Work and Life Balance: Factors and Effects on Lecturers at Kolej Profesional MARA

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Abstract
Work and life balance among educators is an important aspect in maintaining the well-being of a comprehensive life including work performance, becoming an excellent student, organization, or educational institution. The increasingly challenging education sector of the country and the world puts a lot of pressure and workload on educators in terms of academics and non-academics, thus affecting the balance of work and life. This study was conducted to identify the main factors that affect work-life balance and the effects of work-life imbalance among lecturers. A quantitative descriptive study was conducted on 148 lecturers at six Kolej Profesional MARA who were randomly selected as study respondents. The questionnaire instrument was used in the study and contains 6 parts comprising of Sections A, B, C, D, E and F that must be answered by the respondents. The data collected was then analysed using SPSS software version 29. The analysis carried out was divided into two, namely descriptive for frequency and demographic percentage of respondents, mean score value and standard deviation for factors that influence work-life balance as well as correlation inference analysis and multiple regression to identify relationship and effect of this research variable. The findings of the study show that there is a significant relationship between all the variables and the regression analysis shows four variables namely physical activity, lecturer's attitude, workload and work activities, and time management give significant value to the balance of work and life. This illustrates all factors contributing towards the work and life balance of lecturers at KPM.
Keyword: Work and Life Balance, Factors Influence, Effects, Lecturers

Introduction
The Ministry of Higher Education's aspiration to transform Malaysia's higher education into a hub of educational excellence at the international level through Malaysian Education has placed a huge responsibility on the education sector. The growing global challenges demand that educators work harder to achieve the goals of this country while improving the quality of world-class education and high pay-ability. Various efforts and improvements are being implemented by the Ministry of Higher Education to realize this objective. However, various expressions of concern are also heard from this group of professionals, especially the education sector, regarding the heavy workload that causes educators to have no time to balance between life and career. This is because they are not exempt from the responsibility

of educating, managing and carrying out continuous work to the point that they have to pay for work on holidays. As a result, time with family and with oneself is not utilised in the best or most optimal way. Thus leading to extreme stress, depression, as well as poor mental and physical health. Health aspects should also be directly affected if the workload is excessive and there is no work-life balance. The WHO defines health as a state of good physical, mental and emotional well-being and not merely the absence of disease.

According to a recent study by Kamarudin et al (2020), the profession of an educator is among the professions that experience a lot of stress and high risk. This is because educators are often faced with a variety of changes and shifts involving national curriculum policy, technological systems that evolve over time, workloads, student behavioural challenges, time constraints and political issues within the organization. These stresses indirectly affect the level of health and well-being of the individual. According to Kamal et al (2021) mental health is the ability of an individual, a group to interact with each other in an environment as well as achieve optimal overall well-being or can be defined as the cognitive ability and effective connection of an individual or group towards a set goal. In addition, the level of mental health can affect the way a person thinks, behaves and emotions to solve problems, determine choices in life or make decisions and interact well with others. Health is a precious commodity that cannot be bought or sold.

According to the study of Hamami et al (2022), teachers need more time to prepare for teaching and learning to produce quality teaching in addition to healthy mental and physical emotional stability to perform their responsibilities. All of these aspects would be disrupted if a varied and heavy workload were to be borne. This can lead to the risk of developing a variety of diseases due to stress and fatigue. Khatri et al (2022) also noted that the act of maintaining a healthy lifestyle plays an important role in the efforts of workers to achieve stability in employment. Healthy employees are an asset to an organization. An unstable work environment can weaken the physical and intellectual fitness of employees and can hinder their productivity. Therefore, adopting a healthy lifestyle by engaging in physical activity can propel them towards good health and excellence in any given task.

Therefore, because of the number of factors discussed affect this aspect of work-life balance, it has attracted the attention of researchers and academics due to its impact on professional and personal life. It clearly shows that although a balanced combination of work and life creates harmony in both professional and personal life, work-life imbalance can also create negative effects on the personal life of the employee. Therefore, it is appropriate to conduct a study to examine the effects of work-life balance issue and the extent to which this affects especially the educators, as this profession is the main pillar of producing quality generation and heirs of the country's leadership.

Problem Statement
In general, the increasingly challenging world situation including a developed and competitive education sector is a cause to urge educators to work hard in forming a quality and world-class graduate sample and achieving national goals. This leads to a large workload for educators and poses problems in terms of time use and management, stress and behaviour especially for individuals who are married or have other commitments other than themselves. According to the study of Ishak et al (2018) there is a feeling of work dissatisfaction among teachers due to the increased workload and assumptions of teachers. This phenomenon has also prompted many teachers to want to quit their jobs and apply for early retirement options

from the profession. An overwhelming list of side jobs forced onto teachers exceeds their actual duties and sometimes the organization's target set by the administration are unreasonable and beyond the capabilities of the teacher himself, forcing him to complete the tasks assigned outside of working hours. For example, in addition to the role of lecturers pursuing the actual work of teaching, the main issue in their work today is when too many documentation is required i.e. reports, data and analysis of the PhD need to be made by lecturers within a short time. There was a study that was done to determine the rate of teacher burden by measuring time used based on the number of hours spent per year and week on a given task Hamami et al (2005) and the following (2022).

Therefore, this study is aimed at identifying the factors that affect work-life balance specifically among lecturers under the institution of Majlis Amanah Rakyat (MARA) as well as identifying the main factors that affect the work-life balance and its effects. This study has two objectives

   i. Identify the main factors affecting the work-life balance of lecturers of Kolej Profesional MARA.
   ii. Examining the impact of work-life imbalance on the lives of lecturers of Kolej Profesional MARA.

Question of the Study
   i. What are the main factors that affect the work-life balance of lecturers of Kolej Profesional MARA
   ii. What is the impact of work-life imbalance on the life of lecturers of Kolej Profesional MARA.

Hypothesis of the Study
        H1 There is no significant relationship for a major factor to work-life balance.
        H2 There is no significant relationship to the effects of work-life imbalance.

Literature Review
A study by Husin et al (2018) to identify factors affecting work-life balance among Malaysian lecturers found that all the factors studied such as family, work, flexible working hours were significantly related to work-life balance. Similarly, a study by Ismail et al (2022) of women working in the public sector explains that most of them state that they do not achieve work-life balance when they feel that no quality time with the family can be excluded as well as management from the aspects of work, organization, and social culture.

According to Yunita (2018), the educators' workload is generally broken down into academic workload and non-academic workload. The academic workload in this study is more focused on the core tasks that are related to the preparation of the daily lesson plan, teaching and self-reflection. In addition to the main task, the educator is also responsible for preparing assignments for the students and reviewing the work of the students in addition to making assessments and reporting tests or examinations when conducting research. Ganing et al (2020) mention that work-life balance is one of the biggest issues in playing a role in the success of an organization. The important aspects for an employee in knowing how to achieve work-life balance through daily routines and the time management aspects of the employee themselves no matter where they perform their duties should be addressed. It's not just about health and happiness for yourself, it's about productivity at work.

Many past studies have examined the relationship between work-life balance on work performance such as the study of Azreen et al (2016) and the study by Muniandy et al (2019) showed that there is a significant relationship between the workload for Sultan Mizan Zainal Abidin Polytechnic (PSMZA) lecturers related teaching and learning process, management and side tasks and self-development and excellence and also study of MRSM Gemenceh teachers for academic and non-academic workload with work performance. Regression methods are also used for analysis and study findings suggest that teacher workloads (non-dependent variables) can have an impact on job performance. The level of workload of secondary school teachers in Ranau district is high as a result of the analysis of studies, which involved such things as the use of after-school time to prepare daily teaching plans, guiding students with long school periods and teaching time exceeding six hours a day. Whereas for the analysis of the level of non-academic workload, obtaining the highest minimum score in terms of student affairs is a discipline that needs to be monitored at all times to maintain the harmony of the school. The level of motivation of teachers is at a moderate level.

Theoretical and Conceptual Frameworks
In this study, the researchers applied 3 theories that became the basis and approach of the study, namely the Hierarchy of Needs Theory Maslow (1970) described in the form of a pyramid (Maslow's Hierarchy of Needs) that represents the five levels of human needs which are physiological, security, social, appreciation and achievement of self-desire. According to this theory, when all needs are fulfilled, it will help a person find true satisfaction in life. The Theory of the Career-Family Boundary Clark (2000) states that if a person fails to balance the role between work and family it will then affect the stress reaction such as focusing more on work, causing the family to be neglected. It can also cause emotional instability and have a negative effect on oneself and one's family. The Theory of Multiple Intelligences Gardner (2000) used in the study of Baker et al (2019) has linked a person's ability to manage oneself (intrapersonal intelligence) while the ability to manage others (interpersonal intelligence) including matters involving communication and feeling well can affect the work-life balance for military personnel because the career has high mental and emotional stress. The theoretical research frameworks of the study are shown below in Figure 1.1.
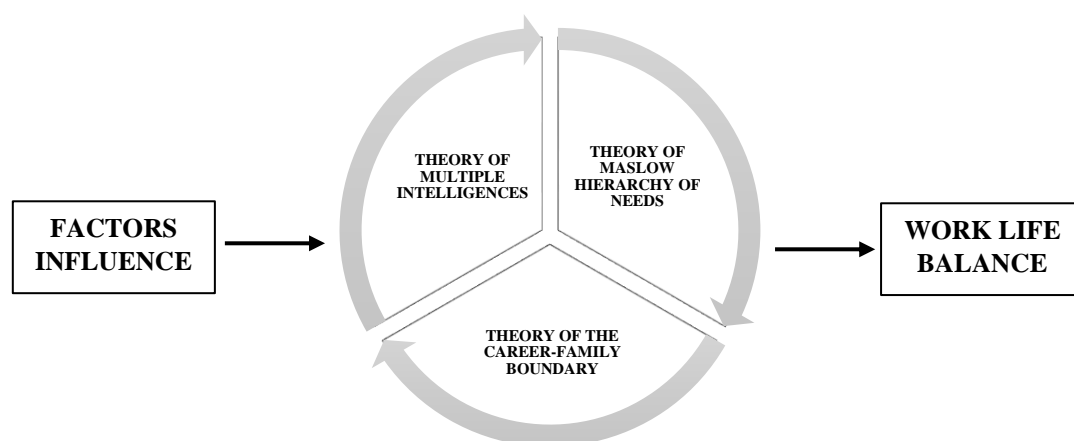

Figure 1.1 Research theoretical frameworks

The conceptual framework of the study is a description of important concepts in the study and describes the entire study and the variables involved as determinants of the study findings.
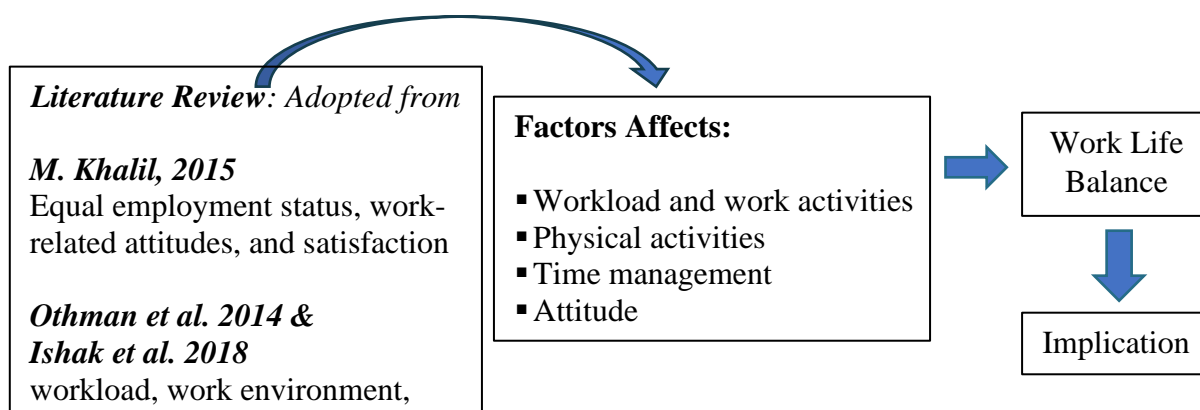

Figure 2.1 Research conceptual framework

Methodology

This study was a quantitative descriptive survey of a population of 240 lecturers in six Kolej Profesional MARA in Malaysia. A total of 148 respondents were randomly selected (Krejcie & Morgan, 1970). Survey instruments have been distributed and data has been collected through Google forms. The study questionnaire instrument contains six (6) sections, Section A; the workload and work activities, Section B; related to physical activity affecting their work-life balance and Section C; the time management aspect covered. Whereas Section D; the lecturer's attitude towards the work. Section E; the lecturer's work-life balance while Section F; demographic profile of the respondent. This questionnaire is adapted from the instrument's study by (Khalil, 2015). The collected data was then analysed using the Statistical Package for Social Sciences (SPSS) version 29 software. Descriptive analysis is measured through the frequency and percentages used to explain the demographic background distribution of the study sample. Whereas min scores and standard deviations are used to describe the values in the study findings for the items of measured variables. Statistical analysis of inference represents an explanation of the findings of the study to answer the objectives and questions of the study using the Pearson correlation test.

A pilot study was conducted on lecturers at several public higher education institutions in Perak to test the validity and reliability of the instruments to be used in the actual study. A total of 80 sets of questionnaires were distributed and the data were tested. According to Muniandy et al. (2019) an acceptable value of Alpha Cronbach is $\alpha = \geq 0.6$, then the reliability of the instruments used in the study is high. Thus, based on the pilot study conducted this has shown the reliability and validity of each item of the questionnaire is governed by the Cronbach value, $\alpha = 0.82$. A five-point Likert-scale measurement was used to measure the respondent's degree of agreement based on Table 1.

Table 1
Likert Scale

Scale	Interpretation Statement
1	Strongly Disagree
2	Disagree
3	Uncertainty
4	Agreed
5	Strongly Agree

While the interpretation of the min score refers to Nazli et al. (2021), Table 2 and Table 3 shows the interpretation of the correlation-r strength level.

Table 2
Interpretation of the min score

Min Score	Interpretation of the min score
3.50 to 5.00	High
2.50 to 3.49	Moderate
0.00 to 2.49	Low

Nazli et al (2021)

Table 3
Interpretation of the correlation-r strength level

Strength Level	Interpretation
+/-: 0.10 – 0.29	Low
+/-: 0.30 – 0.49	Moderate
+/-: 0.50 – 1.0	High

Ishak et al (2018)

Findings

These studies received all survey respondents' feedback successfully. Based on Table 4, the descriptive analysis findings showed a demographic distribution of 148 respondents, of which 116 (78.4%) were female respondents and 32 (21.6%) were male respondents. The ethnic component shows a majority of Malays at 96.6% and the remainder of Chinese at 2.0% and Indians and other ethnicities at 0.7%. Respondents aged between 36-45 years were highest at 59.5% followed by 25-35 years (20.3%), 46-55 years (19.6%) and 55 years old (0.7%). For marital status, 79.7% are married, 16.2% are single and 4.1% are single parents. The education level aspect shows that the majority are bachelor's degree holders (60.8%) and bachelor's degree holders (39.2%). The majority of the respondents to the survey were in full-time employment, 93.2% versus 6.8% on contract. Based on the work schedule of the respondents, the highest percentage was under the standard work schedule of 8 am to 5 pm (79.1%) and worked an irregular schedule (20.9%). The results of the analysis of the length of service revealed that the majority of the respondents had served for more than 5 years which were 91.2% and the rest were less than 5 years at 8.8%. These results can indicate that the respondents of this study are experienced in their work. The last aspect analysed was the where the respondent place of services where 43.2% were from KPM Seri Iskandar, 8.1% from

KPM Beranang, 15.5% from KPM Indera Mahkota, 12.8% from KPM Ayer Molek, 8.1% from KPM Bandar Melaka and 12.2% from KPM Bandar Penawar where the operating system and implementation of educational institutions are the same.

Table 4
Descriptive analysis of the demographics

Item	Category	Frequency	Percentage
Gender	Female	116	78.4
	Male	32	21.6
Race	Malay	143	96.6
	Chinese	3	2.0
	Indian	1	0.7
	Other	1	0.7
Age	25-35 years	30	20.3
	36-45 years	88	59.5
	46-55 years	29	19.6
	> 55 years	1	0.7
Marital Status	Married	118	79.7
	Single	24	16.2
	Widowed	6	4.1
Education Level	Degree	58	39.2
	Master	90	60.8
	PHD	0	0.00
Employment	Permanent	138	93.2
	Contract	10	6.8
	Part time	0	0.00
Work Schedule	Standard (8am – 5 pm)	117	79.1
	Non-Standard (Flexible)	31	20.9
Services	< 2 years	3	2.0
	2 to 5 years	10	6.8
	6 to 10 years	19	12.8
	11 to 14 years	40	27.0
	> 15 years	76	51.4
Place of Service	KPM Seri Iskandar	64	43.2
	KPM Beranang	12	8.1
	KPM Indera Mahkota	23	15.5
	KPM Ayer Molek	19	12.8
	KPM Bandar Melaka	12	8.1
	KPM Bandar Penawar	18	12.2

Based on Table 5, the results of the analysis show the min and standard deviation values for each variable in this study. A comparison of the table of interpretation of min shows that the physical activity factor (M=4.00, SD=0.81), work-life balance (M=3.93, SD=0.58), lecturer's attitude (M=3.84, SD=0.49), workload and activity (M=3.68, SD=0.43) are at min scores at a high level except the time management aspect is at a medium level with a score (M=3.28, SD=0.55). This suggests that most lecturers still have modest time management in balancing their work and life.

Table 5
Statistical analysis of variables

Factor	Mean	Standard Deviation
Workload and Work Activity	3.68	0.43
Physical Activity	4.00	0.81
Time Management	3.28	0.55
Lecturer Attitude	3.84	0.49
Work life Balance	3.93	0.58

Inference analysis through correlation test was also performed to identify the relationship between the dependent variables include workload and work activity, physical activity, time management and lecturer attitudes with the non-dependent variables was work-life balance shown in Table 6. A multiple regression test was then performed to test the effects of the work imbalance in Table 7.

Table 6
Correlation analysis of variables

Work life balance		1	2	3	4	5
1. Workload and Work Activity	*Pearson Correlation*	1				
	Sig. (2-tailed)					
2. Physical Activity	*Pearson Correlation*		.200*	1		
	Sig. (2-tailed)		.015			
3. Time Management	*Pearson Correlation*		.061	.194*	1	
	Sig. (2-tailed)		.458	.018		
4. Lecturer Attitude	*Pearson Correlation*		.204	.115	.188*	1
	Sig. (2-tailed)		.013	.165	.022	
5. Work life Balance	***Pearson Correlation***		***.403****	***.578****	***.350****	***.366**** 1
	Sig. (2-tailed)		**<.001**	**<.001**	**<.001**	**<.001**

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Based on the correlation analysis performed, answering the study hypothesis (Ho1) the findings indicate that there is a weak significant relationship between the task load factor and work activity with work-life balance (r=.403 p=. <.001), for the relationship of physical activity factor to work-life balance the correlation value is moderately significant (r=.0578, p=. <.001), the relationship between time management factors and lecturers' attitudes to work-life balance respectively showed a weak significant relationship with r (r=.350**, p=. <.001) and (r=.366**, p=. <.001). All levels of interpretation of the findings of this correlation analysis are referred to (Chua, 2006).

Table 7
Multiple Regression Analysis of predictor variables on work and life balance

Variables	R^2	B	β	F	t	p
Workload and Work Activity	.334	.414	.578	73.138	8.552	<.001
Physical Activity	.425	.475	.304	53.575	4.795	<.001
Time Management	.483	.339	.251	44.926	4.204	<.001
Lecturer Attitude	.522	.213	.203	39.037	3.394	<.001

   n=148

The results of the multiple regression showed that the four predictor variables physical activity, lecturer attitude, task load and work activity and time management were significant of work-life balance because they had a significance level of less than 0.05 (p<0.05). Based on the findings of this multiple regression analysis it can be explained that all factor variables are contributors to the work-life balance. Physical activity is the predictor variable that contributes most to work-life balance (β = .578, t = 8.552, p = <.001). Next, lecturer attitude was the second largest contribution (β = .304, t = 4.795, p = <.001) followed by the third contribution being task load and work activity (β = .251, t = 4.204, p = <.001) and time management (β = .203, t = 3.394, p = <.001).

Therefore to answer the hypothesis of the study, Table 8 is a summary of the results through correlation analysis and multiple regression analysis that have been performed, clearly showing that the null hypothesis 1 (Ho1) identifying that there is no significant relationship for the main factor to work-life balance is rejected because there is a significant relationship (<.001) while the null hypothesis 2 (Ho2) stating that there is no significant relationship for the work-life balance effect is also rejected because all predictor variables are significant with a value of p<0.05

Table 8
Summary of Hypothesis Testing Results

Hypothesis	Significant Level	Conclusion
H1: There is no significant relationship for a major factor in the work-life balance.	<.001	Rejected
H2: There is no significant relationship that effects of the imbalance work and life.	<.001	Rejected

Discussion and Conclusion
The findings of the descriptive study analysed for the task load and work activity were at a high level of min scores. This shows that the majority of KPM lecturers agree that excessive workloads will disrupt work-life balance while the study of Nazli et al. (2021) shows that there is a negative relationship between excessive workloads and work-life balance. The results of the correlation findings show that all factors have a significant relationship but at a weak level. Excessive workload can disrupt work-life balance. Respondents had to cope with work and life stresses by engaging in hobbies and physical activities in search of pleasure and self-

fulfilment. While attitudes and time management are a barrier or cause of work-life imbalance, they are at a low level. This is possible because lecturers work under flexible and tolerant leadership. Whereas regression analysis explains to all to be a contributing factor to the work-life balance in this study. A study supported by Aisha et al (2020) found that there was a significant relationship between workload and work-life balance among nurses. But the results of the study are the opposite based on a study by Ishak et al (2018) conducted on teachers in a school in Sabah that examined the performance of teachers' work and its relationship with the factors of task load, work environment and personal. The results of the study clarified that these factors did not affect or impair their work performance. This is because the school is in the category of schools that receive the recognition of the National School of Hope where they may have been accustomed to the intense pressure and workload to achieve the recognition and are able to overcome any problems that hinder their assignments.

For the physical activity factor, the min score is the highest. Most of the respondents were inclined to do physical activity with the provision of good facilities as a practice because it can reduce work stress as well as make them healthier and enables them to focus well on the work given. This can also support the physical health of the lecturers as they have time to engage in physical activity or exercise and getting enough rest which can help prevent health problems related to stress and fatigue. According to Jalil et al (2020), the interest in engaging in physical activity by gender is different. Women are more likely to engage in activities such as walking and running, but men are more likely to participate in sports and competitive events. This situation clearly shows that men are more inclined to compete than to engage in activities without having a goal.

The attitude factor of the lecturer also gave a high min score where it depicted the lecturer being happy to work at KPM while the value of the min score of time management showed a moderate level. The feeling of belonging and affection towards the workplace represents a conducive work atmosphere possibly due to the long period of service in place at KPM. Moreover, it is also the lecturers' attitude in facing difficult situations as well as time management and strategies to achieve work-life balance that is very important to them and helps the lecturers enjoy life outside the good academic environment. These include quality time with family, pursuing hobbies, or socializing. Individuals who possess high levels of emotional intelligence are able to balance their careers and personal lives such as studies conducted among military members who often face heavy and challenging task demands by emphasizing the ability of emotional intelligence to control situations autonomously when study findings show a significant positive relationship between emotional intelligence and work-life balance (Baker et al., 2019).

The next lowest score for work-life balance was a high low score, indicating that the lecturers understood and had an awareness of the implications of work-life balance for themselves, and they actually enjoyed doing activities that took them away from the stress and temporarily forget their workload. Mental health issues in Malaysia makes them fearful and they don't want to be a contributor to the rising mental health statistics. It is also supported by the study of Husin et al (2018) where the results of a multiple regression analysis showed that work factors and flexible hours factors contribute a small impact while family factors and health factors contribute a large impact on work-life balance among public and private university lecturers.

However, it is important to keep in mind that work-life balance is subjective and can differ for everyone. What is considered a balance may not be the same for others. Therefore, supporting lecturers in achieving a balance that suits their personal needs and preferences is very important. The findings of this study can provide important guidance to the management of the organization in playing a role as well as highlighting certain factors that can be controlled and taken cared of to provide a more effective and conducive environment for the lecturer. Organizations need to review the workload allocated to lecturers to allow room for the execution of educational tasks in addition to the execution of the side tasks assigned to them so that they work in better conditions. When these problems can be reduced or resolved, they can generally prevent fatigue and promote professional advancement and career progression and longevity in the educational world. Lecturers are more focused on improving the quality of teaching to students. The results of this research will help educational institutions and administrators make adjustments to the working hours and workload of assigned educators or recruiters. In addition, it also allows administrators to know how to manage work schedules as well as organize programs that encourage employees to take a break from the tiring daily work tasks. Moreover, the analysis presented in this research will provide valuable information for future studies that will examine the relationship between work-life balance and the MARA employee's work performance.

Contribution of the Study
The discussion reveals the importance and essentiality of the individual's ability to balance work and life which related to the theories use in this study. There are some suggestions that could be implemented for future research, namely by involving more public or private research institutions based on more detailed assignments or grades. The researchers also suggested that future studies could be pursued more broadly, such as looking at the differences in work-life balance between domestic and foreign countries. In addition, studies can be done to identify the differences between generations in achieving work-life balance or to identify the differences in work-life balance between professions found in Malaysia so that we can look at the overall stress levels of various jobs. The overall information can be used to construct and formulate a more comprehensive work-life balance model.

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