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**THE INFLUENCE OF JOB DEMAND, ORGANIZATIONAL CONSTRAINT,
WORK LIFE BALANCE AND PROACTIVE COPING ON JOB
PERFORMANCE**

By

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**Pusat Pengajian Pengurusan
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ABSTRAK

Kajian ini meneliti faktor-faktor yang mempengaruhi prestasi kerja dalam kalangan ahli akademik di institusi pengajian tinggi di Malaysia. Faktor-faktor yang dikaji merangkumi tuntutan kerja, kekangan organisasi, keseimbangan kerja-kehidupan, dan penanggulangan proaktif. Prestasi kerja diukur dengan mengintegrasikan prestasi tugas dan prestasi kontekstual. Seramai 396 orang ahli akademik daripada Universiti Utara Malaysia (UUM), Universiti Sains Malaysia (USM) dan Universiti Malaysia Perlis (UniMAP) telah mengambil bahagian dalam kajian ini. Analisis regresi telah dijalankan untuk menguji hipotesis kajian. Dapatan kajian menunjukkan bahawa tuntutan kerja dan kekangan organisasi mempunyai hubungan negatif yang signifikan dengan prestasi kerja, manakala keseimbangan kerja-kehidupan dan penanggulangan proaktif menunjukkan hubungan positif yang signifikan. Perbincangan telah dibuat untuk menghuraikan dapatan kajian ini. Selain itu, kajian ini turut membincangkan implikasi teori dan praktikal, keterbatasan kajian, cadangan untuk kajian masa hadapan, dan kesimpulan.

Kata kunci: Tuntutan Kerja, Kekangan Organisasi, Keseimbangan Kerja-Kehidupan, Penanggulangan Proaktif, Prestasi Kerja, Ahli Akademik



ABSTRACT

This study examined the factors influencing job performance among academicians in Malaysia higher educational institutions. The factors influence namely job demand, organizational constraints, work-life balance and proactive coping. Job performance was measured by integrating task performance and contextual performance. A total of 396 academicians participated from Universiti Utara Malaysia (UUM), Universiti Sains Malaysia (USM) and Malaysia Perlis (UniMAP) in this study. Regression analysis was performed to test the research hypotheses. The findings revealed that job demands and organizational constraints have a significant negative relationship with job performance, whereas work-life balance and proactive coping exhibit significant positive relationships. Discussions elaborated on the research findings. Additionally, this study also discussed theoretical and practical implications, limitations of the study, directions for future research, and conclusion.

Keywords: Job Demands, Organizational Constraints, Work-Life Balance, Proactive Coping, Job Performance, Academicians



DECLARATION

I certify that except where due acknowledgement has been made, the work is that of the author alone; the work has not been submitted previously, in whole or in part, to qualify for any other academic award; the content of the thesis is the result of work which has been carried out since the official commencement date of the approved research program; and any editorial work, paid or unpaid, carried out by a third party is acknowledge.



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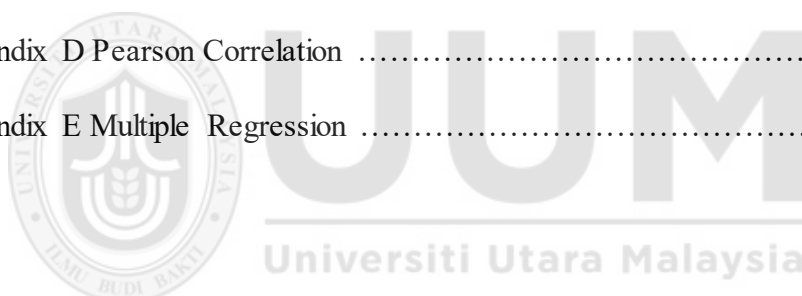
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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, problem statement of this study, research questions, research objectives, scope of study, and significance of the study, operational definition of the key terms and followed by summary of chapter one

1.1 Background of the Study

Currently across the globe, education plays an important role in shaping a knowledgeable individual and a society. Education fill an individual with knowledge, excessive skills and perspective which empower them to navigate life obstacles and run after their aspirations. There are many reasons on why educations are important to an individual. Education can provide stability, provides a financial security, creates an equality, allows for self-dependency and boost your confidence level (Hughes et al., 2025). The importance of having a good education helps a person to think, sense and act in a way that leads to a contribution on their success and meanwhile improves not only their personal satisfaction but also their personal surrounding community as well (Shuaibi, 2014).

A good amount of education will elevate a person's status in their own society no matter wherever they live. For instance, there is a statement showed by the Department of Statistics in Malaysia that a degree holder tends to earn higher average income than the secondary or the vocational training education (Chang, 2024). This clearly showed that education holds an important role to shape a high-quality person in near future where the more you study, the more you earn. As educated people, we are considered as a valuable source of knowledge for our society. Having education helps us teach others morals, manners and ethics in our society. For this reason, people deal with us

in a considerable and special way for being productive and resourceful (Shuaibi ,2014). Education will always have to be as an English Idiom of “from cradle to grave” which means one thing should be extended throughout one’s entire life from birth to death. This means that education is something that lasts or has an impact on a person for their entire lifespan where there is no limitation on learning new opportunities. According to Shuaibi (2014), a human’s personalities, thoughts and way of dealing with others are developed due to right education whereby it prepares people for real life experiences. This is where it leads to good academicians are well prepared to serve the students to be an upcoming star to the society and to the country in the near future.

According to Wilson (2024), an academician with a deeper understanding and knowledge will enhance them create a rich learning environment with many different type of teaching methods. Meanwhile, students will most likely tend to develop strong critical thinking and reasoning skills which will benefit their own personal development. This proves that the quality of education does vary significantly between universities due to factors like teaching methods eventually impacting the learning experiences, student achievements and overall academic performance. Moreover, according to World Bank Group webpage (2025), stated that education is one of the strongest instruments for reducing poverty and improving health, gender equality, peace and stability. This clearly shows that how important education is to an individual.

Malaysia’s public universities are pillars of higher education by shaping a country's intellectual landscape, developing innovations and driving economic growth. According to Ministry of Education (2021), Malaysia is a home to 20 public universities in overall. Universiti Malaya (UM), Universiti Putra Malaysia (UPM),

Universiti Kebangsaan Malaysia (UKM), Universiti Sains Malaysia (USM), and Univeriti Teknologi Malaysia (UTM) are five of the 20 public universities that are recognized as prominent research universities. These research universities are placed at the forefront of academic excellence, with the mission of driving innovative research initiatives which will directly contribute significantly in worldwide and also there will be a technological development. According to Sedek (2014), Universiti Tun Hussein Onn Malaysia (UTHM), Universiti Teknikal Malaysia Melaka (UTeM), Universiti Malaysia Pahang (UMP), and Universiti Malaysia Perlis (UniMAP) are the four institutions that make up the Malaysian Technical University Network (MTUN). Both of these universities are technical specialized institutions. These technical universities provide specialized education and training in technical and engineering disciplines, meeting the nation's growing demand for skilled professionals in these fields. The remaining eleven comprehensive universities provide a broad spectrum of programs in few fields such as arts, humanities, social sciences, helping to shape Malaysia's higher education landscape (Wan, 2018). Each of these public universities plays an important role in developing talent, driving innovation, and promoting socioeconomic development, thereby shaping Malaysia's academic and research future. Aside from that, Malaysia is well-known for its other public higher education institutions, including polytechnics, community colleges, public colleges, and teacher education institutions. These institutions combine to form Malaysia's extensive educational system. Additionally, Malaysia do also offer foundation studies, diploma and certificates to students who willing to explore diverse educational opportunities.

Malaysia Education Blueprint 2015 -2025 was introduced by the Ministry of Education in 2025 aiming to reshape the national higher education system into one that aligns with the global standards in order to get prepare for upcoming challenges in near

future. The Ministry of Higher Education (2025) says that the primary objective of this plan is to lay a strong basis for the higher education industry on a national scale. As a result, all public higher education institutions must fully commit and respond positively to the government's strategic plan and policies to achieve Tun Dr. Mahathir Mohamad's vision of a developed educated country by 2020. Malaysia's higher education comprises a diverse range of institutions where public universities in particular play a central role in advancing national goals outlined in the Malaysia Education Blueprint which tend to emphasize academic internationalization, excellence and innovation. However, academicians face mounting pressures in meeting high expectations in teaching quality, productivity in doing researches, and even fulfill administrative responsibilities. The expansion of higher education enrolment coupled with increased competition from non-public universities which has an intensified demand for academic staff to excel across multiple domains. These upgrading developments have also created challenging work environments that may affect their job performance.

Numerous pressures have been brought about by the changing academic environment, including more administrative demands, tougher performance reviews and higher workloads. Academicians may find it difficult to continue performing at the best due to job demands like strict deadlines, heavy teaching loads and pressure to publish research. These issues are made worse by organizational constraints such as lack of funding, equipment, cumbersome processes and insufficient institutional support. Meanwhile, at the same time, academic staff member's worries regarding their work life balance tend to increase too due to the blurring of work life boundaries particularly in the age of remote and hybrid teaching.

Academicians are the important person among students in carrying out their role and responsibilities. Academicians have their own key role in shaping human capital through a diverse learning processes. This statement has been supported by Adedeji and Campbell (2013), who stated that in current era, human capital development is crucial for attaining a sustainable economic growth and development as well. The need of higher education is purposed for the production of highly competent experts which in return who able to contributes to the development of organizations and the economy at large. Because of this, it is anticipated of academicians that they will maintain an elevated level of dedication to their professional responsibilities and also establish a high level of devotion in their teaching. This statement has been proved when according to Narimawati and Tella (2007), it was highlighted that a highly committed academicians are always capable in delivering outstanding performance, consequently contributing to organizational overall success and productivity. The statistic of Malaysia Ministry of Education in 2020, highlighted that all over Malaysia there is about 40,939 academicians in total but the total sum tends to reduce to 31,709 in 2021. This is where estimated about 9,200 academicians in public universities are no longer working according to the statistic in 2021 (Ministry of Education, 2021).

The roles and commitments of academicians in universities is beyond teaching and learning, but there also have to conduct a research, and publications, grant writing, attending seminars and conferences, consultation and training and also engaging in innovation and commercialisation by participating in community service and undertaking administration task (Kefeli et al., 2021). Ensuring this requires an academician to remain up to date with the latest technologies and aware regarding the advancement in teaching methodologies (Ahmad & Awang, 2010). This mean that the quality of work no matters their accuracy, quality and quantity of work, their

management in time, job knowledge is their own willingness to learn and contribute something by that one individual person only towards job performance. Given a vital role of how job performance in academia works exactly, it is important to examine the factors that potentially affect academicians' performance.

1.2 Problem Statement

Job performance is known as a critical element across all the fields of work because it contributes directly to the organizational overall success. Job performance reflects how effectively an individual fulfils their daily job roles, tasks and responsibilities. Nini (2023) noted a remark made by Borman and Motowidlo (1993) that work performance is comprised of task performance and contextual performance. This statement was highlighted in a prior research that Nini (2023) did. From the perspective of Motowidlo (2003), job performance may be defined as the total anticipated value of particular behaviors that a person would exhibit when working for a company. According to Koopmans et al. (2011), task performance is a representation of an employee's fundamental work tasks. This component of an employee's employment is sometimes referred to as "in role prescribed behavior." This was visible in the quality and quantity of their overall work results, as well as in the concrete work outputs and deliverables that they produced via their efforts. Other than that, Spacey (2017) highlighted that job performance can be categorized into various key dimensions such as commitment, customer satisfaction, effective communication and work quality.

Job demands can have a positive impact when they motivate individuals to explore new opportunities by enhancing job productivity (Muraale et al., 2017). This statement can be true as many professions especially in academic field will fulfil their job demand on time if there is a right of motivation have been given to them. For instance,

academicians job role is multitasking such a teaching, doing research and also they will contribute in doing the administrative duties (Khir et al., 2022). They clearly play a vital role in ensuring the students achieve their expected educational outcomes in alignment with academician's key performance indicators have been achieved too. However, challenges will often arise when balancing these multitasking roles, which can indirectly lead to job stress. Meanwhile, the academicians have their own target and expectations to achieved as well where tend to amplify pressures. This highlights how the competitive nature of the academic sector among universities and the dynamic changes in the higher education system have significantly impacted educator's stress levels.

In comparison to previous eras, the duties of university lecturers have been substantially increased. The roles and responsibilities of university academicians within a specific dynamic topography of higher education have been transformed by the vivacious advancement of Industry 4.0 and the digital era. Academicians are currently responsible for the development of engaging learning environments, mentoring, and unleashing the potential of students. Educators require students to perpetually refine their practical and digital competencies by guiding them through assignments and real-life problem solving, which has become increasingly prevalent with the rise of self-directed learning.

Heavy workloads continue to be a problem despite advancements in technology. The combined weight of teaching, research, supervision and administrative responsibilities causes academicians to experience stress, burnout, role conflict and also decrease in job satisfaction. Workload related stressors on academician were emphasized in a study by Janib et al. (2021), which suggested that these issues impede efficient

institutional planning and policy. Furthermore, recent studies have shown that administrative difficulties, a high workload, unsupportive work conditions, and lack of recognitions are the main source of stress for academic personnel.

difficulties, a high workload, unsupportive work conditions, and a lack of recognition are the main sources of stress for academic personnel (Faisal, 2019). Academicians must bear the weight of multifaceted responsibilities, that can be difficult to complete. Furthermore, academicians in Malaysia are increasingly experiencing mental health issues. Excessive workloads, few prospects for job advancement, and a poor work-life balance have all been connected to emotional weariness, burnout, anxiety, and depressive symptoms. According to studies by Rusdi et al. (2021) and Munusamy et al. (2024), these stresses have a major negative impact on psychological health and performance. Rusdi et al., 2021; Munusamy et al., 2024. In all, 70 faculty members took part in the study. Of these, 81.4% exhibited typical resilience, 45.7% were content with their lives, 32.9% suffered from mild-to-very severe depression, 42.9% from mild-to-very severe stress, and 42.8% from mild-to-very severe anxiety. Age, relationship status, and gender were all statistically significantly correlated.

Academicians' roles in higher education have become critical in providing quality contributions to students and universities as part of the Malaysian government's strategic higher education development plans. The responsibilities of lecturers in universities have expanded significantly compared to the earlier times. Academicians are accountable for a substantial number of responsibilities, which may include, but are not limited to, the following such as teaching students, monitoring them, generating questions, administering exams, evaluating and grading, coordinating academics, and managing the university's internal and external components. Due to the high workload

and responsibilities, university management even provides academicians with flexible working hours to ensure that academicians feel free to conduct research in their spare time and at their preferred location (Subramaniam, 2020).

In contrast to the earlier roles of university lecturers, the modern generation of academicians are required to do balancing in their teaching by expanding their responsibilities such as research and journal publication, attending conferences and even required to have an active participation in university administration and management. The evolving landscape of higher education, driven by Industry 4.0 and the digital era, has significantly transformed the roles of universities lecturers. With the rise of self-directed learning, educators guide students through projects and real-life problem solving, requiring them to continuously enhance their practical and digital competencies. According to Dang et.al (2024), trends such as online training, virtual simulation, and lecture digitization are expected to dominate Higher Education 4.0, necessitating that lecturers develop advanced digital skills and innovative teaching methods. This shift underscores the growing complexity and challenges in lecturers' roles, particularly in balancing these new responsibilities with traditional academic tasks, thereby affecting job performance.

Therefore, stress among academicians remains an enduring challenge within Malaysia higher educator sector (Deng et al., 2022). The over involvement of academicians' roles and responsibilities have resulted in negative feelings such as stress, burnout, depression and even anxiety. Nowadays, the challenging education system has a significant impact on academicians that compel them to work harder to meet their institutional demands. To fulfil the objectives of both education and universities, it is required to remain updated on the latest developments in their respective workloads

can lead to increase their stress levels, which can compromise job performance and even result in disengagement from work. Additionally, sustained high pressure and diminished performance have been linked to increase aggression and absenteeism among academic staff. Companies in Malaysia reported losing an average of 73.3 days of work annually due to presentism and absence, according to the AIA Vitality survey's 2019 Malaysia's Healthiest Workplace. In contrast, Dr. Gan reported that 51% of Malaysian workers experience high levels of occupational stress (Murugesu, 2023).

The majority of academicians' work stress levels are impacted by those difficulties, which include high job demands and workload. According to Kundi et al. (2021), earlier studies have suggested that employees who are happy and healthier put in more effort, perform better, and contribute more (Huang et al., 2016). Therefore, in order to achieve excellent performance, academicians' well-being must be taken into care. There can be an influence that is favourable and high levels of contentment with one's work and performance when lecturers perform their duties with joy. In contrast, academicians' workloads are increased by universities in order to accomplish organizational objectives. As a result, academics work harder to meet the expectations of their organizations, which causes them dissatisfaction with their jobs. Dissatisfaction among academics can have an impact on their commitments, performance, and responsibilities as lecturers.

Additionally, Key Performance Indicators (KPI) are one of a significant challenge for academicians today. KPI for academicians are typically established based on a variety of factors which inclusive of their role and responsibilities. An unhealthy intellectual culture results from academicians at public universities feeling under pressure to publish a large number of research papers in order to meet KPIs, according to The Star

online (2010). According to Ibrahim (2016), stated that nowadays in universities a lot of pressure to publish their research which have been one of the key factor to for the lecturers to achieve their KPI's. Job demands usually happens if there is high KPI have been given to the academicians as a target to be achieved. There is a reason in setting up the KPI to increase the university productivity, but there do have the negative consequences if this have not been balanced equally. This can lead an academician to reduce on job satisfaction, reduced in motivation, give poor quality of work performance, increase in the number of absenteeism, and even high turnover (Lakshani & Weerasinghe, 2020; Welmilla, 2020).

Excessive job demands and organizational constraints can undermine the employees' effectiveness in fulfilling their roles and responsibilities when high workload and environmental barriers outweigh their abilities. According to Kurnia and Widigdo (2021) and Zamri et al. (2023), high job demands such as impracticable deadlines, and complex task leads to reduction in job performance due to information overload and fatigue. Whereas, according to Pindek et al. (2019) and Kefeli et al. (2021), organizational constraints such as insufficient support, unclear instructions and inadequate resources directly hinder the employees' capability to carry out their tasks efficiently hence lowering their overall performance. According to Meneze (2005), employers are facing challenging circumstances as a consequence of the high level of work-related stress, which leads to low productivity, higher absenteeism, and a host of other issues for employees, such as cardiovascular and hypertension issues, which can be linked to high job demands.

Even though earlier empirical research focused on how workplace factors affect job performance, filling in these gaps is crucial because recent research has not fully

examined how academics' performance is influenced by job demands, organizational constraints, work-life balance, and proactive coping (Ehido et al., 2024; Lei, Alam, & Bashir, 2025). Recent research in higher education shows that while supportive services and adaptive coping can mitigate these impacts, university staff members who experience high and ongoing job demands and constraints are more likely to experience stress and be less successful (BMC Public Health, 2024; Xiao et al., 2025). Work-life balance is particularly important for academic staff outcomes, according to research from Malaysia, where it is strongly correlated with both well-being and subsequent job performance (Aye et al., 2024; Ramachandaran et al., 2025). Better job execution and productivity have also been linked to proactive coping and related forward-looking behaviors, indicating a crucial pathway that colleges can foster (He et al., 2023; Miao et al., 2025). Accordingly, it is important to examine the interplay among job demands, organizational constraints, work-life balance, and proactive coping when explaining job performance. This study seeks to bridge that gap by focusing on academicians in Malaysia's public universities, offering contributions to theory and practice. Practically, the findings can guide university management in designing targeted interventions such as workload management, resource allocation, and wellness programs to support academic staff (Ehido et al., 2024). Consistent with this scope, the study investigates how job demands, organizational constraints, work-life balance, and proactive coping (independent variables) affect academicians' job performance in public universities in the Northern region of Malaysia and it does not cover all Malaysian public universities (Aye et al., 2024; Ramachandaran et al., 2025).

1.3 Research Questions

From the statement of the problem that has been identified, the research question that follows are built to achieve the research objective:

- i. Is there any relationship between job demands and job performance among academicians?
- ii. Is there any relationship between organizational constraints and job performance among academicians?
- iii. Is there any relationship between work life balance and job performance among academicians?
- iv. Is there any relationship between proactive coping and job performance among academicians?

1.4 Research Objective

The objective research that the researcher developed in this study is:

- i. To examine the relationship between job demands and job performance.
- ii. To identify the relationship between organizational constraints and job performance.
- iii. To determine the relationship between work life balance and job performance.
- iv. To investigate the relationship between proactive coping and job performance.

1.5 Scope of Study

Academicians from Northern public universities were the subject of the current investigation. The participants in this study were academicians from this region. This

investigation was conducted with the intention of searching into the factors that influence job performance among academicians working in public institutions in the northern region. The study also identified the factors that had the most impact on employees while they were working. The findings enhance comprehension of the factors influencing job demand, organizational constraints, work-life balance and proactive coping influences job performance and future research could examine similar factors to improve the consistency of research findings or explore additional factors that might influence job performance to increase understanding of this subject. Additionally, the techniques to evaluate should be further refined as measuring the factors influencing job performance remain challenging.

1.6 Significance of Study

The primary contribution that this study makes is to the overall understanding of the elements, their origins, and the influence that they have on an individual's performance at work. Additionally, this study aids in the creation of a framework for evaluating the variables that affect job performance. The study's conclusions offer factual proof of the connection between variables, specifically job demands, organizational constraints, work life balance, and proactive coping and job performance. Several studies have examined employee performance in workplace. For instance, Kurnia and Widigdo (2021) stated that job demands are a teaching load and deadline pressures which tend to lead to cognitive draining and lead to low performance. In addition, a similar study was conducted by Chen and Fellez (2020), stating that huge task complexity with tight deadlines became harder for them to make a clear decision making which leads to low productivity and reduced on teaching quality. This have supported when Paul (2021), pointed out that organizational constraints such as

inadequate resources, not proper procedures and very limited supports can lower down the academician ability to perform their responsibilities properly.

Whereas, on the positive side, work - life balance policies such as a flexible schedules and leaves provisions leads to better wellbeing of an academicians where directly leads to happy employee where tend to increase their job performance (Garrido et al., 2023). Meanwhile, Atrian and Ghobbeh (2023), highlighted a point that planning wisely and a proper time management help to maintain a good performance levels even when they face high workload on daily basis. This study fills these gaps by exploring these additional factors influencing and their impact on job performance. Additionally, most prior studies emphasized corporate sectors, with limited attention given to the educational industry. This study offers a more comprehensive understanding of the elements that influence work performance among academicians by concentrating on the education sector. It does so by addressing the gap that has been identified.

The findings from this study give theoretical contributions by explaining the relationship between the elements that impacts and job performance among academicians at Malaysia's public universities. It specifically looks at how academicians at public universities in the northern region namely Universiti Utara Malaysia (Sintok), Universiti Sains Malaysia, Penang (USM), and Universiti Malaysia Perlis (UniMAP) are relate to job demands, organizational constraints, work-life balance, proactive coping, and job performance. These results add to the body of knowledge on job performance and are intended to offer generalizable insights to the Malaysian setting.

This study also provides substantial literature and support on the factors influencing job performance among academicians, with a focus on the dearth of research on this topic in Malaysian public universities.

1.7 Definition of Key Terms

A few definitions from theory were used in the study. To maintain the study's flow and consistency, a few theories are being added.

1.7.1 Dependent Variables

1.7.1.1 Job Performance

Motowidlo et al. (1997) assert that job performance is determined by the behavioral components of task performance and contextual performance of an individual. According to Campbell (1990), job performance is the capacity of an individual to achieve the objectives of an organization. Task performance is the extent to which an employee is successful in fulfilling their primary responsibilities or duties that are contingent upon their position (Motowidlo, 2003). Contextual performance is the term used to describe employee behaviors that contribute to the psychological and social well-being of the organization (Motowidlo, 2003). Some examples of contextual performance include the willingness to accept additional responsibilities in order to enhance productivity, as well as collaboration and diligence.

1.7.2 Independent Variable

a. Job Demand

The term "job demand" was coined by Yang et al. (2000), who described it as "pressures arising from excessive workloads and typical workplace time pressures such as rush jobs and requirements.

b. Organizational Constraints

A company's activities and actions may be restricted, limited, or regulated by organisational constraints, which are elements that are either internal or external to the

company. In addition to being perceptual, they may also be bodily. According to Vaia (2024), an organization's strategic choices may be profoundly impacted by them.

c. Work Life Balance

Establishing a harmonious balance between your professional and personal lives. The process entails the intentional management of one's time and energy to ensure that both personal and professional obligations are met, with a focus on self-care and optimal health. Maintaining a work-life balance is essential for the overall well-being, health, and contentment of an individual. (2023, Campbell).

d. Proactive Coping

Proactive coping is the intentional and anticipatory endeavour of individuals to manage and navigate potential stressors, challenges, or adverse situations prior to their occurrence. It involves the adoption of a forward-thinking mindset and the implementation of strategic actions to prevent or reduce the impact of future stressors. Proactive coping is a constructive and positive approach to confronting challenges, as opposed to passively reacting or addressing issues after they have occurred (Sohl, 2009).

1.8 Organisation of Thesis

Within the first chapter of this research, the primary themes that are discussed include the background of the study, the statement of the problem, the research question, the research objective, the scope, the significance, and the definition of important words. The second chapter explored the body and key findings from previous literature reviews that pertain to the variables that will be used in this study, the formulation of hypotheses, and the framework that has been created for this investigation. Chapter 3

talks about the methodology part in the meantime. This clarification includes the unit of analysis, how to measure both the variable sample and the population, how to construct the questionnaire, how to collect the data, and how to analyze the results. Chapter 4 contains the results of this study endeavour, which came from the data collection. The results of the hypothesis testing, the analysis interpretation, and the demographic profiles of the respondents are all included. Chapter 5 concludes by summarizing the results and offering some commentary to illustrate how the variables relate to one another. The limitations and implications of the research are further examined, and suggestions for additional study are then made.

1.9 Chapter Summary

The history of the research is discussed in depth in the first chapter, which also offers a summary of the scope of the investigation. A clear and simple explanation is provided for the research question, as well as the description of the problem, the objective of the study, and the goal of the investigation. The next step is to have a conversation about the significance of the research, the scope of the investigation, and the definition of the core concept. After everything is said and done, a description of the structure of the subsequent chapters is presented. In Chapter 2, we offer a concise overview of the prior research that has been conducted on this subject.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this chapter is to provide an overview of the pertinent research and literature on variables under study. In addition to that, this study provides hypotheses development to explicate the proposed linkages between the independent and dependent variables, respectively. A conceptual framework depicts the interactions between the independent and dependent variables.

2.1 Factors influencing Job Performance

According to Yang et al. (2000), job demands are stresses imposed on by heavy workloads and common workplace time constraints like deadlines and rush jobs. It is believed that job expectations, such as the need to work quickly and diligently or with a heavy workload overall, affect people's attitudes and behaviors (Spector & Jex, 1998). Physiological and/or psychological costs associated with high job demands have been linked to poorer performance. At the same time, demanding work requirements can foster personal development, which may boost motivation and output (LePine et al., 2005). Demerouti et al. (2001) define job demands as "those physical, social, or organisational components of the job that necessitate persistent physical or mental effort and are consequently associated with specific physiological and psychological costs." According to Michael and Tsitouri (2022), workplace resources are typically the most significant determinants that determine motivation and work engagement. On the other hand, job demands are typically the most significant predictors of consequences such as burnout, psychological strain, and tiredness.

Organizational constraints are any Internal or external factors that limit, restrict, or regulate a business's operations and actions. There are three type of constraints which is physical constraints, policy constraints and perceptual constraints. Physical constraints are observable or palpable barriers like a lack of funding, a shortage of personnel, or the unavailability of necessary technologies. The laws, rules, and standards that a business must follow are known as policy constraints. This constraint may be enforced by the business itself or imposed by outside entities such as the government. Perceptual limitations, on the other hand, are intangible and frequently stem from people's paradigms, attitudes, beliefs, and perceptions. For instance, staff members' reluctance to embrace new procedures or technology.

"Work-life balance" is keeping a good balance between your personal and professional life. It requires careful planning on how to spend time and energy to keep a balance between personal and work duties, as well as setting priorities for one's own health and happiness. Thomas (2022) defines work-life balance as the effortless management of our personal affairs during the workday, without the necessity of seeking permission or justifying our actions to others. Another way to say "work life balance" is "giving equal time or importance to personal and work activities." Furthermore, research has shown that the correlation between work-life balance and attrition behaviors is generally stronger than the correlation between job satisfaction and balance (e.g., Allen et al. 2000; Eby et al. 2005; O'Driscoll, Brough, and Haar 2011). Employees who experience chronic imbalance may seek alternative employment with a more "family friendly" employer, which explains the substantial correlation between work-life balance and turnover behavior (Brough et al. 2008; O'Driscoll et al. 2011).

According to Taubert and Schwarzer (2002), proactive coping is an approach that involves evaluating future objectives and making preparations for the effective attainment of those goals. On the other hand, Aspinwall and Taylor (1997) say that proactive coping is a process that entails making preparations for probable future stresses and perhaps avoiding them totally. Those who have consistently high amounts of proactive coping are able to transform an existing situation into a more desirable environment and have the motivation to do so (Parker, Bindl, & Strauss 2010). This is due to the fact that proactive coping focuses on creating opportunities for growth, taking actions that are intentional and constructive for this purpose (Locke, Citation 2005), and having high levels of self-esteem and self-efficacy (Schwarzer & Taubert, 2002; Veresova & Mala, 2012).

2.2 Job Performance

2.2.1 Definition and Conceptual Background of Job Performance

A person's job performance can be defined as the actions and obligations that they carry out in the course of their work that are relevant to their position and that they are expected to carry out. This encompasses both the activities and the responsibilities that they carry out. Performance is defined as the total of the anticipated value to the organization of the individual's discrete and aggregated behavioral episodes over a given length of time, as stated by Motowidlo et al. (1997) and Sowden et al. (2015). A predetermined period of time is used to assess performance. Kinicki and Kreitner (2007) found that when employees are in an atmosphere that makes them happy and fulfilled, they are more likely to perform well at work. Employers have also found that this is a good way to get staff to work really hard to reach the organization's goals. Nonetheless, great job performance can be attained by workers who comprehend their

job description and carry out their duties as required (Pugno & Depedri, 2009). According to Thakur (2018), performance is characterised as the use of one's existing knowledge, skills, and talents to complete a specific task. The final score that an individual receives based on the job responsibilities that he or she is involved in. Job performances are classified into two types which is contextual performance and task performance. Task performance relates to cognitive ability, whereas contextual performance relates to personality. The capacity of an employee to carry out tasks that support the technical core of the company is another definition of task performance, as stated by Borman and Motowidlo (1993). This can be accomplished either directly by putting a portion of the company's technological process into practice or indirectly by providing the company with the materials or services it requires. Performance that is contextual, on the other hand, is not limited to work-related performance but also takes into account the psychological and social framework of an organization.

There are a variety of specific criteria that are used to judge how well someone does their job. These criteria include work speed and accuracy, job performance quantity and quality, and overall job effectiveness. Job performance levels are utilised by a great number of organisations in order to determine whether or not to reward employees, provide them with new responsibilities and promotions, or even terminate them if their performance does not meet the requirements of the organisation. According to Mohammed (2015), in order to find a solution to this problem, managers and organisations should solicit feedback from customers and suppliers, review all of the work that employees have completed, and be critical of their performance.

Job performance encompasses the quality and quantity of employees' work outputs, as well as the efficacy with which they fulfil their job responsibilities. In the academic

context, job performance includes teaching effectiveness, research productivity, administrative duties and community engagement. Recent studies emphasize that job performance is multifaceted, influenced by individual attributes such as self-efficacy, motivations and personality traits. For instance, Aarti and Kadian (2022) highlight that personality traits including conscientiousness and self-efficacy, significantly impact academic performance among university students. Similarly, Ramirez-Arellano (2024) found that personality traits like conscientiousness and extraversion affect. A conscientious individual tends to be more responsible, organized and goal oriented person which strengthens their ability to complete job given efficiently by maintaining high work quality. Whereas, extraversion is more to associate with sociability, enabling academicians to engage effectively with colleagues, students and even with broader academic communities. The importance of both traits facilitates collaboration, innovation and effective communication important factors that contribute to success in higher education in both individual and organizational.

2.2.2 Previous Study on Malaysia Academician's Job Performance

There has not been a significant amount of research done on the workplace performance behavior of academics with regard to the crucial determinants. The research conducted by Beta et al. (2019), for instance, investigated the connection between academics' role performance and their perceptions of work burnout and the need for employment and employment. An approach known as stratified sampling was used in order to choose the participants for this research, which consisted of 431 academics from a sample of twenty public institutions in Malaysia. There is a statement in this research that these days, university administrations are under a lot of

pressure to compete with other universities, thus most of them have set new objectives to do so. As a result, many academicians are compelled to participate in this crucial objective against their will, which causes burnout. According to a remark made in this article by Khir et al. (2022), a stress survey conducted among tertiary level educators summarised that most lecturers experienced severe stress due to their engagement with research-related. Whereas, according to Omar, Rusdi, Hussein, Thangal, and Mohd (2016), work overload is one of several predictive factors that contribute to burnout, a significant risk factor that has raised concerns. Through their association with feelings of exhaustion, Bakker et al. (2004) found that job demands, including work pressure and emotional demands, were predictive of in-role performance.

In a similar vein, Navanitham (2016) examined the correlation among academic job performance, job satisfaction, and work-life balance, incorporating lecturers from northern region public universities within the study's parameters. The study indicated that work life balance, and job performance were all strongly linked to each other. This study shows a strong correlation between positive job performance and job satisfaction, which is linked to an individual's happiness or well-being.

In addition, Hanis, Johanim, and Zurina (2018) did study on the factors that generate stress, the communication within the organization, and the level of commitment to change among administrative staff members working in Malaysian public higher education institutions. This research was conducted in Malaysia. This research was carried out with the participation of 225 administrative staff members recruited from public higher education institutions located in the northern part of Malaysia's Peninsular. According to the results of the research, when workers are under stress at work, it may have a negative impact on their devotion to the organization. Bhatti et al.

(2016) also supports this idea. According to Ramamurthi et al. (2016) and Jones and Bright (2001), the key factor that influences a number of adverse outcomes at work, such as the desire to resign, is work stressors. Work stressors are generated by a range of limits that workers confront from their place of employment. According to the findings of the study, organizational restrictions have an effect on the performance of employees in their jobs.

In nutshell, overall job performance is very important in Malaysia as it is a greatest role need to be carried by all the academicians. Therefore, this study will look at the issues with academicians' job performance that have been found in previous research.

2.3 Underpinning Theory

Abdelal (2019) conducted research by analysing the interaction between factors affecting employee's performance. A theoretical framework for comprehending the relationship between job demands and resources is the Job Demands-Resources (JD-R) Model. characteristics, psychological processes, and employee outcomes of all the factors (job demand, organizational constraints, work-life balance ad proactive coping and job performance. The needs of the job and the resources available to employees are said to have a considerable influence on the experiences, well-being, and performance of workers in the workplace, according to this paradigm. This research used the work Demands-Resource (JD-R) model in order to identify the link between academics' work demands, job resources, and employee performance. The objective of this investigation was to enhance our understanding of the interaction structure between these three factors. Additionally, this model adds to the empirical data and the revelation of the connection between JD-R and the research findings.

Consequently, the subsequent subsection provides clarification on the underlying paradigm.

2.3.1 Job Demand- Resource (JD-R) Model

It was Bakker and Demerouti (2007) that came up with the JD-R Model first. They presented it as an alternative to the models of employee well-being that are already being used in the organization. There are many instances, including time constraints, a heavy task, a demanding job, role ambiguity, emotional labor, and strained relationships. According to Bakker et al. (2007), the JD-R model is a combination of two different theories: the incentive theory from job resources and the job strains theory from work demands. The research framework of the study was selected to supplement this model since it encompasses a broad variety of working situations and focuses on both negative and positive indices of employee well-being (Bakker et al., 2014). This model was given the opportunity to support the research framework. Bakker et al. (2007) state that the JD-R model is applicable to a wide range of professions and may be used to improve employee performance as well as well-being across the workforce.

There is two type of work characteristics under JD-R model, which are the resources and demands of the job. This model also explains how an individual can display a job strain reaction to demands that deplete their energy and how job resources that boost their energy can help to mitigate such a reaction (Bakker et al., 2014). Physically, socially, or even in organizational aspects of that specific job that demand both mental and physical effort, job demand can be observed. Therefore, factors like workload, physical and emotional demands, role stressors, and even job complexity should be linked to negative effects on employees' well-being and performance (Schaufeli et al., 2014).

According to Demerouti et al. (2001), job resources are the organizational, social, psychological, or physical components of the job that contribute to the stimulation of motivation and engagement at work, as well as the reduction of job demands. These resources, as well as their associated physiological and psychological effects, are influenced by factors such as supervisory support, co-worker support, autonomy, and job feedback. In the event that these demands exceed an individual's capacity to manage them, they may function as stressors, resulting in adverse outcomes such as impaired performance, increased sick leave, and diminished organizational commitment. In contrast, the provision of sufficient job resources assists employees in reducing tension, which in turn leads to positive results such as an increase in organizational commitment, improved job performance, and an improved workplace safety.

The Job Demands- Resources (JD-R) model delineates two distinct psychological processes. These processes are comparable to the process of health deterioration as well as the process of motivationally influencing behavior. The procedure that causes health impairment occurs when workers' mental and physical resources are depleted as a consequence of high job expectations. This leads to unfavorable outcomes such as health problems, burnout, and lower job performance (Demerouti et al., 2025). The majority of the time, this happens when employees' ability to achieve their performance goals is hindered by increased workloads. This necessitates additional time and effort, which ultimately compromises their physiological and psychological wellbeing, leading to conditions such as fatigue (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009). The model shows that when job expectations are high and job resources are low, the risk of stress and burnout goes up a lot, which will affect how well people do their jobs. Job demands required unlimited effort and energy from

employees. This is corresponding to the dimensions of job demands which is inclusive of tasks and responsibilities carried and the expectation that placed on academicians that need to be fulfilled such as teaching commitments, research expectations, publishing research and even handling on administrative duties.

Employing the JD-R model as its theoretical framework, this research investigates the elements that influence the job performance of academics. Job-related learning, organizational commitment, and work engagement were all motivated by resources in the workplace as well as personal resources. As stated by Bakker and Demerouti (2017), job demands and organizational constraints are considered to be factors of work that need a comfortable afford and have the potential to cause to energy fatigue, which will immediately negatively impact job performance. On the other side, organizational practices that are supportive of workers and work-life balance are examples of job resources that may serve as a motivator that can increase employees' engagement and performance. On the other hand, this research takes into account personal resources such proactive coping methods in order to demonstrate the significance that these resources play in helping academics to successfully handle obstacles. An expanded understanding of the ways in which personal and organizational factors interact to impact work success is provided by this modification.

2.4 Hypotheses Development

Researchers have developed a number of pertinent hypotheses for this investigation. This often entails putting forth a potential correlation between the independent and dependent variables. The study examines how job demands, organizational constraints, work-life balance, and proactive coping influence the dependent variable which is job performance. Accordingly, four hypotheses were developed and tested.

2.4.1 Job demand and Job performance

This investigation posits that job demand has a beneficial impact on job performance. According to Tentama et al. (2023), the quality of job performance can reduce due to an overloaded workforce. When an academician is over toowhelmed with tasks, they may tend to struggle in focusing, prioritizing and even suffer in managing their time effectively. As a result, the quality of their work suffers, resulting in lower output and a drop in their overall productivity. Job demand defined as physical, psychological, social or organizational components that require cognitive and emotional exertion (Bakker & Demerouti, 2007). When job demands are high, an academician may experience increased in stress, fatigue, and cognitive overload, which can impair their ability to complete tasks effectively and efficiently which leads to reduce on job performance.

In another study by Kurnia and Widigdo (2021) job performance and job demand are positively and significantly correlated. Research has shown that academician who are subjected to high and continual job demands may experience psychological tiredness and alienation from their occupations. This, in turn, leads to a decrease in their well-being, which in turn leads to a direct reduction in their productivity. The results of the study suggest that the demands of the job have a beneficial effect on the performance of employees in their jobs.

The purpose of this study focuses on the academician's job performance as nowadays they have been burdened with many new additional responsibilities from the existing responsibilities. This leads to impact their own wellbeing by lowering their job performance level. As the outcome, even a small issue leads to a big impact on their job performance. In the evolving landscaper of higher education, academicians are increasingly burdened with additional roles beyond their origin responsibilities. The

expansion in duties has linked to adverse effects on their job performance. There is a study by Janib et al. (2021) who revealed that increased workload negatively correlates with academic performance in Malaysian research universities linked to adverse effects on their job performance. In the meantime, a study that is comparable to the one that was carried out at Kolej Polytechnic MARA in Northern Malaysia discovered a somewhat negative and statistically significant association between the amount of work that is being done and the performance of the job ($r = -0.528$, $p < .05$), which indicating that higher job demands directly impact academicians' ability to perform effectively (Zamri et al., 2023). These findings underscore the pressing need to address high job demand issues to maintain and enhance academic performance. Moreover, the added responsibilities have been observed to affect academicians' commitment to their institutions.

According to Chen and Fellenz (2020), high job demands may require more time and energy to complete a task before the deadlines to ensure they have achieved their targeted KPI on time. This pressure of high job demands may directly impair the decision-making abilities, increase in errors, and even hinder the ability to prioritize effectively which directly affects the academicians' job performance. When an academician could not be able to focus and can perform their task on time, it could affect the job performance where the quality of work might drop. Academicians who are prolonged to high job demands without any enough rest can tend to increase the risk of burnout and fatigue to be happened in them. Burnout is known as the feeling of energy depletion; increases feelings of negativism such as hate or dislike feelings towards the job they on to and reduces the professional efficiency in their work.

H1: There is a significant and negative relationship between job demands and job performance among academicians.

2.4.2 Organizational constraints and Job performance

This study argues that organizational constraints positively impact job performance. According to Bakker (2020), job stress is often defined as the sensation that one's abilities, resources, and demands cannot be met by the demands of one's job. Job stress typically arises when an employee perceives that the demands of their job require adjustments that are beyond their personal capacity. Thus, it is evident that organizational limitations will affect academicians' job performance in the Northern region. Organizational constraints are factors in the organizational environment that has a limit for an individual's ability to do their job effectively or efficiently (Coo, 2021). This can include limited resources, a lack of support from leadership, and even a lack of equipment provided in an organization, which may prevent an individual from performing their job.

This can be related more commonly happened during pandemic backed in 2019, when lockdown have been announced, many academicians could not be able to get connected to students. Due to the lockdown, most academics have faced a variety of challenges, particularly in transitioning from classroom to remote teaching and conducting research from a home office (Almpanis, 2022). To ensure the safety and well-being of their employees and students, most academic institutions around the world strictly adhere to the government regulations of their respective country, state, and territory. In addition, it usually takes them longer to learn new things in a shorter amount of time, which may cause them to neglect sleep in order to ensure that they have learned the material that needs to be taught in an online platform (Almarzouki, 2022).

Organizational constraints such as limited administrative support, unclear decision-making systems, and poor supervision significantly impede academicians' ability to

perform optimally. Academic staff from several Malaysian universities, researchers found that weak administrative oversight and inadequate monitoring of learning platforms hindered timely feedback and engagement delivery, ultimately impairing academic performance and student outcomes (Yong, 2024). Additionally, a survey-based study targeting lecturers in Malaysian community colleges revealed that workplace stress driven by low decision latitude and minimal social support was strongly associated with organizational factors, suggesting these constraints contribute directly to diminished academic effectiveness (Karasek et al., 2014). Together, these findings underscore how organizational limitations can disrupt academicians' job performance and highlight the critical need for institutional reforms. Considering the evidence from earlier studies, the hypotheses proposed for this study is:

H2: There is a significant and negative relationship between organizational constraints and job performance among academicians.

2.4.3 Work life balance and Job performance

The results of this study indicate that maintaining a healthy balance between one's professional and personal life has a positive impact on one's performance at work. According to research that was carried out in the past, there is a strong connection between job performance and the availability of a healthy balance between work and personal life. In his study, Clark (2000) defines "work-life balance" as the ability to maintain a healthy equilibrium between one's professional and personal responsibilities. According to Gryzwacz and Carlson (2007), the term "work-life balance" refers to the process by which people and their role-related partners engage in the negotiation and sharing of expectations for the fulfilment of role-related demands in their jobs and families. It is abundantly evident that each individual is

responsible for their own obligations at work as well as at home, and the essential thing is to strike a balance between the two.

Dousin et al. (2019) have stated that if academicians are unable to balance the demands of their personal and professional life, they may be more likely to have personal troubles. This statement is based on the findings of the aforementioned researchers. Work-life balance is the equilibrium between professional responsibilities and personal life and is a concept crucial for maintaining physical and mental health. This balance is usually challenging for academicians, who often face unique pressures from their dual teaching and research roles (Ramachandran, 2024). They are more likely to experience an increase in work satisfaction, engagement, and general well-being, which ultimately leads to an improvement in their job performance end results. If academics perceive that there is a greater balance between their personal and professional commitments, they are more likely to experience job satisfaction. Empirical results demonstrate that work-life balance positively influences job satisfaction and performance. Our empirical findings also revealed that job satisfaction partially mediates the relationship between work-life balance and job performance (Susanto, 2022). For instance, an academician who is able to strike a good balance between their professional and personal lives would generally have greater levels of happiness in their professional lives (Ramachandran, 2024). This is because they will not experience feelings of pressure at work since they will have time for their personal lives, which will ultimately lead to improved performance on the job. Multiple responsibilities better and emphasizing the need for balanced, flexible work policies (Shanker, 2022). Similarly, research that studied by Greenhaus and Beutell (1985) found that people with less work-family conflict were more engaged and productive in their jobs. Additionally, it may be simpler for academicians to maintain a positive

work-life balance when they are more motivated, productive, and less stressed (Johari et al., 2018). Meanwhile, this will be their perception on how the organization valuing them. A good work life balance can lead to increase an output, reduce on absenteeism, and lower down the turnover rates.

H3: There is a significant and positive relationship between work life balance and job performance among academicians.

2.4.4 Proactive coping and Job performance

This research lends credence to the notion that proactive coping strategies lead to improved work performance. Research conducted in the past shows that proactive coping may boost work performance (Sohl & Moyer, 2009). This is due to the fact that proactive coping is associated with good emotions and mood states. One of the most crucial ideas in health psychology is proactive coping, which involves adapting to stressful situations through all of one's actions to exert control over different demands (Huei Wu et al., 2008). According to Rogella (2015), research into the relationship between proactive coping and positive feelings and emotions has stood out from other coping studies. According to the findings of this research, proactive coping is a favourable predictor of success in the workplace. In the workplace, proactive coping refers to an individual's attempts to be prepared and successfully handle stresses and difficulties via the use of problem-solving, social support, time management, and other adaptive skills. For example, academics who engage in proactive coping strategies in their daily life can effectively manage job-related stress, leading to enhanced job satisfaction, greater work engagement, and superior performance outcomes.

The job well-being measure developed by Abu Baker and Ahmad (2020) was used to investigate this aspect of university academics. We tested both instruments on a sample

of 400 professors after confirming their validity and dependability. Results indicate that proactive coping and job well-being are enjoyed by the sample group and that proactive coping and job well-being are positively correlated among university professors. All of these elements are associated with proactive personalities: job engagement (Bakker et al., 2012), turnover intentions (Akgunduz et al., 2019), career adaptability (Tolentino et al., 2014), and career choice self-efficacy (Hsieh and Huang, 2014). Job engagement is shown to be associated with proactive personalities. In addition to this, Ersen and Bilgic (2018) conducted a research in more data were collected from additional 125 employees. Altogether, 215 employees participated in the present study. Of the participants, 114 were women (53%) and 101 were men (47%). Results showed that proactive coping skills predicted organizational outcomes positively which they found that those who used proactive coping techniques disclosed reduced levels of stress and burnout, which ultimately resulted in improved work performance results over the course of time.

According to Kristensen (2023), academicians will be well prepared to identify possible stressors and take preventative measures to avoid feelings of stress, which may have a negative impact on their performance on the job, if proactive coping behaviours are implemented by providing staff with tools and training to improve coping skills. Performance on the work would be improved to the extent that proactive coping had a greater effect.

H4: There is a significant and positive relationship between proactive coping and job performance among academicians.

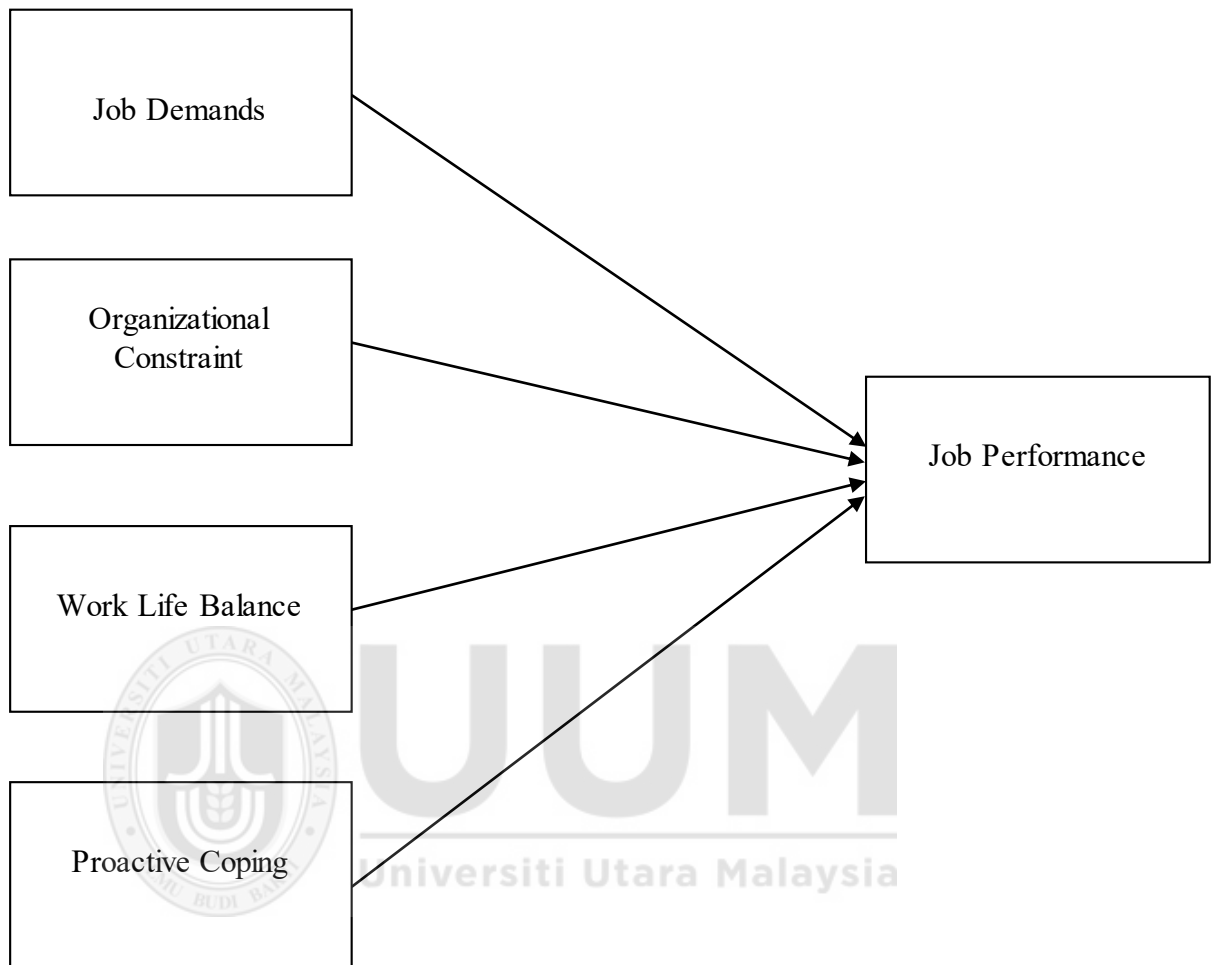
2.5 Theoretical Framework

A representation of the primary aspects of the research as well as the connections between the variables is provided in the image. In respect to the dependent variable, which is job performance, the independent variables that are being analysed are job demand, organizational restrictions, work-life balance, and proactive coping. These variables are being analysed in relation to one another. Each of the independent factors has a unique impact on the academics' ability to conduct their jobs appropriately. Academicians' work performance is largely influenced by a number of elements, the most important of which are the variables. As can be seen in Figure 2.1, a research framework was developed for the purpose of this investigation. The linkages between the independent variable and the dependent variable were the basis for this approach of analysis.



Figure 2.1

Research Framework



2.6 Chapter Summary

This chapter examined the pertinent literature regarding concepts, definitions, and theories related to supporting models of job demand, organizational constraints, work-life balance, and proactive coping, identified as the independent variable for this study, and its impact on job performance among academicians, designated as the dependent variable for this study. Additionally, a brief review of the findings from prior studies, the formulation of hypotheses, and the structure of the study are also included. Next chapter explain the research methodology adopted in this study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The methods that were utilized in the research investigation were the primary emphasis of this third chapter. In this chapter, the framework of research technique is discussed along with the study design, which covers the data collection method used throughout the research process. Additionally, the target audience, sample size of respondents, sampling technique, and research instrument which comprises of questionnaires have all been precisely identified.

3.1 Research Design

The term "research design" denotes the overarching approach that includes the decision to integrate various aspects of the study in a manner that is consistent with logic. In the interim, research design ensures that the research problem is effectively addressed by providing a blueprint for the accumulation, measurement, and analysis of data from the research. Furthermore, the process of posing a question, collecting data to address the question, and presenting an answer to the question is a series of phases that are employed in research to gather and assess information in order to broaden our comprehension of a subject or issue (Creswell, 2008). Meanwhile according to Welman and Kruger (2004), research design is also a plan that specifies the information that is acquired from the people who participated in a research study is referred to as a research plan. It is an arrangement of the collected data and method that will be used in a research.

In order to achieve the objectives of the study, the researcher concentrated their attention on public universities that are located in the northern area of the Peninsular region of Malaysia. For the purpose of determining the elements that influence the job performance of academicians, this chapter makes use of the quantitative technique. Quantitative research methods are primarily concerned with the objective measurements and the mathematical, numerical, or numerical interpretations of data gathered through activities such as questionnaires, polls, and surveys. These methods emphasize the importance of objective measures. Furthermore, they employ computational methods to modify previously collected statistical data. The standard exploratory technique for the majority of logical and disciplinary fields is quantitative research configuration. The research design will include the requisite information to establish the method and procedure for data collection and analysis. Quantitative research can be broken down into a number of different areas, including survey research, correlation research, experimental research, and causal-comparative research. Survey methodologies were employed in this investigation to investigate the factors that influence academicians' job performance. The respondents who were targeted were sent questionnaires in order to collect information for this study. According to Sekaran (2003), questionnaires are the most appropriate instrument for quantitative research because they can swiftly collect data from the intended respondents. At the same time, the quantitative research approach is a cross-sectional method that is utilized to evaluate the correlation among the independent variables (IV) including job demand, organizational constraints, work-life balance, and proactive coping and the dependent variable (DV) job performance.

3.2 Sampling Design

The study employed a non-probability sampling design, which is convenience sampling as the participants were selected based on their availability and willingness to take part in the research. The respondents' accessibility and the requirement to gather data in a condensed amount of time affected the choice to employ this approach. By approaching participants according to their availability and willingness to engage, the researcher was able to effectively collect data from those who satisfied the inclusion requirements. While this method may limit the generalisability of the findings due to the absence of random selection, it is widely recognised as a practical approach in social science research when the focus is on exploratory or preliminary investigations (Etikan, Musa, & Alkassim, 2016).

3.2.1 Population

The population, in its most fundamental sense, refers to the group whose members possess particular characteristics that researchers think it necessary to discover in their research. It is important to have a clear outline of the population before taking a sample. Universiti Utara Malaysia, Sintok (UUM), Universiti Malaysia Perlis (UniMAP) and Universiti Sains Malaysia, Penang (USM), are the only public universities in the Northern area that are included in this survey's target group. The study is primarily concerned with academicians working at these universities. The goal of this strategy is to find the gap that exists in determining the sample size for a given population in order to make it easier to find. Those individuals, events, or records that possess the necessary information and are able to provide answers to the measurement questions are referred to as the target population, as stated by Cooper and Schindler (2008). Whereby, the population for this study consists of 1166

academicians in whole UUM which located in Sintok, Kedah, Malaysia. Then, there is about 2442 academicians in University Sains Malaysia which located in Penang. Meanwhile, in University Malaysia Perlis (UniMAP), there are about estimated of 2193 academicians.

3.2.2 Sample Size

For the purpose of determining the right sample size particular investigation that is based on the results of the research, the chart used to determine the ideal sample size that Krejcie and Morgan (1970) developed was utilized. This was done in order to guarantee that the research would be successful. In the commencement of this research, there were a total of 1,166 populations that were included in the UUM, 2442 populations in the USM, and 2193 populations in the UniMAP from the very beginning. The academics from the northern area are the only ones who are concerned about the size of the sample and the population. It is noted in the table that calculates the sample size that the needed sample size for the population of 5,801 is estimated to be 364. This information is included in the table. Table 3.1 will serve as the basis for determining the size of the sample that will be taken.

Table 3.1

Sample Size for a Given Population Size

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	26	280	162	1800	317
45	40	290	165	1900	320

50	44	300	169	2000	322
55	48	320	175	2200	327
60	53	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	460	205	4000	351
90	73	480	210	4500	354
95	76	500	214	5000	357
100	80	550	217	5500	361
110	86	600	226	6000	364
120	92	650	234	7000	367
130	97	700	242	8000	368
140	103	750	248	9000	370
150	108	800	254	10000	375
160	113	850	260	15000	377
170	118	900	265	20000	379
180	123	950	269	30000	380
190	127	1000	274	40000	381
200	132	1100	278	50000	382
210	136	220	285	75000	384

Note: N= population size and S= sample size

3.2.3 Sampling Techniques

For the purpose of this investigation, the sample technique that was used was known as the convenience sampling method. The convenience sampling technique is one of the ways of sampling, and it includes selecting participants based on their availability. This approach is one of the methods of sampling. Due to the fact that this survey will be carried out online, namely via the use of email, it will be simply possible to contact the respondents and request them to participate in this questionnaire by using the Google Form that has been supplied. In accordance with the conclusions that Krejcie and Morgan (1970) obtained, the necessary number of academics to include in the

sample is outlined in Table 3.1. The percentage of the population that is comprised of academics is also shown in this table.

3.3 Measurement and Instrument

For the purpose of this investigation, structured questionnaires were used as the instrument. The questionnaires contain 64 questions in total which are divided into three sections which is Section A, B and C with clear instructions. This is where Section A covers the independent variable, which consists of job demand, organizational constraints, work-life balance, and proactive coping. Meanwhile the Section B will cover the dependent variables which is job performance and the Section C will cover the Demographic part. Participants are instructed to complete the questionnaire using the Five-Point Likert scale, based on their level of acceptance.

In Section A, thirty-eight (38) questions were adapted from questionnaire which have been developed by the author stated above (Boyar, Mosley & Carson, 2007) ;(Jex & Spector, 1998); (Brough, Driscoll & Kalliath, 2014); and (Greenglass et al., 1999). It is necessary for the responders to provide responses to the questions that are associated with each dimension. Previous research conducted by Koopmans et al. (2019) served as the basis for the questionnaire's Section B, which was used in this study. The responders are required to provide responses to a total of 18 questions associated with this section. In order to assess the perspective questions, the five-point Likert Scale was used in this survey. In both Section A and Section B, the scale was divided into five categories, ranging from 1 (strongly disagree) to 5 (strongly agree). In order to measure the perspectives, the scale was utilized. On the other hand, Section C will focus on demographic characteristics.

There are several sections of this questionnaire that require the respondent to fill in information about themselves. These sections include the age, gender, married status, level of education, job position, kind of employment, length of time worked as an academician in the academic area, and length of time worked at the higher education institution that they are currently assigned to. For the purpose of this section, the nominal scale was used. In order to guarantee that the data accurately represented the replies from a variety of respondents and that they gathered a wide range of input, this was an essential step.

3.4 Pilot Test

The intention of doing a pilot test is to undertake a short study that tests research pretests, data gathering tools, sample adoption tactics, and other research procedures in order to be ready for the larger research that will be carried out in the future with the intention of preparing for it. As stated in the research conducted by Burns and Bush (2003), the purpose of the pilot test that was carried out was to eliminate flaws in the questionnaires before the actual survey was carried out. The precision and consistency of the questionnaire design will be evaluated through the use of a pilot test that will be conducted prior to the construction of the original questionnaire. As stated by Lowe (2019), a pilot study is a preliminary investigation that is carried out before a more extensive piece of research is carried out. The pilot study is being conducted with the intention of determining whether or not the methodology, sample, instruments, and analysis are appropriate and acceptable.

For the purpose of completing the questionnaire, a pilot test was carried out with a very small set of respondents, which consisted of approximately thirty academicians from USM, Kelantan. It was requested of the respondents that they submit any

comments they may have on the questions, instructions, and flow of the questionnaires throughout the seven days that the pre-testing was conducted.

3.4.1 Reliability

A measure's consistency is what determines its dependability. Internal consistency, rate reliability, and test-retest reliability are the three categories into which dependability may be divided. The degree of consistency between the ideas of measurement and correlation—which are used to determine how strongly two variables are related to one another—is known as reliability. According to Bryman and Bell (2007), internal reliability is the degree to which a respondent's score on one indication is constant among observers and tends to be connected with their ratings on other indicators. Through the use of Cronbach's Alpha Coefficient Size, the questionnaires will be delivered to the respondent for the purpose of testing. The Rule of Thumb of Cronbach's Alpha Coefficient Size is utilized in order to evaluate the reliability of the questionnaires, as seen in Table 3.2 that follows. The reliability analysis that was performed on the left side of the table is reflected in the column on the right, which represents the degree of correlation that was determined. For your convenience, the following table provides extensive information regarding the general guidelines for the magnitude of the Cronbach's Alpha Coefficient.

Table 3.2

Rule of Thumb of Cronbach's Alpha Coefficient Size

Cronbach's Alpha	Coefficients of stability
0.9 and greater	Excellent Reliability
Between 0.9 and 0.8	Good Reliability
Between 0.8 and 0.7	Acceptable Reliability

Between 0.7 and 0.6	Questionable Reliability
Between 0.6 and 0.5	Poor Reliability
Below 0.5	Unacceptable Reliability

Source: (Hair, 2011)

3.5 Data Collection Procedures

English, which is considered to be the global language, was used to write the questionnaire for this research. This is as a result of the fact that the academicians, who are the individuals who responded to these surveys, come from northern region. In particular, the surveys were sent to these three universities. In order to ascertain the total number of academicians employed by each institution, the researcher sends an email to the registrar department of each universities.

The questionnaires were sent out via email to the academics who were interested in participating. The researcher ensured that the respondents were provided with straightforward instructions and explanations for completing the questionnaire in the email. This was done to guarantee that the respondents had a full understanding of the study's objective. The questionnaire was disseminated using Google Forms, and it was accompanied by a comprehensive cover letter that provided an explanation of the primary objective of this research project.

3.6 Data Analysis Techniques

In order to analyze the collected data, SPSS 29.0 was used in this study. The study technique included multiple regression analysis, correlation analysis, reliability testing, and descriptive analysis. Reliability tests were performed on the items that were part of the questionnaire to establish their consistency and stability. Additionally, in order to summarize and explain the overall quantity of data contained in the

research, descriptive analysis was performed in conjunction with the data presentation in percentage form. The following details will be used to summarize the respondent's personal information: gender, age, marital status, academic background, job title, type of employment, length of service as an academician in the academic field, and length of service at the higher education institution where they currently hold a position. Descriptive research is a technique used to characterize the features of a population or a sample, according to Zikmund (2003). This platform makes it possible to transform unprocessed data into a format that is easy for users to understand and analyze. To assess the connection between the independent and dependent variables, a descriptive analysis was performed on the statement that was included in the questionnaire.

In this particular study, the researchers decided to do correlation analysis because it is an essential stage that must be completed before multiple linear regression. The purpose of this inquiry was to investigate multiple linear regression in order to ascertain the extent to which the independent variable effects the dependent variable and to provide answers to the research questions that were brought up by this investigation.

3.7 Questionnaire Design

In this research, the purpose of operational definitions is to clarify the measurements of the variables which related to the research topic of factors influencing academicians' employment performance. The variables that affect employment performance have been measured through this questionnaire. Meanwhile, operational definition of "job performance" is the quality and effectiveness of academicians in fulfilling their job duties, including teaching, research, along with handling administrative duties. The purposes of this operational definitions are to ensure that the variables are well

measured and make it easier to interpret the research findings on the influence of work stress towards job performance among academicians.

Table 3.3

Description of Survey' Section

Questionnaire Sections	Variables	Number of items	Main reference / adopted from
Section A	Factors		
	<ul style="list-style-type: none"> • Job Demand 	9	(Boyar, Mosley & Carson, 2007)
	<ul style="list-style-type: none"> • Organizational Constraints 	11	(Jex & Spector, 1998)
	<ul style="list-style-type: none"> • Work-Life Balance 	4	(Brough, Driscoll & Kalliath, 2014)
	<ul style="list-style-type: none"> • Proactive Coping 	14	(Greenglass et al., 1999)
Section B	Job Performance	18	(Koopmans, Fernandez & Villagrasa, 2019)
Section C	Demographic Information	8	Consists of gender, age, marital status, academic qualification, position, type of employment, length of service as an academician in the academic field and length

	of service in the current higher education institution.
Total	64

Table 3.4

Operational Definition and Instrument of Variables

Variables	Operational Definition	Items
Job Demand	Yang et al. (2000) defined job demand as “pressures arising from excessive workloads and typical workplace time pressures such as rush jobs and deadlines”.	<ol style="list-style-type: none"> 1. My job requires all of my attention. 2. I feel like I have a lot of work demand. 3. I feel like I have a lot to do at work. 4. My work requires a lot from me. 5. I am given a lot of work to do. 6. I have to work hard on family-related activities. 7. My family requires all of my attention. 8. I feel like I have a lot of family demand.

		9. I have a lot of responsibility in my family.
Organizational Constraints	Organizational constraints are internal or external factors that restrict, limit, or regulate the activities and actions of an organization. They can be physical, policy, or perceptual. They can deeply influence a business's strategic decisions (Studysmarter, 2024).	1. Poor equipment or supplies. 2. Organizational rules and procedures. 3. Other employees. 4. Your supervisor. 5. Lack of equipment or supplies. 6. Inadequate training. 7. Interruptions by other people. 8. Lack of necessary information about what to do or how to do it. 9. Conflicting job demands. 10. Inadequate help from others. 11. Incorrect instructions.
Work-Life Balance	Maintaining a harmonious balance between your professional and personal lives. It entails consciously managing your time and energy to fulfil both professional	1. I currently have a good balance between the time I spend at work and the time I have available for non-work activities. 2. I have difficulty balancing my work and non-work activities.

and personal obligations	3. I feel that the balance between
while prioritizing self-	my work demands, and non-
care and well-being.	work activities is currently
Maintaining a work-life	about right.
balance is essential for	4. Overall, I believe that my work
overall well-being,	and non-work life are balanced.
health, and satisfaction.	
(Campbell, 2023).	

Proactive Coping

Proactive coping refers to	1. I am a "take charge" person.
people's deliberate and	2. I try to let things work out on
anticipatory efforts to	their own.
manage and navigate	3. After attaining a goal, I look for
potential stressors,	another, more challenging one.
challenges, or adverse	4. I like challenges and beating
situations before they	the odds.
occur. It entails taking	5. I visualize my dreams and try
strategic actions and	to achieve them.
adopting a forward-	6. Despite numerous setbacks, I
thinking mindset to avoid	usually succeed in getting what
or mitigate the effects of	I want.
future stressors. Proactive	7. I try to pinpoint what I need to
coping is a positive and	succeed.
constructive approach to	8. I always try to find a way to
dealing with difficulties,	work around obstacles nothing
as opposed to reacting	really stops me.

<p>passively or addressing problems after they have occurred (Sohl, 2009).</p>	<p>9. I often see myself failing so I don't get my hopes up too high.</p>
	<p>10. When I apply for a position, I imagine myself filling it.</p>
	<p>11. I turn obstacles into positive experiences.</p>
	<p>12. If someone tells me I can't do something, you can be sure I will do it.</p>
	<p>13. When I experience a problem, I take the initiative in resolving it.</p>
	<p>14. When I have a problem, I usually see myself in a no-win situation.</p>

<p>Job Performance</p>	<p>Job performance is defined as behavioural elements of task performance and contextual performance of an individual (Motowidlo et al., 1997) to meet organizational objectives (Campbell, 1990).</p>
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	<p>1. I managed to plan my work so that I finished it on time.</p> <p>2. I kept in mind the work result I needed to achieve.</p>
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3. I was able to set priorities.
 4. I was able to carry out my work efficiently.
 5. I managed my time well.
 6. On my own initiative, I started new task when my old tasks were completed.
 7. I took on challenging tasks when they were available.
 8. I worked on keeping my job-related knowledge up-to-date.
 9. I worked on keeping my work skills up-to-date.
 10. I came up with creative solutions for new problems.
 11. I took on extra responsibilities.
 12. I continually sought new challenges in my work.
 13. I actively participated in meetings and/or consultations.
 14. I complained about minor work-related issues at work.
 15. I made problems at work bigger than they were.



UUM
Universiti Utara Malaysia

-
16. I focused on the negative aspects of situation at work instead of the positive aspects.
17. I talked to colleagues about the negative aspects of my work.
18. I talked to people outside the organization about the negative aspects of my work.

3.8 Summary

This chapter identified and defined the research design, including its operational and conceptual definitions, measuring variables, population and sample, sampling procedure, and elements. The pilot test has also been used to define the reliability, the process for collecting data, and the steps for analyzing data. We used the SPSS version 29.0 data system to look at the data we had collected. In the following chapter, the researcher presented a succinct overview of the findings and results of the conducted statistical analysis.

CHAPTER FOUR

RESULTS

4.0 Chapter Introduction

This chapter provides a description of the findings associated with the statistical analysis of the study data. This section begins with a discussion of the process of data gathering, which includes the replies to the survey and the filtering of the data. The second section delves into the descriptive statistics of the data, which are subsequently followed by the considerations of reliability. In the following steps, correlation analysis and regression analysis were carried out in order to examine the hypotheses that were formulated for this research.

4.1 Response Rate

The response rate is a critical factor in the generalizability of the findings to the entire population, as per Sekaran and Bougie (2016). Researcher sent out 396 questionnaires in all to satisfy the researcher's requirement for a rank breakdown. The response rate was 100%, as 396 responses were received out of the total that was offered.

4.2 Data Cleaning

According to Tabachnick and Fidell (2014), it is essential to validate the correctness of the data that was input before beginning the analysis of the data. This will guarantee that the conclusions are credible. This part includes a data filtering technique to look for missing data and outliers because these wrong figures could make the study results less reliable. This was done in order to ensure that the study

results are considered accurate.

4.2.1 Missing Data

According to the definition provided by Hair et al. (2018), missing data is information that is inaccessible in situations when other information is available. According to Tabachnick and Fidell (2014), researchers generally agree that a missing rate of five percent or less is deemed to be inconsequential. This is despite the absence of a standardized threshold for missing values in a dataset that enables the drawing of meaningful statistical inferences or conclusions. The advantages of utilizing Google Forms allowed for the absence of any instances of missing data in our investigation, despite the fact that this was the case. It has been stated by Rama et al. (2022) that Google Forms gives users the ability to create questions that must be answered in order to prevent respondents from skipping questions.

4.2.2 Outliers

According to Hair et al. (2018), outliers are characteristics that distinguish one observation from another and set it apart from the rest of the data. As a result of the fact that they undermine the reliability of the results, Alves et al. (2024) argue that outliers need to be eliminated from the dataset if there are a significant number of them. Boxplots, Histograms, Q-Q Plots, and Descriptive Tables are some of the methods that may be used to identify outliers. In the data that was received from the responses, there were no abnormalities found.

4.3 Demographic Profile of the Respondents

The demographic profile is a reference that may be used to evaluate the research population (Field, 2018). It is extremely informative of the type of the sample that was taken. During the course of this research, eight different demographic profiles

were determined. These profiles included age, gender category, married status, education level, position, type of job, length of service in the academician area, and duration of service in the higher education institution that serves the individual now.

According to the data that is shown in Table 4.1, out of the 396 individuals that participated in this research, 192 (48.5%) were male and 204 (51.5%) were female. One of the five subgroups that were created from the age category of respondents was the age group between 25 and 34 years old, which consisted of 99 academics (25%). The second most common age group among responders was 35 to 44 years old, which included 98 workers (24.75%). This group had the highest frequency of respondents. A total of 24.49 percent of the total academicians were comprised of individuals who were between the ages of 45 and 54 years old. This was followed by the age group of 54 and older years old, which consisted of 92 academicians (23.2%). The age group of 24 and younger years was the most under-represented, with 10 academicians (2.53%). A total of 99% of the academics who participated in the survey were between the ages of 25 and 34, according to the statistics.

Of the 396 selected respondents, 244 academicians (61.62%) were married, and 117 (29.55%) were still unmarried. Only 35 academicians (8.84%) recorded that they were widowed.

Table 4.1's frequency distribution also demonstrates that most of academicians are Master Degree graduates, which is 198 (50%). A total of 103 of the academicians (26.01%) are Doctoral Degree holders, and 95 (23.99%) have Bachelor Degree.

In looking at the rank position, which needed distribution based on rank, each group got enough representation based on the overall population. There are 168 Senior Lecturers (42.42%), 101 Professors (25.51%), 89 Tutors (22.47%), 28 Lecturers

(7.07%), and 10 Associate Professors (2.53%). The type of employment, i.e. contract or permanent, were also examined. Majority are the contract academicians which are 269 (67.93%) while permanent academicians are 127 (32.07%).

When it comes to how long people have worked as academics, seven categories of service periods make up most of the replies. Service periods between 5 to 10 years are the largest group, which is 94 (23.74%), followed by 92 (23.23%) in the group of 11 to 15 years of service and 90 (22.73%) serving between 16 to 20 years and less than 5 years in the organizational practices. Both are the same percentages respectively. The next group is from service periods between 26 to 30 years with 14 (3.53%). Among those with 21 to 25 years of service, 12 (3.03%) were recorded, while only 4 (1.01%) had served for 30 years and above.

Regarding the length of service in the current higher education institution, the most significant proportion is 11 to 15 years with 95 academicians (23.99%) followed by 5 to 10 years with 93 academicians (23.48%), 90 academicians (22.73%) are less than 5 years, 87 academicians (21.97%) are 16 to 20 years old while 14 academicians (3.54%) are 26 to 30 years old. Additionally, nine academicians (2.27%) are between the ages of 21 and 25, while only eight respondents (2.02%) are 30 years of age or older.

Table 4.1

Demographic Profiles of the Respondents

Demographics Profile	Frequency (n)	Percentage (%)
Gender		
Male	192	48.5
Female	204	51.5
Age		
24 and below years old	10	2.53
25 to 34 years old	99	25.00
35 to 44 years old	98	24.75
45 to 54 years old	97	24.49

54 and above	92	23.2
<hr/>		
Marital Status		
Single	117	29.55
Married	244	61.62
Other: Widower	35	8.84
<hr/>		
Academics Qualifications		
Bachelor Degree	95	23.99
Doctoral Degree	103	26.01
Master Degree	198	50.00
<hr/>		
Position		
Associate Professor	10	2.53
Lecturer	28	7.07
Professor	101	25.51
Senior Lecturer	168	42.42
Tutor	89	22.47
<hr/>		
Type of Employment		
Contract	269	67.93
Permanent	127	32.07
<hr/>		
Length of Service in the Academician Field		
11 – 15 years	92	23.23
16 – 20 years	90	22.73
21 – 25 years	12	3.03
26 – 30 years	14	3.53
30 years and above	4	1.01
5 – 10 years	94	23.74
Less than 5 years	90	22.73
<hr/>		
Length of Service in the Current Higher Education Institution		
11 – 15 years	95	23.99
16 – 20 years	87	21.97
21 – 25 years	9	2.27
26 – 30 years	14	3.54
30 years and above	8	2.02
5 – 10 years	93	23.48
Less than 5 years	90	22.73
<hr/>		

4.4 Descriptive Analysis

A summary of the raw data will then be provided by the descriptive analysis when the data set modification is finished. The mean value, the standard deviation, the maximum, and the lowest are all useful in describing the general state of all the

variables that were examined, claim Sekaran and Bougie (2016). The mean value, the standard deviation, and the lowest and highest values for each variation under study are among the descriptive statistics that provide an overview of the data.

The significance of this statistical measure lies in the fact that it is essential for comprehending the overall distribution of the data, as stated by Sekaran and Bougie (2016). The average value of the variable is represented by the mean, which provides a description of the central tendency of the data. When the mean is greater, it signifies that the overall sample score is also higher. While this is going on, the standard deviation is a statistical metric that is used to determine the extent to which data points vary from the mean or are distributed around it. On the other hand, a bigger standard deviation shows that there is more variability and a broader range of values, as stated by Sekaran and Bougie (2016). When the standard deviation is smaller, it implies that the data points are clustered closely around the mean, whereas when the standard deviation is larger, it shows that there is a greater range of values. The standard deviation is a statistical metric that is used to determine the extent to which the data display a degree of variability.

The descriptive data on job demand, organizational constraints, work-life balance, proactive coping, and job performance are shown in Table 4.2. It is the Proactive Coping variable that has the highest total score, which is 3.768. The subsequent values of 3.766, 3.762, and 3.753 were accompanied by the factors of job demand, job performance, and work-life balance, respectively. It is the organizational limitation that has the lowest score, which is 3.751.

In addition, the standard deviation illustrates the degree to which the data are comparable to the mean. In this situation, the standard deviation for work-life balance is the greatest, coming in at 1.192. This is followed by the standard deviation for

organizational limitation, which is 1.145. The following are the standard deviations for work demand and proactive coping, which are 1.132 and 1.126 respectively. Last but not least, the standard deviation for job performance is the lowest overall, coming in at 1.124.

Table 4.2

Descriptive statistics of the constructs

Variable	Mean	Std. Deviation
Job Demand	3.766	1.132
Organizational Constraint	3.751	1.145
Work Life Balance	3.753	1.193
Proactive Coping	3.768	1.126
Job Performance	3.762	1.124

4.5 Reliability Analysis

Following the completion of the steps necessary to guarantee that all of the The data sets met the statistical requirements, and reliability tests were done on the research variables to check how stable and consistent the measuring tools were. The Cronbach's Alpha coefficient was utilized to evaluate the questionnaire's reliability. The data are considered to be credible if the Cronbach's Alpha value is either 0.6 or above, as stated by Hair et al. (2018) of the University of Virginia. The dependability of each of the instrument's five parts was evaluated with the use of Cronbach's Alpha, which is a measure of the instrument's internal consistency. Job Demand (Section One), which evaluates work and family demands, has an alpha of 0.934, showing strong internal consistency among the 9 items.

Organisational constraint (Section Two), focusing on organizational constraints, also demonstrated excellent reliability with a Cronbach's Alpha of 0.947 across 11 items.

Section Three, with only four items evaluating work-life balance, had a Cronbach's Alpha of 0.866, which is considered good and acceptable for psychological constructs. Despite having fewer items, the internal consistency is strong enough to suggest the items are measuring a cohesive construct. Proactive coping (Section Four), which includes 14 items related to personal traits and motivational attributes such as self-efficacy and resilience, showed excellent reliability with an alpha of 0.956. Similarly, Job Performance (Section Five), the most extensive section with 18 items assessing proactive work behaviour and self-management, had the highest reliability score of 0.966, further supporting the strong consistency among the items in this section. Overall, the high Cronbach's Alpha values across the board indicate that the questionnaire is a highly reliable tool for assessing the respective constructs.

Table 4.3

Reliability test results

Variable	No. of Item	Cronbach's Alpha
Job Demand	9	0.934
Organizational Constraint	11	0.947
Work Life Balance	4	0.866
Proactive Coping	14	0.956
Job Performance	18	0.966

4.6 Correlation Analysis

Pearson correlation analysis was performed to describe the relationship between this research's variables. According to Hair et al. (2018), when measuring the strength of the link between variables, a correlation of 0 indicates that there is no relationship between the variables, but a correlation of +1 and -1 shows that there is a perfect relationship between the variables. According to the findings of the correlation study, the correlation for all variables was positive, which indicates that there is a positive association between each pair of variables. Strong correlations have been found between organizational constraints and job performance, with the greatest value being $r = 0.989$. These correlations are extremely strongly correlated. Balance between work and personal life is also shown to have a very good link with job performance, with a value of r equal to 0.945. Immediately after this, there is a significant link between proactive coping and work performance, with a value of r equal to 0.927.

Table 4.4

Means, Standard Deviations, and correlations with confidence intervals

Variable	M	SD	Job Demand	Organizational constraint	Work life balance	Proactive coping	Job performance
Job Demand	3.766	1.132	1	0.889	0.806	0.987	0.888
Organizational Constraint	3.751	1.145	0.889	1	0.905	0.937	0.989
Work Life Balance	3.753	1.193	0.806	0.905	1	0.839	0.945
Proactive Coping	3.768	1.126	0.987	0.937	0.839	1	0.927
Job Performance	3.762	1.124	0.888	0.989	0.945	0.927	1

4.7 Multiple Regression Analysis

According to Sekaran and Bougie (2016), regression analysis is one of the statistical analysis approaches that is used the most often to assess the extent connection that exists between independent variables and dependent variables. In addition, it demonstrates the relative significance of independent factors in terms of their ability to predict dependent variables. Assessing the direct impacts of the research variables and putting this study's hypotheses to the test may be accomplished with relative ease by using regression analysis techniques.

The data shown in Table 4.5 indicates that the R-square statistic has a value of 0.993. As a result of this figure, it is possible to draw the conclusion that the independent variables proactive coping, work life balance, organizational constraint, and job demand are accountable for or have an influence on 99.3 percent of the factors that predict job success among academics. In the meanwhile, additional independent factors that have not been evaluated in this study are responsible for acquiring 0.7% of the components that contribute to job performance correspondingly. These variables have not been evaluated.

Table 4.5

Model Summary of Multiple Regression Analysis^b

Model	R	R Square	Adjusted R Square	Std Error of the Estimate	Durbin-Watson
1	0.996 ^a	0.993	0.993	0.947	1.995

a. Predictors: (Constant), Proactive Coping, Work Life Balance, Organizational Constraint, Job Demand

b. Dependent Variable: Job Performance

It was determined that an analysis of variance (ANOVA) was carried out, and the results are shown in Table 4.6. The regression model had a statistically significant impact on the data, as indicated by the results of the analysis of variance (ANOVA). The F value of 13808.51 and the Sig value of $p = 0.000$, both of which supported this conclusion, respectively, contributed to the demonstration of this fact. As an illustration, proactive coping, work-life balance, organizational limitation, and work demand are all examples of predictor variables that, when combined, have the potential to explain a considerable portion of the variation in job performance.

Based on the F value, it is possible to draw the conclusion that the model possesses a high level of explanatory power. More specifically, the predictor factors are able to offer an explanation for the disparity in workers' performance at work. Moreover, the fact that the p-value is 0.000 indicates that there is an extremely low likelihood that this finding might have been the result of random chance. If the likelihood of the difference between groups happening by chance is less than 0.05, then a significant F ratio is produced, as stated by Saunders et al. (2019). F ratios are a measure of statistical significance. An insightful look into the aspects that influence work performance may be gained via the use of this robust regression model.

Table 4.6

Analysis of Variance (ANOVA)^a

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	495.629	4	123.907	13808.51	0.000 ^b
	Residual	3.509	391			
	Total	499.137	395			

a. Dependent Variable: Job Performance

- b. Predictors: (Constant), Proactive Coping, Work Life Balance, Organizational Constraint, Job Demand

The coefficients table presents the impacts of each predictor on job performance, both in terms of their unstandardized (β) and standardized (β) measurements. The correlation between proactive coping and performance is negative ($\beta = -0.345$), with each one-unit increase in work demand being related with a.289 rise in performance as compared to proactive coping.

Standardized betas reveal that organizational constraint ($\beta = 0.824$) has the strongest positive relationship, and proactive coping ($\beta = -0.346$) the strongest negative. All predictors are statistically significant ($p < .001$) except the constant, which is significant at $p = .019$. However, the very low tolerance values (below 0.10) and high VIFs (well above 10) for job demand, organizational constraint, and especially proactive coping signal problematic multicollinearity.

Table 4.7

Result of Multiple Regression Analysis

Model		β	Std. Error	Standardized Beta	t	Sig	Collinearity Tolerance	Statistics VIF
1	(Constant)	0.040	0.017		2.357	0.019		
	Job Demand	0.289	0.035	0.291	8.207	0.000	0.014	70.064
	Organizational Constraint	0.809	0.020	0.824	40.490	0.000	0.043	23.035
	Work Life Balance	0.240	0.010	0.254	24.596	0.000	0.168	5.944
	Proactive Coping	-0.345	0.047	-0.346	-7.403	0.000	0.008	121.377

4.8 Hypotheses Test Result

Table 4.8 provides a summary of the findings of the analysis that was performed in order to evaluate the hypotheses of this research. The analysis was carried out using SPSS, beginning with filling, screening, and concluding with regression. Additionally, all of the data that was mentioned in the preceding section was included in the analysis. There was support for three hypotheses, whereas there was the absence of evidence for one theory.

Table 4.8

Summary of the research hypotheses test results

No	Hypotheses Statement	Result
H1	There is a significant and negative relationship between job demand and job performance.	Not Supported
H2	There is a significant and negative relationship between organizational constraints and job performance.	Not Supported
H3	There is a significant and positive relationship between work life balance and job performance.	Supported
H4	There is a significant and positive relationship between proactive coping and job performance.	Supported

4.9 Summary

Chapter Four offers a thorough examination of data collected from 396 respondents, achieving a 100% valid response rate, signifying the absence of missing values and superior data quality. Descriptive statistics indicate that proactive coping exhibits the greatest mean score, while organizational restriction shows the lowest, implying varying effects on work performance. The reliability study demonstrates exceptional internal consistency across all constructs, with Cronbach's Alpha values above 0.86, indicating a strong measuring instrument. All four hypotheses were validated, with correlation analysis revealing robust, substantial positive connections among all variables, especially between organizational constraint and job performance. The multiple regression findings indicate that all factors substantially affect job performance, with organizational constraints identified as the most substantial positive predictor, but proactive coping reveals an unexpected large negative correlation. Multicollinearity poses a significant issue, as shown by very large Variance Inflation Factors (VIFs) and low tolerance values, corroborated by collinearity diagnostics revealing pronounced linear connections, especially among work-life balance, job demand, and organizational constraints. This multicollinearity poses issues with the stability of the regression coefficients and the model's interpretability, albeit its statistical importance.

CHAPTER FIVE

DISCUSSIONS AND IMPLICATIONS

5.0 Introduction

This chapter provides a breakdown and discussion of the findings that were obtained from the data analysis. In addition to that, this chapter presents theoretical and practical implications, draws a conclusion, evaluates the shortcomings of the study and offers some ideas for some research.

5.1 Recapitulation of the Research Findings

The major purpose of this study was to investigate the association between job performance among academics and factors such as job demand, organisational constraints, work-life balance, and, proactive coping. When it comes to job performance, the results of the research suggested that there are significant relationships between essential variables such as job demands, organisational constraints, work-life balance, and proactive coping. The findings of this study demonstrated that there is a positive correlation between job demands and work performance, highlighting the considerable effect that expectations and duties have on researchers. Academicians who recognised elevated work demands exhibited superior job performance, suggesting that the obstacles encountered served as a catalyst for increased productivity and efficiency.

Moreover, the research revealed that organisational constraints significantly influenced work performance. Academicians subjected to elevated organisational limitations, including restricted resources and administrative duties, exhibited a

decline in work performance. These limits impeded their capacity to completely fulfil their obligations, thereby impacting their total productivity and work results. The findings emphasise the need of reducing organisational obstacles to enable academics to achieve optimal performance.

The study emphasised the crucial influence of work-life balance on job success. A favourable work-life balance was seen to correspond with enhanced job performance among academics. Academicians who successfully balanced their work and personal life expressed more happiness in their employment and exhibited enhanced job performance. This indicates that policies and practices designed to foster work-life balance may significantly improve academic performance and productivity.

Ultimately, proactive coping was identified as a vital factor in work effectiveness. Academicians using proactive coping mechanisms, including problem-solving and soliciting help in the face of adversities, shown elevated work performance levels. This suggests that scholars who proactively tackle work-related stress and obstacles are more inclined to sustain elevated performance levels, especially in high-pressure situations.

To summarise, the results of the research highlight the significance of management of job demands, reduction of organisational constraints, promotion of work-life balance, and encouragement of proactive coping mechanisms in order to improve job performance among academics. For educational institutions and colleges that are looking to enhance the efficiency and productivity of their academic staff, these insights provide significant information that may be used.

5.2 Discussions of the Research Findings

Objective 1: To identify the relationship between job demands and job performance.

Among academics working in public higher education institutions, the findings of this research indicate that there is no significant relationship between the demands of their jobs and job performance among academicians. It was determined that the hypothesis (H1) that job demands have a detrimental impact on job performance was not substantiated. According to Karasek (1979), prior research revealed that high work expectations might lead to stress, which in turn reduces an individual's capacity to perform effectively. This discovery, on the other hand, contradicts the findings of those earlier studies. It is probable that the nature of the academic profession, in which the demands of the work are often seen as being manageable, might be among the potential explanations for this surprise conclusion. Because of the autonomy and flexibility that are inherent in academic employment, it may be possible to mitigate the adverse impacts of work expectations. This would enable academics to maintain or even increase their job performance in spite of the pressures that they face. In addition, the individuals who participated in this research may have developed coping methods during the course of their employment, which has enabled them to efficiently handle the demands of their jobs without negatively affecting their performance. It is also possible that the demands of the job alone are not a sufficient predictor of job success. This conclusion shows that other elements, such as the ability to maintain a healthy work-life balance or emotional resilience, may play more important roles in this context.

Objective 2: To identify the relationship between organisational constraints and job performance.

The study also found no significant relationship between organisational constraints and job performance (H2). This result does not support the hypothesis, indicating that organisational constraints do not necessarily limit job performance in the academic environment. The lack of support for this hypothesis contradicts previous research, such as that of Tibane (2024), which found that the lack of resources in Community Learning Centres, including substandard facilities, scarcity of teaching materials, and under resourced teachers, was identified as a persistent issue. One of the challenges included limited access to basic materials, financial and logistical strains on teachers, and a negative impact on teaching quality. But based on this research finding, it shows that there is no significant relationship between organisational constraints and job performance as one potential explanation for this result could be the nature of academic institutions, where constraints such as limited resources or bureaucratic procedures may be seen as challenges rather than barriers. Academicians may have developed effective workarounds or strategies to navigate these constraints, which would mitigate any negative impact on their performance. Additionally, the academic environment often emphasises individual achievement and autonomy, which may reduce the influence of organisational constraints on job performance.

Objective 3: To identify the relationship between work-life balance and job performance.

The third objective sought to explore the relationship between work-life balance and job performance. The hypothesis (H3) was supported by the findings of this research, which demonstrated that there is a strong and favourable association between work-

life balance and job performance. Previous study conducted by Greenhaus and Allen (2011), which indicated that a healthy balance between one's personal life and professional life leads to increased job satisfaction, less stress, and improved job performance, shows that these results are compatible with their discoveries. The participants in this research reported having a strong sense of work-life balance, and it would seem that those who are able to maintain this balance are able to concentrate more effectively on their academic duties and perform at a higher level. This discovery may have a number of plausible explanations, one of which is that a good work-life balance helps to prevent burnout, promote mental well-being, and raise motivation, all of which lead to greater job performance. To add insult to injury, the nature of academic job often permits flexibility, which makes it simpler for academics to strike a balance between their personal and professional lives, which in turn has a good impact on their performance.

Objective 4: To identify the relationship between proactive coping and job performance.

The final objective of this study examined the relationship between proactive coping and job performance, and it was found that there is a significant and positive relationship, supporting the hypothesis (H4). This result is consistent with studies by Carver (1997) and Spector (1997), which suggested that individuals who engage in proactive coping strategies are better able to manage work stressors and enhance their job performance. Proactive coping involves anticipating potential problems and taking preventive actions, which can lead to better preparation and increased effectiveness in job performance. In the academic context, proactive coping may involve planning research activities, preparing for potential teaching challenges, and seeking

professional development opportunities. These strategies likely help academicians navigate their responsibilities more effectively, thereby boosting their performance.

5.3 Theoretical and Practical Implications

There is a significant addition that the findings of this research make to the existing theoretical frameworks concerning academic behaviour, stress at work, and performance on the job. Within the setting of academic institutions, the inquiry first broadens the understanding of the association between the demands of the work and the performance of the job. Furthermore, the investigation lends credence to the theory of organisational constraints as articulated by Mowday, Steers, and Porter (1979). This theory posits that an employee's capacity to perform at their best can be restricted by organisational factors, including inflexible structures and insufficient resources. The necessity of modifying and expanding this theory by integrating specific constraints that academicians confront in modern educational environments is underscored by the findings of this study, which identify organisational constraints such as outmoded teaching facilities and a lack of research funding. The relevance of organisational support in enabling high levels of job performance is further substantiated by these insights.

The results of this study provide valuable insights that can be employed in real-world contexts, particularly in the higher education sector, from a practical perspective. Initially, the research proposes that academic institutions should actively manage job demands in order to improve job performance. This can be accomplished by implementing a more equitable workload distribution strategy, which guarantees that academicians are not overburdened by overly burdensome administrative, research, and teaching responsibilities. In order to mitigate tension, universities may implement

strategies such as assigning non-teaching responsibilities to support staff or establishing flexible work arrangements. For example, academicians may experience improved work satisfaction and performance by being granted the opportunity to work from home or by receiving reduced teaching responsibilities during periods of high research activity.

5.4 Limitations of the Study

This research addressed some shortcomings. The overall sample size comprises just 396 academics. This research was confined to academics from the Northern area of public institutions in Malaysia, namely Universiti Utara Malaysia (UUM), Universiti Malaysia Perlis (UniMap), and Universiti Sains Malaysia (USM). This study is cross-sectional, with data gathered and examined at a single moment in time. The focus on public institutions in the Northern area results in a limited number of respondents, hence limiting the generalisability of this research, since it does not adequately reflect the perspectives of all academics from public universities throughout Malaysia.

5.5 Recommendations for Future Research

Future academic research on job performance and behaviour should focus on better examining the complex links between proactive coping mechanisms, organizational restrictions, work-life balance, and job demands. Even though the study's findings highlight the importance of work expectations in influencing academic performance, little is known about the underlying mechanisms that cause these demands to become stressful and ultimately affect employment outcomes. Future studies may focus on understanding the specific types of labor demands, including teaching hours, research obligations, administrative tasks, and student interactions. Across a range of academic disciplines, this study might also examine the unique effects that various kinds of

employment demands have on job performance. A deeper comprehension of the reasons why some academics experience higher levels of stress and perform worse than others may also be obtained by examining the ways in which personal traits like emotional intelligence or coping mechanisms interact with the demands of their jobs. Studies have shown that a supportive workplace might mitigate the adverse effects of stress (Zohar, 2019). Investigations on the function of institutional support in mitigating the adverse effects of work demands would thus be advantageous.

Furthermore, despite the fact that this study recognises the effect that organisational constraints have on work performance, it is necessary to do further research on the processes that are responsible for the manifestation of these constraints and their relationship to academic output. It is possible, for instance, that future study may investigate the connection between the performance of academics and the institutional infrastructure, which includes things like access to research money, technological tools, and instructional materials. The research might also investigate the ways in which organisational culture and leadership have an impact on the working environment, as well as the ways in which these elements either reduce or increase the amount of stress experienced by academic staff. As a result of the rising dependence on digital tools and remote work in the context of Industry 4.0, it is possible that future research may investigate the ways in which technical limits or organisational regulations regarding the use of technology influence job performance and stress levels among academics. This kind of study has the potential to contribute to the creation of successful solutions that may eliminate organisational obstacles and establish a work climate that is more productive and helpful for faculty members.

The present research found that maintaining a healthy balance between work and personal life is an important factor in academic job success. In the future, research

should continue to investigate the complex ways in which the work-life balance of academics affects both their personal and professional success. To be more specific, it would be good to research how academics view work-life balance policies, such as flexible working hours, sabbaticals, or modifications to workloads, and assess the influence these policies have on long-term job satisfaction and productivity. In light of the fact that the academic workforce is comprised of individuals with differing family obligations, career phases, and personal requirements, it is possible that future research may investigate the ways in which work-life balance policies are adapted to meet the specific requirements of various subgroups within academic institutions. An investigation that examines the efficacy of various approaches to achieving a healthy balance between work and personal life in a variety of cultural settings, particularly within the context of the globalised landscape of higher education, may provide useful insights into the most successful methods for establishing academic careers that are sustainable. Furthermore, the link between work-life balance and stress associated to work warrants greater investigation, especially in regard to the ways in which long-term stress caused by a lack of work-life balance affects burnout, health outcomes, and academic productivity (Hill et al., 2017).

In addition, the function that proactive coping techniques play in improving work performance among academics gives yet another potential area for investigation in the future. Despite the fact that this research demonstrates the good influence of proactive coping techniques, there is a need to further understand the precise coping mechanisms that are most successful in alleviating the effects of academic stress. One possible avenue for future study would be to investigate the ways in which individual variables, such as personality traits, coping styles, and resilience, interact with proactive coping behaviours to impact the consequences of stress. In order to get significant insights

into the long-term impacts of proactive coping on academic achievement and personal well-being, longitudinal studies that follow how coping strategies change over the course of an academic career might be conducted. In addition, research might investigate the efficacy of institutional programs that encourage proactive coping methods. These programs include seminars on stress management, mentoring programs, and training on how to manage time effectively. It would be a substantial addition to the body of work on academic job performance to get an understanding of how such programs may be incorporated into academic institutions in order to improve results for both individuals and organisations.

Finally, it is recommended that future research consider adopting a more expansive and all-encompassing approach to the study of job performance in higher education. This method should include the participation of numerous stakeholders, such as administrators, students, and legislators. Scholars are able to get a more comprehensive knowledge of the ways in which work performance is influenced by a variety of external variables, such as institutional rules, government laws, and social expectations, if they widen the scope of the study to include other views. Research might, for instance, explore the ways in which governmental policies pertaining to higher education, such as financing models or performance-based assessment systems, have an impact on the working environment and the well-being of academics.

5.6 Conclusion

The goal of this study is to explore the influence that organisational practises, namely job demand, organisational boundaries, work-life balance, and proactive coping, have on job performance. The research will be conducted within the context of academics who are employed at public institutions in the Northern Region. A better understanding

of the ways in which job performance is affected by factors such as job demand, organisational restrictions, work-life balance, and proactive coping is provided by the results of this research, which were conducted among academics working at these institutions. On top of that, the findings of this research have assured that each and every one of the objectives has been successfully completed. The results of this evaluation indicate that proactive coping and work-life balance are key positive drivers of job performance among academics. This is the case for both individual and organisational factors. At the same time, proactive coping methods assist academics to effectively address hurdles, which in turn supports increased performance. In instance, it has been shown that a healthy work-life balance promotes job performance by reducing levels of stress and increasing levels of job satisfaction. The findings of the study, on the other hand, indicated that there were no substantial correlations between the demands of work and the constraints imposed by the organisation and individual job performance. The fact that this is the case shows that the academic environment, which is characterised by autonomy and flexibility, may be able to mitigate the possible negative effects that these features may have. They illustrate the complex connection between individual coping mechanisms, work-life balance, and organisational practises, which highlights the value of supportive work settings that encourage balance and proactive behaviour in the context of improving job performance. These findings emphasise the importance of these environments in the context of improving job performance.

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A STUDY ON ORGANIZATIONAL PRACTICES AND WORK BEHAVIOUR AMONG ACADEMICIANS

Dear Participant,

Thank you for agreeing to participate in this study. I am OLIVIA MICHELLA A/P JOHNSON, a Master of Human Resource Management student at the College of Business (COB), Universiti Utara Malaysia. I am currently conducting research on perceived organizational practices and work behaviour among academicians in Malaysian higher education institutions. As a result, we would appreciate it if you could carefully answer all the questions, as the information you provide will affect the accuracy and success of this study. It will take less than 15 minutes to complete the questionnaire. Please keep in mind that the responses you provide will only be used for academic purposes.

If you have any questions about this research, please revert us back to the email address of olivia7947@gmail.com.

Thank you for your time and cooperation in answering this questionnaire.

SECTION ONE

INSTRUCTIONS: With reference to your current job, please indicate your level of agreement to the following statement. Please circle the number on the scale that indicates to your choice.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My job requires all of my attention.	1	2	3	4	5
2	I feel like I have a lot of work demand.	1	2	3	4	5
3	I feel like I have a lot to do at work.	1	2	3	4	5
4	My work requires a lot from me.	1	2	3	4	5
5	I am given a lot of work to do.	1	2	3	4	5
6	I have to work hard on family-related activities.	1	2	3	4	5
7	My family requires all of my attention.	1	2	3	4	5
8	I feel like I have a lot of family demand.	1	2	3	4	5
9	I have a lot of responsibility in my family	1	2	3	4	5

SECTION TWO

INSTRUCTIONS: How often do you find it difficult or impossible to do your job because of?

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Poor equipment or supplies.	1	2	3	4	5
2	Organizational rules and procedures.	1	2	3	4	5
3	Other employees.	1	2	3	4	5
4	Your supervisor.	1	2	3	4	5
5	Lack of equipment or supplies.	1	2	3	4	5
6	Inadequate training.	1	2	3	4	5
7	Interruptions by other people.	1	2	3	4	5
8	Lack of necessary information about what to do or how to do it.	1	2	3	4	5
9	Conflicting job demands.	1	2	3	4	5
10	Inadequate help from others.	1	2	3	4	5
11	Incorrect instructions.	1	2	3	4	5

SECTION THREE

INSTRUCTIONS: When I reflect over my work and non-work activities (your regular activities outside of work such as family, friends, sports, study, etc.), over the past three months, I conclude that:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I currently have a good balance between the time I spend at work and the time I have available for non-work activities.	1	2	3	4	5

2	I have difficulty balancing my work and non-work activities.	1	2	3	4	5
3	I feel that the balance between my work demands, and non-work activities is currently about right.	1	2	3	4	5
4	Overall, I believe that my work and non-work life are balanced	1	2	3	4	5

SECTION FOUR

INSTRUCTIONS: With reference to yourself, please indicate your level of agreement to the following statement. Please circle the number on the scale that indicates to your choice.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I am a "take charge" person.	1	2	3	4	5
2	I try to let things work out on their own.	1	2	3	4	5
3	After attaining a goal, I look for another, more challenging one.	1	2	3	4	5
4	I like challenges and beating the odds.	1	2	3	4	5
5	I visualize my dreams and try to achieve them.	1	2	3	4	5
6	Despite numerous setbacks, I usually succeed in getting what I want.	1	2	3	4	5

7	I try to pinpoint what I need to succeed.	1	2	3	4	5
8	I always try to find a way to work around obstacles nothing really stops me.	1	2	3	4	5
9	I often see myself failing so I don't get my hopes up too high.	1	2	3	4	5
10	When I apply for a position, I imagine myself filling it.	1	2	3	4	5
11	I turn obstacles into positive experiences.	1	2	3	4	5
12	If someone tells me I can't do something, you can be sure I will do it.	1	2	3	4	5
13	When I experience a problem, I take the initiative in resolving it.	1	2	3	4	5
14	When I have a problem, I usually see myself in a no-win situation.	1	2	3	4	5

SECTION FIVE

INSTRUCTIONS: With reference to yourself, please indicate your level of agreement to the following statement. Please circle the number on the scale that indicates to your choice.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I managed to plan my work so that I finished it on time.	1	2	3	4	5
2	I kept in mind the work result I needed to achieve.	1	2	3	4	5
3	I was able to set priorities.	1	2	3	4	5
4	I was able to carry out my work efficiently.	1	2	3	4	5
5	I managed my time well.	1	2	3	4	5
6	On my own initiative, I started new task when my old tasks were completed.	1	2	3	4	5
7	I took on challenging tasks when they were available.	1	2	3	4	5
8	I worked on keeping my job-related knowledge up-to-date.	1	2	3	4	5
9	I worked on keeping my work skills up-to-date.	1	2	3	4	5
10	I came up with creative solutions for new problems.	1	2	3	4	5
11	I took on extra responsibilities.	1	2	3	4	5

12	I continually sought new challenges in my work.	1	2	3	4	5
13	I actively participated in meetings and/or consultations.	1	2	3	4	5
14	I complained about minor work-related issues at work.	1	2	3	4	5
15	I made problems at work bigger than they were.	1	2	3	4	5
16	I focused on the negative aspects of situation at work instead of the positive aspects.	1	2	3	4	5
17	I talked to colleagues about the negative aspects of my work.	1	2	3	4	5
18	I talked to people outside the organization about the negative aspects of my work	1	2	3	4	5

PERSONAL INFORMATION

INSTRUCTIONS: This part contains a few demographic information pertaining to yourself. Please tick (/) in the box or write your response in the space provided.

1. Gender

☐ Male ☐ Female

2. Age

☐ 24 and below ☐ 25 – 34 ☐ 35 – 44 ☐ 45 – 54 ☐ 54 and above

3. Marital Status

☐ Single ☐ Married ☐ Divorced/ Widowed/
Seperated

4. Academic Qualification

☐ Bachelor Degree ☐ Master Degree ☐ Doctoral Degree

5. Position

☐ Tutor ☐ Lecturer ☐ Senior Lecturer

☐ Professor ☐ Associate Professor

6. Type of employment

☐ Permanent ☐ Contract

7. Length of service as an academician in the academic field

☐ Less than 5 years ☐ 5 - 10 years ☐ 11 - 15 years ☐ 16 -
20 years

☐ 21 - 25 years ☐ 26 - 30 years ☐ 30 years and above

8. Length of service in the current higher education institution

☐ Less than 5 years ☐ 5 - 10 years ☐ 11 - 15 years ☐ 16 -
20 years

☐ 21 - 25 years ☐ 26 - 30 years ☐ 30 years and above



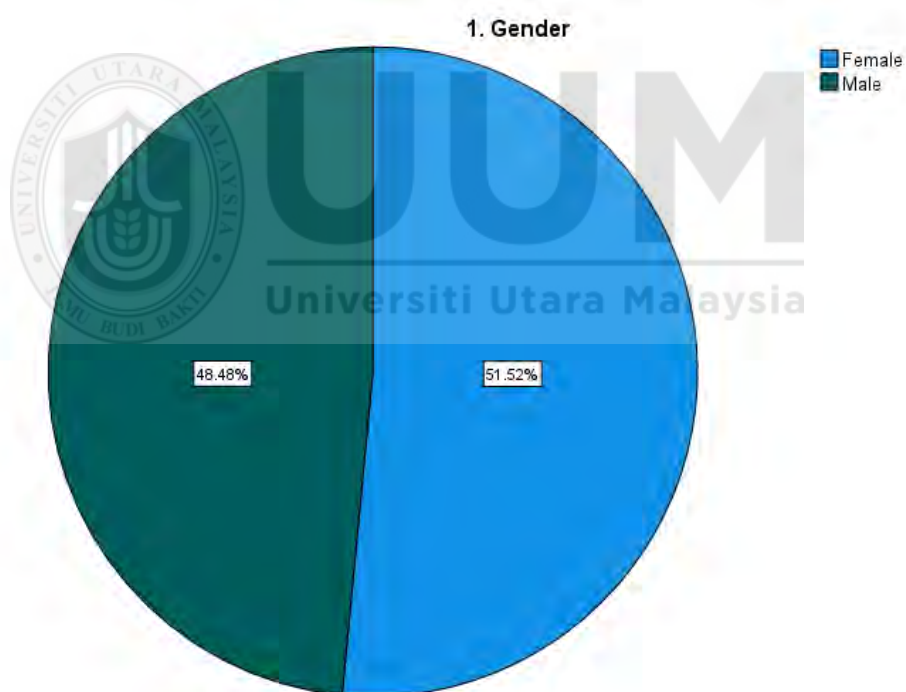
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APPENDIX B - FREQUENCIES DISTRIBUTION OF RESPONDENTS

PROFILE

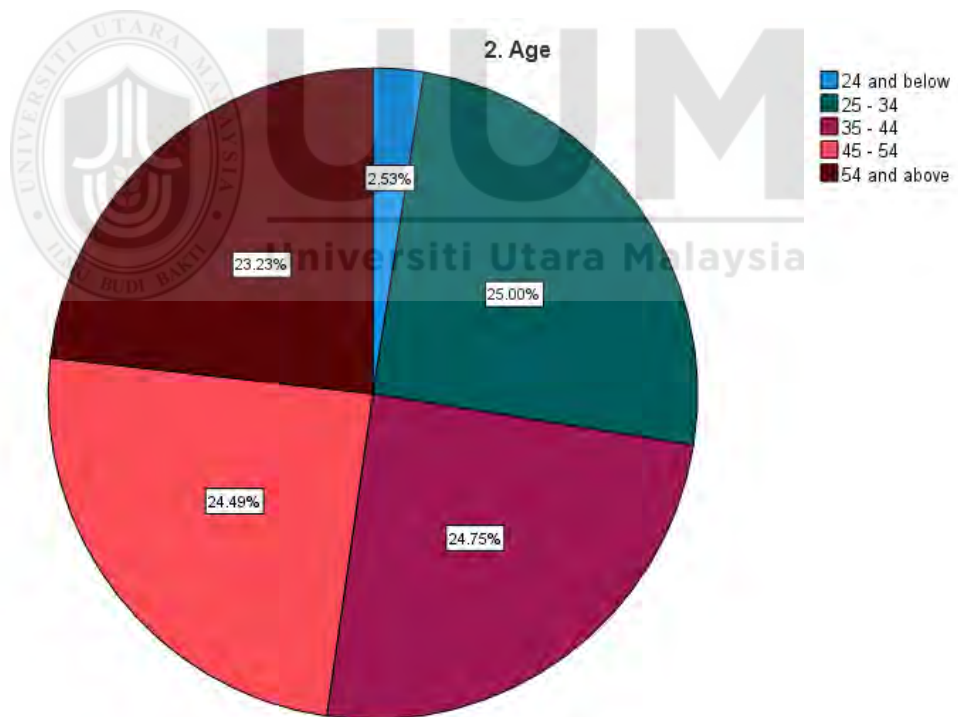
1. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	204	51.5	51.5	51.5
	Male	192	48.5	48.5	100.0
	Total	396	100.0	100.0	



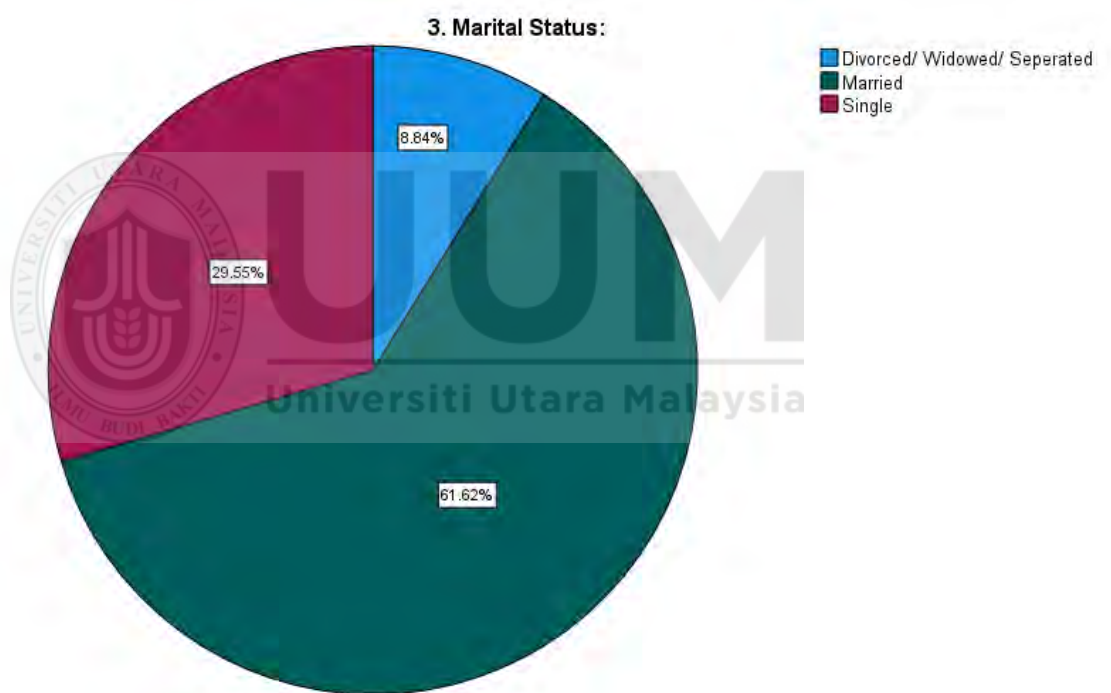
2. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24 and below	10	2.5	2.5	2.5
	25 - 34	99	25.0	25.0	27.5
	35 - 44	98	24.7	24.7	52.3
	45 - 54	97	24.5	24.5	76.8
	54 and above	92	23.2	23.2	100.0
	Total	396	100.0	100.0	



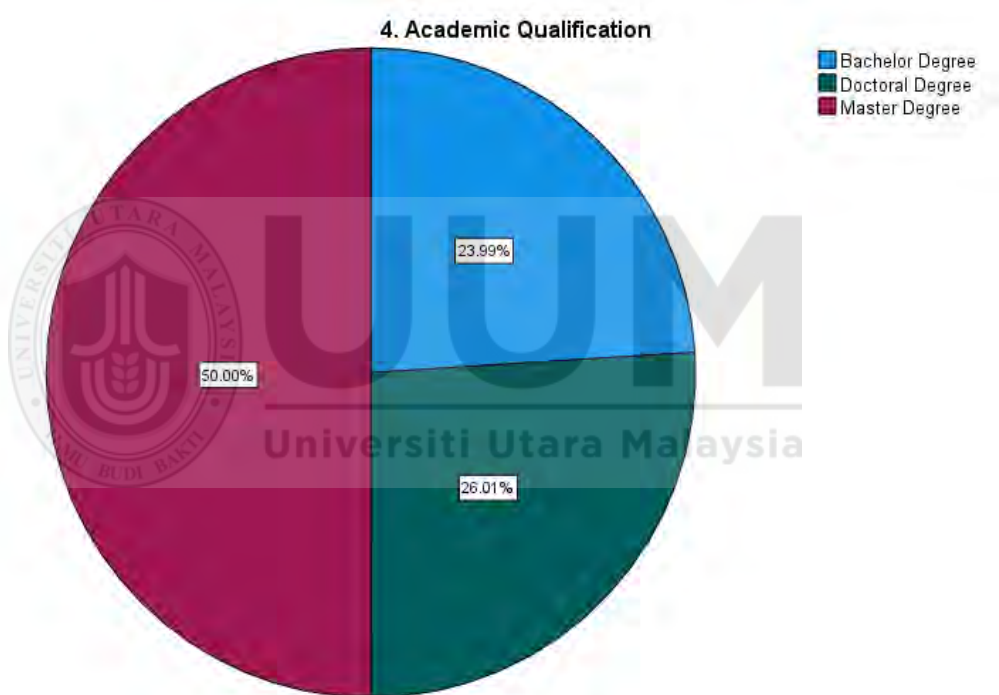
3. Marital Status:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Divorced/ Widowed/ Seperated	35	8.8	8.8	8.8
	Married	244	61.6	61.6	70.5
	Single	117	29.5	29.5	100.0
	Total	396	100.0	100.0	



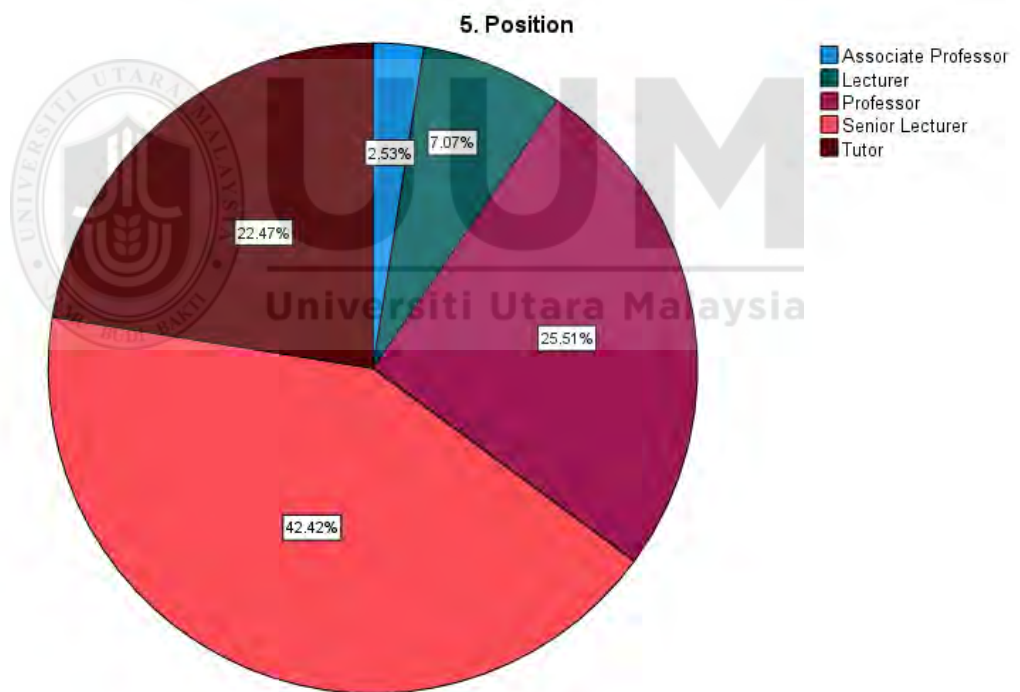
4. Academic Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor Degree	95	24.0	24.0	24.0
	Doctoral Degree	103	26.0	26.0	50.0
	Master Degree	198	50.0	50.0	100.0
	Total	396	100.0	100.0	



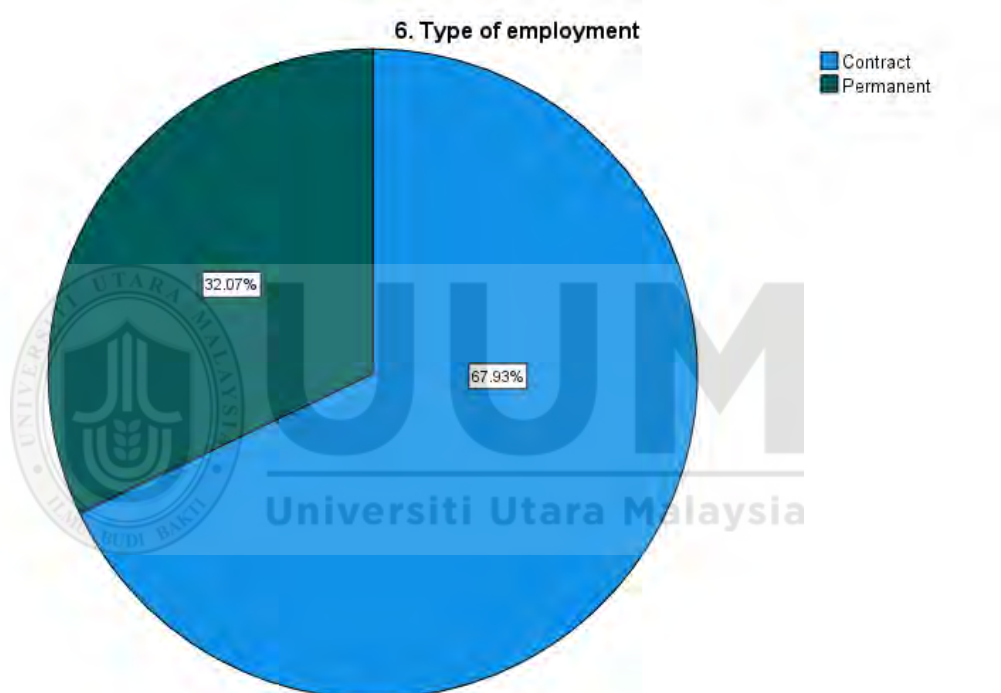
5. Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associate Professor	10	2.5	2.5	2.5
	Lecturer	28	7.1	7.1	9.6
	Professor	101	25.5	25.5	35.1
	Senior Lecturer	168	42.4	42.4	77.5
	Tutor	89	22.5	22.5	100.0
	Total	396	100.0	100.0	



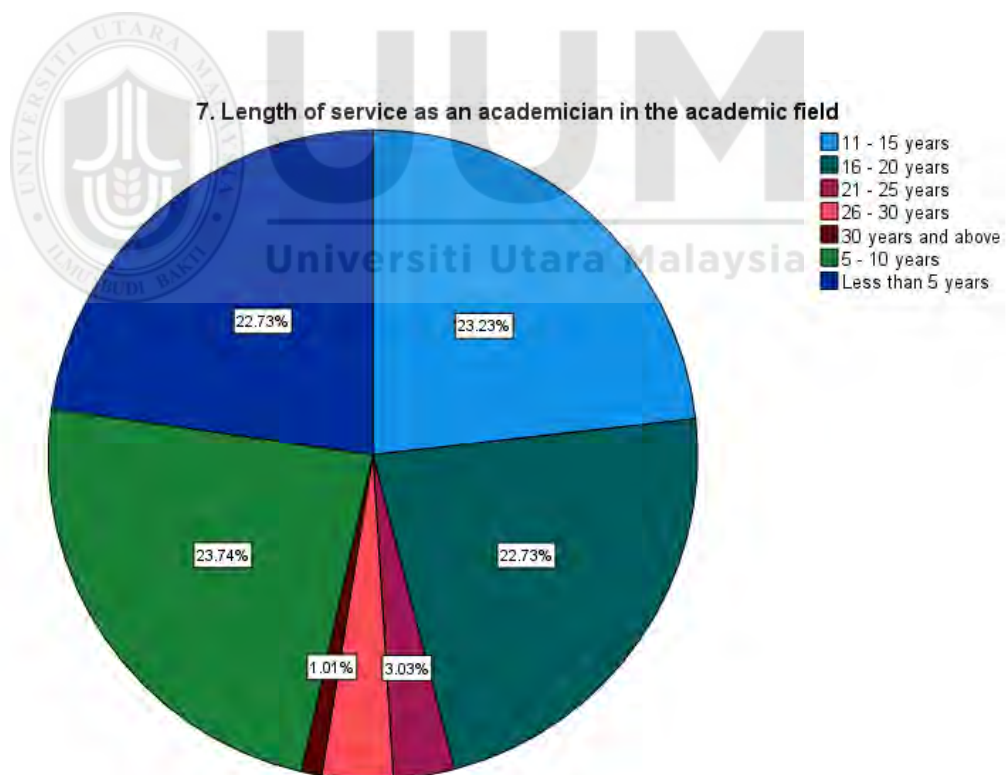
6. Type of employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Contract	269	67.9	67.9	67.9
	Permanent	127	32.1	32.1	100.0
	Total	396	100.0	100.0	



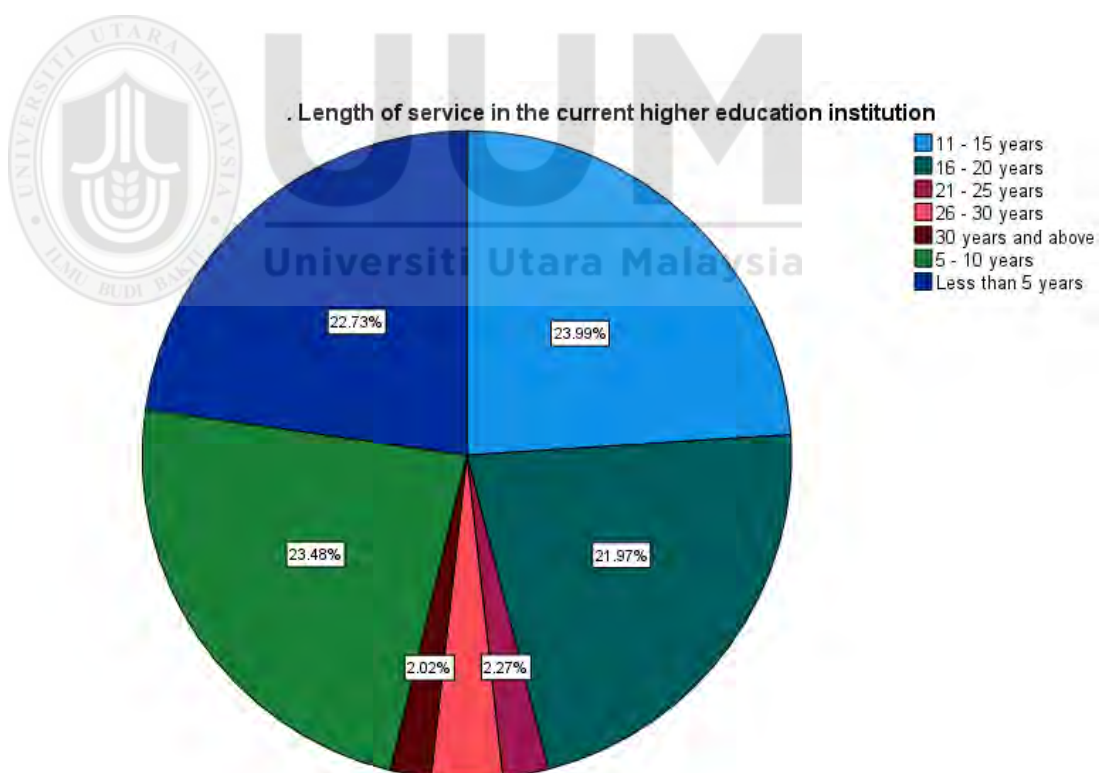
7. Length of service as an academician in the academic field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11 - 15 years	92	23.2	23.2	23.2
	16 - 20 years	90	22.7	22.7	46.0
	21 - 25 years	12	3.0	3.0	49.0
	26 - 30 years	14	3.5	3.5	52.5
	30 years and above	4	1.0	1.0	53.5
	5 - 10 years	94	23.7	23.7	77.3
	Less than 5 years	90	22.7	22.7	100.0
	Total	396	100.0	100.0	



8. Length of service in the current higher education institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11 - 15 years	95	24.0	24.0	24.0
	16 - 20 years	87	22.0	22.0	46.0
	21 - 25 years	9	2.3	2.3	48.2
	26 - 30 years	14	3.5	3.5	51.8
	30 years and above	8	2.0	2.0	53.8
	5 - 10 years	93	23.5	23.5	77.3
	Less than 5 years	90	22.7	22.7	100.0
	Total	396	100.0	100.0	



APPENDIX C: DESCRIPTIVE STATISTICS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Job Demand	396	1.44	5.00	3.7666	1.13245
Organizational Constraint	396	1.45	5.00	3.7514	1.14501
Work Life Balance	396	1.25	5.00	3.7538	1.19267
Proactive Coping	396	1.50	5.00	3.7684	1.12626
Job Performance	396	1.50	5.00	3.7626	1.12412
Valid N (listwise)	396				



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APPENDIX D: PEARSON CORRELATION ANALYSIS

Correlations

		Job Demand	Organizational Constraint	Work Life Balance	Proactive Coping	Job Performance
Job Demand	Pearson Correlation	1	.889**	.806**	.987**	.888**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	396	396	396	396	396
Organizational Constraint	Pearson Correlation	.889**	1	.905**	.937**	.989**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	396	396	396	396	396
Work Life Balance	Pearson Correlation	.806**	.905**	1	.839**	.945**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	396	396	396	396	396
Proactive Coping	Pearson Correlation	.987**	.937**	.839**	1	.927**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	396	396	396	396	396
Job Performance	Pearson Correlation	.888**	.989**	.945**	.927**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	396	396	396	396	396

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

APPENDIX E: MULTIPLE REGRESSION RESULT

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.040	.017		2.357	.019
	Job Demand	.289	.035	.291	8.207	.000
	Organizational Constraint	.809	.020	.824	40.490	.000
	Work Life Balance	.240	.010	.254	24.596	.000
	Proactive Coping	-.345	.047	-.346	-7.403	.000

a. Dependent Variable: Job Performance

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.996 ^a	.993	.993	.09473

a. Predictors: (Constant), Proactive Coping, Work Life Balance, Organizational Constraint, Job Demand

b. Dependent Variable: Job Performance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	495.629	4	123.907	13808.512	.000 ^b
	Residual	3.509	391	.009		
	Total	499.137	395			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Proactive Coping, Work Life Balance, Organizational Constraint, Job Demand



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