

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**ACADEMIC PERFORMANCE AMONG WORKING ADULT LEARNERS IN  
UNIVERSITI UTARA MALAYSIA (UUM)**

**By**

**ZATI ZULAIKHA BINTI ZULKIFLI**



**Thesis Submitted to  
School of Business Management,  
College of Business,  
University Utara Malaysia  
In Partial Fulfilment of the Requirements for Master of Human Resource Management**



**Pusat Pengajian Pengurusan  
Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

**Universiti Utara Malaysia**

**PERAKUAN KERJA KERTAS PENYELIDIKAN**  
(*Certification of Research Paper*)

Saya, mengaku bertandatangan, memperakukan bahawa  
(*I, the undersigned, certified that*)

**ZATI ZULAIKHA BINTI ZULKIFLI (824872)**

Calon untuk Ijazah Sarjana  
(*Candidate for the degree of*)

**MASTER OF HUMAN RESOURCE MANAGEMENT**

telah mengemukakan kertas penyelidikan yang bertajuk  
(*has presented his/her research paper of the following title*)


**ACADEMIC PERFORMANCE AMONG WORKING ADULT LEARNERS  
IN UNIVERSITI UTARA MALAYSIA**

Seperti yang tercatat di muka surat tajuk dan kulit kertas penyelidikan  
(*as it appears on the title page and front cover of the research paper*)

Bahawa kertas penyelidikan tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.

(*that the research paper acceptable in the form and content and that a satisfactory knowledge of the field is covered by the research paper*).

Nama Penyelia : **DR. AZELIN BINTI AZIZ**  
(*Name of Supervisor*)

Tandatangan :   
(*Signature*)

Tarikh : **6 OGOS 2020**  
(*Date*)

## **PERMISSION TO USE**

In presenting this project paper in partial fulfilment of the requirements for a Post Graduate degree from the Universiti Utara Malaysia (UUM), I agree that the Library of this university may make it freely available for inspection. I further agree that permission for copying this project paper in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor(s) or in their absence, by the Dean of Othman Yeop Abdullah Graduate School of Business where I did my project paper. It is understood that any copying or publication or use of this project paper or parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the UUM in any scholarly use which may be made of any material in my project paper.

Request for permission to copy or to make other use of materials in this project paper in whole or in part should be addressed to:

Dean of School of Business Management

Universiti Utara Malaysia

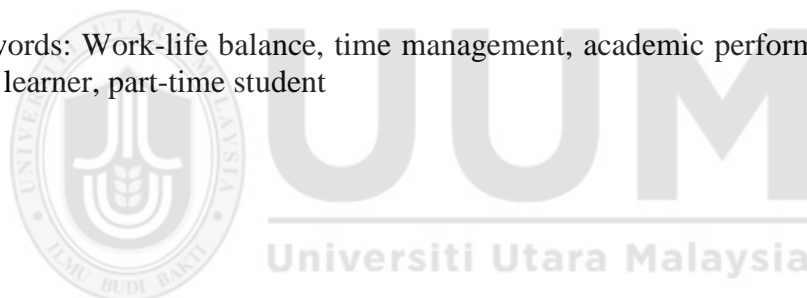
06010 UUM Sintok

Kedah Darul Aman

## ABSTRACT

Work-life balance and time management is very important for individuals to ensure a sense of balance of achievement and pleasure in their life. In the context of working while studying, there are certain important aspects that need to be taken seriously so that both can be done well. This study was conducted to determine the relationship of work-life balance and time management toward academic performance among working adult learner in Universiti Utara Malaysia (UUM). This research was based on the Adult Learning Theory by Knowles (1984) and Spillover theory. A survey data from 212 postgraduate part time students of Othman Yeop Abdullah Graduate School of Business (OYAGSB) were used in order to achieve the objective of this study. The regression results showed that time management is significantly and positively related to the academic performance, but work-life balance show negative relationship toward academic performance. The implications of the theory, practical, academic and regulations of the findings in this study were discussed in detail. Therefore, this study concluded that the work-life balance and time management has become a vital link to the academic performance of working adult learner.

Keywords: Work-life balance, time management, academic performance, working adult learner, part-time student



## ABSTRAK

Keseimbangan kerja dan pengurusan masa sangat penting bagi individu untuk memastikan rasa keseimbangan pencapaian dan kesenangan dalam hidup mereka. Dalam konteks bekerja sambil belajar, ada aspek penting tertentu yang perlu diberi perhatian serius agar kedua-duanya dapat dilakukan dengan baik. Kajian ini dilakukan untuk mengetahui hubungan keseimbangan kerja dan pengurusan masa dengan prestasi akademik di kalangan pelajar dewasa yang bekerja di Universiti Utara Malaysia (UUM). Kajian ini berdasarkan teori “*Adult Learning Theory*” dari Knowles (1984) dan “*Spillover Theory*” Data tinjauan dari 212 pelajar separuh masa pascasiswazah Othman Yeop Abdullah (OYA) School of Business digunakan untuk mencapai objektif kajian ini. Hasil regresi menunjukkan bahawa pengurusan masa secara signifikan dan positif berkaitan dengan prestasi akademik tetapi keseimbangan kerja menunjukkan hubungan negatif terhadap prestasi akademik. Implikasi teori, praktikal, akademik dan peraturan penemuan dalam kajian ini dibincangkan secara terperinci. Oleh itu, kajian ini menyimpulkan bahawa pengurusan masa telah menjadi penghubung penting kepada prestasi akademik pelajar dewasa yang bekerja.

Kata kunci: Keseimbangan kerja, pengurusan masa, pencapaian akademik, pelajar dewasa, pelajar separuh masa



## ACKNOWLEDGMENT

In the name of Allah, the Most Beneficent, the Most Merciful and peace be upon our Prophet Muhamad S.A.W. I would like to take this opportunity to acknowledge my sincere gratitude to my supervisor, Dr Azelin Binti Aziz. Without her endless effort, dedication, patience, advice and support, this thesis would not be possible. Also, I would like to thank Universiti Utara Malaysia for giving me this great opportunity to achieve my educational goals throughout my entire Master of Human Resource Management study duration in UUM campus.

To my beloved parents, Zulkifli Bin Ismail and Othmini Binti Othman, thank you for your prayers, and support to keep me going till the end of this journey. To my brother, my grandparents, my cousins, my friends, my classmates and my partner who with me during my master journey, thank you for believe in me to finish my study. And not to forgot my employer, Puan Roslina Binti Mohd Nor who give me opportunity for me to pursue my study while working, thank you so much for your guidance and endless support.

Last but not least, I present my deepest thank you to the respondents who have contributed significantly by participating in the study and answering the questionnaires. Without the help and support I received from them, I would never completed this thesis.

## TABLE OF CONTENTS

PERMISSION TO USE	i
ABSTRACT	ii
ABSTRAK	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLE	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS	x
LIST OF APPENDICES	xi
<b>CHAPTER 1: INTRODUCTION</b>	
1.1 Introduction	1
1.2 Background of the study	1-5
1.3 Problem Statement	5-8
1.4 Research questions	8
1.5 Research objectives	8
1.6 Significance of study	9
1.6.1 Theoretical Contribution	9
1.6.2 Practical Contribution	10
1.7 Scope of Research	10
1.8 Definition of key term	11
1.9 Organization of the thesis	12
<b>CHAPTER 2: LITERATURE REVIEW</b>	
2.1 Introduction	13
2.2 Definition and concept of variables	13
2.2.1 Academic Performance (dependent variable)	13-15
2.2.2 Work-life Balance (independent variable)	15-17

2.2.3 Time Management (independent variable)	17-19
2.3 Previous study on Academic Performance	19-20
2.3.1 Relationship between work-life balance and academic performance	20-21
2.3.2 Relationship between time management and academic performance	22-23
2.4 Underpinning Theory	23
2.4.1 Adult Learning Theory	24
2.4.2 Spillover Theory	25
2.4 Research framework	26
<b>CHAPTER 3: METHODOLOGY</b>	
3.1 Introduction	27
3.2 Research hypothesis	27
3.3 Research design	28
3.4 Population, sample and sampling technique	
3.4.1 Population	29
3.4.2 Sampling technique	29-30
3.5 Data Collection Procedure	30
3.6 Measurement of variables	31
3.6.1 Academic Performance	32-33
3.6.2 Work-life Balance	33-34
3.6.3 Time Management	35-37
3.7 Pilot test	38
3.8 Data analysis	39
3.9 Conclusion	39
<b>CHAPTER 4: RESULTS AND DISCUSSION</b>	
4.1 Introduction	40
4.2 Result	
4.2.1 Response rate	41
4.2.2 Respondent Demographic Profile	41-42

4.2.3 Reliability analysis	43-44
4.2.4 Descriptive analysis	45
4.2.5 Pearson correlation analysis	46-47
4.2.6 Multiple regression analysis	47-49
4.3 Summary of Hypothesis	49
4.4 Conclusion	50
<b>CHAPTER 5: CONCLUSION AND RECOMMENDATION</b>	
5.1 Introduction	51
5.2 Recapitulation of the research result	51
5.3 Discussions of research objective	
5.3.1 The influence of work-life balance on academic performance	52-53
5.3.2 The influence of time management on academic performance	53-54
5.4 Implications of the study	54
5.5 Limitation of the study	55
5.6 Suggestion for future research	56
5.7 Conclusion	57
<b>REFERENCES</b>	58-64
<b>APPENDICES</b>	
Appendix A: Questionnaire	65-69
Appendix B: Permission letter to conduct data collection	70
Appendix C: Data output SPSS	71-77

## LIST OF TABLES

3.1	Total postgraduate (MASTER) student in Othman Yeop Abdullah Graduate School of Business (OYA)	29
3.2	Design of questionnaire	31
3.3	Operational definition and items for Academic Performance	32-33
3.4	Operational definition and items for Work-Life Balance	34
3.5	Operational definition and items for Time Management	35-37
3.6	Cronbach's alpha values for variables	38
4.1	Demographic profile of the respondent	42
4.2	Cronbach's alpha value for the variable of the study.	44
4.3	Descriptive statistics of the variables	45
4.4	Pearson correlation analysis	47
4.5	Modal Summary	48
4.6	Results of multiple regression analysis	48
4.7	The summary of hypothesis testing	49

## LIST OF FIGURES

1.0	Real Minimum Monthly Basic Salary for Employees Recruited Without Prior Working Experience	6
2.1	Research framework	26



## LIST OF ABBREVIATIONS

<b>Abbreviation</b>	<b>Description of Abbreviation</b>
OYAGSB	Othman Yeop Abdullah Graduate School Of Business
UUM	Universiti Utara Malaysia
AC	Academic Performance
WLB	Work-life Balance
TM	Time Management
MOHE	Ministry of Higher Education
HLI	Higher Learning Institution
DV	Dependent variable
IV	Independent variable
SPSS	Statistical Package for Social Science



## LIST OF APPENDICES

<b>Appendix</b>	<b>Title</b>	<b>Page</b>
Appendix A	Questionnaires	65
Appendix B	Permission letter to conduct data collection	70
Appendix C	Output data SPSS	71



# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 INTRODUCTION**

The purpose of this chapter is to provide an overview related to this study, includes background of the study, problem statement, focus and the significances of the research, the contribution and definition key terms due to the respect of Work-life Balance (WLB), Time Management (TM) and Academic Performance (AP) which set as scope for this research.

### **1.2 BACKGROUND OF STUDY**

Malaysia aims to become a highly industrialized nation. However, to do this, high-tech companies need to be attracted, which needs expertise in world-class science and problem-solving skills. The job market is now more dynamic due to rapid changes in the use of technology and versatility that required knowledge. Various issues have arisen in the case of competition in elections of career and criteria required by the employer. Therefore, education is seen as the most critical aspect of establishing career direction and a solution for the present life scenario. Most would employ highly skilled workers who often have postgraduate degrees.

As we are in the brick of new technologies, the population's competencies and skills need to be improve along with the changes of speed and growing in technologies. To

cope with the globalization, societies and required to upgrade their lives includes their private and work lives through adult lifelong learning (Jenkins, Vignoles, wolf & Galindo-Rueda, 2003).

In recent years, the Malaysian higher education system has made substantial increases in student enrollment. Global reputation has improved on critical dimensions, such as research publications, patents, and institutional quality. It has also become a top destination for international students. The Ministry of Education acknowledges that the program would need to keep changing if not to keep up with global trends. For example, the business and social landscape should be dramatically reshaped in disruptive technologies such as advanced robotics, the internet, and the automation of knowledge.

Zulita Mustafa (2017) in a local newspaper known as The New Straits Times mention that The Ministry of Higher Education (MOHE) has published its draft on Lifelong Learning Enculturation that involve individuals that aged above 15 and working adult in Malaysia as an initial strategy of the government in the culturing lifelong learning industry for an about 10-year period in the year 2011-2020. This development involves human potential through an ongoing supporting process that stimulates and empowers individuals to develop and implement all the knowledge, values, skills, and knowledge they need through the whole of their lives. The involvement of all segments of society in driving economic process, seen through continuous learning, which is clearly stated objectives in the Culture Lifelong Learning Plan.

Implementation this plan will allow all segments of society like higher education accessible in their respective communities for the intention of skyrocketing information and additionally the acquisition of higher qualifications so employees who are knowledgeable people, better trained, particularly expert and ready to produce. All this effort supply probability to its work to require chances to continue to examine and allow them to enhance their standard of living by lifelong mastering concept aspiration that aspired by the government.

On the other hand, Malaysia hit a 48% rhythm of gross advanced enrollment in 2012. It leads to a 70% rise in enrollment in the last decade, leading to 1.2 million public and private higher learning institution (HLI) studies including public-funded schools, polytechnics, community colleges, professional colleges, private colleges and private universities. Somewhere between 1990 and 2010, there was a six-fold increase in the number of bachelors and a tenfold rise in Master's and PhD enrollment. With this growth, Malaysia is currently ranked 3rd in ASEAN behind Singapore, Thailand in Masters and PhD Enrolment.

According to data from Organization for Economic Co-operation and Development (OECD, 2018) stated that there is enrolment for individuals aged 25-64 for OECD countries in tertiary education has exceeded more than 30% from the year 2012-2017. his data shows that there are growing trends in participation among working adults in higher education. Furthermore, Malaysia also indicates that a large number of working adults have enrolled as part-time students in higher education In The Star Online survey conducted by HSBC (2018), there are 83% who work while he/she is studying, and nine out of 10 students work in Malaysia, primarily because they need extra income. A postgraduate degree is a pursued degree following graduation. It can be done in mode full time or part-time. This is because of the conflict

between work and studies will cause many problems. Such problems are likely to influence the time needed to complete a Master's or Ph.D. degree.

Because of that, being a working adult learner needs to be highly committed and have proper time management to cater to an abundance of role demands. With multiple roles carried by adult learners in their responsibilities in job scope and pursuing academic goals, there a high potential conflict will arise among their functions, and it will affect their job performance. This is because many working adult learners find it hard to juggle and cope with their own time's demand as they have to be workers and students simultaneously (Falasce, 2011). Due to these challenges, adult learners have problems balancing their job with life because they have to work overtime and struggle to finish their assignments due to a deadline for submission (Schwartz, Mcguire& Satterdtorm, 2012).

Working adult learners tend to neglect their main job in the company during working hours as they tend to search for materials for their assignments. Other than that, adult learners could not attend for group discussions with other full-time students during working hours, and they usually available on weekends during classes held. Based on Malaysian Insider (2013), more than 60% of the Malaysian workforce felt that they are unable to spend their quality time with their families because of long working hours. Work-life balance is defined as the amount of effort and time spend by a person in his personal life and work meet at the equilibrium point (Sundaresan,2014). Thus, failure in balance all these challenges will increase adult learner's responsibilities, and it will directly affect their productivity, commitment and performance whether in their studies or work.

Many working adult learners complain about a shortage of time when asked to do a particular task, and they usually get frustrated because they're unable to complete it before the deadline. On the opposite hand, others find that they have enough time to settle their work and complete their assignments with no struggle. Time management plays a significant part in enhancing the success of the student. Each student would be able to control time using a time management system, integrating goals and priorities.

### **1.3 PROBLEM STATEMENT**

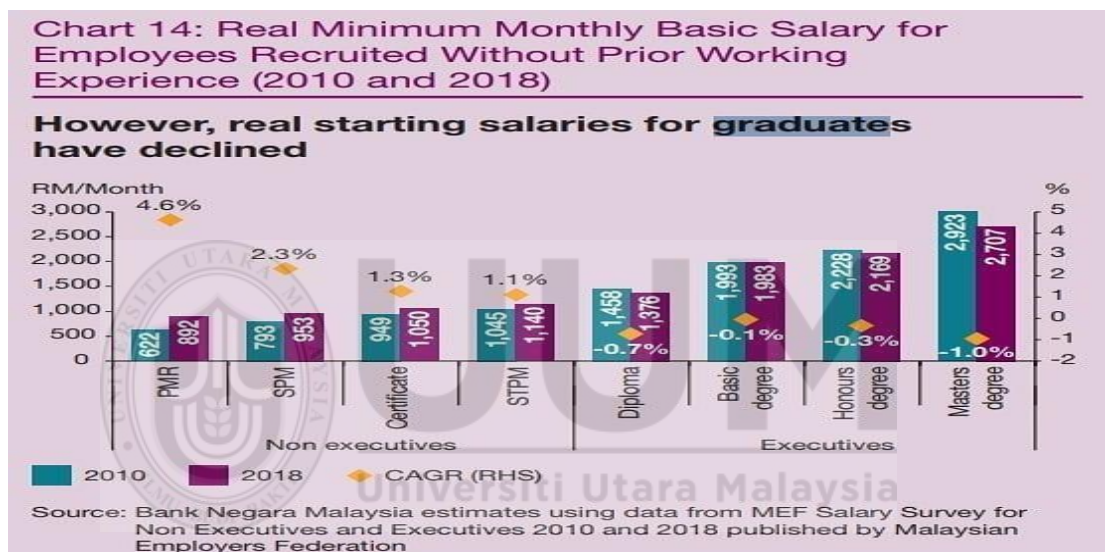
The main objective for students from Malaysia who want to go to university reflected what many potential students expect to do after graduation, e.g., job development or postgraduate studies, and motivated solely by their passion for the subject matter. Other than that, due to the current economic position and market demand, many working adults decided to pursue their studies while working because they are competing for career development and job security of their perspective market position by having a better knowledge and skills. However, it is not easy for working adults to perform well in both work performance and academic performance.

Furthermore, based on The Star Online (2017) Datuk Shamsuddin Bardan, Executive Director of the Malaysia Employers Federation says that pursuing postgraduate studies does not necessarily reflect better opportunities to work but student is likely to earn a higher wage than that of a degree holder. Starting salary for fresh graduate in private sector has been increasing from year 2010 to 2018 mention by Malaysian Employers Federation (MEF). This was contrary to the picture painted by Bank Negara Malaysia (BNM) (Figure 1.0). Data showed that a diploma holder

could earn a salary of RM1,661 in 2018 compared to RM1,458 in 2010, basic degree RM2,393 (RM1,993) and master's degree RM3,267 (RM2,923) (New Straits Times, 2019). This contribute in increasing the number of working adult to further study into upper level to qualified them for the best pay.

Figure 1.0

*Real Minimum Monthly Basic Salary for Employees Recruited Without Prior Working Experience*



Students are dealing with difficulties when balancing the multiple needs of work, study, and social activities (Tania Ang, 2008). This problem has been addressed by way of working adult learner because they have to find a way to balance the overall performance when study and work. They are facing with a lot of commitment in a day to stability their work, lifestyles and study and have to carried out a lot of duty that need to be accomplished at one time. The high dedication is wished in order to continue the study and make certain study and work are balance. Therefore, the challenges have to face by working adult learner is getting hard and naturally the level of stress is going to be added as they have to keep balancing their work life and have to make sure that

their responsibilities as in their work, family and studies were keep in progress.

There some studies associated that multi roles by the working adult student could create a lot of opportunities but it has been arguing by some other researches due to limited skill and inability to balancing their commitment with lead to poor productivity and performance. Work life balance were the most potential challenge for adult learners (Omansky, (2010) & Trayambak, Kumar & Jha, (2012)). Other than that, time management also plays a key role in improving the performance and achievements of university students. All students must have time management skills, including the development of goals and priorities, the use of time management tools and the time management organization. Just self-motivation success, skill and motivation is possible here for time management. (Brigitte, Claessens, Eerde, & Rutte, 2005).

Though many people realise the benefits of time management and effective time practices, very few researchers have investigated the effect of the time management practices on the academic achievement. This research seeks to define the nature of the management of time in an educational institution and the quality of its influence on academic performance.

It is hard to find these elements in Malaysia studies among working adult learners who are doing a part-time study while working full-time. As consequences, there are working adult learners who defer and also quit their education due to pressure that can't be handle and limitations that they faced (Agyapong & Owusu- Ansah,2012). This is why the researcher has to investigate and explore the influence of work-life balance, time management towards working adult learners' academic performance and understanding the links of these factors. It seems to be very important as it may affect working adult learners mentally and physically. For this purpose, this study employs

working adult learners to answer the following research question.

#### **1.4 RESEARCH QUESTIONS**

This study has the following research question:

- i. Does work-life balance influence academic performance among working adult learners in Universiti Utara Malaysia?
- ii. Does work time management influence academic performance among working adult learners in Universiti Utara Malaysia?

#### **1.5 RESEARCH OBJECTIVES**

The primary objective of this study are as follows:

- i. To determine the influence of work-life balance on academic performance.
- ii. To determine the influence of time management on academic performance.

## **1.6 SIGNIFICANT OF STUDIES**

This study is very important to help students and employee know how they need to manage their work and life systematically and efficiently. Working adult learner that had commitment with their work should be considered in managing work life balance and time management. This study also raises awareness of the value of work-life balance and time management among them. Those who can balance the demands of work and their personal or family lives are encouraged to do their best in everything they do. They also can increase their performance as a student and employee together without having any problem.

### **1.6.1 THEORETICAL CONTRIBUTION**

Theoretically, this study bridges the gap by exploring the association among work- life balance and time management in determining the influence on academic performance among adult learners. This study may become a reference to future researchers who are interest in this study field. The present study contributed to the literature by confirming the significant influence of time management- as opposed to work-life balance- on academic performance. This finding is somewhat supporting the argument in the literature that work-life balance is not an issue that is of great concern to Asian people hence affecting their lives. In addition, comparing these two predictors time management and work-life balance in one some model expanded the Malaysian literature with more empirical evidences.

## **1.6.2 PRACTICAL CONTRIBUTION**

Practically, this study is believed to contribute to educational field which can be used in helping those working adult learner in considering some of the things especially the most important components mentioned above such as work-life balance and time management toward their academic performance before they make their final decision to further their study.

In helping these working adult learners to pursue their desire, these two factors need to be explored. This study helps the reader to enhance their knowledge pertaining to the issues faced among working adult learners and regarding the preparation which need to be taken into account before any of part-time students make decision to pursue their Master's degree or Doctor of Philosophy (PhD) in future.

In addition, the finding of this study may also give some input to the university management of the significant importance of time management, particularly to part-time student who juggle between work and study. The university may provide initiatives to help part-time students dealing with time management issues, such as by organizing time-management workshop, and rearrangement of classes schedules.

## **1.7 SCOPE OF RESEARCH**

This research mainly focuses on the factors that affect academic achievement among postgraduate student enrolled at Othman Yeop Abdullah Graduate School Of Business in Universiti Utara Malaysia (UUM). Focusing on work-life balance and time management that give an impact on working adult learner performance.

## **1.8 DEFINITION OF KEY TERMS**

### **1.8.1 Adult Learner**

Adult Learner is known as a person who reached mature physical, intellectual and social development. This mature person is trying to develop new attitudes by acquiring new knowledge and skills within a systematic learning process either as a full timer or part time student in formal or informal education (Kapur,2015)

### **1.8.2 Work-life balance**

The work-life balance is defined in the process of achieving an equal balance of work and personal lives (Fapohunda, 2014)

### **1.8.3 Time Management**

Time management as self-management with an explicit focus on time in deciding what to do; on how much time to allocate to activities; on how activities can be done more efficiently and on when the time is right for particular activities (Mercanlioglu, 2010)

### **1.8.4 Academic Performance**

Related to what is valued in learning and there are two main areas which is academic content that refer to specific knowledge in different subjects and academic skill refers to the learned ability to carry out task (Amstrong, 2006)

## **1.9 ORGANIZATION OF THE THESIS**

In this research, there are five parts which Chapter 1 had outlined background of the study, problem statements, research questions and objectives and also the definitions of key terms. While in the Chapter 2, it covers literature review of the study which are work-life balance, time management and academic performance. Chapter 3 will explain about the methodology on how this research will be carried out that consist of research framework, research design, measurement of variables, statistics collection and statistics analysis. Chapter 4 resolve cover the analysis of data and findings since this study. Lastly, Chapter 5 summarizes the key findings and the significance of the findings, the scope and limitations and also includes suggestions for future research.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The review contains a summary of the relevant literature on the topic of academic performance, work-life balance and time management adult learner in University Utara Malaysia (UUM). Also, this chapter highlights the underpinning theory, hypotheses development and the research framework for this research.

#### **2.2 DEFINITION AND CONCEPT OF VARIABLES**

##### **2.2.1 CONCEPT OF ACADEMIC PERFORMANCE**

Performance is enhanced as the observable or measurable action of an individual that is typically experimental in a specific circumstance (Simpson and Weiner, 1989). It means that performance measures the behavioral aspect that has been observed at a point of time. Academic performance has been defined and explained by several authors. According to Narad and Abdullah (2016) academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. They added that these goals are measured by using continuous assessment or examinations results.

Annie, Howard and Midred (as cited in Arhad, Zaidi & Mahmood, 2015) also indicated that academic performance measures education outcome. They stressed that it shows and measures the extent to which an educational institution, teachers and students have achieved their educational goals.

The subject of academic performance is crucial because the positive results of the students are decided directly after graduation. Studies have demonstrated that successful students often work better and earn more than students who are poor in their studies (Pan & Lee, 2011). Academic performance describes how well a student is able to complete his studies and tasks. There are, however, many variables that assess students' consistency and level of academic success, including grades, standardized tests, participation, extracurricular activities and behaviour. In addition, individual improvements in academic performance are correlated with personality and intelligence differences. (Dahie, Osman, & Mohamed, 2015).

Besides, Sharma (2005) said that good academic achievement determines the student's social and economic success and standard of living. Good academic accomplishments may encourage students to study. A student is forced to carry the burden of studying to fulfill her goals to get this opportunity. Academic performance in a university can be seen as a product of two sets of factors: one from the individual—the unparalleled combination of the socioeconomic capacity of each student and the other from the school— related to schemes in which knowledge is shared and communicated in schools. (Win & Miller, 2005).

Moreover, jobs requiring high educational prospects have prospered in 10-20 years (Fleetwood and Shelley, 2000, Rentner & Kober, 2001). Therefore, students who obtain outstanding academic performance have a chance to get both a decent career and reasonable wages compared with the low-education students. In conjunction with

current job difficulties, academic accomplishment affecting workers has often been linked with increasing technology use in the success of their jobs (Brown, 1999).

Academic performance is also important, because it is closely related to good outcomes. Data reveals that people with high education rates are more likely to function and gain higher wages (National Center for Education Statistics, 2001). Therefore, students who obtain impressive academic performance have a chance to get both a decent career and attractive wages compared with the low-education students. In addition to jobs and compensation, learning achievements of staff are also related to technological advancement during the year.

### **2.2.2 CONCEPT OF WORK-LIFE BALANCE**

There are extensive vary of areas for adult learners to juggle in their work-life balance for example: work, family, study, health and social life. As what has been defined by means of Kossek et al (2014) about work-life balance, person learners have to be aware and realize the priority of their responsibilities and should understand how to control their time to keep away from any unacceptable conflicts from occurs. He also harassed that the idea includes a special trend as one course of life is relying on one's life cost and the end result is fluctuating to every and everyone.

The theory of the work - life balance is based on the assumption that work and personal life coincide in bringing perfection to life. Similarly, Saikia (2011) described the term as the level of a person's job and personal roles. Bushran and Aftab (2014) said that the balancing of the work life is a way of finding a compromise between work and familylife for employers and the need for employers to plan flexible opportunities for

their employees. In other words, the balancing of work life is to the degree that employees' working lives and personal lives do not interfere with one's professional life, individual promotion, family, health, community relations, health and peer relationships. (Garg & Rani, 2015). Abendroth and Dulk (2011) also defined the harmonious interface, described by Dipura and Kakar (2013), between the various areas of life and work-life balance as juggling the work-life and the security of work and family obligations.

In addition, if there is no conflict between work and their personal lives, a positive work-life balance is reached and people are satisfied with the relationship between work and their entire personal life. (Uracha Chatrakul Na Ayudhya, et al., 2015). According to Hoffmann-Burdzinska & Rutkowska (2015) Work-life balance is important for many aspects of the company, such as management, economics, organizational psychology and its employees' well-being. A poor balance between work and life can have an effect on the mental health of workers, their engagement and success in work and personal conflict. The work balance is known as the ability to plan work hours and to conduct a healthy and peaceful life.

Previous Maertz and Oyar studies (2011), Greenhaus and Allen (2011) and Kossek et al.(2014) have developed and translated the idea of work and life balance into a holistic approach. Work-life balance applies to everybody working (Haar, 2013; Kossek et al., 2014), and has a huge effect on individual success and well-being all over the world (Lyness & Judiesch, 2014). Due to the fact that the balance between work and life catches the potential to do what they have involved, the researcher stresses adult learners and is crucial to creating an achievement that has good job results and achieves life goals and good academic grades.

In contrast, an imbalance between work and private life can cause absenteeism, dissatisfaction, and low productivity. By contrast, employees who are able to achieve this balance can enhance their well-being since they are better capable to effectively allocate their energy and time to the demands they experience (Whittington et al., 2011). The balance between work and lives is essential especially if institutes have to be extraordinarily technical professionals because their high loyalty and commitment, especially by academics, are required to achieve the Institute.

### **2.2.3 CONCEPT OF TIME MANAGEMENT**

Time management plays an important role in improving school efficiency and achievement for students. Students need to be able to monitor the schedule by using the time management system and scheduling the class hours and setting goals and expectations. This way time management is only possible by self-motivation; efficiency, ability and motivation. (Brigitte, Claessens, Eerde and Rutte, 2005). For developed countries, where students have several challenges along their learning journey, the researcher may make even more insightful conclusions. The results of empirical studies carried out by past researchers are influenced by time-management practices. While students are mindful of the impact of time on academic success, this relationship does not matter. (Sevari & Kandy, 2011).

At higher education, the curriculum must be adequately prepared, enforced and managed for successful performance. Time focus also allows authorities to establish cost-efficient educational policies, especially at higher education level (Kaushar,2013). Ongoing problem of scarcity of knowledge in connection with time management and academic outputs is due to lack of easiness and of costly ways of collecting data. Driven by this fact, particular emphasis has been paid in the modern

education system to time management issues by evaluating students' attitudes and behaviors related to time and its management (Karim, Sevari, Mitra & Kandy, 2015). Time management activities have proved to be some of the best measures of academic achievement and performance. They not only affect efficiency, but also use time management techniques to offer only one explanation for multipurpose management (Fazal, 2012). Engaging in trials and engaging in other events outside of the school does not inherently entail a task, but also a clear connection with achieving high academic achievement

Various studies showed that time management practices serve for many purposes not only for challenging performance of the students. Time management practices show the way not only to a high level of academic performance, but to good physical condition and lower levels of stress. The foremost purpose of the present study was educational competency, using time management techniques, test pressure, and test proficiency (Faisal, Miqdadi, Abdulla & Mohammad, 2014). Academic competence scores were established to some extent improved in the current sample indicating that students found course material/content encouraging and enjoying their classes.

Furthermore, Gerard M. (2017) described time management as a collection of values, procedures, skills, equipment and systems that collectively help to make your time more productive in order to improve your living conditions. Time management is a priority structuring of the allocation and distribution of time between competing demands, because time cannot be stored, and its availability cannot be extended or reduced from 24 hours.

Based on Al-Ghamdi (2015) time is an important resource, so it should be used optimally and planned for future use, because time management is an important key

criterion, which is taken into account in determining the success and effectiveness of the individual. Hence, time management is the best use of time, and of the available resources, in a way that leads to the achievement of goals, and it will be no commitment, analysis, planning and follow-up in order to better take advantage of time in the future (Al-Mubarak and AlRashidi, 2016).

### **2.3 PREVIOUS STUDY ON ACADEMIC PERFORMANCE**

The subject of academic performance is relevant because it defines the successful results of students after graduation directly. Studies showed that students who were successful academically tended to be more employable and received higher salary than those who did poorly in their academic studies (Pan & Lee, 2011). Other scholars also contend that academically successful students will be able to tackle the technologically demanding occupations (Lent, Hackett, & Brown, 1999). In other words, academic performance is important for future career development and growth.

Primarily, Golding, Sharmini and Lazarovitch (2014) described standards of examiners as critical for the completion of postgraduate studies in the framework of postgraduate education. Mutula (2009) discussed the challenges posed by postgraduate students: insufficient research skills, poor monitoring, slow thesis review processes, decreasing government funding, incompatible postgraduate education, lower throughput, bureaucracy in the acceptance process, heavy educational burden, inadequate facilities, balances between occupations and academics.

De Zoysa (2007) described political, social, social, administrative, supervisory, non-academic as well as other factors as determinants of postgraduate student achievement. In her informative analysis, Meerah (2010) points out that the absence

of research expertise has a negative effect on the success of research students.

### **2.3.1 RELATIONSHIP BETWEEN WORK-LIFE BALANCE AND ACADEMIC PERFORMANCE**

Tania Ang (2008) conducted a study to find out how students balance work and life, and how undergraduate students manage conflicting needs for education, research and social service. The study showed that it is difficult for a small sample of students to balance the multiple needs for work, research and social activity. Contrary effects from this mismatch were seen in the form of missed classes, exercise issues, stress and poor sleep.

In the context of employment, the imbalance of work-life balance would not only pose a big problem and risk employee job performance, but it might lead to the deterioration of the organizational performance as well (Beauregard & Henry, 2009). Furthermore, Naithani (2010) has stressed by neglecting this work life balance factors and aspects would probably drive the organizational to be downfall and create low employee productivity. Generally, work-life balance indicates win-win situation outcomes for both organization and employee individually (Wheatley).

In research by Razali and Wah (2011) particularly at Universiti Putra Malaysia, they found that there is positive relationship between work-life balance and employees job performance. The energetic role of people factor seems to be an important work-life balance as it exhibits a positive result through work engagement, in-role responsibility, organizational citizenship behavior, employee productivity which enhance and enrich employee job performance (Nawab & Iqbal,2013).

At the other side, students part-time work more and gain more than full-time students. This leads to stress, bad performance, health problems, etc. There is a lack of balance between work and life among students. (Kai-Wen, 2003). Work-life balance is especially basic to administer exceedingly specific capable in light of the fact that their high obligation and reliability is required for the achievement (Scholarios, 2006). In case of doctor's facility workers, work-life balance and their commitment affect the execution and effectiveness of the centre (Sakthivel, 2011).

Hence, Uzochukwu & Ngozi (2015) has suggests those who has the ability to balance their activities in a daily life includes work (occupational demands) and private life (studies and family obligation) will create a huge contribution for the organizational as the balance of work-life will ultimately motivate and increase individual's performance at work. In the other hands, the imbalance work-life a high levels of low performance as it distracts individual's life quality.

H1: There is significant relationship between work-life balance and academic performance

### **2.3.2 RELATIONSHIP BETWEEN TIME MANAGEMENT AND ACADEMIC PERFORMANCE**

Time is a problem for university students ' academic life and social life. If students want to read all the books and chapters, they're given, follow the paper deadlines and participate in extracurricular activity, they may find like they don't have enough time to do their work properly. Excellent time management actions, such as goal setting and time monitoring, can contribute to efficiency, stress control and success and academic performance. (Lay & Schouwenburg, 1993, 2000).

Al-Rahimi and Al-Mardini, (2014) Al-Rahimi and Al-Mardini (2014) are aimed at evaluating the impact of Irbid University students ' individual characteristics in terms of gender and age variables, study level, place of residence and time management design, as well as their effect on academic achievement. And the students' viewpoint on how to handle time in terms of: planning, organization, management, supervision and the effect on their academic performance. The study found that the guidance field was more efficient in management of time and then in planning, while the control field was less effective. The study found also a statistically significant correlation between time management and its limitations on the one hand and students ' academic achievements, and the lack of any effects on the variables of gender, age, academic level, residence and nature of the college both in terms of time management and at Irbid National University.

Besides, Taylor, H. L. (2014) said that time management has a huge effect on the quality and effectiveness of the job, we can turn to internal time analysis and how to control our minds and to benefit from our biological clock to regulate our time. Shazia Nasrullah and Muhammad Saqib Khan (2015) in their study found that to the

relationship between the time management skills and academic achievement of the students. Time management is very important and it may actually affect individual's overall performance and achievements. The data was collected from the students of Qurtuba University of Science and Technology to analyze that how effectively they are managing their time for achieving their academic standards.

Al-Zoubi (2016) analyzed the effects of time management on academic achievement. This thesis aims at students from the Hashemite Kingdom of Jordan taking into account the impact of time management on their academic performance. The study chose a group of 2000 male and female high school pupils to be questioned. The findings showed a medium degree and static value at the time management level based on high school students in Irbid. The study found that there is a statistically significant association between academic performance and the ability of high school students to control time. It has also been discovered that the statistical significance of this relationship ( $\alpha \leq 0.05$ ) was dependent on the gender variable.

## **2.4 UNDERPINNING THEORY**

In this study, researcher proposed underpinning theory known as Adults Learning Theory by Knowles (1984) and Spillover theory. This theory assists to provide better understanding on the link of research model with variables of the study. Besides that, these models help to strengthen the development of research framework for the present study. Thus, the purpose of the theories underpinning in this study was to disclose the relationship of Adults Learning Theory and Spillover theory with the findings. Moreover, the results of relationships can contribute to additional empirical evidence. Hence, the following underpinning theories is proposed:

## 2.4.1 ADULT LEARNING THEORY

Based on Adult Learning Theory by Knowles (1984), this theory based on enthusiasm to learn, positioning to learning, self-concept, adult learner experience, and lastly is inspiration to learn. Besides that, Adult Learning Theory is more to problem- centered and not content – centered (Kearsley, 2010). Since adults are known as self-directed, learners are encouraged to discover things and knowledge without depending on people. However, these learners should be guided and help them when they make mistakes or wrong. Knowles Adult Learning principles and theories are very suitable to modern day learning experiences for maximum learner engagement and motivation.

Adult Learning Theory emphasis on most time consuming task and ensuring it will be completed (Fry, 2012). As an adult learner it is important to know how long it will take to perform certain task or complete assignments (Fry, 2012). According to Schunk (2012), motivation towards adult learning can be categorized into work / economic, personal and social. Adult students are generally conscious of their goals, desires and beliefs. They are often usually highly motivated, autonomous, appropriate, and learn best from experience. Such skills and values promote their encouragement. Most adult learners have been trained in conventional lessons and are unfamiliar with the modern educational technologies and methods. You will also have commitments that may conflict with their learning motivation. Thus, applying the adult learning theory in this study will help researchers develop relationships between academic performance and time management.

## 2.4.2 SPILLOVER THEORY

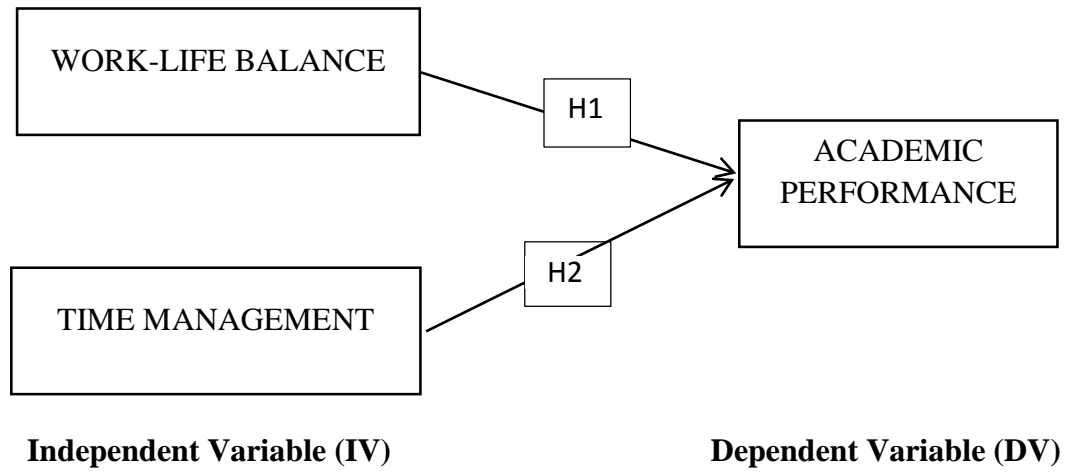
It be considered as one of the most popular theories in order to support on work-life balance concept. It explains the circumstances under what the spillover between work and the family microsystem is positive or negative. To be clearer, if the work-family connections are rigidly controlled in term of time and space, therefore the spillover in terms of time, energy and behavior also will be overall or significantly negative. This is because, when there is not balance between work and family, so the result such as production of energy and performance at workplace and university will be in the negative. Also, work-flexibility that enables a person to balance between work and family responsibilities will lead to positive spillover (Hill, Ferris & Martinson, 2003) such an increment in academic performance, less absenteeism and organizational commitment.

Other than that, Spillover theory also clarify that an individual emotion, behavior, attitudes and skills is produced by either work and personal and it will exchange to another result (Balmforth & Gardner, 2006). For example, if a person able to balance between work and family, so it will great good attitudes, which indicate the satisfaction feeling and also the final mean is it can exchange to produce a good academic and job performance level. Furthermore, spillover not only can show either positive or negative impact however the most important it can happen in both direction, which is individual to work and or work and personal (Balmforth & Gardner, 2006; Hanson, Hammer & Colton, 2006; Hill, et, 2011). To conclude, this theory indicates that work-life balance can provide a big impact to other factor in term of positive or negative result (Haar & Bardoal, 2007).

## 2.5 FRAMEWORK.

Figure 2.1

*Research Framework*



# **CHAPTER 3**

## **RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

This chapter provides the explanation on methods employed in the study. This chapter also consists of sample design, survey materials used and the process of data collection are described in the study. There are also includes the measurement for every variable that are being study upon. Finally, this chapter ended with techniques that are selected for data analysis.

### **3.2 RESEARCH HYPOTHESIS**

H1: There is significant relationship between work-life balance & academic performance

H2: There is significant relationship between time management & academic performance



### 3.3 RESEARCH DESIGN

Sekaran and Bougie (2013) define research design as an organizing a plan and implementing procedure for data collection process, analysing and translate the output in order to summarize the result. According to Creswell (2009) research design is important as guidance for researcher to have a clear perspective regarding the idea, data and analysis process to support this study. This research aimed to describe the relationship between dependent variable and independent variable. Quantitative research design is used in this study that emphasizes through questionnaire as the method of data collections with statistical analysis and objectives measurement (Babbie, 2010). Quantitative method is suitable for this study as it allows the testing of relationship between variables using statistical methods.

The purpose of this studies is to examine the influence of work-life balance, time management and academic achievement among working adult learner in (UUM). This research was design by using quantitative study. Survey method through on-line bas via web survey to achieve the objective which has been set up earlier for this study. Besides, this study adopts a cross-sectional survey which help the researcher to make inferences by captures the gather population data at one-point of time through various mode of data collection includes online based and questionnaires in answering the research questions (Lavrakas,2011)

The selection of analysis unit for this study is focusing on local adult learner who are doing a part-time study while working as a full-time employee, particularly among postgraduate students from Othman Yeop Abdullah Graduate School of Business (OYA). Unit analysis is important in research study as it gives a clear picture of who and what the study is all about (Long, 2004)

### 3.4 POPULATION AND SAMPLING TECHNIQUE

#### 3.4.1 POPULATION

In study context, below show the total population for this study consists of full time employee who are actively further their study as part time student at Universiti Utara Malaysia (UUM). Totally, the statistic given by OYA's Register Officer is 743 population of part time postgraduate (master) student by coursework as at 05 July 2020.

Table 3.1

*Total part-time postgraduate (MASTER) student in Othman Yeop Abdullah Graduate School of Business (OYA)*



<b>PROGRAM</b>	<b>Grand Total</b>
<b>MASTER</b>	662
<b>MBA</b>	81
<b>Grand Total</b>	<b>743</b>

#### 3.4.2 SAMPLING TECHNIQUE

In this study, the sampling technique used was nonprobability sampling techniques which is convenience sampling. The total numbers of working adult learners (part-time master students) were obtained from Assistant Registrar (Pn. Rozita Ramli). Based on the given population, the selected sample size for this study is 248-254 (Krejcie & Morgan, 1970). Sample size needed for this study symbolize the whole study population.

This study has utilized convenience sampling method. This is a method of sample that is nonprobable or non-random is for the purpose of an analysis where the subject population complies with certain functional conditions, such as ease of access, geographical proximity, availability at a certain time and willingness to participate (Dörnyei, Z. (2007)). Questionnaire was distributed to 300 part-time master students in OYAGSB who were willing to participate in this study.

### **3.5 DATA COLLECTION PROCEDURES**

The data collection procedures for this study firstly the researcher got permission from Othman Yeop Abdullah Graduate School of Business (OYAGSB) , Universiti Utara Malaysia to collect data. After got permission, the researcher contacted Assistant Registrar (Puan Rozita Ramli) to get information about total part-time student in this faculty.



The approval of the survey questions has been granted by supervisors, the researcher distributes the questionnaires to working adult learners through on-line base as describes earlier in this study. The survey question is important for the researcher as it is the main instrument collected by the researcher from target respondents. Besides, it is relatively low cost as well.

It takes about 10-15 minutes to answer all the question in the survey questionnaire and after the respondents finished answer all the questions, then the survey questionnaires will be automatically process and counted by Google Form Survey.

### 3.6 MEASUREMENT OF VARIABLE

The data is collected through survey which consist of multiple questions which divided into six sections. The questionnaire contains quantitative measures of work-life balance, time management, academic performance and demographic information. The questionnaire was divided into sections delineating personal information, questions about the independent variable and the dependent variable. The questionnaires were used because they are the main method of data collection (Sarantakos, 1997). Survey participants for this study responded to each statement using a Likert like with items ranging from (1) strongly disagree, (2) disagree, (3) neutral (4) agree, (5) strongly agree.

Table 3.2  
*Design of questionnaire*



Section	Descriptions
A	Demographic section contains gender, age, marital status and tenure in current job
B	DV- Academic performance five (5) questions.
C	IV- Work-Life Balance contains five (5) questions.
D	IV- Time management contains eighteen (18) questions.

### 3.6.1 Operational Definition and Items for Academic Performance

Academic Performance in this study can be defined as the achievement which student/lecturers has achieve their educational goals (Annie, Howard & Mildred, 1996). The instruments used to measure Academic Performance for this study is adopted from Kasantra, et al., (2013) which consists five (5) items. All the items showed academic performance criteria. This items used by Kasantra, et al., (2013) and the result of Cronbach Alpha is 0.852 which makes this instrument valid and reliable. According to Chua (2012), the high Cronbach Alpha make the instrument reliable and suitable to be use for study.

Table 3.3  
*Operational Definition and Items for Academic Performance*

Variable	Operational definition	Items
Academic Performance	Academic performance is the achievement which student/lecturers has achieve their educational goals (Annie, Howard & Mildred, 1996)	<ol style="list-style-type: none"><li>i. I often repeat a year or carry modules over next academic year/ semester.</li><li>ii. Since starting university studies, I have never ever failed an examination.</li><li>iii. I perform poorly in my past semester examinations.</li></ol>

Variable	Operational definition	Items
		iv. I am good in most of my modules.
		v. I am able to achieve the academic goal that I have set.

Source: Kasantra, et al., (2013).

### 3.6.2 Operational Definition and Items for Work-Life Balance

In this study, work-life balance can be characterized as a state that can also compare the mental, behavioral and time needs of paying employment, family and personal activities. (Hill, et al., 2001). The instruments used to measure Work-life Balance for this study is adopted from Bell, et al., (2012) which consists five (5) items. All the items showed work-life balance criteria. This items used by Bell, et al., (2012) and the result of Cronbach Alpha is 0.603 which makes this instrument acceptable to use in this context. According to Chua (2012), the high Cronbach Alpha make the instrument reliable and suitable to be use for study.

Table 3.4  
*Operational Definition and Items for Work-Life Balance*

<b>Variable</b>	<b>Operational definition</b>	<b>Items</b>
Work-life Balance	<p>Work-life balance is a condition which an individual can equally balance the emotional, behavioural and time demands of both paid work, family and personal duties</p> <p>(Hill, et al., 2001)</p>	<p>i. It is easy for me to balance the demands of work and also my personal life.</p> <p>ii. I have sufficient time away from my job to maintain adequate work and personal life balance.</p> <p>iii. When I take a vacation (holiday) I am able to separate myself from work and enjoy myself.</p> <p>iv. I feel successful inbalancing between my work and personal life.</p> <p>v. I feel drained when go back to home from work-pressures and problem.</p>

Source: Bell, et al., (2012)

### 3.6.3 Operational Definition and Items for time management

Time Management in this study can be defined self-management with an explicit focus on time in deciding what to do; on how much time to allocate to activities; on how activities can be done more efficiently and on when the time is right for particular activities (Mercanlioglu, 2010). The instruments used in Time Management contains Eighteen (18) questions. All the items showed time management criteria.


Table 3.5

*Operational Definition and Items for Time Management*

Variable	Operational definition	Items
Time management	Time management as self-management with an explicit focus on time in deciding what to do; on how much time to allocate to activities; on how activities can be done more efficiently and on when the time is right for particular	i. I make a list of the things that I have to do each day. ii. I make a schedule of the activities that I have to do on work days. iii. I plan the day before I start it. iv. I write a set of goals for myself for each day. v. I have a clear idea of what I want to accomplish during the next week.

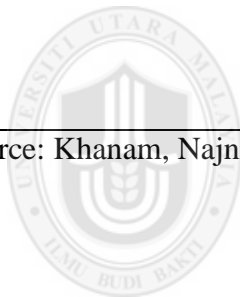
Variable	Operational definition	Items
activities (Mercanlioglu C,2010)	<ul style="list-style-type: none"> <li data-bbox="922 331 1394 434">vi. I spend time each day planning.</li> <li data-bbox="922 479 1394 510">vii. I set and honour priorities</li> <li data-bbox="922 555 1394 658">viii. I continue unprofitable routines or activities.</li> <li data-bbox="922 703 1394 882">ix. I believe that there is room for improvement in the way I manage my time.</li> <li data-bbox="922 927 1394 1173">x. I find myself doing things which interfere with my college work simply because I hate to say -No to people.</li> <li data-bbox="922 1218 1394 1321">xi. I feel I am in charge of my own time, by and large.</li> <li data-bbox="922 1366 1394 1612">xii. On an average class day, I spend more time with personal grooming than doing college work.</li> <li data-bbox="922 1657 1394 1760">xiii. I make constructive use of time</li> <li data-bbox="922 1805 1394 1973">xiv. The night before a major assignment is due, I still working on it.</li> </ul>	



  
 Universiti Utara Malaysia

Variable	Operational definition	Items
		xv. I have a set of goals for the entire quarter.
		xvi. I keep my desk clear of everything other than what I am currently working on.
		xvi. When I have several things to do, I think it is best to do a little bit of work on each one.
		xvii. I review my class notes, even when a test is not imminent.

Source: Khanam, Najnin & Sahu, Trilochan & Rao, E. & Kar, S. & Quazi Syed, Zahiruddin. (2017).



UUM  
Universiti Utara Malaysia

### 3.7 PILOT TEST

Before the actual data collection were performed, the researcher conducted a pilot study. The aims of the pilot study are to ensure reliability of measurement that will be used for the study (Chua, 2012). Firstly, for the conduction of the pilot test, total of 30 set of questionnaires have been distributed to a group of respondents consists of part-time master student at OYAGSB building in UUM. The questionnaires were distributed and collected by the researcher. The data analysed using the Statistical Package for the Social Sciences (SPSS version 25.0).

There are four cut off points suggested by Hinton, McMurray and Brownlow (2014) regarding to the reliability of pilot study which are 0.50 and below is low reliability, 0.50 to 0.70 recognized as moderate reliability while 0.70 to 0.9 is considered as high reliability and 0.90 and above is known as an excellent reliability. Therefore, the results for pilot test indicate between high reliability and excellent reliability for all items adapted as shown in Table 3.5. Hence, all the instruments in this study are reliable and valid for this study.

Table 3.6

*Cronbach's alpha values for variables*

<b>Variables</b>	<b>Number of items</b>	<b>Cronbach's alpha values</b>
Work-life Balance	5	0.637
Time Management	18	0.638
Academic Performance	5	0.731

### **3.8 DATA ANALYSIS**

The data collected for this study were analysed using the Statistical Package for the Social Sciences (SPSS version 25.0). After the data were keyed in, the Descriptive Analysis were carried out to see the respondent's demographic section contains gender, age, marital status and tenure in current job. After that, factor analysis was performed. The main purpose of Factor Analysis is to help categorize the items for each dimension of the independent and dependent variables such as work-life balance, time management and academic performance.

In addition, the Cronbach alpha coefficients were computed using reliability analysis to investigate the consistency and reliability of the instrument. Moreover, Pearson Correlation Analyses were used to examine the relationship between independent variables (work-life balance and time management) with the dependent variable (academic performance). Last but not least, Multiple Regression Analysis were also performed to determine which variables significantly influence academic performance.

### **3.9 CONCLUSION**

This chapter explains on the methods and action plan for the study. This study is outlined through the sample of respondent's, respondents' selection methods, questionnaire developments, research information and the survey process in collecting data. Finally, this chapter also explains several analysis conducted in this study; reliability test, correlation and regression.

## **CHAPTER 4**

### **DATA ANALYSIS**

#### **4.1 Introduction**

In chapter 4, the outcomes from the study are demonstrated, which emphasise on the relationships between academic performance as dependent variable, and work-life balance and time management as independent variables that were established for this study. Further discussion in this chapter covers three sections, firstly the presentation of respondent demographics and then the statistical analyses that were employed as a basis for the discussion comprising the reliability test, correlation analysis and regression analysis.

The demographic characteristics consisted of six items, including gender, age, level of education, marital status and tenure in current job. The explanation in regard with regression analysis used for investigating the correlation of academic performance with work-life balance and time management was included by the researcher in the study.

## **4.1 RESULT**

### **4.1.1 Response Rate**

The researcher is using convenience sampling which simply use participants who are available at that moment of time. A total of 300 email questionnaire (in google form) have been distributed to student part time OYAGSB. From this, the researcher received 212 questionnaires answered by the respondents, equals to 70.67% response rate.

### **4.1.2 Respondent Demographic Profile**

The number of respondents which is part-time postgraduate students from OYAGSB who had answered the questionnaires. There was a total of 212 answered questionnaires based on Google form.

Among the respondents, females make up the majority group comprising 58.5% or 124 respondents, while 41.5% were male respondents with total of 88 respondents. In terms of age, mostly respondents are from aged 26 - 35 years old that consists of 52.4%, 31.6% or 67 respondents were aged between 36 to 45 years old, 8.5% or 18 respondents were aged below 25 years old and only 7.5% or 16 respondents comprised those aged more than 46 years old. Moreover, 62.3% of the respondents or the majority in the survey were married, while 36.8% or 78 students were single but only 2 students were widowed.

As for employment tenure with the current job, majority there are 40.1% or 85 of the respondents had been working for less than 5 years, 30.7% or 65 respondents had been working for above 11 years while only 29.2 % of 62 respondents had working for 6-10 years. Table 4.1 indicates the demographic profile of respondents in this study.

Table 4.1

*Demographic Profile of Respondents in This Study.*

DEMOGRAPHIC	FREQUENCY	PERCENTAGES (%)
<b>GENDER</b>		
Male	88	41.5
Female	124	58.5
<b>AGE GROUP</b>		
Below 25 years old	18	8.5
26 – 35 years old	111	52.4
36 – 45 years old	67	31.6
More than 46 years old	16	7.5
<b>MARITAL STATUS</b>		
Married	132	62.3
Single	78	36.8
Widowed	2	0.9
<b>TENURE IN CURRENT JOB</b>		
Less than 5 years	85	40.1
6 to 10 years	62	29.2
Above 11 years	65	30.7

### 4.2.3 Reliability Analysis

In determining the items' reliability, Cronbach's Alpha was utilized by the researcher in identifying whether those instrument items are acceptable or otherwise. Based on Sekaran and Bougie (2009), as a guide for Cronbach's Alpha, the standard value for instrument to be deemed as reliable is 0.70, and those instruments with Alpha values of 0.80 and above can be judged as good and reliable. Based on the analysis, all of the variables used in this research are considered acceptable.

Before performing Cronbach's alpha or factor analysis of on scale items, reverse code were used on items that were written negatively by the researcher, so that a high value indicates the same form of answer on each item. The score for the positive question was strongly disagree with a score of 1, disagree = 2, neutral = 3, agreed = four, strongly agreed = 5 for each question. However, the result would draw a consequence of five for strongly disagree, disagree would be 4, neutral still equals three agree becomes 2 and strongly agree = 1. In the case of academic achievement, items 3 and 5 contain negative questions, followed by work-life balance was item 5, and lastly, for time management were items number 8,9,10,12 and 14.

The dependent variable academic performance that consisted of five items had the Alpha value of 0.734, but after items, numbers 1 and 2 been deleted the Alpha value changed to 0.825. Meanwhile, the independent variables, namely work-life balance, resulted in an Alpha value of 0.734, and items number 5 been deleted; the Alpha value turns to 0.867, which is the highest Alpha value.

Lastly, time management recorded an Alpha value of 0.745, and after items, numbers 9 and 10 deleted, the new Alpha value is 0.812. Table 4.2 below summarizes the values of Cronbach's Alpha for each variable.

Table 4.2

*Cronbach's Alpha Values for the Variables from the Reliability Analysis.*

<b>Variables</b>	<b>Number of Items</b>	<b>Cronbach's Alpha</b>
<i>Dependent</i>		
<b>Academic Performance</b>	5	0.825
<i>Independent</i>		
<b>Work-life Balance</b>	5	0.867
<b>Time Management</b>	18	0.812



#### 4.2.4 Descriptive Statistics

Descriptive statistics were used in obtaining the means and standard deviations for respective dependent and independent variables in this study. All the variable have been test for its normality and all were found to be normally scattered

Table 4.3

*Descriptive Statistics for the Variables Examined in This Study.*

<b>Variables</b>	<b>Mean</b>	<b>Standard Deviation</b>
<i>Dependent</i>		
<b>Academic Performance</b>	3.778	0.708
<i>Independent</i>		
<b>Work-life Balance</b>	3.438	0.856
<b>Time Management</b>	3.443	0.478

The results of means and standard deviations for academic performance, work- life balance and time management are shown in Table 4.4 above. The evaluation for the three variables was made following the five-point Likert scale. The variable with the highest mean is academic performance (3.778), followed by time management with the value of 3.443 and the lowest score of 3.438 belongs to work-life balance. Meanwhile, for standard deviation, the highest value was attained work-life balance with 0.856, followed by academic performance with 0.708 while the lowest score of 0.478 was recorded for time management.

#### 4.2.5 Pearson Correlation Analysis

In conducting Pearson correlation analysis, this researcher aimed at identifying the anticipated significant relationships, if any, between all the variables established for investigation in this study. According to Pallant (2011), correlation analysis used to term the strength and direction significance of the linear relationship between two variables. Sekaran and Bougie (2009) stated that Pearson correlation coefficient denoted by letter  $r$  which indicates the direction, strength and significance of the bivariate relationship among the variables so the  $r$  - value ranging from -1 to +1. Pallant (2000) added more than the size of the value indicates the strength of the relationship while the sign in front of the value indicates whether there is a negative or positive correlation. He also suggested that the strength is determined as  $r = 0.10$  to  $0.29$  is weak,  $r = 0.30$  to  $0.49$  is medium or moderate and  $r = 0.50$  to  $1.0$  is large or strong correlation. The results from Pearson correlation analysis involving all these variables are shown in Table 4.4.

Table 4.4

*Pearson Correlation Analysis*

	Academic performance	Work-life Balance	Time Management
Academic Performance	1		
Work-life Balance	0.015	1	
Time Management	0.149	0.372**	1

a. N=212

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

In the table above, the correlation coefficient indicates that the r value for time management is 0.149 and r - value for work-life balance 0.015. The results of Pearson correlation analysis for two variable show weak relationship between work-life balance, time management with academic performance.

#### 4.2.6 Multiple Regression Analysis

Multiple regression analysis used to explore the relationship between several independent variable and dependent variable. Table 4.5 shows the multiple linear regression model summary and overall fit statistics. We find that the adjusted R of our model is .183 with the  $R^2 = .033$ . It shows that only 18.3% of this independent variable has an impact on dependent variable.

Table 4.5

*Modal Summary*

Model	R	R square	Adjusted R square	Std. Error of the estimate
1	.183 <sup>a</sup>	.033	.024	.69915

The multiple regression results tabulated by the researcher in table 4.6 includes the result for work-life balance and time management.

Table 4.6.

*Results of the Regression Analysis for All Variables Understudy*

Dependent Variable	Standardize Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
<i>Academic performance</i>					
(Constant)	3.705	.352		8.748	.000
Work-Life balance	-.099	.064	-.120	-1.559	.120
Time Management	.303	.114	.205	2.664	.008

For further understanding about the impacts that work-life balance and time management make upon academic performance, multiple regression analysis had been performed. The  $\beta$  values for each hypothesis were observed and reported. Table 4.6 shows the findings in which it was found that time management have a positive relationship with academic performance. The Beta values for time management on academic performance appeared as 0.205 ( $p < 0.05$ ). Meanwhile, it was also observed that there is no significant relationship of work-life balance with academic performance ( $\beta = -0.12$ ,  $p > 0.05$ ). In other words, academic performance is influenced by time management while no effect was observed for work-life balance indicating that it does not influence academic performance among working adult learners.

### 4.3 Summary of Hypotheses

Previously in Chapter 2, the hypothesis had already been proposed. The results revealed the fact that only the one variable which is time management influence academic performance among working adult learner. Table 4.7 displays the tested hypotheses summary for this study.

Table 4.7.

*Summary of Hypotheses for This Study.*

	<b>Hypothesis</b>	<b>Findings</b>
H1	There is significant relationship between work-life balance and academic performance	Rejected
H2	There is significant relationship between time management and academic performance	Accepted

## 4.5 Conclusion

Generally, all findings from this study's analysis phase involving reliability analysis, Pearson correlation analysis, multiple regression analysis and descriptive frequencies have been demonstrated in this chapter. To conclude, time management has been shown by the findings, that this variable can significantly determine academic performance among working adult learner, another variable which was the work-life balance showed no significance in determining academic performance. Moreover, it was also illustrated from the outcomes regarding the hypothesis (H2) was accepted out of the two proposed. In the following chapter, the discussion on objectives that have been achieved through this study according to the findings, study contributions, limitations, along with the recommendations for future study.



## **CHAPTER 5**

### **DISCUSSION**

#### **5.1 Introduction**

This chapter comprises the summary on variables relationships that were highlighted as objectives in Chapter 1 and the examination of findings that were presented in Chapter 4, which highlighted the analysis of the study along with its implications. This chapter also addresses the study limitations, suggestions for future research, and the research conclusion.

#### **5.2 Recapitulation of the Research Results**

The research objective was to examine the impact of work-life balance and time management towards dependent variable of this study which is academic performance. Further discussion using the hypotheses mentioned before is explained in this chapter. Generally, only time management demonstrated significant relationships with academic performance, while for work-life balance, had no significant impact on academic performance.

### **5.3 DISCUSSION OF RESEARCH OBJECTIVE**

#### **5.3.1 Research Objective 1: To determine the influence of Work-life Balance on Academic Performance.**

Based on the regression analysis results, there is no significant relationship between work-life balance with academic performance was found, proven by the findings with the values of  $\beta = -0.12$  at  $p > 0.05$ . This indicate there is no relationship between work-life balance and academic performance. The result thus not support the previous study done by Kai-Wen (2003) who found positive relationship between work-life balance and academic performance.

As discussed earlier, the concept of work-life balance in Chapter 2, the three different concept outlines by Broers (2005); Frame and Hartog (2003) and Konrad & Mangel (2000). Thus, based on this study contexts, it can be argued that work-life balance is not the main contribution to working adult learners in OYAGSB. Work-life balance is not the main issue of concern to respondents due to the Movement Control Order (MCO), where adult learners use web-based learning to study or attend class. Besides, during MCO, they have flexible time, or they don't need to go to work to make them easily balance their work, study, and personal life.

Based on respondents' demographic background, the majority among them had possessed less than five years of working experience, and there are among 26 – 35 years old. Hence, they can be considered as they are still early aged, so they can further study. Besides, with new technology nowadays, there is a need to learn new things and apply them to their organization in the future.

In this context of study, adults learner are said to perform well in their academic regardless of examination or any other task during study period.

### **5.3.2 Research Objective 2: To determine the influence of Time Management on Academic Performance**

The findings demonstrated that the relationship of time management with academic performance is significance, in which  $\beta = 0.250$  at  $p > 0.05$ . In accordance with the result, the researcher found that most working adult learners from OYAGSB managed time wisely. They plan their day before they start. This is because they managed to set priorities between study and works. In other words, a good time management skill helps them perform well in their daily routines (Wu & Passerni,2013). The outcome shows it consistent with the study made by Tanrıoğen and Işcan (2009). Besides, the result shows that some of them have excellent time management skills.

Thus, the researcher noted that the students' time management skills would influence 7.9% to academic success and make them perform well. Cigdeem (2010) also conducted a study among postgraduate students to discover the relationship between time management and students' academic performance. The study found that the time management skills owned by postgraduate students are well practice. They are meant to have proper planning, and they can achieve success. Individuals, especially students, need to see time as an essential commodity to be managed well to achieve their life goals and succeed.

Hence, time management has a significant influence on adult learners in performing well in their academics. In other words, adult learners can carry out the

duties and responsibilities of their occupation demands and personal lives by having good time management skills. In these contexts, time management can be one of the factors and an essential element of academic performance.

#### **5.4 IMPLICATIONS OF THE STUDY**

This study describes the influence of work-life balance and time management toward academic performance among working adult learner in OYAGSB UUM. The result could help students and employee in managing their work and life systematically and efficiently.

Based on the result of this research, it may give implication to the students and employers. As for Students, they can provide more attention to improve their academic performance. Hence, they should possess time management skills to ensure that they can manage their time and perform their daily routine, including study and work. For employers, they should understand their employees well. An employee is one of the organization's assets, and they need to be treated in the right way. Realizing the employees needed, such as providing flexible working hours and offering benefits such as a nursery or gym, may improve employee work-life balance.

There are two independent variables proposed in this research, and the variable of a work-life balance was found to not influence academic performance among working adult learners. This result, even though it is not significant in this context, should be treated cautiously and should not be ignored.

## 5.5 LIMITATIONS OF THE STUDY

In conducting this research, there were several limitations. One of the most significant limitations was the time constraint. In doing this study, Malaysia and other countries were affected by the global Covid-19 pandemic outbreak, which affected the progress of data collection and consultation hours with the supervisor. Besides, the researcher was unable to get access to SPSS as it requires the university internet connection.

Furthermore, this study was conducted within three to four months. The duration is not sufficiently enough for researchers to cover the whole parts of working adult learners in UUM, especially during MCO. Maybe another study can extend the period up to five to six months during this pandemic outbreak so that the researcher able to find more sources to support the research.

Lastly, the limitation of this study is related to the variable examined in this study. In this study, only two independent variables, which are work-life balance and time management, were reviewed to influence academic performance. This is because other predictors may also give influence to the dependent variable. So, the other predictors may have more impact on academic performance as only 18.3% influence academic performance.

## 5.6 SUGGESTION FOR FUTURE RESEARCH

There are several suggestions for future research from the researcher. Firstly, future research may use a larger sample size by taking all working adult learners in UUM. By taking this suggestion, future studies would be able to make a comparison and verify the pending. Besides, this study did not establish the relationship between gender, marital status, CGPA of the respondent. Therefore, it is recommended that further explanatory research relating to this topic can be carried out in the future.

Besides, more factors or variables should be analyzed, which may impact academic performance. Only 18.3% of the academic performance variability was clarified by the independent variable in this study based on multi-regression analysis. The remaining 81.7% was clarified by elements which may aid in the academic performance. In addition, other researchers would be more likely to use different variables like motivation, stress, and self-efficiency.

Lastly, during the pandemic outbreak, many people are affected as well as researchers. For the researcher, the epidemic has a big impact in terms of the duration of the study. As for the suggestion, more time is needed to ensure that real data can be collected. This may strengthen the result.

## 5.7 CONCLUSION

In the nutshell, all two research objective and question of this study has been fulfilled. The findings shown only one independent variable proposed on this research study known as time management are fundamental things which may encourage and enhance academic performance among working adult learner. But, work-life balance does not help or unable to support and enhance working adult learner in their academic performance. So, by examine all the relationship of this result, both the adult learner and employer a hope to get some benefits in helping them to thrive in their personal life and organization.



## REFERENCES

- Abendroth, Anja-Kristin & Dulk, L. (2011). Support for the Work-Life Balance in Europe: The Impact of State, Workplace and Family Support on Work-Life Balance Satisfaction. *Work, Employment & Society*, 25, 234-256. 10.1177/0950017011398892.
- Agyapong, Vincent I. O. and Wilberforce Owusu-Ansah.(2012) “Worklife Balance among Part-Time MBA Students of the Kwame Nkrumah University of Science and Technology School of Business In Ghana.”
- Alay, S., & Koçak, S. (2003). Relationship between time management and academic achievement of university students. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 35, 326-335.
- Alay S. and Koçak S. (2002) Validity and Reliability of Time Management Questionnaire. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi* 22: 9-13.
- Al-Ghamdi, Hala Dakhilullah Mohammed Saeed. (2015). "Authorization and its relation to Time Management", Master Thesis, Faculty of Finance and Administration, Al Baha University.
- Al-Mubarak, Mansour Ali and Al-Rashidi, Talal. (2016) "The impact of time management on the performance of employees: an applied study on Kuwait Airways", *Journal of Reading and Knowledge*, Egypt.
- Al-Rahimi, Salem and Al-Mardini, Tawfiq. (2014). "The Impact of Time Management on the Academic Achievement of Students at the Irbid National University, A Field Study on Irbid National University Students", Irbid National University, Jordan.
- Al-Zoubi, M. (2016). The Effect of the Time Management Art on Academic Achievement among High School Students in Jordan. *Journal of Education and Practice*, 7, 158- 167.
- Annie Ward, Howard W. Stoker, Mildred Murray-Ward (1996), *Achievement and Ability Tests - Definition of the Domain*. *Educational Measurement*, 2, University Press of America, pp. 2–5, ISBN 978-0-7618-0385-0
- Armstrong, M. (2006). *A Handbook of Human Resource Management Practice*, London, UK:Kogan Page, Ltd.
- Babbie, E. (2010) *The practice of social research*. 12th Edition, Wadsworth,
- Belmont. Balduf, M. (2009). Underachievement among College Students. *Journal of Advanced Academics*, 20(2), 274–294.
- Balmforth, K., & Gardner, D. (2006). Conflict and Facilitation between Work and Family: Realizing the Outcomes for Organizations. *New Zealand Journal of Psychology*, 35(2), 69–76.

- Beauregard, T. Alexandra & Henry, Lesley. (2009). Making the Link between Work-Life Balance Practices and Organizational Performance. *Human Resource Management Review*. 19. 9-22. 10.1016/j.hrmr.2008.09.001.
- Bell, A. S., Rajendran, D., & Theiler, S. (2012). Job Stress, wellbeing, work-life balance and work-life conflict among Australian academics. *E-Journal of Applied Psychology*, 8, 25-37. doi:10.7790/ejap.v8il.320.
- Bernamea, March 30, (2019), Starting salary for fresh graduates gradually increase – MEF, <https://www.nst.com.my/news/nation/2019/03/474264/starting-salary-fresh-graduates-gradually-increase-mef>
- Brigitte, J. C., Claessens, Eerde, W. V., Rutte, C. G, Roe, R. A. (2005). A review of the time management literature. *Emerald Group Publishing Limited*, 36 (2), 2007.
- Brown, C. (1999). 'Minimum wages, employment and the distribution of income', In *Handbook of Labor Economics*, Vol. 3. Edited by O. Ashenfelter and D. Card. Elsevier Science, 1999, pp. 2101-2163.
- Bushran, A., & Aftab, F. (2014). Impact of work-life balance on job satisfaction and organizational commitment among university teachers: A case study of University of Gujrat, Pakistan. *International Journal of Multidisciplinary Science and Engineering*, 5(9), 24-29
- Chua, Y. P. (2012). *Book 2-Research Methods*, 2nd edition. Shah Alam: McGraw-Hill Education. (Published 18 January 2012) ISBN: 978-967-5771-37-8, number of pages: 329
- Claessens, Brigitte & Eerde, Wendelien & Rutte, Christel & Roe, Robert. (2007). A Review of Time Management Literature. *Personnel Review*.36. 10.1108/00483480710726136.
- Clinton Golding, Sharon Sharmini & Ayelet Lazarovitch (2014) What examiners do: what thesis students should know, *Assessment & Evaluation in Higher Education*, 39:5, 563-576, DOI: 10.1080/02602938.2013.859230
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage Publications, Inc.
- Dahie, Abdulkadir & Osman, Asho & Mohamed, Raqia. (2016). Time Management And Academic Performance: Empirical Survey From High Education In Mogadishu-Somalia. *International Journal in Management and Social Science* (Impact Factor- 4.358). 03. 376-388.
- Daipuria, P., & Kakar, D. (2013). Work-Life Balance For Working Parents :Perspectives And Strategies. *Journal of Strategic Human Resource Management*.

- De Zoysa, Anura & Herath, Siriyama. (2007). The impact of owner/managers' mentality on financial performance of SMEs in Japan. *The Journal of Management Development*. 26. 652-666. 10.1108/02621710710761289.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press.
- Faisal Z. Miqdadi, A. F. A. (2014). The Relationship between Time Management and the Academic Performance of Students from the Petroleum Institute in Abu Dhabi, the UAE. University of Bridgeport, Bridgeport, CT, USA.
- Falasca, M. (2011). Barriers to adult learning: Bridging the gap. *Australian Journal of Adult Learning*, 51(3), 583.
- Fapohunda, Tinuke. (2014). An Exploration of the Effects of Work Life Balance On Productivity. *Journal of Human Resources Management and Labor Studies*. 2. 71- 89.
- Fazal, S. (2012), The Role of Study Skills in Academic Achievement of Students: A Closer Focus on Gender. *Pakistan journal of Psychological research*, 27 (1), p- 37-51.
- Fleetwood, C., & Shelley, K. (2000). The outlook for college graduates, 1998-2008: A balancing act. *Occupational Outlook Quarterly*. Fall, 3-9.
- Garg, D. & Rani, S. (2015). Work life balance: A key driver to improve organizational performance, *International Journal of Research*, 2(1), 832-838.
- Greenhaus, J., & Allen, T. (2011). Work-family balance: A review and extension of the literature. In J. C. Quick and L. E. Tetrick (Eds.), *Handbook of occupational health psychology* (2nd edition). Washington, DC: American Psychological Association.
- Haar, J. M. (2013). Testing a new measure of WLB: A study of parent and non- parent employees from New Zealand. *The International Journal of Human Resource Management*, 24(17/18), 3305–3324.
- Hijazi, S.T. and Naqvi, S.M.M.R. (2006). Factor Affecting Students' Performance: A case of Private Colleges. *Bangladesh e-journal of Sociology*, 3(1)
- Hill, E. J., Hawkins, A. J., Martinson, V.& Ferris, M. (2003). Studying working fathers: Comparing fathers and mothers' work-family conflict, fit, and adaptive strategies in a global high-tech company. *Fathering: A Journal of Theory, Research and Practice*, 1, 239-261. Google Scholar | Crossref
- Hill, E. J., Hawkins, A. J., Ferris, M., & Weitzman, M. (2001). Finding an extra day a week: The positive influence of perceived job flexibility on work and family life balance. *Family Relations*, 50(1), 49-54. doi: 10.1111/j.1741-3729.2001.00049.x.
- Hoffmann-Burdzinska, K. & Rutkowska, M., 2015. Work life balance as a factor influencing well-being. *Journal of Positive Management*, 6(4), pp. 87-101.

- HSBC survey,(2018, 27 August) Nine out of 10 Malaysian students work while studying. The Star, Retrieved from <https://www.thestar.com.my/business/business-news/2018/08/27/nine-out-of-10-malaysian-students-work-while-studying-hsbcsurvey/>
- Izawa, C. (2002). Total time & efficient time management. In search of optimal learning & retention via. *American Journal of Psychology*,113,221-224.
- Jenkins, A., Vignoles, A., Wolf, A. and Galindo-Rueda, F. (2003) The determinants and labour market effects of life-long learning, *Applied Economics*, 35, 1711–1721.
- J. Gomez (2013) “More than 60% of Malaysians face work overload, have no time for family,survey reveals,” The Malaysian Insider
- Jones, L., & Hood, P. (2010). Effective time management for improved performance. *Industrial & Commercial Training*, 42(7), 386–388
- Kai-Wen. (2003). A study of stress among college students in Taiwan, *Journal of Academic and Business Ethics*.
- Karim., & Mitra, K. (2015), Time management skills impact on self-efficacy and academic performance. *Journal of American Science*, 7(12).
- Kaushar, Mehnaz Kaushar Prof. Mehnaz.(2013) “Study of Impact of Time Management on Academic Performance of College Students.” *IOSR Journal of Business and Management* 9 (2013): 59-60.
- Kapur, Shikha. (2015). Understanding the Characteristics of an Adult Learner. *Jamia Journal of Education, An International Biannual Publication*. 2. 111- 121.
- Kearsley, G. (2010). Andragogy (M.Knowles). *The theory Into practice database*. Retrieved from <http://tip.psychology.org>
- Kim, H. K. (2014). Work-Life Balance and Employees’ Performance: The Mediating Role of Affective Commitment. *Global Business and Management Research*, 6, 37-51.
- Knowles, M. (1984). *The Adult Learner: A Neglected Species* (3rd Ed.). Houston, TX: Gulf Publishing
- Kossek, E. E., Valcour, M., & Lirio, P. (2014). The Sustainable Workforce: Organizational Strategies for Promoting Work-Life Balance and Well-Being. In C. Cooper & P. Chen (Eds.), *Work and Wellbeing* (pp.295–318), Oxford, UK: Wiley- Blackwell.
- Lay, Clarry & Schouwenburg, HC. (1993). Trait procrastination, time management, and academic behavior. *Journal of Social Behavior and Personality*. 8. 647-647.

- Lent, R. W., Hackett, G., & Brown, S. D. (1999). A social cognitive view of school-to-work transition. *The Career Development Quarterly*, 47(4), 297–311. <https://doi.org/10.1002/j.2161-0045.1999.tb00739.x>
- Lunau, T., Bambra, C., Eikemo, T. A., van der Wel, K. A., & Dragano, N. (2014). A balancing act Work–life balance, health and well-being in European welfare states. *European Journal of Public Health*. doi: 10.1093/eurpub/cku010
- Lyness, K.S. & Judiesch, M.K. (2014). Gender Egalitarianism and Work–Life Balance for Managers: Multisource Perspectives in 36 Countries, *Applied Psychology*, 63(1), 96–129.
- Malaysia Education Blueprint 2015-2025, Ministry of Education Malaysia, <https://www.um.edu.my/docs/um-magazine/4-executive-summary-pppm-2015-2025.pdf>
- Mutula, Stephen & Wamukoya, Justus. (2009). Public sector information management in east and southern Africa: Implications for FOI, democracy and integrity in government. *International Journal of Information Management - INT J INFORM MANAGE*. 29. 3 33-341. 10.1016/j.ijinfomgt.2009.04.004.
- Naithani, Pranav. (2010). Overview of Work-Life Balance Discourse and Its Relevance in Current Economic Scenario. *Asian Social Science*. 6. 10.5539/ass.v6n6p148.
- Narad, Anshu & Abdullah, Bilkees. (2016). Academic Performance of Senior Secondary School Students: Influence of Parental Encouragement and School Environment. *Rupkatha Journal on Interdisciplinary Studies in Humanities*. 8. 12. 10.21659/rupkatha.v8n2.02.
- Nawab, S., & Iqbal, S. (2013). Impact of Work-Family Conflict on Job Satisfaction and Life Satisfaction.
- Omansky (2010), Staff nurses' experiences as preceptors and mentors: an integrative review, <https://doi.org/10.1111/j.1365-2834.2010.01145.x>, *Journal of Nursing Management* 18, 697–703
- Orogbu, Lilian & Onyeizugbe, Chinedu & Ngoz, Chukwuemeke. (2015). *Work Life Balance and Employee Performance In Selected Commercial Banks In Lagos* 3. 63-77
- Pan, Ying-Ju & Lee, Lung-Sheng. (2011). Academic Performance and Perceived Employability of Graduate Students in Business and Management – An Analysis of Nationwide Graduate Destination Survey. *Procedia - Social and Behavioral Sciences*. 25. 91–103. 10.1016/j.sbspro.2011.10.531.
- Rentner D., & Kober, N. (2001). Higher learning-higher earnings: What you need to know about college and careers. American Youth Policy Forum. Washington, D.C: Center on Education Policy

- Sakthivel Rania, Kamalanabhanb & Selvarania (2011). Work Life Balance on Employees Satisfaction. *Serbian Journal of Management* 6 (1) (2011) 85 – 96.
- Sekaran, U. and Bougie, R. (2013) *Research Methods for Business*. John Wiley & Sons Ltd., Chichester.
- Sevari, K., & Kandy, M. (2011). Time management skills impact on self-efficacy and academic performance. *Journal of American Science*, 7(12), 720-726.
- Sharma, S.R. (2005). *Management of School Organizations*. New Delhi: Shri Sai Printographers.
- Shazia Nasrullah and Muhammad Saqib Khan (2015) “The Impact of The Time Management on the Student’s Academic Achievements” ISSN 2422-8435 An International 8. *Peer-reviewed Journal* p.p.-(66-71)
- Simpson, J.A. & Weiner, E.S.C. (1989). *The oxford English dictionary* (2nd ed.) vol.1. Oxford: Clarendon Press
- Snow, D. (2013). Survey Research. In D. A. Snow., D. Porta., B. Klandermans., & D. McAdam (Ed), *The Wiley-Blackwell Encyclopedia Of Social And Political Movements* (pp.1200-1204). Malden, MA: Wiley-Blackwell.
- Sundaresan, Shobha. (2014). *Work-Life Balance – Implications For Working Women*.
- Sushma M., Peter D., Natalya G., Gregory L., & Donald C. (2014). The Impact of Internet Addiction On University Students and Its Effect On Subsequent Academic Success: A Survey Based Study. *Issues in Information Systems*, 15(1),344-352. Retrieved from [http://iacis.org/iis/2014/67\\_iis\\_2014\\_344-352.pdf](http://iacis.org/iis/2014/67_iis_2014_344-352.pdf).
- StudyMalaysia.com(2015)<https://www.studymalaysia.com/education/higher-education-in-malaysia/the-malaysian-higher-education-system-an-overview>
- Tambychik, Tarzimah & Meerah, Subhan. (2010). Students’ Difficulties in Mathematics Problem-Solving: What do they Say?. *Procedia - Social and Behavioral Sciences*.8.142-151. 10.1016/j.sbspro.2010.12.020.
- Tania Ang (2008), *Balancing Work and Life among Students*, <https://pdfs.semanticscholar.org/0a18/faf3e74bee4894cb1073b085a987fa9db2f.pdf>
- Taylor, H. L. (2014). *Time to be productive: develop your time management skills*.
- Trayambak, S, Kumar, P & Jha, AN (2012), ‘A conceptual study on role stressors, their impact and strategies to manage role stressor’, *Journal of Business and Management*, vol. 4, no. 1, pp.44–48.

- Trueman, M., Hartley, J. (1996) A comparison between the time-management skills and academic performance of mature and traditional-entry university students .*High Educ* 32, 199–215 <https://doi.org/10.1007/BF00138396>
- Uracha Chatrakul Na Ayudhya, Prouska, R. & Lewis, S., 2015. Work-life balance can benefit business during financial crisis and austerity. *Human Resource Management International Digest*, 23(3), pp. 25-28.
- Vos, Ans & Soens, Nele. (2008). Protean attitude and career success: The mediating role of self-management. *Journal of Vocational Behavior*. 73. 449-456. 10.1016/j.jvb.2008.08.007.
- Whittington, J. L., Maellaro, R., Galpin, T. (2011). Redefining success: The foundation for creating work-life balance. In S. Kaiser, M. Ringlstetter, D. R. Eikhof, & M. P. E. Cunha (Eds.), *Creating a balance? International perspectives on the work-life balance integration of professionals*. (pp. 3-26). Heidelberg, Germany: Springer Berlin Heidelberg.
- Zulita Mustafa, 2017, May 11, “Lifelong learning a pathway to success” *The News Straits Times Online*, Retrieved from <https://www.nst.com.my/education/2017/05/238239/lifelong-learning-pathway-success>



## APPENDIX A: QUESTIONNAIRE



### Research

### Questionnaire

### **ACADEMIC PERFORMANCE AMONG WORKING ADULT LEARNERS IN UNIVERSITY UTARA MALAYSIA (UUM)**

Dear Sir/Madam,

I am a Master of Human Resources Management (MHRM) student from Universiti Utara Malaysia. This is a research I am conducting regarding the title above to fulfil my academic requirement for the final year's course. Thus, I would like to attain your kindness to fulfil this questionnaire. The questionnaire is divided into four (4) sections. I would be grateful if you could spend 5-10 minutes to complete the questionnaire. I assure you that your responses will be held in confidential and would only be used for the mean of this research.

Thank you for your cooperation.

**Zati Zulaikha Binti Zulkifli (824872)**

**Master in Human Resource**

**Management Othman Yeop Abdullah**

**Graduate School of Business Universiti**

**Utara Malaysia**

## **INSTRUCTIONS:**

This questionnaire is divided into three sections. Please indicate thoughtfully and truthfully your judgment on the various aspects related to this research.

### **SECTION A: DEMOGRAPHIC**

**Please tick (/) in the relevant boxes.**

#### **1) GENDER**

Male

Female

#### **2) AGE GROUP**

Below 25

26-35

36-45

More than 46 years old

#### **3) MARITAL STATUS**

Married

Single

Widowed

#### **4) TUNURE IN CURRENT JOB**

Less than 5 years

6 to 10 years

Above 11 years

## SECTION B: WORK-LIFE BALANCE

The following set of statements measures the characteristics of Work-life balance. For each statement, circle the number on the scale that corresponds to your level of agreement.

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	It is easy for me to balance the demands of work and also my personal life.	1	2	3	4	5
2	I have sufficient time away from my job to maintain adequate work and personal life balance.	1	2	3	4	5
3	When I take a vacation (holiday) I am able to separate myself from work and enjoy myself.	1	2	3	4	5
4	I feel successful in balancing between my work and personal life.	1	2	3	4	5
5	I feel drained when go back to home from work-pressures and problem.	1	2	3	4	5

## SECTION C: TIME MANAGEMENT

The following set of statements measures the characteristics of Time Management. For each statement, circle the number on the scale that corresponds to your level of agreement.

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I make a list of the things that I have to do each day.	1	2	3	4	5
2	I make a schedule of the activities that I have to do on workdays.	1	2	3	4	5

3	I plan the day before I start it.	1	2	3	4	5
4	I write a set of goals for myself for each day.	1	2	3	4	5
5	I have a clear idea of what I want to accomplish during the next week.	1	2	3	4	5
6	I spend time each day planning.	1	2	3	4	5
7	I set and honors priorities	1	2	3	4	5
8	I continue unprofitable routines or activities.	1	2	3	4	5
9	I believe that there is room for improvement in the way I manage my time.	1	2	3	4	5
10	I find myself doing things which interfere with my college work simply because I hate to say -No to people.	1	2	3	4	5
11	I feel I am in charge of my own time, by and large.	1	2	3	4	5
12	On an average class day, I spend more time with personal grooming than doing college work.	1	2	3	4	5
13	I make constructive use of time	1	2	3	4	5
14	The night before a major assignment is due, I still working on it.	1	2	3	4	5
15	I have a set of goals for the entire quarter.	1	2	3	4	5
16	I keep my desk clear of everything other than what I am currently working on.	1	2	3	4	5

17	When I have several things to do, I think it is best to do a little bit of work on each one.	1	2	3	4	5
18	I review my class notes, even when a test is not imminent.	1	2	3	4	5

#### **SECTION D: ACADEMIC PERFORMANCE**

The following set of statements measures the characteristics of Academic Performance. For each statement, circle the number on the scale that corresponds to your level of

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I often repeat a year or carry modules over next academic year/semester	1	2	3	4	5
2	Since starting university studies, I have never ever failed an examination.	1	2	3	4	5
3	I perform poorly in my past semester examinations.	1	2	3	4	5
4	I am good in most of my modules.	1	2	3	4	5
5	I am able to achieve the academic goal that I have set.	1	2	3	4	5

**-THANK YOU FOR YOUR COOPERATION-**

## APPENDIX B: PERMISSION LETTER TO CONDUCT DATA COLLECTION



**OTHMAN YEOP ABDULLAH GRADUATE SCHOOL OF BUSINESS**  
Universiti Utara Malaysia  
06010 UUM SINTOK  
KEDAH DARULAMAN  
MALAYSIA



Tel.: 604-928 7101/7113/7130  
Faks (Fax): 604-928 7160  
Laman Web (Web): [www.oyagsb.uum.edu.my](http://www.oyagsb.uum.edu.my)

UUM/OYAGSB/R-4/4/1

13 January 2020

### TO WHOM IT MAY CONCERN

Dear Sir/Madam

### DATA COLLECTION

**COURSE:** Research Paper  
**COURSE CODE:** BPMZ69912  
**LECTURER:** Dr. Azelin binti Aziz

This is to certify that the following is a postgraduate student from Othman Yeop Abdullah Graduate School of Business, Universiti Utara Malaysia. She is pursuing the above mentioned course which requires her to undertake an academic study and prepare an assignment. The details are as follows:

NO.	NAME	MATRIC NO.
1.	Zati Zulaikha Binti Zulkifli	824872

In this regard, I hope that you could kindly provide assistance and cooperation for her to successfully complete the assignment given. All the information gathered will be strictly used for academic purposes only.

Your cooperation and assistance is very much appreciated.

Thank you.

**"SERVING THE NATION"**  
**"KEDAH AMAN MAKMUR – HARAPAN BERSAMA MAKMURKAN KEDAH"**  
**"KNOWLEDGE VIRTUE SERVICE"**

Yours faithfully,

  
**ROZITA BINTI BAMLI**  
Assistant Registrar  
for Dean  
Othman Yeop Abdullah Graduate School of Business

c.c - Student's File (824872)

Universiti Pengurusan Terkemuka  
The Eminent Management University



## APPENDIX C: DATA OUTPUT SPSS

### A. FREQUENCY ANALYSIS

#### 1. GENDER

Frequency		Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Male</b>	88	41.5	41.5
	<b>Female</b>	124	58.5	100.0
	<b>Total</b>	212	100.0	100.0

#### 2. AGE GROUP

Frequency		Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Below 25 Years Old</b>	18	8.5	8.5
	<b>26 - 35 Years Old</b>	111	52.4	60.8
	<b>36 - 45 Years Old</b>	67	31.6	92.5
	<b>More Than 46 Years Old</b>	16	7.5	100.0
	<b>Total</b>	212	100.0	100.0

#### 3. MARITAL STATUS

Frequency		Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Married</b>	132	62.3	62.3
	<b>Single</b>	78	36.8	99.1
	<b>Widowed</b>	2	.9	100.0
	<b>Total</b>	212	100.0	100.0

#### 4. TENURE IN CURRENT JOB

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Less Than 5 Years</b>	85	40.1	40.1	40.1
	<b>6 - 10 Years</b>	62	29.2	29.2	69.3
	<b>Above 11 Years</b>	65	30.7	30.7	100.0
	<b>Total</b>	212	100.0	100.0	

#### B. DESCRIPTIVE ANALYSIS

##### DISCRIPTIVE STATISTIC

	N	Minimum	Maximum	Mean	Std. Deviation
<b>Work Life Balance</b>	212	1.40	4.80	3.2500	.70928
<b>Time Management</b>	212	2.22	3.94	3.1604	.30021
<b>Academic Performance</b>	212	1.80	5.00	3.8934	.65059
<b>Valid N (Listwise)</b>	212				

## C. RELIABILITY ANALYSIS

### 1. WORK-LIFE BALANCE

Cronbach's Alpha	N of Items
.734	5

#### ▪ TOTAL STATISTICS

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
<b>WLB1</b>	12.93	7.895	.709	.609
<b>WLB2</b>	12.92	7.473	.736	.591
<b>WLB3</b>	12.63	7.883	.537	.672
<b>WLB4</b>	12.76	7.935	.703	.612
<b>WLB5</b>	13.75	11.733	-.034	.867

#### ▪ SCALE STATISTICS

Mean	Variance	Std. Deviation	N of Items
16.25	12.577	3.546	5

#### • AFTER DELETED ITEM NUMBER 5

Cronbach's Alpha	N of Items
.867	4

## 2. TIME MANAGEMENT

Cronbach's Alpha	N of Items
.745	18

### ▪ TOTAL STATISTICS

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
<b>TM1</b>	56.08	46.543	.453	.723
<b>TM2</b>	55.92	45.045	.572	.712
<b>TM3</b>	55.87	44.978	.613	.710
<b>TM4</b>	56.22	44.332	.613	.708
<b>TM5</b>	56.02	45.208	.598	.711
<b>TM6</b>	56.42	44.576	.621	.708
<b>TM7</b>	55.71	45.819	.568	.715
<b>TM8</b>	56.79	53.732	-.112	.769
<b>TM9</b>	57.75	57.468	-.387	.786
<b>TM10</b>	56.98	53.748	-.114	.771
<b>TM11</b>	55.85	47.892	.326	.734
<b>TM12</b>	56.45	50.713	.090	.755
<b>TM13</b>	56.05	47.258	.442	.725
<b>TM14</b>	57.23	52.453	-.018	.762
<b>TM15</b>	56.09	46.082	.515	.718
<b>TM16</b>	56.10	45.373	.524	.716
<b>TM17</b>	56.15	47.936	.301	.736
<b>TM18</b>	56.32	45.735	.447	.722

▪ SCALE STATISTICS

Mean	Variance	Std. Deviation	N of Items
59.65	53.073	7.285	18

• AFTER DELETED ITEMS NUMBER 9 AND 10

Cronbach's Alpha	N of Items
.812	16

3. ACADEMIC PERFORMANCE

Cronbach's Alpha	N of Items
.734	5

▪ TOTAL STATISTICS

	Mean	Std. Deviation	N
AP1	4.20	.893	212
AP2	3.93	1.243	212
AP3	3.97	.897	212
AP4	3.57	.809	212
AP5	3.80	.755	212

▪ SCALE STATISTICS

Mean	Variance	Std. Deviation	N of Items
19.47	10.582	3.253	5

- AFTER DELETED ITEMS NUMBER 1 AND 2

Cronbach's Alpha	N of Items
.825	3

#### D. CORRELATION ANALYSIS

		Academic Performance	Work-Life Balance	Time Management
<b>Academic Performance</b>	Pearson Correlation	1	.015	.126
	Sig. (2-tailed)		.825	.067
	N	212	212	212
<b>Work-Life Balance</b>	Pearson Correlation	.015	1	.372 **
	Sig. (2-tailed)	.825		.000
	N	212	212	212
<b>Time Management</b>	Pearson Correlation	.126	.372 **	1
	Sig. (2-tailed)	.067	.000	
	N	212	212	212

#### E. MULTIPLE REGRESSION ANALYSIS

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
<b>1</b>	.183 <sup>a</sup>	.033	.024	.69915

a. Predictors: (Constant), TIME MANAGEMENT, WORK-LIFE BALANCE

- ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
<b>1</b>	Regression	3.530	2	1.765	3.611	.029 <sup>b</sup>
	Residual	102.161	209	.489		
	Total	105.691	211			

a. Dependent Variable: ACADEMICPERFORMANCE

b. Predictors: (Constant), TIME MANAGEMENT, WORK-LIFE BALANCE

- COEFFICIENTS

Model		Understandardized B	Coefficients Std. Error	Standardized Coefficient Beta	t	Sig.
1	(Constant)	3.075	.352		8.748	.000
	Work-Life Balance	-.099	.064	-.120	-1.559	.120
	Time management	.303	.114	.205	2.664	.008

a. Dependent Variable : ACADEMIC PERFORMANCE

