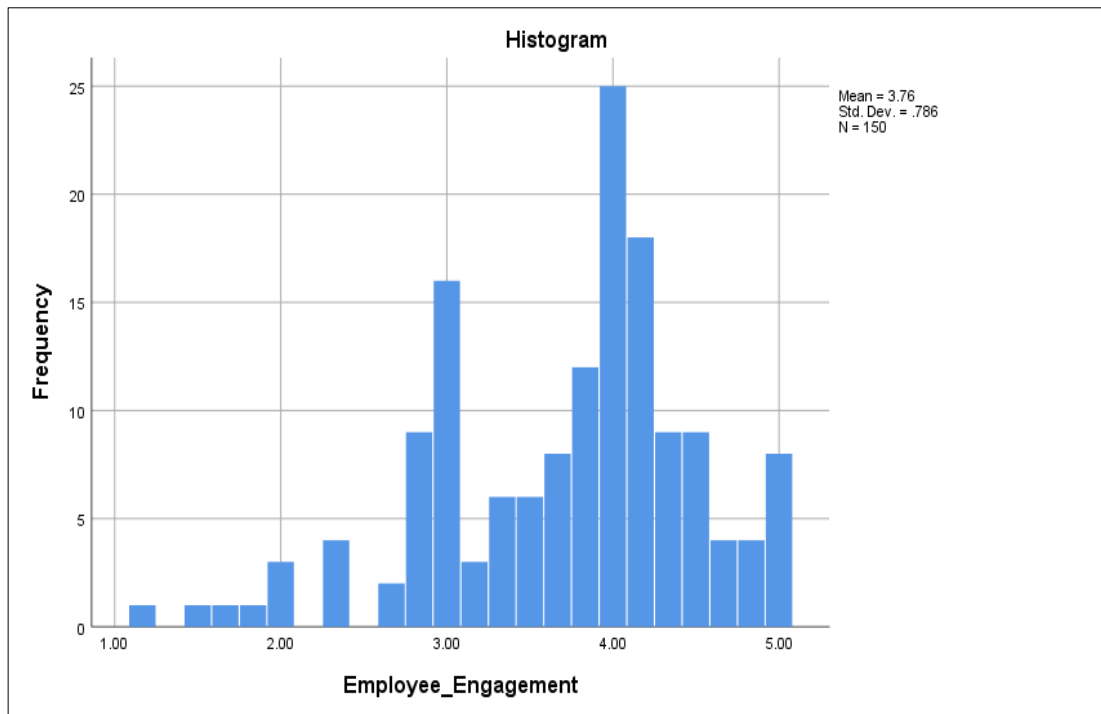
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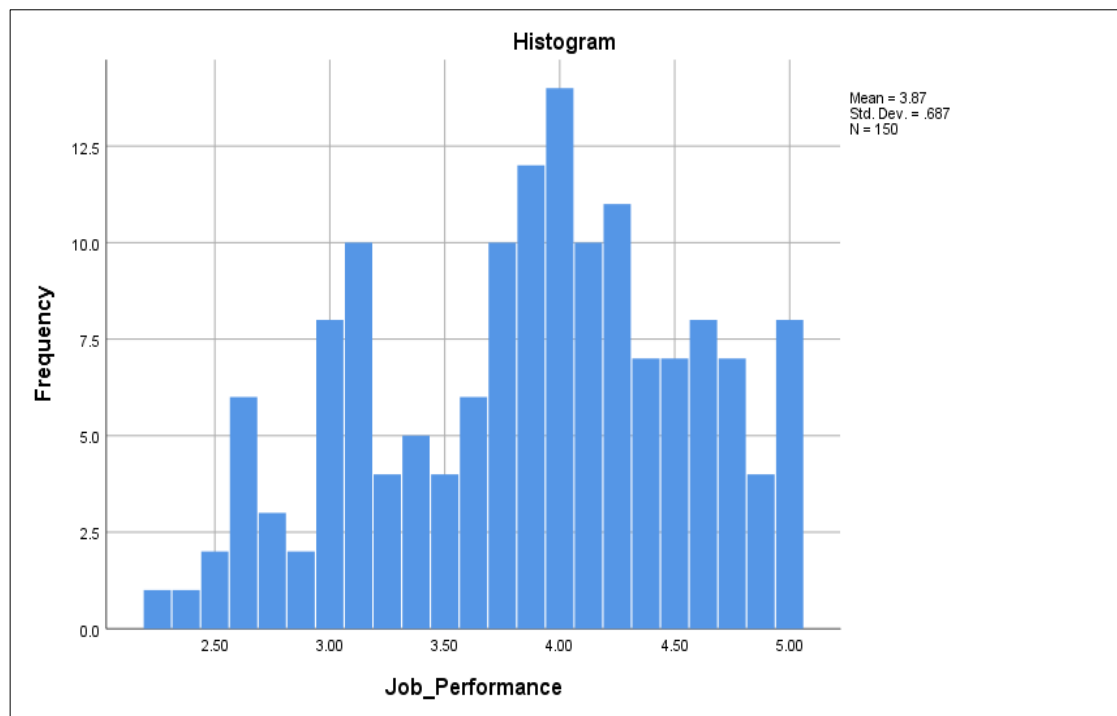
## APPENDIX D

### Result of Normality Analysis

| Tests of Normality                    |                                 |     |      |              |     |      |
|---------------------------------------|---------------------------------|-----|------|--------------|-----|------|
|                                       | Kolmogorov-Smirnov <sup>a</sup> |     |      | Shapiro-Wilk |     |      |
|                                       | Statistic                       | df  | Sig. | Statistic    | df  | Sig. |
| Worklife_Balance                      | .132                            | 150 | .000 | .967         | 150 | .001 |
| Employee_Engagement                   | .144                            | 150 | .000 | .948         | 150 | .000 |
| Job_Satisfaction                      | .134                            | 150 | .000 | .930         | 150 | .000 |
| Job_Performance                       | .091                            | 150 | .004 | .968         | 150 | .001 |
| a. Lilliefors Significance Correction |                                 |     |      |              |     |      |







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## APPENDIX E

### Result of Descriptive Statistics Analysis

#### a. Descriptive Statistics

| Descriptive Statistics |     |        |                |
|------------------------|-----|--------|----------------|
|                        | N   | Mean   | Std. Deviation |
| Worklife_Balance       | 150 | 3.8675 | .68713         |
| Employee_Engagement    | 150 | 3.7628 | .78553         |
| Job_Satisfaction       | 150 | 3.7756 | .94793         |
| Job_Performance        | 150 | 3.8675 | .68713         |
| Valid N (listwise)     | 150 |        |                |

#### b. Descriptive statistics of work-life balance

| Descriptive Statistics |     |      |                |
|------------------------|-----|------|----------------|
|                        | N   | Mean | Std. Deviation |
| Work-life Balance      | 150 | 3.81 | .995           |
| Work-life Balance      | 150 | 3.74 | .986           |
| Work-life Balance      | 150 | 3.73 | 1.066          |
| Work-life Balance      | 150 | 3.78 | .996           |
| Work-life Balance      | 150 | 3.58 | 1.025          |
| Valid N (listwise)     | 150 |      |                |

#### c. Descriptive statistics of employee engagement

| Descriptive Statistics |     |      |                |
|------------------------|-----|------|----------------|
|                        | N   | Mean | Std. Deviation |
| Employee Engagement    | 150 | 4.10 | .857           |
| Employee Engagement    | 150 | 3.81 | 1.064          |
| Employee Engagement    | 150 | 3.71 | 1.109          |
| Employee Engagement    | 150 | 3.68 | 1.113          |
| Employee Engagement    | 150 | 3.73 | 1.048          |
| Employee Engagement    | 150 | 3.75 | 1.057          |
| Employee Engagement    | 150 | 3.67 | 1.060          |
| Employee Engagement    | 150 | 3.85 | .988           |
| Employee Engagement    | 150 | 3.70 | 1.008          |
| Employee Engagement    | 150 | 3.59 | 1.124          |
| Employee Engagement    | 150 | 3.77 | .972           |
| Employee Engagement    | 150 | 3.81 | .995           |
| Valid N (listwise)     | 150 |      |                |

**d. Descriptive statistics of job satisfaction**

| Descriptive Statistics |     |      |                |
|------------------------|-----|------|----------------|
|                        | N   | Mean | Std. Deviation |
| Job Satisfaction       | 150 | 3.86 | 1.170          |
| Job Satisfaction       | 150 | 3.75 | 1.165          |
| Job Satisfaction       | 150 | 3.84 | 1.075          |
| Job Satisfaction       | 150 | 3.75 | 1.118          |
| Job Satisfaction       | 150 | 3.73 | 1.072          |
| Job Satisfaction       | 150 | 3.73 | 1.086          |
| Valid N (listwise)     | 150 |      |                |

**e. Descriptive statistics of job performance**

| Descriptive Statistics |     |      |                |
|------------------------|-----|------|----------------|
|                        | N   | Mean | Std. Deviation |
| Job Performance        | 150 | 3.79 | .900           |
| Job Performance        | 150 | 3.81 | .965           |
| Job Performance        | 150 | 3.85 | 1.064          |
| Job Performance        | 150 | 3.96 | .926           |
| Job Performance        | 150 | 4.02 | .959           |
| Job Performance        | 150 | 3.65 | .983           |
| Job Performance        | 150 | 3.85 | .895           |
| Job Performance        | 150 | 4.00 | .890           |
| Valid N (listwise)     | 150 |      |                |

## APPENDIX F

### Result of Reliability Analysis

#### a. Reliability Test for Work-life Balance

| Case Processing Summary                                       |                       |     |       |
|---------------------------------------------------------------|-----------------------|-----|-------|
|                                                               |                       | N   | %     |
| Cases                                                         | Valid                 | 150 | 100.0 |
|                                                               | Excluded <sup>a</sup> | 0   | .0    |
|                                                               | Total                 | 150 | 100.0 |
| a. Listwise deletion based on all variables in the procedure. |                       |     |       |

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .814                   | 5          |

| Item-Total Statistics |                            |                                |                                  |                                  |
|-----------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
|                       | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| Work-life Balance     | 14.83                      | 9.925                          | .611                             | .776                             |
| Work-life Balance     | 14.90                      | 9.728                          | .657                             | .762                             |
| Work-life Balance     | 14.91                      | 9.119                          | .697                             | .748                             |
| Work-life Balance     | 14.86                      | 9.906                          | .613                             | .775                             |
| Work-life Balance     | 15.06                      | 10.688                         | .448                             | .823                             |

#### b. Reliability Test for Employee Engagement

| Case Processing Summary                                       |                       |     |       |
|---------------------------------------------------------------|-----------------------|-----|-------|
|                                                               |                       | N   | %     |
| Cases                                                         | Valid                 | 150 | 100.0 |
|                                                               | Excluded <sup>a</sup> | 0   | .0    |
|                                                               | Total                 | 150 | 100.0 |
| a. Listwise deletion based on all variables in the procedure. |                       |     |       |

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .933                   | 12         |

| Item-Total Statistics |                            |                                |                                  |                                  |
|-----------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
|                       | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| Employee Engagement   | 41.05                      | 80.145                         | .520                             | .934                             |
| Employee Engagement   | 41.34                      | 74.374                         | .727                             | .926                             |
| Employee Engagement   | 41.45                      | 73.954                         | .717                             | .927                             |
| Employee Engagement   | 41.47                      | 72.761                         | .782                             | .924                             |
| Employee Engagement   | 41.43                      | 74.797                         | .715                             | .927                             |
| Employee Engagement   | 41.41                      | 73.880                         | .763                             | .925                             |
| Employee Engagement   | 41.49                      | 74.265                         | .737                             | .926                             |
| Employee Engagement   | 41.31                      | 74.912                         | .758                             | .925                             |
| Employee Engagement   | 41.45                      | 74.625                         | .758                             | .925                             |
| Employee Engagement   | 41.56                      | 75.483                         | .620                             | .931                             |
| Employee Engagement   | 41.39                      | 76.816                         | .651                             | .929                             |
| Employee Engagement   | 41.35                      | 75.409                         | .721                             | .927                             |

### c. Reliability Test for Job Satisfaction

| Case Processing Summary                                       |                       |     |       |
|---------------------------------------------------------------|-----------------------|-----|-------|
|                                                               |                       | N   | %     |
| Cases                                                         | Valid                 | 150 | 100.0 |
|                                                               | Excluded <sup>a</sup> | 0   | .0    |
|                                                               | Total                 | 150 | 100.0 |
| a. Listwise deletion based on all variables in the procedure. |                       |     |       |

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .923                   | 6          |

| Item-Total Statistics |                            |                                |                                  |                                  |
|-----------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
|                       | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| Job Satisfaction      | 18.79                      | 23.051                         | .706                             | .920                             |
| Job Satisfaction      | 18.91                      | 22.676                         | .749                             | .913                             |
| Job Satisfaction      | 18.81                      | 23.227                         | .769                             | .911                             |
| Job Satisfaction      | 18.91                      | 22.474                         | .813                             | .904                             |
| Job Satisfaction      | 18.92                      | 22.624                         | .841                             | .901                             |
| Job Satisfaction      | 18.93                      | 22.807                         | .806                             | .906                             |

#### d. Reliability Test for Job Performance

| Case Processing Summary |                       |     |       |
|-------------------------|-----------------------|-----|-------|
|                         |                       | N   | %     |
| Cases                   | Valid                 | 150 | 100.0 |
|                         | Excluded <sup>a</sup> | 0   | .0    |
|                         | Total                 | 150 | 100.0 |

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

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .870                   | 8          |

| Item-Total Statistics |                            |                                |                                  |                                  |
|-----------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
|                       | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| Job Performance       | 27.15                      | 24.837                         | .510                             | .866                             |
| Job Performance       | 27.13                      | 23.856                         | .576                             | .860                             |
| Job Performance       | 27.09                      | 22.563                         | .645                             | .852                             |
| Job Performance       | 26.98                      | 22.852                         | .735                             | .842                             |
| Job Performance       | 26.92                      | 23.269                         | .652                             | .851                             |
| Job Performance       | 27.29                      | 24.005                         | .545                             | .863                             |
| Job Performance       | 27.09                      | 23.683                         | .658                             | .851                             |
| Job Performance       | 26.94                      | 23.453                         | .693                             | .847                             |

## APPENDIX G

### Result of Pearson Correlation Analysis

| Correlations                                                 |                     |                 |                  |                     |                  |
|--------------------------------------------------------------|---------------------|-----------------|------------------|---------------------|------------------|
|                                                              |                     | Job_Performance | Worklife_Balance | Employee_Engagement | Job_Satisfaction |
| Job_Performance                                              | Pearson Correlation | 1               | 1.000**          | .672**              | .539**           |
|                                                              | Sig. (2-tailed)     |                 | .000             | .000                | .000             |
|                                                              | N                   | 150             | 150              | 150                 | 150              |
| Worklife_Balance                                             | Pearson Correlation | 0.591**         | 1                | .672**              | .539**           |
|                                                              | Sig. (2-tailed)     | .000            |                  | .000                | .000             |
|                                                              | N                   | 150             | 150              | 150                 | 150              |
| Employee_Engagement                                          | Pearson Correlation | .672**          | .693**           | 1                   | .755**           |
|                                                              | Sig. (2-tailed)     | .000            | .000             |                     | .000             |
|                                                              | N                   | 150             | 150              | 150                 | 150              |
| Job_Satisfaction                                             | Pearson Correlation | .539**          | .563**           | .755**              | 1                |
|                                                              | Sig. (2-tailed)     | .000            | .000             | .000                |                  |
|                                                              | N                   | 150             | 150              | 150                 | 150              |
| **. Correlation is significant at the 0.01 level (2-tailed). |                     |                 |                  |                     |                  |

## APPENDIX H

### Result of Multiple Regression Analysis

| Variables Entered/Removed <sup>a</sup> |                                                                      |                   |        |
|----------------------------------------|----------------------------------------------------------------------|-------------------|--------|
| Model                                  | Variables Entered                                                    | Variables Removed | Method |
| 1                                      | Job_Satisfaction, Worklife_Balance, Employee_Engagement <sup>b</sup> | .                 | Enter  |
| a. Dependent Variable: Job_Performance |                                                                      |                   |        |
| b. All requested variables entered.    |                                                                      |                   |        |

| Model Summary                                                                      |                   |          |                   |                            |
|------------------------------------------------------------------------------------|-------------------|----------|-------------------|----------------------------|
| Model                                                                              | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1                                                                                  | .695 <sup>a</sup> | .483     | .473              | .49895                     |
| a. Predictors: (Constant), Job_Satisfaction, Worklife_Balance, Employee_Engagement |                   |          |                   |                            |

| ANOVA <sup>a</sup>                                                                 |            |                |     |             |        |                   |
|------------------------------------------------------------------------------------|------------|----------------|-----|-------------|--------|-------------------|
| Model                                                                              |            | Sum of Squares | df  | Mean Square | F      | Sig.              |
| 1                                                                                  | Regression | 34.004         | 3   | 11.335      | 45.529 | .000 <sup>b</sup> |
|                                                                                    | Residual   | 36.347         | 146 | .249        |        |                   |
|                                                                                    | Total      | 70.351         | 149 |             |        |                   |
| a. Dependent Variable: Job_Performance                                             |            |                |     |             |        |                   |
| b. Predictors: (Constant), Job_Satisfaction, Worklife_Balance, Employee_Engagement |            |                |     |             |        |                   |

| Coefficients <sup>a</sup>              |                     |                             |            |                           |       |      |
|----------------------------------------|---------------------|-----------------------------|------------|---------------------------|-------|------|
| Model                                  |                     | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|                                        |                     | B                           | Std. Error | Beta                      |       |      |
| 1                                      | (Constant)          | 1.391                       | .219       |                           | 6.363 | .000 |
|                                        | Worklife_Balance    | .212                        | .074       | .237                      | 2.867 | .005 |
|                                        | Employee_Engagement | .410                        | .091       | .468                      | 4.482 | .000 |
|                                        | Job_Satisfaction    | .038                        | .066       | .052                      | .572  | .568 |
| a. Dependent Variable: Job_Performance |                     |                             |            |                           |       |      |