THE INFLUENCE OF PROFESSIONAL DEVELOPMENT, WORK-LIFE BALANCE AND FLEXIBLE WORKING HOURS ON LECTURER PERFORMANCE IN PRIVATE HIGHER EDUCATION INSTITUTIONS

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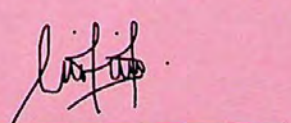
Tandatangan *(Signature)* : 

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ABSTRACT

This study examined the influence of professional development, work-life balance, and flexible working hours that are the key components of indirect compensation that effect on lecturer performance in Malaysia's private higher education institutions (Institut Pengajian Tinggi Swasta, IPTS). Guided by Vroom's Expectancy Theory, the research aimed to determine the extent to which these factors contribute to sustaining motivation and enhancing productivity among lecturers. A quantitative research design was employed, using a structured questionnaire distributed to lecturers across selected IPTS in Malaysia. A total of 367 valid responses were analyzed using descriptive statistics, reliability testing, normality analysis, Spearman's rho correlation, and regression analysis. The findings indicated significant positive relationships between all three independent variables and lecturer performance, highlighting the pivotal role of indirect compensation in fostering lecturers' engagement and achieving institutional goals. This study enriches the literature on human resource practices in higher education and provides practical insights for institutional leaders in designing strategies to improve lecturer performance. Limitations and recommendations for future research are also discussed.

Keywords: professional development, work-life balance, flexible working hours, lecturer performance, private higher education institutions, expectancy theory

ABSTRAK

Kajian ini mengkaji pengaruh pembangunan profesional, keseimbangan kerja-kehidupan, dan waktu kerja fleksibel yang merupakan komponen utama pampasan tidak langsung yang mempengaruhi prestasi pensyarah di institusi pengajian tinggi swasta Malaysia (Institut Pengajian Tinggi Swasta, IPTS). Berpandukan Teori Jangkaan Vroom, kajian ini bertujuan menentukan sejauh mana faktor-faktor tersebut menyumbang kepada pemerkasaan motivasi dan peningkatan produktiviti dalam kalangan pensyarah. Reka bentuk penyelidikan kuantitatif telah digunakan dengan mengedarkan soal selidik berstruktur kepada pensyarah di IPTS terpilih di Malaysia. Sebanyak 367 respons yang sah telah dianalisis menggunakan statistik deskriptif, ujian kebolehpercayaan, analisis kenormalan, korelasi Spearman's rho, dan analisis regresi. Dapatan kajian menunjukkan hubungan positif yang signifikan antara ketiga-tiga pemboleh ubah bebas dan prestasi pensyarah, sekali gus menegaskan peranan penting pampasan tidak langsung dalam meningkatkan penglibatan pekerja serta pencapaian matlamat institusi. Kajian ini memperkaya literatur amalan pengurusan sumber manusia dalam pendidikan tinggi dan memberikan pandangan praktikal kepada pihak pengurusan institusi dalam merangka strategi peningkatan prestasi pensyarah. Keterbatasan kajian dan cadangan untuk penyelidikan masa hadapan turut dibincangkan.

Kata kunci: pembangunan profesional, keseimbangan kerja-kehidupan, waktu kerja fleksibel, prestasi pensyarah, institusi pengajian tinggi swasta, teori jangkaan

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LIST OF ABBREVIATIONS

Abbreviation	Descriptions
IPTS	Private Higher Education Institution
DV	Dependent Variable
IV	Independent Variable
SPSS	Statistical Package for Social Science
PD	Professional Development
WH	Flexible Working Hour
WLB	Work-Life Balance

LIST OF APPENDICES

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provides an overview of the research on the influence of selected non-monetary of the indirect compensation namely professional development, work-life balance and flexible working hours on lecturer performance in Malaysia private higher education institutions (Institut Pengajian Tinggi Swasta, IPTS). It includes the study's background, problem statement, research question, objective, scope, significance both theoretical and practical, and operational definitions.

1.2 Background of Study

The landscape of higher education in Malaysia has experienced remarkable growth, particularly within private higher education institutions, (Institut Pengajian Tinggi Swasta, IPTS). IPTS encompasses various categories of institutions, including University, Foreign University Branch Campuses, University College and Colleges. As of 2023, Malaysia hosted over 440 IPTS institutions, contributing significantly to the national education system by accommodating both local and international students and employing over 25000 lecturers (Ministry of Higher Education, 2023). Despite their pivotal role in supporting Malaysia's educational aspirations, private colleges continued to face persistent challenges related to compensation and benefits system for lecturers.

Lecturer performance is a critical determinant of IPTS effectiveness, as it directly impacts teaching quality, student learning outcomes, research innovation, and the institution's reputation both nationally and globally (Chong et al., 2022; Lim & Hassan, 2023). High-

performing lecturers are not only able to deliver academic content effectively but also to mentor students, conduct impactful research, and contribute to the academic community's development. The ability of IPTS to sustain and enhance lecturer performance is vital in maintaining competitiveness in the higher education sector, ensuring institutional sustainability in the long run (Rahman et al., 2022).

Compensation and benefits refer to the monetary and non-monetary reward that employees receive in exchange for their work. Compensation typically includes salaries, wages, bonusses and commissions, while benefits may comprise health insurance, retirement plans, paid and other perks (Dessler, 2021). Together, they form a comprehensive package aimed at attracting, motivating and retaining employees. A well-structured compensation and benefits system is crucial as it not only ensured fair remuneration but also enhanced job satisfaction, boosted morale, and increased productivity among employees (Milkovich et al., 2022). In the context of higher education such systems were vital for recruiting and retaining qualified academic staff, thereby maintaining the quality of education and research outputs (Rahman et al., 2022).

One of the critical issues was the disparity in compensation packages between private and public institutions. According to Rahman et al. (2022), lecturer in private colleges earned on average 20 – 30 % less than their counterparts in publics universities. This significant gap in financial remuneration not only affected their job satisfaction but also hampered their motivation to excel in teaching and research (Nguyen & Bui, 2022). Furthermore, a study by Lim et al. (2023) revealed that only 45% of private colleges in Malaysia offered professional development programs such as funded research opportunities, training workshops or conference sponsorship, which limited lecturers' ability to enhance their expertise and deliver high-quality education.

In addition to financial constraints, work-life balance remained a pressing concern. According to the Malaysia Employers Federation (MEF, 2023), only 35% of private colleges

offered adequate initiatives to support work-life balance. This insufficiency led to burnout and a decline in productivity, as lecturers struggled to balance their professional and personal commitments. Work-life balance was particularly crucial in academia, where lecturers were required to juggle teaching, research and administrative duties. Supporting evidence from Chong et al. (2022) demonstrated that institutions with robust work-life balance policies reported lower absenteeism rate and improved employee morale. In addition, Lim and Hassan (2023) identified that lecturers experienced a positive work-life balance were more likely to deliver high quality education. Meanwhile, studies by Mahmud et al. (2022) stressed the need for targeted initiative to address the unique challenges faced lecturers in private institutions.

Moreover, flexible working hours also played a vital role in enhancing job satisfaction and performance. Research by Abdullah and Lee (2023) found that less than 40% of IPTS provided flexibility in working arrangement, which negatively impacted lectures, overall efficiency and morale. Flexibility enabled lecturers to manage their time effectively, improving both their personal well-being and professional output. However, the lack of such policies in IPTS has resulted in dissatisfaction and high turnover rates among lecturers (Zainuddin et al.,2022). Further studies by Wong et al. (2023) demonstrated that flexible work hour arrangements significantly reduced stress levels and increased productivity. Moreover, Ariffin et al. (2022) also found that institutions offering flexible schedules reported higher employee retention rates. Lastly, Hasan and Karim (2023) argued that implementing flexible working hours fostered a sense of autonomy, which was critical for lecturers, creativity and performance.

These statistics underlined the urgent need for private colleges in Malaysia to reassess their indirect compensation. By addressing the gaps in professional development, work- life balance and flexible working hour arrangements, these institutions could create a supportive environment that enhanced lecturer performance and contributed to their long-term success.

1.3 Problem Statement

Lecturers in private colleges play a crucial role in shaping the quality of education and institutional reputation. However, their ability to perform effectively was often hindered by several challenges within the compensation and benefits systems offered by these institutions. One significant issue was the lack of adequate professional development opportunities. Many private colleges failed to provide sufficient support for lecturer to stay updated with the latest developments in their fields. According to Lim et al. (2023), less than 50% of private colleges in Malaysia offered robust professional development initiatives, leaving lecturer ill-equipped to deliver innovative and impactful education. This deficiency limited their career growth and ability to meet institutional expectation, ultimately affecting their performance.

Given these constraints, it is evident that lecturer performance, an essential factor in ensuring effective teaching delivery, excellent student learning outcomes, and impactful, relevant research, is closely linked to the availability of strategic support systems. Failure to achieve high performance standards can undermine the image of IPTS, reduce competitiveness, and create negative perceptions among stakeholders (Lim & Hassan, 2023). Therefore, strengthening lecturer performance requires targeted strategies focused on professional development, work-life balance, and flexible working hours as core elements of indirect compensation.

Another pressing challenge was the inadequate implementation of work-life balance policies. Over 70% of lecturers in private colleges report difficulties in balancing their professional responsibilities with personal life demands (Chong et al., 2023). The absence of effective policies to address workload, provide personal time flexibility and reduce stress contributed to burnout and dissatisfaction among lecturers. These conditions not only lowered the productivity but also affected their engagement and commitment to teaching and research activities. Additionally, Lim and Hassan (2023) emphasized the negative impact of poor work-

life balance on lecturer's mental health and productivity. Therefore, work-life balance remained a critical area that required attention to ensure lecturers could perform their duties without compromising their well-being.

A third challenge was the limited availability of flexible working hour arrangements in private colleges. Flexibility in work schedules was crucial for lecturers to manage the diverse demands of their roles including teaching, research and administrative responsibilities. However, less than 40% of private colleges in Malaysia offered flexible working options (Wong et al., 2023). This rigidity forced lecturers to adhere to fixed schedules, which often conflicted with personal and professional priorities. The lack of flexibility led to dissatisfaction increased turnover rates and reduced overall performance. Institution that failed to address this issue risked losing talented educators to competitors that offered more accommodating work environments. Flexible working arrangements had been shown to improve job satisfaction and enhance performance as supported by Zainuddin et al. (2022). Hasan and Karim (2023) noted that the absence of flexible policies created barriers to achieving optimal performance leading to higher turnover rate and diminished morale. This, in turn, resulted in decreased institutional stability, reduced lecturer engagement and a negative impact on student learning outcomes.

Together, these challenges highlighted the pressing need for private colleges to re-evaluate their indirect compensation. While existing research had explored the importance of compensation and benefits in general workforce retention, there was a lack of empirical studies focusing specifically on how professional development, work-life balance and flexible working arrangements collectively impacted lecturer performance in private colleges. Many prior studies had primarily examined each factor in isolation rather than assessing their combined influence. The research sought to address this gap by providing a holistic analysis of how these three key elements interacted to influence lecturer satisfaction, job performance and institutional effectiveness. By tackling these issues, private college could enhance lecturer

performance and improve educational outcomes and contribute to a more sustainable and competitive higher education sector in Malaysia.

1.4 Research Questions

The research questions for this study were as follows:

1.4.1 What is the relationship between professional development and lecturer performance?

1.4.2 What is the relationship between work-life balance and lecturer performance?

1.4.3 What is the relationship between flexible working hours and lecturer performance?

1.5 Research Objectives

The objectives of this study were as follow:

1.5.1 To examine the relationship between professional development and lecturer performance.

1.5.2 To examine the relationship between work-life balance and lecturer performance.

1.5.3 To examine the relationship between flexible working hours and lecturer performance.

1.6 Scope of Study

The study focused on individual lecturers employed in private colleges across Malaysia. It explored their perceptions and experiences regarding professional development, work-life balance and flexible working hour arrangements. Data collection involved lecturers from various IPTS to ensure a representative sample.

1.7 Significance of Study

The significance of this research was examined from both theoretical and practical perspectives:

1.7.1 Theoretical Perspective

The research contributed to the academic discourse on human resource management in higher education by exploring the specific impacts of compensation and benefit systems on lecturer performance in private college. It provided empirical evidence on the significance of professional development, work-life balance and flexible working hours, thereby enriching the existing literature. The study also extended the application of Expectancy Theory, developed by Vroom (1964) in the context of higher education.

The relationship between Expectancy Theory and conceptual framework of this study was evident in how professional development, work-life balance and flexible working hours influenced lecturer performance. Professional development enhanced that expectancy by equipping lecturers with essential skills, increasing their confidence that greater effort would lead to better performance. Work-life balance aligned with instrumentality, as lecturers who perceived a supportive work-life balance environment were more likely to believe that their efforts would be rewarded through increased job satisfaction and reduced stress. Flexible working hours contributed to valance by providing autonomy allowing lecturers to value their roles more positively.

When private college implemented strong professional development programs, promote work-life balance and offered flexible working hours, lecturers become more motivated, engaged and productive in their roles. This alignment between compensation and benefit systems and lecturer performance underscored the applicability of Expectancy Theory

in higher education management, highlighting the need for policies that foster motivation and institutional effectiveness.

1.7.2 Practical Perspective

For policymakers and administrators in Malaysia's IPTS, this study offered valuable insights into designing effective compensation and benefit systems. By understanding the factors that enhanced lecturer performance, institutions could implement strategies that improved job satisfaction, reduced turnover and elevated educational quality.

Reducing turnover ensured continuity in college expertise and minimized disruptions in academic programs. Meanwhile, enhancing educational quality strengthened student learning outcomes, institutional reputation and overall competitiveness in the higher education sector. Practically, this study also offered actionable insights for private college to develop competitive of indirect compensation strategies to attract and retain talented lecturer.

1.8 Operational Definition of Terms

Items	Definition (Operational definition)	Source
Lecturer Performance	The degree to which the level of success lecturers achieves in delivering quality teaching, producing research and fulfilling administrative responsibilities as well as the effectiveness and productivity of lecturers in fulfilling their duties.	Gibbs & Coffey (2021)
Professional Development	The extent to which the initiatives and opportunities provided by institution for lecturers to enhance their skills and knowledge.	Lim et al. (2023)

Work-Life Balance	The degree to which lecturer can manage their professional duties and personal life without experiencing undue stress by equilibrium between professional responsibilities and personal life activities.	Greenhaus & Allen (2021)
Flexible Working Hours	The extent to which ability of lecturers to adjust their work schedules to accommodate personal and professional needs by work arrangements that allow flexibility in start and end times.	Wong et al. (2023)

1.9 Organization of Thesis

This thesis was structured into five chapter. Chapter 1 introduced the background of the study, the research problem, objective, research question, scope and significance from both theoretical and practical perspective. Chapter 2 provided a review of relevant literature concerning compensation and benefit system, specifically focusing on professional development, work-life balance and flexible working hours and their relationship with lecturer performance. Chapter 3 outlined the research methodology, including the research design, sampling techniques, data collection procedures and methods of data analysis. Chapter 4 presented the research findings and provided a detailed discussion of the results in relation to the research objectives and existing literature. Finally, chapter 5 concluded the study by summarizing the key findings and offering practical recommendation as well as suggestions for future research and policy development.

1.10 Chapter Summary

This chapter established the foundation for investigating the effects of compensation and benefit systems specifically professional development, work-life balance and flexible working hours on lecturer performance in Malaysia private colleges. It articulated the research problem, objectives and significance, thereby setting the stage for a comprehensive analysis in the subsequent chapters.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examines the theoretical and empirical foundations relevant to the research by first providing conceptual definitions of the key variables: professional development, work-life balance, and flexible working hours as the independent variables, and lecturer performance in IPTS as the dependent variable. It then discusses the underpinning theory guiding this study, namely Vroom's Expectancy Theory, and reviews past empirical studies to establish a strong basis for hypothesis development. Finally, the chapter presents the conceptual framework that integrates these variables and illustrates the relationships that form the foundation of the research.

2.2 Conceptual Definition of Terms

The conceptual definitions of terms in this research are as follows:

2.2.1 Lecturer Performance

Lecturer performance refers to the effectiveness and productivity of lecturer in fulfilling their teaching, research and administrative responsibilities. It encompasses multiple dimensions, including instructional quality, research output, student engagement and contribution to institutional goals (Gibbs & Coffey, 2021). In the context of IPTS, lecturer performance is a critical determinant of institutional reputation, student learning outcomes, and competitive positioning in the higher education sector (Chong et al., 2023). High levels of performance not only enhance the quality of academic delivery but also strengthen institutional sustainability through improved student satisfaction, graduate employability, and research impact (Lim & Hassan, 2023).

According to Gibbs and Coffey (2021), lecturer performance is closely linked to institutional reputation and student outcome, making it a critical metric in higher education. Biggs (2022) emphasizes that performance evaluation in academic must consider the diverse roles lecturers play from curriculum development to professional mentorship. The Ministry of Higher Education Malaysia (2023) highlights the growing emphasis on performance-based reward in private institutions, thereby underscoring its relevance in this study.

2.2.2 Professional Development

Professional development refers to the initiatives and opportunities provided by institutions to enhance the skills, knowledge and career growth of lecturers. These may include training workshops, conferences research funding and continuous education (Lim et al., 2023). These initiatives often include training workshops, seminars, academic conferences, research grants, mentorship programs, and opportunities for further study, all of which aim to strengthen lecturers' teaching capabilities, research expertise, and professional networks (Chong et al., 2022). In the context of IPTS, professional development is essential for enabling lecturers to keep pace with rapid changes in pedagogical approaches, technological integration, and industry demands, thereby ensuring the delivery of innovative and high-quality education (Yusoff & Abdullah, 2023).

Research has consistently shown that well-designed professional development programs contribute to improved lecturer performance by enhancing job satisfaction, motivation, and institutional commitment (Rahman & Lee, 2022). Institutions that invest in continuous learning opportunities for academic staff not only report higher levels of engagement but also benefit from increased research output, improved teaching evaluations, and stronger student outcomes (Lim et al., 2023). Conversely, the absence of professional development opportunities can lead to diminished morale, reduced productivity, and higher turnover rates among lecturers (Chong et al., 2022). Within this study, professional

development is conceptualised as a key independent variable influencing lecturer performance, as it equips educators with the necessary skills and confidence to meet institutional goals and sustain competitiveness in the higher education sector.

2.2.3 Work-Life Balance

Work-life balance refers to an individual's ability to effectively manage and allocate time, energy, and commitment between professional responsibilities and personal life demands in a manner that promotes overall well-being and sustained productivity (Greenhaus & Allen, 2021). In the context of higher education, work-life balance is particularly crucial for lecturers who often face multiple and overlapping roles, including teaching, research, academic advising, and administrative duties (Chong et al., 2023). Maintaining a healthy balance enables lecturers to meet institutional expectations while safeguarding their mental and physical health, which in turn supports consistent performance and professional growth (Lim et al., 2023).

Empirical evidence demonstrates that effective work-life balance policies reduce burnout, enhance job satisfaction, and foster greater organisational commitment (Greenhaus & Allen, 2021). Institutions that actively implement supportive practices such as manageable teaching loads, flexible scheduling, and access to wellness programs, report higher lecturer engagement, improved teaching quality, and greater retention rates (Chong et al., 2023). Conversely, insufficient work-life initiatives in IPTS contribute to stress, decreased motivation, and diminished performance, which can negatively impact both student learning outcomes and institutional reputation (Lim et al., 2023).

In this study, work-life balance is conceptualised as a key independent variable that can significantly influence lecturer performance. A balanced integration of work and personal life not only sustains lecturers' well-being but also enhances their capacity to deliver high-quality teaching and contribute to the broader academic community (Sirgy & Lee, 2022).

2.2.4 Flexible Working Hours

Flexible working hours refer to employment arrangements that allow employees to adjust their work schedules, locations, or patterns to better align with both professional obligations and personal commitments (Wong et al., 2023). In higher education, flexible working arrangements may include options such as staggered start and end times, compressed workweeks, remote teaching, or hybrid work models. Such flexibility promotes greater autonomy, improves time management, and enables lecturers to respond effectively to the diverse demands of teaching, research, and administrative responsibilities (Ariffin et al., 2022).

Research has shown that flexible working hours enhance job satisfaction, reduce workplace stress, and increase productivity (Sirgy & Lee, 2022). In the academic context, flexibility empowers lecturers to balance competing priorities, leading to improved teaching quality, stronger research output, and greater engagement in institutional activities (Abdullah & Lee, 2023). Moreover, institutions offering flexible work policies often experience higher retention rates, lower turnover, and enhanced organisational commitment (Ariffin et al., 2022). Conversely, rigid scheduling can lead to dissatisfaction, work-life conflict, and reduced performance, particularly in roles requiring high levels of creativity and independent work, such as lecturer.

In this study, flexible working hours are conceptualised as a critical independent variable influencing lecturer performance. By enabling lecturers to manage their workload in ways that suit their professional and personal needs, flexible working arrangements can foster an environment that supports academic excellence, promotes well-being, and strengthens the overall effectiveness of private higher education institutions.

2.3 Underpinning Theory

2.3.1 Expectancy Theory

Expectancy Theory, developed by Vroom (1964), provides a robust framework for understanding motivation in organizational settings. The theory posits that individuals are motivated to perform tasks when they believe that their effort will lead to effective performance, which in turn will result in desirable rewards. This relationship between effort, performance, and rewards is explained through its three core constructs: expectancy (the belief that effort will lead to performance), instrumentality (the belief that performance will lead to rewards), and valence (the value an individual places on those rewards). Expectancy refers to the belief that putting in more effort will lead to improved performance. Instrumentality denotes the perception that performing well will result in specific rewards. Valance is the value that individuals place on the rewards they expect to receive (Vroom, 1964).

In the context of this research, Expectancy Theory offers a compelling explanation for how professional development, work-life balance and flexible working hours influence lecturer performance in private colleges. Professional development initiatives enhance expectancy by equipping lecturers with the skills and knowledge they need to excel in their academic and administrative roles. When lecturers perceive that effort in engaging with professional development opportunities leads to improved teaching, research and career outcomes, their motivation to perform increases (Lim et al., 2023).

Work-life balance aligns with instrumentality, as lecturers see the implementation of supportive policies such as reduced workloads or mental health initiatives as a pathway to achieving both professional success and personal well-being. Institutions that foster work-life balance effectively demonstrate that lecturers' efforts will lead to valued outcomes such as reduced stress and enhanced job satisfaction (Greenhous & Allen, 2021). Furthermore, Mahmud et al. (2022) highlighted that effective work-life balance policies are associated with

improved lecturer engagement and retention.

Flexible working hours correspond to valence as they cater to lecturers' individual preferences and needs. When institution offer flexible scheduled, lecturers are able to balance teaching, research and personal responsibilities more effectively. This autonomy makes the rewards of their efforts more meaningful, further enhancing their motivation to perform (Wong et al., 2023). Additionally, Abdullah and Lee (2023) noted that flexible working hour arrangements significantly reduce turnover rates and improve lecturer satisfaction.

By linking these constructs, Expectancy Theory provides a clear framework for understanding how compensation and benefit systems influence lecturer performance. A visual representation of this framework illustrates how professional development, work-life balance and flexible working hours contribute to improved performance through the mechanisms of expectancy, instrumentality and valence.

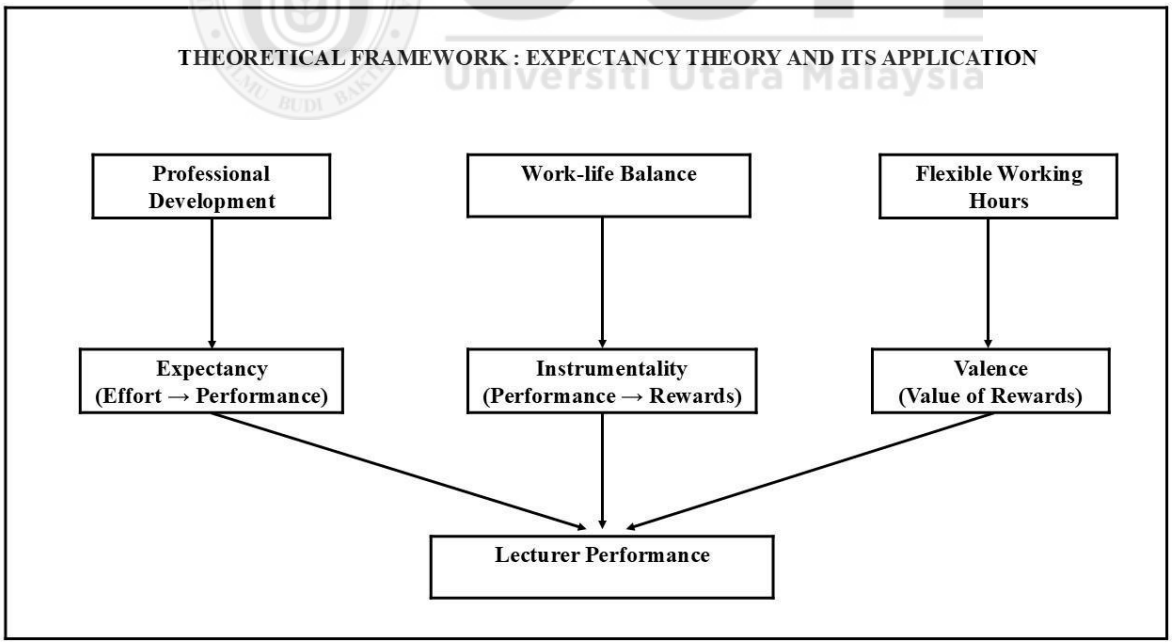


Figure 2.1
Theoretical Framework: Expectancy Theory and Its Application

The relevance of the theory is further supported by empirical studies. Rahman et al. (2022) emphasized that professional development enhances lecturers' capabilities which directly impacts their performance. Greenhaus and Allen (2021) demonstrated that work-life balance reduces burnout and fosters productivity. Similarly, Wong et al. (2023) highlighted that flexible working arrangements improve job satisfaction and operational efficiency.

Collectively, these findings validate the application of Expectancy Theory in this study and reinforce its significance in understanding the motivational factors that influence lecturer performance in private colleges.

2.4 Hypotheses Development

The hypotheses are develop based on empirical studies and theoretical insight into how professional development, work-life balance and flexible working hours impact lecturers' performance in private college.

2.4.1 Relationship between professional development and lecturer performance

According to Lim et al. (2023), professional development opportunities enable lecturers to stay updated with advancements in their fields, which enhances their teaching quality and research output. Abdullah et al. (2023) highlighted those institutions investing in professional development report higher engagement and satisfaction among lecturers. Additionally, Chong et al (2022) emphasized that the absence of professional development initiatives negatively impacts lecturers' performance and institutional loyalty. Thus, based on this, the study proposed the following hypothesis:

H1: Professional development has a significant and positive relationship with lecturer performance

2.4.2 Relationship between work-life balance and lecturer performance

Work-life balance is a critical determinant of job satisfaction and performance. Greenhaus and Allen (2021) emphasize that a healthy equilibrium between professional and personal life foster motivation and reduces burnout among employees. Chong et al. (2022) highlighted that lecturers with supportive work-life policies exhibit higher engagement and teaching effectiveness. Furthermore, Lim et al. (2023) demonstrated that work-life conflict negatively impacts mental health and productivity, while Mohamad and Lee (2023) found that institutions with robust work-life initiatives report lower absenteeism and improved employee retention. Hence, the following hypothesis is proposed:

H2: Work-life balance has a significant and positive relationship with lecturer performance

2.4.3 Relationship between flexible working hours and lecturer performance

Flexible working hours arrangements provide autonomy, enabling lecturers to manage their time efficiently. Wong et al. (2023) demonstrated that such flexibility enhances job satisfaction and reduces turnover intentions, ultimately improving productivity. Abdullah and Lee (2023) also reported that flexible working hours environments encourage lecturers to balance academic and administrative responsibilities effectively. In addition, findings by Ariffin et al. (2022) showed that flexibles scheduling increases research output among lecturers, while Chong and Lim (2023) highlighted its role in reducing workplace stress. Thus, the hypothesis is:

H3: Flexible working hours has a significant and positive relationship with lecturer performance

2.5 Conceptual Framework

The conceptual framework outlines the hypothesized relationships between the variables. It is illustrated as follow:

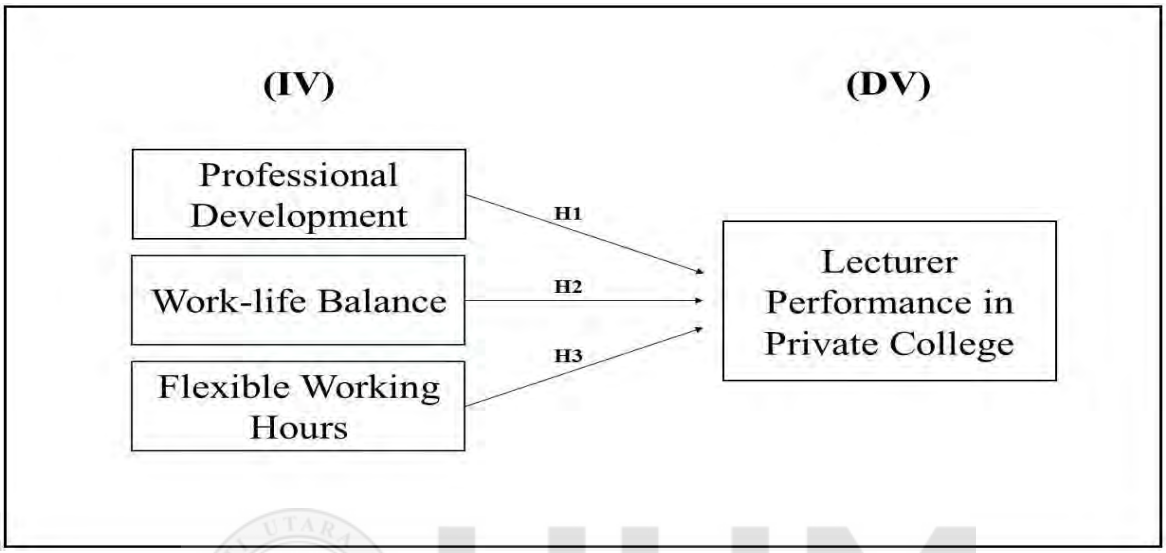


Figure 2.2
Conceptual framework for research

This conceptual framework for research is represented in Figure 2.1, the research framework illustrates the hypothesized relationship between the independent variable **(IV)** (professional development, work-life balance and flexible working hours) and the dependent variable **(DV)** (lecturer performance).

2.6 Chapter Summary

This chapter has provided a comprehensive review of literature including the conceptual definitions of the key variables and their relationship to lecturers' performance. Expectancy theory was introduced as the underpinning framework, providing a theoretical basis for understanding the motivational factors influencing lecturer performance in private college and the proposed conceptual framework for the research. The insights gained from this review will guide the methodology and analysis in subsequent chapters.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlined the methodological approach undertaken in this study. It presented the research design, population, sample size, sampling technique, measurement of variables, data collection procedure, pre-test and pilot testing, as well as techniques of data analysis. The chapter aimed to systematically investigate the relationship between professional development, work-life balance, flexible working hour arrangements and lecturer performance in private colleges in Malaysia.

3.2 Research Design

This study employed a quantitative research design using a survey methodology to collect data from lecturers in private colleges in Malaysia. It adopted a cross-sectional approach, in which data was gathered at a single point in time to examine the relationships between the variables. This approach was deemed appropriate for testing the hypothesized relationships between the independent and dependent variables in this study.

3.3 Population

The population for this study comprised lecturers employed in private colleges in Malaysia. Private higher education institutions (IPTS), play a significant role in the Malaysian higher education landscape by complementing public universities in providing tertiary education to both local and international students. According to the Ministry of Higher

Education Malaysia (2023), IPTS are categorised into four main types universities, foreign university branch campuses, university colleges, and colleges. Collectively, these institutions employ more than 25,000 lecturers nationwide, serving diverse academic disciplines and contributing to teaching, research, and community engagement.

This study focuses exclusively on the college category of IPTS, which represents a substantial segment of the private higher education sector. Colleges generally offer diploma and certificate programmes, and in some cases, selected degree programmes in collaboration with local or foreign universities. They play a vital role in producing skilled graduates aligned with industry demands, particularly in technical, vocational, and professional fields. As reported by the Ministry of Higher Education Malaysia (2023), there were 8,468 lecturers employed in the college category.

3.4 Sample Size

The sample size for this study was determined using Krejcie and Margan's (1970) table for determining sample sizes. For a population of 8468 lecturer employed in private colleges across Malaysia (Ministry of Higher Education,2023), the recommended sample was approximately 367 respondents. This number ensured sufficient statistical power and representativeness of the population.

Table 3.1

Table for Determining Sample Size from a Given Population

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	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	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	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

To account for potential non-responses, the researcher distributed the survey link to a larger group by emailing participation requests to 222 private colleges registered under the Ministry of Higher Education Malaysia. These colleges were located in various states across the country including Johor, Kedah, Perlis, Penang, Perak, Selangor, Kuala Lumpur, Wilayah Putrajaya, Melaka, Terengganu, Pahang, Kelantan, Sabah dan Sarawak. The survey was administered using Google Forms.

A total of 408 responses were successfully collected. However, in line with the recommendation by Krejcie and Morgan (1970) only 367 valid responses were selected and used for data analysis, matching the minimum sample size required based on the total population of lecturers.

3.5 Sampling Technique

This study employed a stratified random sampling technique to ensure representativeness across private colleges and geographic regions in Malaysia. The sampling frame consisted of 222 private colleges registered under the Ministry of Higher Education (MOHE). These institutions were located across various states including Johor, Kedah, Perlis, Penang, Perak, Selangor, Kuala Lumpur, Wilayah Putrajaya, Melaka, Terengganu, Pahang, Kelantan, Sabah dan Sarawak.

The population was stratified based on institutional affiliation and regional distribution. Within each stratum, lecturers were randomly selected to participate in the survey. According to Sekaran and Bougie (2019), stratified random sampling is appropriate when the population consists of individuals with diverse backgrounds and characteristics and the researcher aims to ensure representation across these key subgroups. By targeting a wide of colleges across different regions this technique ensured the inclusion of lecturers from various academic disciplines, institutional types and locations. The stratified random sampling approach also helped minimize sampling bias improved the generalizability of the findings to the broader population of lecturers in Malaysian Private Colleges.

3.6 Measurement of Variables

The variable in this study were measured using a structured questionnaires adapted from validated instruments found in the existing literature. Each variable consisted of five items, which were adapted from a single primary source to ensure consistency and reliability. The table below provides the details of the sources and measurement items used for each variable:

Variable	Items	Source
Professional Development	1. I am currently involved in mentoring activities. 2. The college gives me an opportunity for in-service training to further enhance my skills and advance my career development. 3. The college organizes a seminar or workshop for the lecturers. 4. I often attend a workshop or seminar. 5. I plan to implement the new ideas in my teaching that I learned from the training.	Abubakar, Al Munnir (2022)
Work-Life Balance	1. I have sufficient time away from my job at workplace to maintain adequate work and personal/family life balance. 2. I currently have a good balance between the time I spend at work and the time I have available for non-work activities. 3. I feel that the balance between my work demands and non-work activities is currently about right. 4. I am able to negotiate what is expected of me at work and in my family. 5. I am able to accomplish the expectations that my supervisor and my family have for me.	Anthony, Nwokedi Okechukwu (2023)
Flexible Working Hour	1. I feel comfortable with the flexible working hours policy. 2. By adopting flexible working hours, it allows me to spend more time with my family. 3. By adopting flexible working hours, I can increase the quality of services to the organization. 4. I feel that tardiness can be reduce through the implementation of flexible working hours. 5. Due to the flexible work arrangement, I am satisfied to work for the organization.	Nurlina, Khairul Anuar (2024)
Lecturer Performance	1. I easily identify problems and create solutions. 2. I am calm and competent especially in unfamiliar situations. 3. I find it easy to accomplish my tasks.	Maizatul Akmal, Mahadi (2022)

4. I am able to initiate actions to solve problems.
5. I am able to think clearly during work.
6. I display a positive attitude in work.
7. I am able to meet work deadlines.

3.7 Data Collection Procedure

Data for this study were collected using an online survey administered through Google Forms over a three-month period. The researcher distributed the questionnaire link via email to 222 private colleges registered under the Ministry of Higher Education (MOHE) across Malaysia. The invitation email included an official letter explaining the purpose of the study assuring confidentiality and encouraging participation among lecturers.

The colleges contacted were located across multiple regions including Johor, Kedah, Perlis, Penang, Perak, Selangor, Kuala Lumpur, Putrajaya, Melaka, Terengganu, Pahang, Kelantan, Sabah dan Sarawak. Follow-up reminder emails were sent after two weeks to improve response rates.

A total of 408 responses were received. However, following the sample size determination based on Krejcie and Morgan's (1970) table only 367 valid responses were selected for final analysis. This process ensured adequate statistical power and consistency with the sample requirements.

3.8 Pre-test and Pilot Test

A pilot test was conducted with 30 respondents to evaluate the reliability, clarity and consistency of the questionnaire items. This sample size was deemed sufficient for pilot testing as recommended by Johanson and Brooks (2010) who suggested that a sample of 30 participant is adequate for identifying potential issues in item design and instrument structure.

The pilot study aimed to assess whether the wording, instructions and scale items were clearly understood by respondents. Based on the feedback and results from the pilot test, minor refinement was made to the questionnaire before distributing it for the actual data collection.

Table 3.2
Reliability Analysis of Variables (Cronbach's Alpha)

Variable	No. of items	Cronbach's Alpha	Interpretation
Professional Development	5	0.766	Acceptable reliability
Work-life Balance	5	0.693	Acceptable (for early-stage research)
Flexible Working Hours	5	0.832	Good reliability
Lecturer Performance	7	0.858	High reliability
Overall (All Items)	22	0.809	High internal consistency

Source: Nunnally et al., (1994).

3.9 Data Analysis Technique

Data analysis in this study was conducted using both descriptive and inferential statistical techniques. Descriptive statistics were used to summarize respondents' demographics profiles and identify overall patterns and trends within the dataset.

Reliability analysis using Cronbach's alpha was carried out to assess the internal consistency of the questionnaire items, thereby ensuring the reliability of the measurement scales.

Normality tests were performed to determine whether the data distribution met the assumptions required for parametric analysis. Since the data were found to be not normally distributed, non-parametric methods were applied in the subsequent analysis.

Spearman's rho correlation analysis was employed to identify the strength and direction of the relationships between the independent variables (professional development, work-life balance and flexible working hours) and the dependent variable (lecturer performance).

Finally, regression analysis was used to evaluate the predictive power of the independent variable on lecturer performance, providing insights into the significance and magnitude of their effects.

3.10 Chapter Summary

This chapter presented the methodological foundation of the study, including the research design, target population, sample size, sampling technique and measurement of variables. It also described the procedures for data collection, pilot testing and the statistical techniques employed for data analysis. The methods outlined in this chapter provided the framework for examining the relationships between professional development, work-life balance, flexible working hour and lecturer performance. The next chapter presents the research findings based on the methodologies established here.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presented the key findings derived from the data collected for the study titled "The Influence of Professional Development, Work-Life Balance and Flexible Working Hours on Lecturer Performance in Private Higher Education Institutions." It began with an overview of the response rate and demographic profile of the respondents. This was followed by preliminary analysis, including the identification of missing values and computation of descriptive statistics. Subsequent sections addressed the normality test, reliability analysis, Spearman's rho correlation, and multiple linear regression analysis to examine the relationship between professional development, work-life balance, and flexible working hours with lecturer performance. The chapter concluded with a summary of the hypothesis testing results.

4.2 Rate of Responses

To ensure adequate representation and generalizability of the study's findings, the researcher employed a random sampling technique in select participants from lecturers employed in private higher education institutions (IPTS) across Malaysia. This probability sampling method ensured that every individual in the population had an equal chance of being selected, thereby minimizing sampling bias and enhancing the validity of the results.

A total of 408 responses were collected via a structured questionnaire distributed through Google Forms (refer to Appendix C). The questionnaire link was disseminated via email to 222 private colleges registered under the Ministry of Higher Education requesting them to distribute the survey to their lecturers. These colleges were located across various states

and federal territories including Johor, Kedah, Perlis, Pulau Pinang, Perak, Selangor, Kuala Lumpur Putrajaya, Melaka, Terengganu, Pahang, Kelantan, Sabah dan Sarawak.

Out of the 408 responses received, only 367 responses were retained for analysis in accordance with the recommended sample size based on Krijcie and Morgan's (1970) sample size table which corresponds to the target population of lecturers in IPTS. According to the Ministry of Higher Education Malaysia (2023), there are 8468 lecturers working in private colleges across the country. Therefore, retaining 367 responses fulfilled the minimum sample size required for this population. The remaining responses were excluded due to incompleteness, duplication or invalid entries.

The effective response rate was approximately 90%, which reflects strong level of engagement among respondents and indicates their interest in topic concerning the effect of compensation and benefits on lecturer performance.

Prior to analysis all data were thoroughly cleaned and screened to ensure accuracy and reliability. The cleaned dataset was subsequently analyzed using SPSS Version 26.

Table 4.1

Summary of Response Rate

Description	Total
Total number of IPTS contacted via email	222
Total number of responses received	408
Valid response retained for analysis	367
Incomplete response excluded	41
Total population of IPTS lecturers (2023)	8,468
Required sample size (Krejcie & Morgan, 1970)	367
Effective response rate	90%

4.3 Demographic Profile

This section presented a detailed demographic overview of the 367 lecturers who participated in the study from various private higher education institutions (IPTS) across Malaysia. The findings revealed that the majority of respondents were female, comprising 73.8% (n = 271), indicating a higher representation of woman lecturers in the IPTS sector.

In terms of age distribution, the largest group of respondents were between 36 and 45 years old, comprising 37.3% (n = 137) of the sample. This was followed closely by lecturers aged 26 to 35 years, who represented 34.9% (n = 128). A smaller percentage of respondents were aged 56 and above (3.3%, n = 12), suggesting that most participants were in their mid-career stage.

Regarding length of service, 30.5% (n = 112) had between 1 to 5 years of experience, while 21.3% (n = 78) had served for 6 to 10 years. This implied that a significant number of lecturers were relatively experienced though still within the early to mid-career phases.

In terms of educational qualifications, the majority held a Master's degree (59.4%, n = 212), followed by those with a Bachelor's degree (35.4%, n = 130) and PhD holders (6.8%, n = 25). Only a small number of respondents reported holding other types of qualifications (n = 4).

As for academic position, most respondents identified themselves as Lecturers (72.8%, n = 267), followed by Senior Lecturers (26.7%, n = 98). Only a few occupied more senior academic roles, such as Associate Professors (n = 2) and Professors (n = 0).

In terms of current salary, the largest proportion earned between RM3,000 and below (33.2%, n = 122), followed by those earning RM5,001 and above (25.1%, n = 92). About 23.2% (n = 85) reported monthly earnings between RM3,001 to RM 4,000, while 18.5% (n = 68) reported earning RM4,001 to RM5,000.

More details on the respondent's demographic profile shown in Tables 4.3 and the full SPSS output in Appendix D.

Table 4.2
Demographic Characteristic

Items	No	Frequency	Percentage (%)
Gender			
Male	367	96	26.2
Female		271	73.8
Age			
25 and below	367	18	4.9
26 to 35 years		128	34.9
36 to 45 years		137	37.3
46 to 55 years		72	19.6
56 and above		12	3.3
Length of service			
Less than 1 year	367	19	5.2
1 – 5 years		112	30.5
6 – 10 years		78	21.3
11-15 years		68	18.5
More than 15 years		90	24.5
Education			
Degree	367	130	35.4
Master		212	57.8
PHD		25	6.8
Position			
Lecturer	367	267	72.8
Senior Lecturer		98	26.7
Associate Professor		2	0.5
Professor		0	0.0
Current Salary			
RM 3,000 and below	367	122	33.2
RM 3,001 – RM 4,000		85	23.2
RM 4,001 – RM 5,000		68	18.5
RM 5,000 and above		92	25.1

In summary, the typical respondent in this study was a female lecturer with Master's degree, aged between 36 and 45, with 1 to 10 years of teaching experience, and earning between RM3,001 and RM5,000 per month. This demographic profile provides a crucial context for interpreting the subsequent findings related to the impact of compensation and benefit systems on lecturer performance.

4.4 Preliminary Analysis

Prior to conducting advanced statistical procedures, a preliminary analysis was performed to ensure the accuracy, completeness, and readiness of the dataset for further examination. This process involved two key steps, identifying any missing data and computing the average (mean) values for each major variable.

4.4.1 Identifying Missing Value

A missing values analysis was conducted across all questionnaire items, including those under the constructs of professional development, work-life balance, flexible working hours, and lecturer performance. The results indicated that there were no missing responses in the dataset. All 367 questionnaires were completed in full, reflecting a high level of respondent engagement and data integrity. The absence of missing values ensures that the dataset is robust and suitable for further statistical analysis without the need for imputation or data replacement methods. The more details on preliminary analysis shown in SPSS output as in Appendix E.

4.4.2 Compute Average (Mean) of Variables

In this study, calculating the average (mean) of each variable provides a fundamental understanding of the central tendency within the dataset. The mean serves as a representative value that reflects the general level of agreement or perception among respondents for each construct examined-namely professional development, work-life balance, flexible working hours, and lecturer performance. This statistical measure is essential in identifying prevailing

trends and gauging the overall sentiment of lecturers in private higher education institutions. By analysing these average scores, the study aims to draw meaningful insights that contribute to a deeper understanding of how compensation and benefits elements influence lecturer performance, ultimately supporting the research objectives.

4.5 Descriptive Analysis

The descriptive analysis aimed to summarize the central tendency and variability of the main constructs in the study, which include Professional Development, Work-Life Balance, Flexible Working Hours, and Lecturer Performance. Mean and standard deviation values were used to assess the overall perceptions of lecturers from private higher education institutions (IPTS) across Malaysia.

The construct with the highest mean score was Flexible Working Hours (M = 4.38, SD = 0.60). This result suggests that lecturers generally agreed that flexible working arrangements were present and effective in helping them manage both their professional and personal responsibilities. The relatively low standard deviation indicated that responses were consistent across the sample, showing strong agreement on the benefits of flexible scheduling. This aligned with previous studies indicating that flexible work practices contribute to job satisfaction, reduced stress, and enhance productivity.

Professional Development recorded the second-highest mean (M = 4.14, SD = 0.62). Respondents perceived that their institutions provided opportunities for seminars, workshop, mentoring, and skill enhancement. The moderately low standard deviation reflected a shared sentiment among the respondents, reinforcing the importance of continuous training in enhancing academic competency and aligning lecturers with institutional goals.

Lecturer Performance also received a high mean score (M = 4.11, SD = 0.50), indicating that lecturers generally perceived themselves as effective in performing their teaching,

research, and administrative duties. The lowest standard deviation among all variables suggested high consistency in self-assessment. This finding may be interpreted as a positive outcome of institutional support mechanisms, such as professional development and work flexibility, that contribute to overall performance.

The construct with the lowest mean score was Work-Life Balance (M = 3.84, SD = 0.69). although still above the midpoint on a 5-point Likert scale, the result indicated some reservations among respondents regarding their ability to maintain an equilibrium between work obligations and personal life. The slightly higher standard deviation compared to the other constructs reflects a broader range of experiences and opinions. This highlighted the need for more structured or personalized initiatives to enhance workload management and personal well-being.

More detailed descriptive statistic is presented in Table 4.4 and the full SPSS output is provided in Appendix G.

Table 4.3
Descriptive of variable statistics

Variable	Responses	Mean	S/deviation
Lecturer Performance	367	4.11	0.49
Professional Development	367	4.14	0.62
Work-life Balance	367	3.84	0.69
Flexible Working Hour	367	4.38	0.60

In summary, all constructs scored above the neutral midpoint (3.00), indicating overall positive perceptions among lecturers. The data suggested that while respondents were generally satisfied with their professional development opportunities and working conditions, work-life balance remained an area that could benefits from further institutional improvements. The consistency in responses across variables further supported the reliability of the data in capturing the lecturer's lived experiences.

4.6 Normality Analysis

Normality analysis was conducted to access whether the data distribution for each main variable approximated a normal distributions, which is an assumption required for several parametric statistical tests such as Spearman's rho correlation and multiple regression. Skewness and kurtosis values were used to evaluate normality.

The results showed that all variables, Professional Development, Work-Life Balance, Working Hour (Flexible Working Hours), and Lecturer Performance fell within acceptable ranges: Skewness values ranged from -0.375 to 0.604, indicating that the distribution was neither highly skewed nor extremely flat or peaked. Based on this guideline, the dataset in this study satisfied the assumption of normal distribution for all main constructs. This confirmation of normality supported the use of parametric analysis in subsequent sections, including correlation and regression test.

More detailed results of the normality analysis shown in Table 4.5, and the statistical histograms are illustrated in figure 4.1. The full SPSS output is presented in Appendix F.

Table 4.4
Normality Test

Constructs	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistics	df.	Sig.	Statistics	df.	Sig.
Lecturer Performance	0.194	367	0.000	0.946	367	0.000
Professional Development	0.104	367	0.000	0.951	367	0.000
Work-Life Balance	0.130	367	0.000	0.956	367	0.000
Flexible Working Hour	0.165	367	0.000	0.876	367	0.000

**Lilliefors Significance Correction*
N = 367

Figure 4.1

Statistic Histogram for Professional Development, Work-Life Balance, Flexible Working Hours and Lecturer Performance

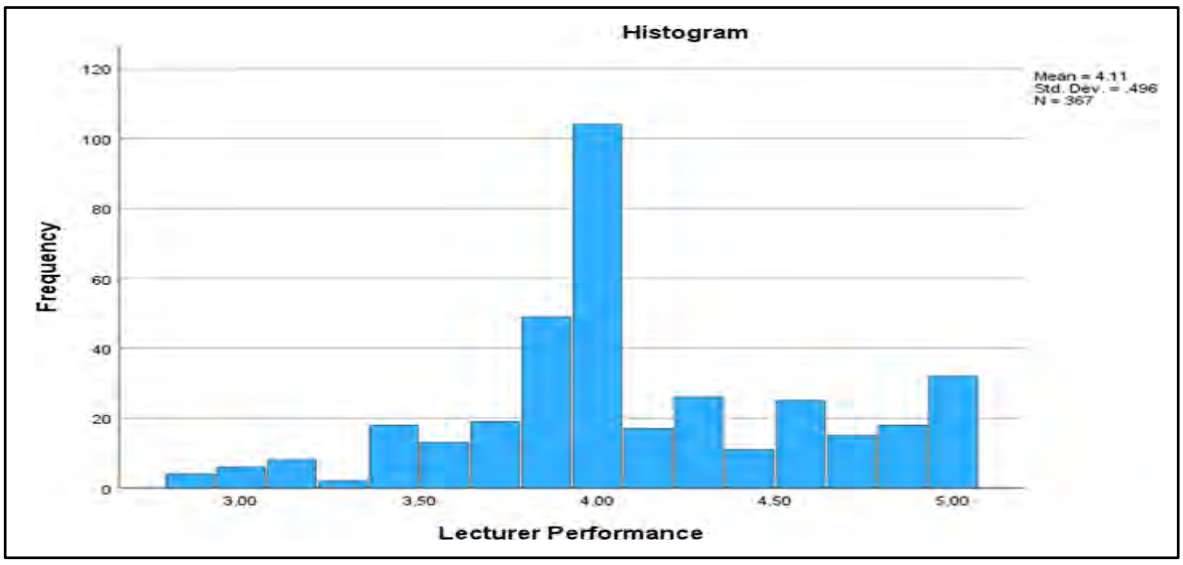
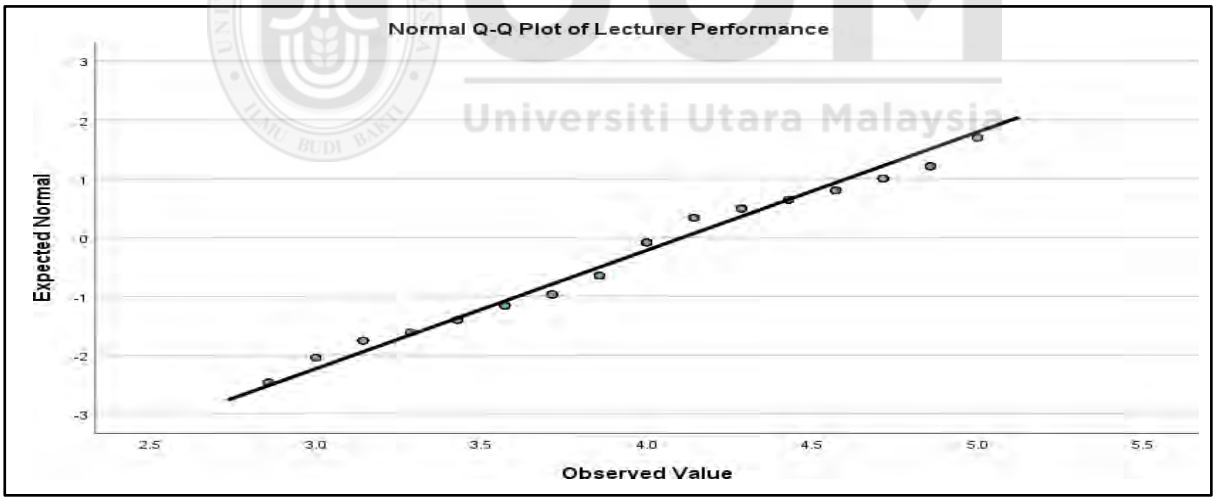


Figure 4.2

Q-Q plot for job performance



4.7 Reliability Analysis

Reliability analysis was performed to evaluate the internal consistency of the measurement items used in this study. According to Sounders et al. (2007), a reliable instrument ensures consistency across items measuring the same construct.

Cronbach's Alpha coefficient was employed to determine internal consistency. A coefficient value of 0.60 or higher is generally considered acceptable for exploratory research, while values exceeding 0.80 indicate high reliability (Hair et al., 2022).

The reliability results for each construct are presented in Table 4.6 and further details are provided in Appendix H.

Table 4.5
Reliability Test of Study Variables

Variable	Response	Number of items	Cronbach's Alpha
Lecturer Performance	367	7	0.889
Professional Development	367	5	0.770
Work-life Balance	367	5	0.841
Flexible Working Hours	367	5	0.876

All variables demonstrated Cronbach's Alpha values exceeding 0.80, confirming that the construct were measured reliably and consistently. These values underscore the robustness of the instrument used in this study and validated its suitability for further inferential statistical analysis.

4.8 Spearman' Rho Correlation Analysis

Since the data in this study did not meet the assumption of normality Spearman's rho correlation analysis was employed to examine the relationships between the independent variables, professional development, work-life balance, and flexible working hours and the dependent variable, lecturer performance. Spearman's rho is a non-parametric measure that assesses the strength and direction of the association between two ranked variables, making it suitable when data distribution deviates from normality (Laerd Statistics, 2020).

The results revealed significant positive correlations between all three independent variables and lecturer performance. Specifically, work-life balance demonstrated the strongest correlation ($r_s = 0.582$, $p < 0.01$), indicating a moderate to strong positive relationship. This suggests that lecturers who experience better work-life balance tend to perform better, aligning with prior studies emphasizing the importance of balancing professional and personal commitments (Greenhaus & Allen, 2021).

Professional development also showed a significant correlation with lecturer performance ($r_s = 0.532$, $p < 0.01$), supporting the notion that ongoing skill enhancement and academic growth opportunities are associated with improved teaching outcomes (Lim et al., 2023). Finally, flexible working hours were positively correlated with lecturer performance ($r_s = 0.495$, $p < 0.01$), highlighting the relevance of job flexibility in enhancing productivity and job satisfaction (Wong et al., 2023).

Overall, the findings from Spearman's rho analysis provided strong support for the proposed relationships in the conceptual framework, despite the non-normal distribution of the data. The results confirmed that all three factors professional development, work-life balance, and flexible working hours are positively associated with lecturer performance in Malaysia's private higher education sector.

The results of the Spearman's rho correlation analysis are presented in Table 4.7, providing the strength and direction of the relationships among the study variables. The complete correlation and additional SPSS output are provided in Appendix I for further reference.

Table 4.6
Result of Correlation Analysis (N = 367)

	Professional Development	Work-Life Balance	Flexible Working Hour	Lecturer Performance
Professional Development	1			
Work-Life Balance	0.175**	1		
Flexible Working Hour	0.271**	0.345**	1	
Lecturer Performance	0.314**	0.491**	0.275**	1

4.9 Multiple Linear Regression Analysis

A multiple linear regression analysis was conducted to determine the extent to which the independent variables professional development, work-life balance, and flexible working hours influenced the dependent variable, namely lecturer performance.

The results revealed a strong positive correlation between the independent variables and lecturer performance, as indicated by an R-value of 0.550. The coefficient of determination (R^2) was found to be 0.302, suggesting that approximately 30.2% of the variance in lecturer performance could be explained by the three predictors. Furthermore, the F-statistic value of 52.372 with a significance level of $p < 0.001$ confirmed that the overall model was statistically significant and appropriate for predicting lecturer performance.

In terms of individual contributions, work-life balance emerged as the strongest predictor ($\beta = 0.284$, $p < 0.001$), followed by professional development ($\beta = 0.186$, $p < 0.001$), and flexible working hours ($\beta = 0.103$, $p < 0.001$). These results demonstrated that all three

factors exerted a positive and significant influence on lecturer performance.

More detailed results of the multiple regression analysis are shown in Tables 4.8 and 4.9 while the full SPSS output is provided in Appendix J.

Table 4.7
Summary of Model

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.550	0.302	0.296	0.41630

a. Predictors: (Constant), Working Hour, Professional Development, Work-Life Balance

Table 4.8
Outcome of Multiple Regression (Lecturer Performance)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B.	Std. Error	Beta		
1	Constant	1.797	0.205		8.779	0.000
	Professional Development	0.186	0.036	0.231	5.090	0.000
	Work-life Balance	0.284	0.034	0.395	8.478	0.000
	Working Hour	0.103	0.039	0.124	2.636	0.009

a. Dependent Variable: Lecturer Performance

4.10 Hypothesis Testing

The result of the hypothesis testing was derived from the findings of the Spearman's rho correlation and multiple linear regression analysis. All three-hypothesis proposed in this study were tested to examine the relationship between the independent variable's professional development, work-life balance, and flexible working hours and the dependent variable lecturer performance.

The results supported all three hypotheses, indicating that each of the independent variables had a significant positive relationship with lecturer performance. A summary of the hypothesis and their respective outcomes is presented in Table 4.10.

Table 4.9
Summary Finding

Hypotheses	Statement	Decision
H1	There is a significant positive relationship between professional development and lecturer performance	Accepted
H2	There is a significant positive relationship between work-life balance and lecturer performance.	Accepted
H3	There is a significant positive relationship between flexible working hours and lecturer performance.	Accepted

4.11 Chapter Summary

This chapter presented a detailed analysis of the research finding, beginning with the response rate and demographic profile of the respondents. It then proceeded with preliminary analysis such as missing data assessment and mean computations, followed by normality and reliability testing to ensure the robustness of the dataset.

Descriptive analysis revealed generally favorable perceptions towards all study variables. Since the data were not normally distributed, Spearman's rho correlation analysis was employed and showed significant positive relationships between professional development, work-life balance, flexible working hours, and lecturer performance.

Multiple regression analysis confirmed that all three independent variables significantly contributed to explaining 30.2% of the variance in lecturer performance. The findings aligned with the theoretical framework and supported all three proposed hypotheses.

Overall, the result contributed to a better understanding of how the compensation and benefits system in enhance the academic performance of lecturers in private higher education institutions (IPTS) in Malaysia.

CHAPTER FIVE

DISCUSSION AND RECOMMENDATION

5.1 Introduction

This chapter discussed the major findings of the research titled "The Influence of Professional Development, Work-Life Balance and Flexible Working Hours on Lecturer Performance in Private Higher Education Institutions." The discussion was structured to interpret the statistical results presented in Chapter 4 in light of the research objectives, literature review, and theoretical frameworks. Furthermore, this chapter outlined the implications of the study, its limitations and recommendations for future research.

5.2 Discussion of Results

The present study aimed to examine the relationship between three key elements of indirect compensation, professional development, work-life balance and flexible working hours, and lecturer performance in private higher education institutions (IPTS) in Malaysia. This section discussed the findings in alignment with the research questions and objectives, interpreted the results in the context of existing literature and theoretical perspective and elaborated in their practical implications. The interpretation also considers the demographic profile of respondents, which provides deeper insight into the observed relationships.

The first research question examined the relationship between professional development and lecturer performance. The findings revealed a significant positive relationship, indicating that lecturers who have access to professional development opportunities tend to demonstrate higher levels of performance. This result is consistent with prior studies such as Lim et al. (2023), who emphasized that professional development initiatives including training, workshops, and conference

sponsorships enhance lecturers' capabilities and motivation. From the lens of Expectancy Theory (Vroom, 1964), this finding can be explained through the component of *expectancy*, which refers to an individual's belief that effort will lead to performance. When private colleges offer robust professional development programs, lecturers are better equipped with the necessary skills and knowledge, which increases their confidence that their efforts will result in improved performance. Considering the demographic profile, the majority of respondents were female (73.8%) and most were aged between 36 and 45 years (37.3%), a career stage often associated with balancing career advancement and personal commitments. For this group, access to relevant professional development opportunities can be particularly impactful, enabling them to maintain competitiveness in their field while managing multiple roles. Furthermore, with 57.3% holding a Master's degree, many lecturers are at a stage where targeted professional development can help them progress toward doctoral qualifications, thereby improving institutional academic standing.

The second research question examined the relationship between work-life balance and lecturer performance. The study found a significant positive relationship, suggesting that lecturers who experience better balance between work and personal life are more likely to perform effectively in their roles. This result is supported by previous findings from Chong et al. (2023), who noted that strong work-life balance policies reduce absenteeism and enhance morale. Moreover, Lim and Hassan (2023) found that lecturers with a positive work-life balance report higher job satisfaction and teaching quality. Theoretically, this supports the instrumentality component of Expectancy Theory, where employees perceive that achieving good performance will lead to valued outcomes, in this case reduced stress, better mental health, and job satisfaction. Demographically, the prevalence of female lecturers in the sample suggests that work-life balance policies may be especially significant, as women in academia often manage dual responsibilities in professional and personal domains. For lecturers aged 36–45, who are likely to have school-age children or ageing parents, supportive work-life balance initiatives can directly enhance their capacity to sustain

performance. Additionally, the fact that the largest salary group earns RM3,000 or below indicates that non-monetary support such as work-life balance policies may serve as an important motivator in the absence of high financial rewards.

The third research question focused on the relationship between flexible working hours and lecturer performance. The study again found a significant positive relationship, indicating that flexibility in work schedules contributes positively to lecturer performance. This result is consistent with the work of Wong et al. (2023) and Ariffin et al. (2022), who demonstrated that flexible working arrangements reduce stress, enhance job satisfaction, and increase retention rates. Within the framework of *valence*, the third component of Expectancy Theory, flexible working hours serve as a valued reward, especially for lecturers who seek autonomy in managing their time. When lecturers perceive that their institution offers autonomy through flexible arrangements, they are more likely to value their roles and feel emotionally invested in their performance. For the majority-female demographic, flexible hours may help manage both teaching and personal responsibilities, contributing to greater job satisfaction and loyalty to the institution. Moreover, for lecturers earning RM3,000 or below, flexibility can offset lower monetary compensation by providing a benefit they highly value, thereby enhancing intrinsic motivation and overall productivity (Hasan & Karim, 2023).

Collectively, these findings support the overarching objective of the study, which was to investigate how indirect compensation impact lecturer performance in IPTS. The significant positive relationships identified in all three areas, professional development, work-life balance, and flexible working hours, demonstrate that non-monetary aspects of indirect compensation play a vital role in driving lecturer productivity, particularly among demographics that may have heightened needs for such support. The demographic profile of the respondents suggests that tailored human resource strategies such as career development for mid-career lecturers, supportive policies for female academics, and flexible scheduling for those in lower salary bands can

significantly enhance performance outcomes. These results not only address the research questions but also provide empirical justification for integrating non-monetary of indirect compensation into strategic human resource planning in private higher education in Malaysia.

5.3 Implications of Study

This study provided both theoretical and practical implications that enhance the understanding of how compensation and benefits systems influence lecturer performance in the context of Malaysia's private higher education institutions (IPTS).

5.3.1 Theoretical Implications

This study contributed significantly to the theoretical development with the field of human resource management in higher education by empirically validating the application of Vroom's Expectancy Theory (1964) in the context of private higher education institutions (IPTS) in Malaysia. The findings demonstrate that professional development, work-life balance and flexible working hours that three core components of compensation and benefit systems are significantly related to lecturer performance. Each of these component maps onto the central constructs of Expectancy Theory: expectancy, instrumentality and valence. Professional development enhance expectancy, as it increases lecturers' belief that greater effort will result in better performance. Work-life balance supports instrumentality, showing that performance will be rewarded through reduce stress and increased job satisfaction. Flexible working hours align with valance, offering autonomy and intrinsic value that make job roles more meaningful to lecturers. These results extend the applicability of Expectancy Theory beyond its traditional use in corporate environments into the academic setting of Malaysian IPTS, highlighting how motivational theories can inform workforce management in education. Furthermore, the study enriches the current academic discourse by emphasizing the importance of non-monetary

compensation factors in shaping employee outcomes, suggesting that lecturer motivation in higher education is influenced by multiple factors and may vary depending on the specific institutional and cultural context.

5.3.2 Practical Implications

From a practical perspective, the study provides actionable insights for institutional leader and policymakers in IPTS across Malaysia. The findings suggest that enhancing lecturer performance is not solely dependent on monetary incentives but also requires strategic investment in development support, work-life policies, and flexible work arrangements. Specifically, IPTS administrators can improve lecturers' performance and morale by prioritizing structured professional development programs, implementing robust work-life balance policies and offering flexible working hours. These efforts may lead to reduced lecturer turnover, improved job satisfaction and enhanced teaching quality, all which are critical to maintaining a competitive advantage in Malaysia's increasingly dynamic higher education landscape. Policymakers may also consider integrating these non-financial elements into national HRM guidelines or accreditation criteria to ensure consistent and sustainable practices across the private education sector. By aligning institutional strategies with lecturer needs and motivation, IPTS can better retain talent, elevate institutional reputation, and ultimately improve student outcomes. These implications are particularly vital given the persistent challenges in lecturer compensation with the private sector, as previously highlighted by Rahman et al. (2022) and MEF (2023).

5.4 Limitations of Study

This study, while offering meaningful insights into how non-monetary compensation and benefits elements affect lecturer performance, has several limitations. Firstly, the research concentrated solely on three specific non-monetary factors: professional development, work-life balance and flexible working hours. While these are vital components of human resource practices, other key dimensions of compensation such as monetary rewards, performance-based recognition and career advancement opportunities were not explored. These omitted variables may also significantly influence lecturer motivation and performance and should be incorporated into future studies for a more comprehensive understanding (Ng & Tan, 2021).

Secondly, the study was limited to lecturers in private higher education institutions (IPTS) in Malaysia, thereby constraining the generalizability of the findings. The dynamics of compensation systems and institutional culture may differ in public universities or international academic setting which should be considered in future comparative research (Lee et al., 2022). Thirdly, this study adopted a quantitative approach using structured questionnaires, which limited the depth of responses. The absence of qualitative data such as interview or focus group discussions, restricted the ability to gain richer insights into lecturers lived experiences and subjective perceptions of compensation and benefits. Mixed-method approaches could therefore enhance future research by providing deeper contextual understanding and validating quantitative findings (Khalid & Ibrahim, 2020: Rahim et al., 2023)

5.5 Recommendations for Future Research

In light of the limitations identified in this study, several recommendations are proposed for future research. Firstly, future studies should incorporate a broader range of compensation and benefits variables including monetary rewards, performance incentives, career progression opportunities and recognition systems. These additional factors could offer a more holistic

understanding of what drives lecturer performance, particularly in the context of private higher education (Ng & Tan, 2021). Secondly, to improve the generalizability of findings researchers are encouraged to conduct comparative studies across different types of institutions such as a public university, foreign university branch campuses or international institutions. Such comparisons could reveal structural and policy differences that affect how compensation influence lecturer performance (Lee et al., 2022).

Thirdly, future research would benefit from adopting a mixed-methods approach, combining quantitative analysis with qualitative techniques such as interviews or focus groups. This approach can uncover deeper, nuanced insights into the live experiences of lecturers and provide richer explanations for observed statistical relationships (Rahim et al., 2023). Moreover, longitudinal design could be employed to examine how changes in compensation policies over time affect lecturer motivation and retention (Khalid & Ibrahim, 2020). By addressing these areas, future research can better inform institutional policy-making and contribute to a more robust body of knowledge in the field of human resource management in higher education.

5.6 Conclusion

In conclusion, this chapter presented a comprehensive discussion of the study's findings, theoretical and practical implications, limitations and recommendations for future research. The results confirmed that professional development, work-life balance and flexible working hours are significant predictors of lecturer performance in Malaysia private higher educations (IPTS). Grounded in Vroom's of compensation align with key motivational constructs, expectancy, instrumentality and valence to enhance lecturer performance. From a practical perspective, the findings provided actionable insights for institutional leader and policymakers to design more effective compensation and benefits strategies that go beyond

monetary reward. However, the study also acknowledges its limitations including its restricted scope of variables, context specific focus on IPTS and the absence qualitative data. Therefore, future research is encouraged to explore a broader range of compensation factors, extend the study to diverse institutional setting and adopt mixed method or longitudinal designs for deeper understanding. Overall, the study contributed to advancing the discourse on strategic human resource management in higher education and highlights the need for holistic, motivation driven approaches to improving lecturer performance.

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APPENDIX A

Research Questionnaire

Dear Respondents,

I am a Master's student in Human Resource Management at University Utara Malaysia, conducting this survey titled: The Effect of Compensation and Benefits System on Lecturer Performance in Private Higher Education Institution.

I understand that your time is valuable, and your workload is demanding. However, your participation in this survey, which will take only about 10-15 minutes, is crucial to the success of this study.

All information provided in this questionnaire will remain strictly confidential and used solely for the purposes of this research. No personal data will be shared with any third party or organization. In summary, the information collected will be used exclusively for academic purpose.

Prepared by:
NUR AININA BINTI KAMARUDDIN (829455)
Tel No.: 016-3297985
Email: ainina.din@gmail.com

Prepared for:
DR. WAN AISHAH WAN MOHD NOWALID

SECTION A: DEMOGRAPHIC INFORMATION

Kindly, please circle your answer.

1. Gender:

a. Male

b. Female

2. Age:

a. 25 and below

b. 26 to 35

c. 36 to 45

d. 46 to 55

e. 56 and above

3. Length of service:

a. Less than 1 year

b. 1 – 5 years

c. 6 – 10 years

d. 11 – 15 years

e. More than 15 years

4. Education:

a. Degree

b. Master

c. PHD

d. Others: _____

5. Position:

a. Professor

b. Associate Professor

c. Senior Lecturer

d. Lecturer

6. Current Salary:

a. RM 3,000 and below

b. RM 3,001 – RM4,000

c. RM 4,001 – RM 5,000

d. RM 5,001 and above

SECTION B: INDIPENDENT VARIABLES

Please answer using the scales below:

1	2	3	4	5
Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**

(Professional Development, Work-Life Balance and Flexible working)

NO	QUESTIONS	ANSWER				
Professional Development						
1	I am currently involved in mentoring activities.	1	2	3	4	5
2	The college gives me an opportunity for in-service training to further enhance my skills and advance my career development.	1	2	3	4	5
3	The college organizes a seminar or workshop for the lecturers.	1	2	3	4	5
4	I often attend a workshop or seminar.	1	2	3	4	5
5	I plan to implement the new ideas in my teaching that I learned from the training.	1	2	3	4	5
Work-Life Balance						
6	I have sufficient time away from my job at workplace to maintain adequate work and personal/family life balance.	1	2	3	4	5
7	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
8	I feel that the balance between my work demands and non-work activities is currently about right.	1	2	3	4	5
9	I am able to negotiate what is expected of me at work and in my family.	1	2	3	4	5
10	I am able to accomplish the expectations that my supervisor and my family have for me.	1	2	3	4	5

Flexible Working Hours						
11	I feel comfortable with the flexible working hours policy.	1	2	3	4	5
12	By adopting flexible working hours, it allows me to spend more time with my family.	1	2	3	4	5
13	By adopting flexible working hours, I can increase the quality of services to the organization.	1	2	3	4	5
14	I feel that tardiness can be reduce through the implementation of flexible working hours.	1	2	3	4	5
15	Due to the flexible work arrangement, I am satisfied to work for the organization.	1	2	3	4	5

SECTION C: DEPENDENT VARIABLE

Please answer using the scales below:

1	2	3	4	5
Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**

Lecturer Performance

NO	QUESTIONS	ANSWER				
	Lecturer Performance					
1	I easily identify problems and create solutions.	1	2	3	4	5
2	I am calm and competent especially in unfamiliar situations.	1	2	3	4	5
3	I find it easy to accomplish my tasks.	1	2	3	4	5
4	I am able to initiate actions to solve problems.	1	2	3	4	5
5	I am able to think clearly during work.	1	2	3	4	5
6	I display a positive attitude in work.	1	2	3	4	5
7	1 am able to meet work deadlines.	1	2	3	4	5

Your response has been recorded. Thank You for participating in this survey. Highly appreciated.

If you have any suggestions or feedback regarding this questionnaire, please feel free to share them. Thank you for your time and valuable input.

APPENDIX B

Application Letter of Data Collection

UUM KUALA LUMPUR
Universiti Utara Malaysia
41-3, Jalan Raja Muda Abdul Aziz
50300 KUALA LUMPUR
MALAYSIA

Tel: 603-2610 3000
Faks (Fax): 603-2694 9228
Laman Web (Web):http://uumkl.uum.edu.my

Our Ref : UUM/UUMKL/242/10
Date : 26th January 2025

TO WHOM IT MAY CONCERN

COLLECTION OF DATA FOR RESEARCH PAPER

We are pleased to inform you that the following student is from Universiti Utara Malaysia Kuala Lumpur and is presently pursuing her Master of Human Resource Management. She are required to collect data from your organization as requirement for the Research Paper (BPMZ69912) course this semester.

No.	Name	Matric No.	I/D No.
1.	NUR AININA BINTI KAMARUDDIN	829455	850907025996

Please be informed that the data collected is purely for academic purposes and we assure you that all information will be kept strictly confidential.

We really appreciate your kindness and cooperation in the above matter.

Thank you.

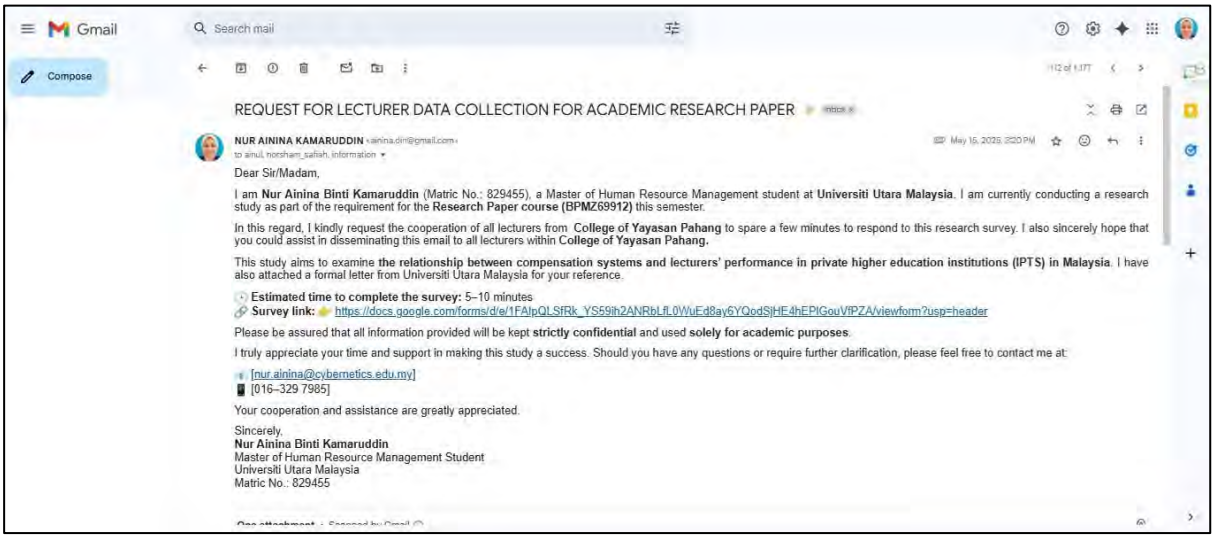
"MALAYSIA MADANI"
"KNOWLEDGE, VIRTUE AND SERVICE"
"ACADEMIC EXCELLENCE UUM EMINENCE"

Sincerely yours,

HISARUDDIN BIN AHMAT
Principal Assistant Registrar
Universiti Utara Malaysia
Kuala Lumpur Campus (UUMKL)

APPENDIX C

Email Correspondence for Data Collection



Gmail

Search mail

Compose

REQUEST FOR LECTURER DATA COLLECTION FOR ACADEMIC RESEARCH PAPER

NUR AININA KAMARUDDIN <ainina.din@gmail.com>
to ainul, norsham_safiah, information

May 15, 2025, 2:20 PM

Dear Sir/Madam,

I am **Nur Ainina Binti Kamaruddin** (Matric No.: 829455), a Master of Human Resource Management student at **Universiti Utara Malaysia**. I am currently conducting a research study as part of the requirement for the **Research Paper course (BPMZ6991Z)** this semester.

In this regard, I kindly request the cooperation of all lecturers from **College of Yayasan Pahang** to spare a few minutes to respond to this research survey. I also sincerely hope that you could assist in disseminating this email to all lecturers within **College of Yayasan Pahang.**

This study aims to examine **the relationship between compensation systems and lecturers' performance in private higher education institutions (IPTS) in Malaysia**. I have also attached a formal letter from Universiti Utara Malaysia for your reference.

Estimated time to complete the survey: 5–10 minutes
Survey link: https://docs.google.com/forms/d/e/1FAIpQLSfRk_YS59ih2ANRbLfL0WuEd8ay6YQodSjHE4hEPlGouVfPZA/viewform?usp=header

Please be assured that all information provided will be kept **strictly confidential** and used **solely for academic purposes**.

I truly appreciate your time and support in making this study a success. Should you have any questions or require further clarification, please feel free to contact me at:

[nur.ainina@cybernetics.edu.my]
[016–329 7985]

Your cooperation and assistance are greatly appreciated.

Sincerely,
Nur Ainina Binti Kamaruddin
Master of Human Resource Management Student
Universiti Utara Malaysia
Matric No.: 829455

Gmail

Search mail

Compose

AINUL HAYATI BINTI YUNUS , <ainul@kyp.edu.my>
to me, norsham_safiah, information

May 15, 2025, 3:22 PM

Dear Ms Ainina,

On behalf of Kolej Yayasan Pahang, we wish you the best of luck in your studies.
This survey will be distributed to our academic staff to help you obtain the necessary findings.
Thank you.

AINUL HAYATI BINTI YUNUS
KETUA EKSEKUTIF/ *CHIEF EXECUTIVE*
KOLEJ YAYASAN PAHANG

Email: ainul@kyp.edu.my
Website: www.kyp.edu.my

NUR AININA KAMARUDDIN <ainina.din@gmail.com>
to AINUL

May 15, 2025, 4:21 PM

Dear Ms Ainul Hayati,

Thank you very much for your kind support and for facilitating the distribution of my survey to your academic staff. I am truly grateful for your cooperation, and I sincerely appreciate Kolej Yayasan Pahang's contribution to my research.

Sincerely,
Nur Ainina Binti Kamaruddin
Master of Human Resource Management Student
Universiti Utara Malaysia

APPENDIX D

Demographic Profile

a. Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	96	26.2	26.2	73.8
	Female	271	73.8	73.8	100.0
	Total	367	100.0	100.0	

b. Age

Age					
		Frequent	Percent	Valid Percent	Cumulative Percent
Valid	25 and below	18	4.9	4.9	4.9
	26 to 35	128	34.9	34.9	39.8
	36 to 45	137	37.3	37.3	77.1
	46 to 55	72	19.6	19.6	96.7
	56 and above	12	3.3	3.3	100.0
	Total	367	100.0	100.0	

c. Length of service

Length of service					
		Frequent	Percent	Valid Percent	Cumulative Percent
Valid	1 – 5 years	112	30.5	30.5	30.5
	11-15 years	68	18.5	18.5	49.0
	6-10 years	78	21.3	21.3	70.3
	Less than 1 year	19	5.2	5.2	75.5
	More than 15 years	90	24.5	24.5	100.0
	Total	367	100.0	100.0	

d. Education

Education					
		Frequent	Percent	Valid Percent	Cumulative Percent
Valid	Degree	130	35.4	35.4	35.4
	Master	212	57.8	57.8	93.2
	PHD	25	6.8	6.8	100.0
	Total	367	100.0	100.0	

e. Position

Position					
		Frequent	Percent	Valid Percent	Cumulative Percent
Valid	Associate Professor	2	0.5	0.5	0.5
	Lecturer	267	72.8	72.8	73.3
	Senior Lecturer	98	26.7	26.7	100.0
	Total	367	100.0	100.0	

f. Current Salary

Current Salary					
		Frequent	Percent	Valid Percent	Cumulative Percent
Valid	RM 3,000 and below	122	33.2	33.2	33.2
	RM 3,001 – RM 4,000	85	23.2	23.2	56.4
	RM 4,001 – RM 5,000	68	18.5	18.5	74.9
	RM 5,001 and above	92	25.1	25.1	100.0
	Total	367	100.0	100.0	

APPENDIX E

The result of Preliminary Analysis

a. Missing values of Demographic Profile

		Respondent	Gender	Age	Length of service	Education	Position	Current Salary
N	Valid	367	367	367	367	367	367	367
	Missing	0	0	0	0	0	0	0

b. Missing values of Professional Development

		PD1	PD2	PD3	PD4	PD5
N	Valid	367	367	367	367	367
	Missing	0	0	0	0	0

c. Missing values of Work-life balance

		WLB1	WLB2	WLB3	WLB4	WLB5
N	Valid	367	367	367	367	367
	Missing	0	0	0	0	0

d. Missing values of Flexible Working Hours

		WH1	WH2	WH3	WH4	WH5
N	Valid	367	367	367	367	367
	Missing	0	0	0	0	0

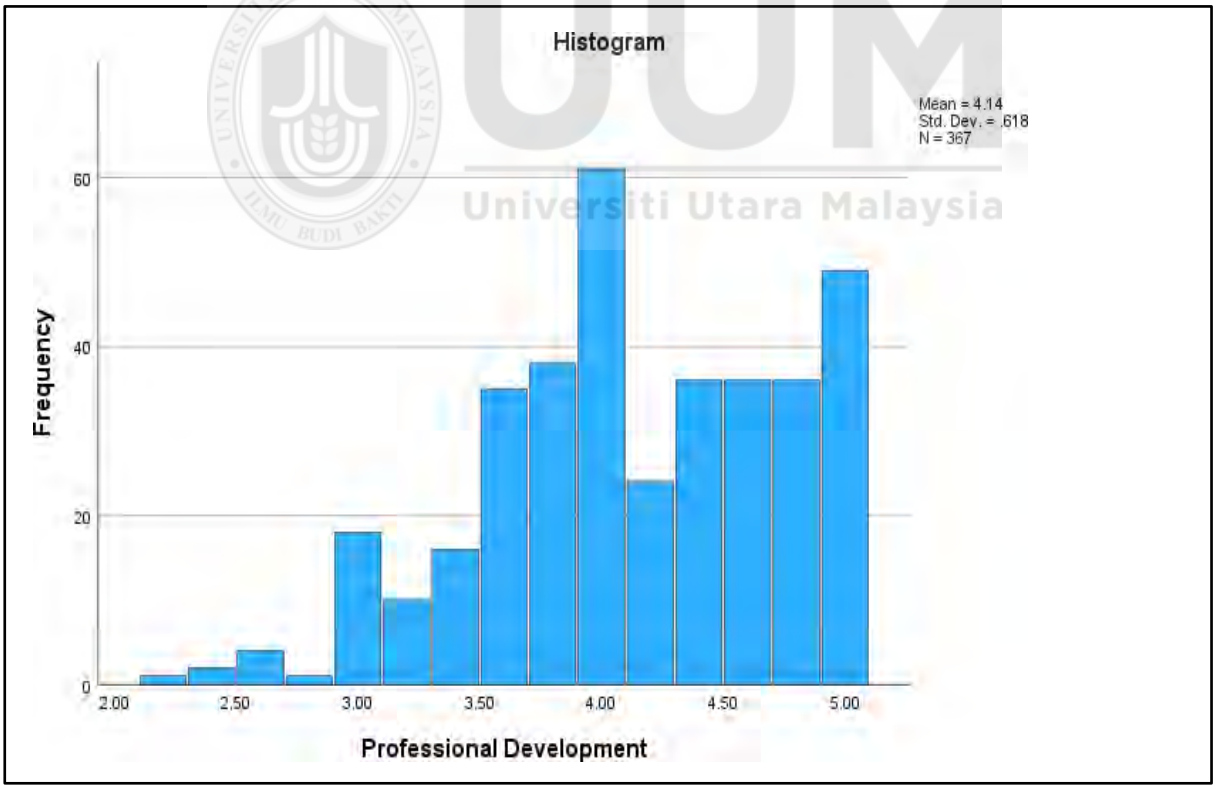
e. Missing values of Lecturer Performance

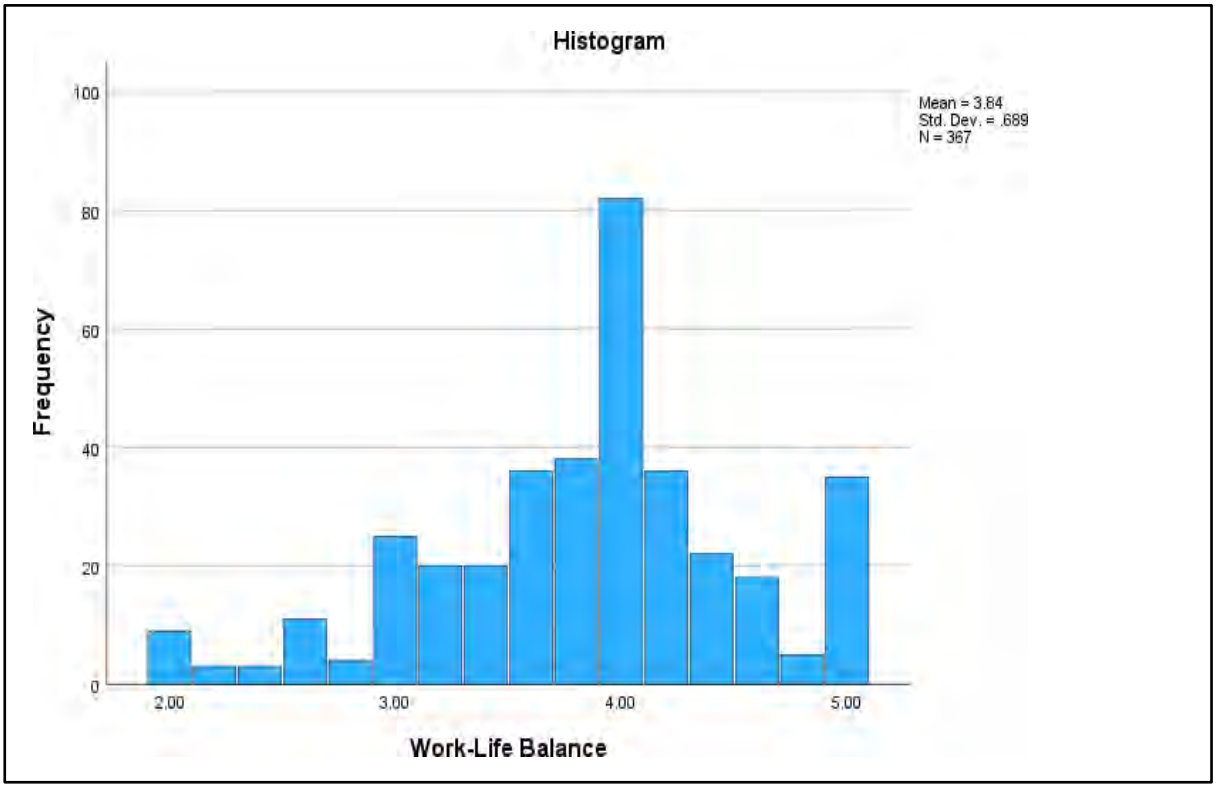
		LP1	LP2	LP3	LP4	LP5	LP6	LP7
N	Valid	367	367	367	367	367	367	367
	Missing	0	0	0	0	0	0	0

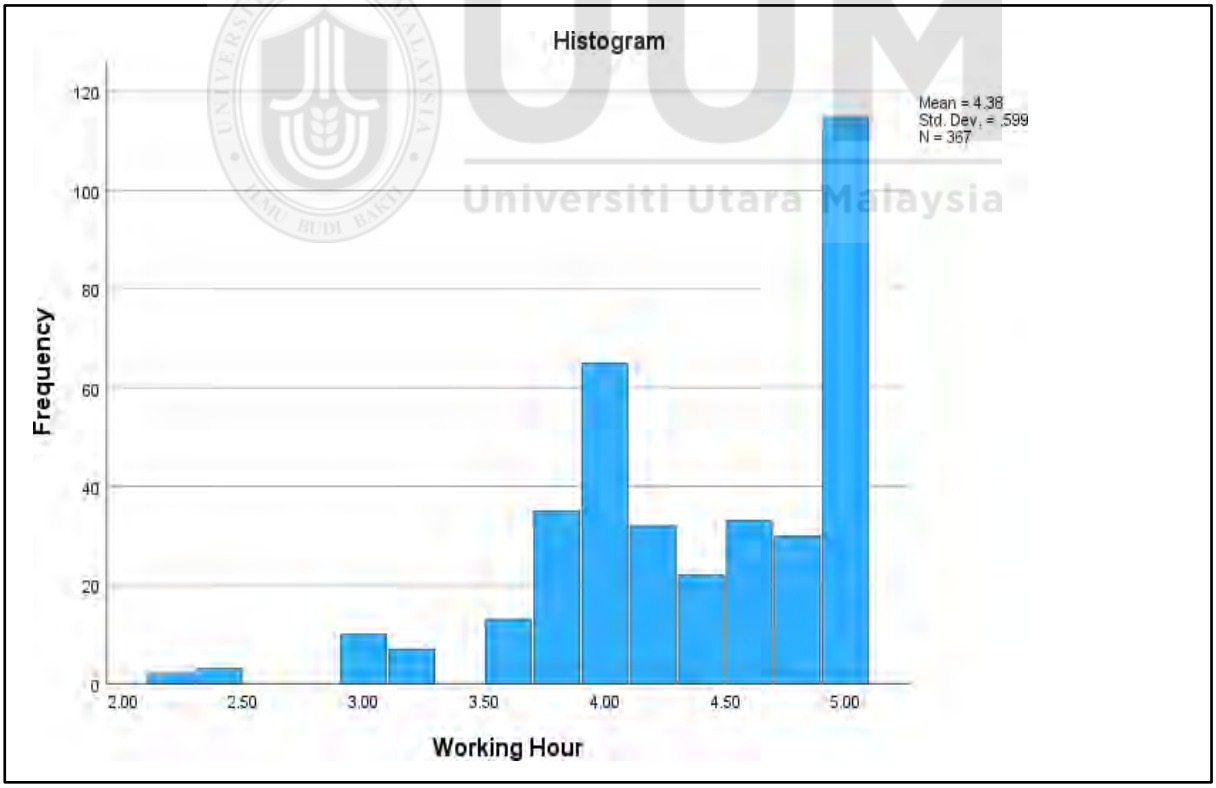
APPENDIX F

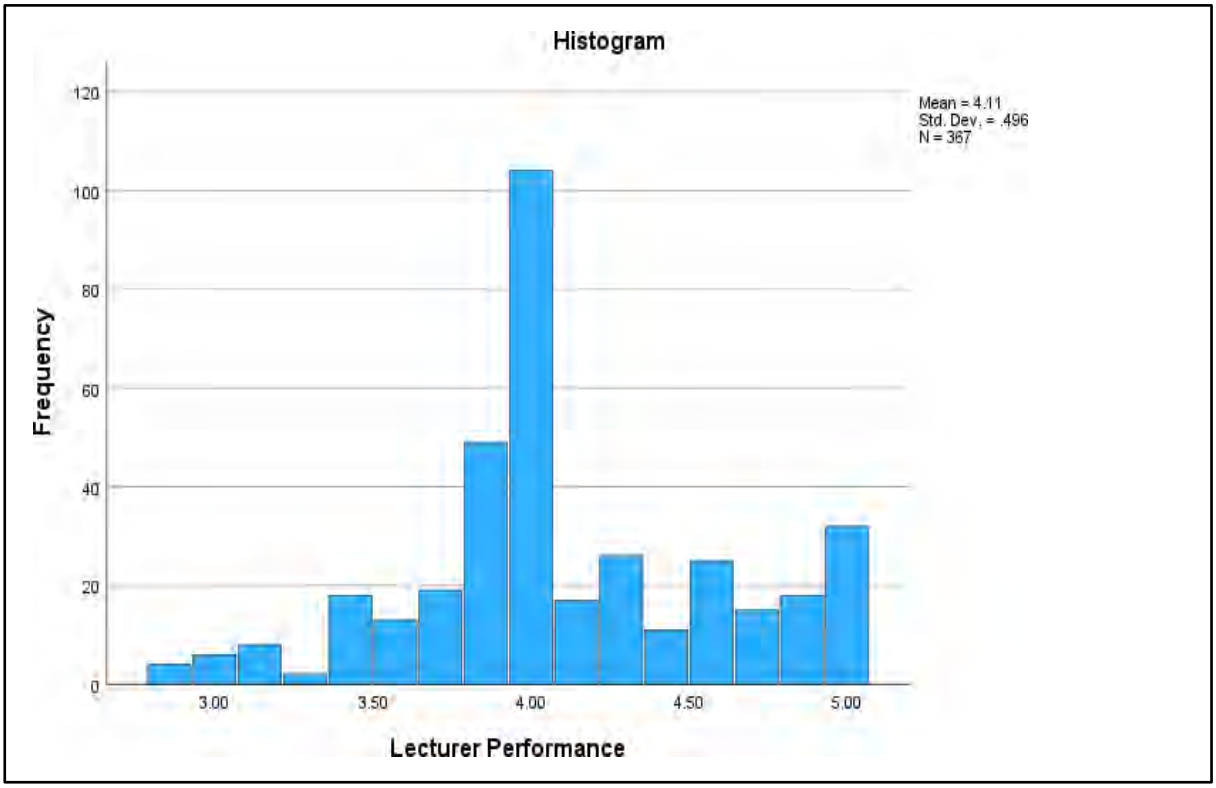
Result of Normality Analysis

Test of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Professional Development	0.104	367	0.000	0.951	367	0.000
Work-Life Balance	0.130	367	0.000	0.956	367	0.000
Working Hour	0.165	367	0.000	0.876	367	0.000
Lecturer Performance	0.194	378	0.000	0.946	367	0.000
a. Lilliefors Significance Correction						









APPENDIX G

Result of Descriptive Statistics Analysis

a. Descriptive statistics

Descriptive Statistics			
	N	Mean	Std. Deviation
Professional Development	367	4.1351	0.61834
Work-Life Balance	367	3.8431	0.68871
Working Hour	367	4.3755	0.59886
Lecturer Performance	367	4.1086	0.49627
Valid N (listwise)	367		

b. Descriptive statistics of professional development

Descriptive Statistics			
	N	Mean	Std. Deviation
Professional Development	367	4.1771	0.91659
Professional Development	367	4.1744	0.924543
Professional Development	367	4.2725	0.79057
Professional Development	367	3.8747	0.93831
Professional Development	367	4.1771	0.68450
Valid N (listwise)	367		

c. Descriptive statistics of work-life balance

Descriptive Statistics			
	N	Mean	Std. Deviation
Work-life Balance	367	3.7248	0.93681
Work-life Balance	367	3.6213	0.97560
Work-life Balance	367	4.0354	0.98144
Work-life Balance	367	3.9183	0.71584
Work-life Balance	367	3.9155	0.75816
Valid N (listwise)	367		

d. Descriptive statistics of flexible working hours

Descriptive Statistics			
	N	Mean	Std. Deviation
Flexible Working Hours	367	4.4387	0.73620
Flexible Working Hours	367	4.2616	0.79426
Flexible Working Hours	367	4.3243	0.75822
Flexible Working Hours	367	4.4905	0.65227
Flexible Working Hours	367	4.3624	0.71441
Valid N (listwise)	367		

e. Descriptive statistics of lecturer performance

Descriptive Statistics			
	N	Mean	Std. Deviation
Lecturer Performance	367	4.1689	0.55694
Lecturer Performance	367	3.9646	0.69844
Lecturer Performance	367	3.9564	0.74162
Lecturer Performance	367	4.1063	0.65465
Lecturer Performance	367	4.1880	0.58680
Lecturer Performance	367	4.2752	0.56589
Lecturer Performance	367	4.1008	0.65551
Valid N (listwise)	367		

APPENDIX H

Result of Reliability Analysis

a. Reliability Test for Professional Development

Case Processing Summary			
Cases		N	%
	Valid	367	100.0
	Excluded	0	0
	Total	367	100.0
a. Listwise deletion based on all variables in the procedure			

Reliability Statistics	
Cronbach's Alpha	N of Items
0.770	5

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Professional Development	16.4986	7.103	0.331	0.802
Professional Development	16.5014	6.048	0.584	0.713
Professional Development	16.4033	6.383	0.638	0.698
Professional Development	16.8011	5.843	0.625	0.697
Professional Development	16.4986	6.967	0.588	0.721

b. Reliability Test for Work-life Balance

Case Processing Summary			
Cases		N	%
	Valid	367	100.0
	Excluded	0	0
	Total	367	100.0
a. Listwise deletion based on all variables in the procedure			

Reliability Statistics	
Cronbach's Alpha	N of Items
0.841	5

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Correction Item-Total Correlation	Cronbach's Alpha if Item Deleted
Work-life Balance	15.4905	7.223	0.746	0.779
Work-life Balance	15.5940	6.843	0.796	0.763
Work-life Balance	15.1798	8.235	0.472	0.861
Work-life Balance	15.2970	8.636	0.644	0.813
Work-life Balance	15.2997	8.516	0.625	0.816

c. Reliability Test for Flexible Working Hours

Case Processing Summary			
Cases		N	%
	Valid	367	100.0
	Excluded	0	0
	Total	367	100.0
a. Listwise deletion based on all variables in the procedure			

Reliability Statistics	
Cronbach's Alpha	N of Items
0.876	5

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Correction Item-Total Correlation	Cronbach's Alpha if Item Deleted
Flexible Working Hours	17.4387	5.744	0.759	0.836
Flexible Working Hours	17.6158	5.811	0.659	0.862
Flexible Working Hours	17.5531	5.876	0.684	0.855
Flexible Working Hours	17.3869	6.391	0.652	0.862
Flexible Working Hours	17.5150	5.759	0.797	0.830

d. Reliability Test for Lecturer Performance

Case Processing Summary			
Cases		N	%
	Valid	367	100.0
	Excluded	0	0
	Total	367	100.0
a. Listwise deletion based on all variables in the procedure			

Reliability Statistics	
Cronbach's Alpha	N of Items
0.889	7

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Correction Item-Total Correlation	Cronbach's Alpha if Item Deleted
Lecturer Performance	24.5913	9.521	0.651	0.877
Lecturer Performance	24.7956	8.688	0.703	0.871
Lecturer Performance	24.8038	8.224	0.774	0.861
Lecturer Performance	24.6540	8.926	0.694	0.872
Lecturer Performance	24.5722	9.087	0.745	0.866
Lecturer Performance	24.4850	9.589	0.616	0.881
Lecturer Performance	24.6594	9.176	0.620	0.881

APPENDIX I

Result of Spearman's Rho Correlation Analysis

Correlations					
		Professional Development	Work-Life Balance	Working Hour	Lecturer Performance
Professional Development	Correlation Coefficient	1.000	.175**	.271**	.314**
	Sig. (2-tailed)		0.001	0.000	0.000
	N	367	367	367	367
Work-Life Balance	Correlation Coefficient	.175**	1.000	.345**	.491**
	Sig. (2-tailed)	0.001		0.000	0.000
	N	367	367	367	367
Working Hour	Correlation Coefficient	.271**	.345**	1.000	.275**
	Sig. (2-tailed)	0.000	0.000		0.000
	N	367	367	367	367
Lecturer Performance	Correlation Coefficient	.314**	.491**	.275**	1.000
	Sig. (2-tailed)	0.000	0.000	0.000	
	N	367	367	367	367
**. Correlation is significant at the 0.01 level (2-tailed)					

APPENDIX J

Result of Multiple Regression Analysis

Variables Entered/Removed[a]			
Model	Variables Entered	Variables Removed	Method
1	Working Hour, Professional Development, Work-Life Balance[b]		Enter
a. Dependent Variable: Lecturer Performance b. All requested variables entered.			

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.550[a]	.302	.296	.41630
a. Predictors: (Constant), Working Hour, Professional Development, Work-Life Balance b. Dependent Variable: Lecturer Performance				

ANOVA*						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.231	3	9.077	52.375	<.001[b]
	Residual	62.910	363	0.173		
	Total	90.141	366			
a. Dependent Variable: Lecturer Performance b. Predictors: (Constant), Working Hour, Professional Development, Work-Life Balance						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.797	0.205		8.799	0.000
	Professional Development	0.186	0.036	0.231	5.090	0.000
	Work-Life Balance	0.284	0.034	0.395	8.478	0.000
	Working Hour	0.103	0.039	0.124	2.636	0.009
a. Dependent Variable: Lecturer Performance						