

THE IMPACT OF THE WORK-LIFE BALANCE ON WORK MOTIVATION AMONG THE NON-ACADEMIC EMPLOYEE OF PUBLIC HIGHER LEARNING INSTITUTIONS IN MALAYSIA

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Abstract

Having a balance between life and work is an aspect of individual employees' lives, which is positively associated with their ability to perform well at work and live a happy and contented life. Work-life balance affects every aspect of individual life, either emotionally or psychologically. This study looks at the level of work-life balance and the work motivation of non-academic employees of public higher education institutions in Malaysia. Additionally, it also looks at how the work-life balance affects individual work motivation. This quantitative study was gathered through a set of questionnaires distributed to 335 non-academic employees of public higher education institutions in Malaysia. Analysis of findings was based on descriptive analysis using SPSS 23 version by looking at the mean and standard deviation. It also looks at the effects of work-life balance on work motivation by undertaking the Pearson correlation analysis. The study's findings provide an insight into the balance between life and work motivation as practiced by the non-academic employees of Malaysian higher education institutions. The findings also illustrate the significant relationship between work-life balance and work motivation among non-academic employees in Malaysian public higher education institutions.

Keywords: Work-life balance, human resource management, work motivation, Non-academic employees, public higher education.

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Introduction

The imbalance between work and life could lead to various problems in individual life, resulting in the decline of the quality of work and life. This is an essential aspect of human resource management. Therefore, those responsible for managing human resources in an organization should play a significant role in ensuring a balance between work and employee's life (Nie, Lamsa & Pucetaite, 2018). These include managing issues related to employee's concerns and issues arising in their working lives. The feedback from the employees on this matter is indispensable as additional information to the employee. Issues such as providing childcare services at work and paid maternity leave are a great concern to employees and should be addressed appropriately.

However, some conditions at work set standard terms and regulations for employees' priorities to balance between work and their lives by creating more work divisions (Guest, 2017). This study mainly focuses on human resource departments' practices that affect employee's work-life balance and work motivation (Oludayo, Falola, Obianaju, Ahaka, Demilade & Fatogun, 2018) This study also determines the impact of human resource management practices on the work-life balance and motivation of each employee, who are also regarded as key elements in achieving organizational goals (Thamrin & Riyanto, 2020).

Work-Life Balance (WLB) refers to the level of motivation of a person in balancing between job responsibilities and his / her responsibilities towards family or life, and he is satisfied with it (Johari, Tan, Zulkarnain, 2018). It has long been a matter of discussion that involves organizational management in various fields, including the academic field (Guest, 2017). Workers who have an excellent working balance and life demonstrate a balanced commitment between work and life domain (Sirgy & Lee, 2018). Hence, it is said that work-life balance occurs when an employee can effectively administer the work that involves career and all other essential activities in the

individual's life. Examples of life's essential activities include personal health care, family development, community activities, leisure time, and recreation.

WLB is an important issue in an organization because of its role in determining the level of excitement and motivation to continue working and demonstrating a commitment to work (Mahmoud, Fuxman, Mohr & Reisel, 2020). Recent studies by Wilton and Ross (2017) have shown the challenge of maintaining a balance between career demands and personal life needs while simultaneously achieving satisfaction with work and life. Nevertheless, the complexity between work and life was also argued (Heikkinen, Lämsä & Niemistö, 2020). Hence, various parties should thoroughly examine it to determine the best method to balance these two critical elements. In this regard, Guest (2017) has identified two main issues in describing the WLB policy and practices in an organization: (1) issues related to developmental work, which is the cause of imbalance between work and life, and ii) issues related to development in the life of being the cause of imbalance between work and life.

Work-life balance affects employee's psychology and the surrounding environment (Kluczyk, 2013). Thus, it can allow the opportunity to focus on the harmony that can be achieved in the employee's domestic life regarding their feelings and emotions and provide the best environment. For example, individual personal life is enhanced to reflect the satisfaction of the economy and the family's well-being. Simultaneously, the workplace atmosphere illustrates the outcome of satisfaction at work and commitment in the organization and work environment. Nowadays, most employees face high pressure due to spending more time at work due to current demands in line with technological developments.

The ability to balance work with personal life is a challenge and can affect an individual's motivation and personal life (Mahmoud, Fuxman, Mohr & Reisel, 2020). Thus, the term work-life balance is a vital feature of the debate between academicians, policymakers, and ministries (Zainuddin, Muhammad, Kahmis, Mamat, 2017; Husin, Ghazali, Abdullah, & Abdul Hadi, 2018). However, Wilton and Ross (2017) argues that the balance of life and work is about effective management between career and personal activities such as community and family activities, voluntary work, personal development, and leisure and recreational activities. The ability to balance work and personal needs, is considered an important issue among global workers in various

fields and organizations, including higher education institutions (Jnaneswar, 2016; Alvarez-Perez & Carballo-Penela, 2020).

This study's main problem is to understand the importance of the relationship between human resource practice and WLB on the work motivation of an employee. According to Garg and Yajurvedi (2016), work-life balance is a critical factor that inspires employees to deliver the organization's best results. Organizations will occasionally experience situations that can reduce employee's motivation at work and affect an organization's overall achievement.

The authority responsible for human resource practices within an organization plays an essential role in maintaining employees' work-life balance that can influence and improve each employee's work motivation. Apart from recruiting and selecting employees in an organization, they are also responsible for every employee's needs and demands as the organization occasionally undergoes a change in part or as a whole. However, the change process's implementation takes time and should be done in stages (Garg & Yajurvedi, 2016). Therefore, training and guidance are needed to enable employees to adapt to the change process and potential.

Literature Review

Work-life balance

Work-life balance (WLB) practices usually refer to organizations offering one of the following options - flexible, organizational support for dependent care, and personal or family leave (Feeney & Stritch, 2019). These practices are becoming more critical because of technological advances that have blurred the boundaries between job domains and non-jobs, rising households with two incomes, single parents, and longer working hours, which disrupts work and life balance. The concept of work-life balance is often used by an organization to make a policy framework an outstanding guide to employees in the organization concerned with their career prospects. Yordy, (2018) define the work-life balance as an understanding of a person's career and life. However, Soomro, Breitenecker & Shah (2018) explain that each employee's work-life balance is different, although they work in the same environment.

In understanding the concepts related to work-life balance, we need to understand the terms regarding 'what work-life balance is not.' The term 'what work-life balance' does not merely refer to the right balance between work and life but instead refers to a good plan for doing personal activities with work. However, a worker's schedules or plans are not fixed for each day but vary according to current needs and situations. Work-family conflicts occur when work activities and family activities interfere (Cao, Liu, Wu, Zhao & Jiang, 2020; French & Allen, 2020). Based on the research's highlights, there are various definitions of family work conflicts and family-work conflicts. Regardless of the definition, it merely describes the condition where one role disrupts the other role, and the worker failed to establish a balance in both fields.

In his study, Wilk (2013) stressed that two genres or categories of payments could distinguish work-life balance: paid in balance and paid in person. Thus, Eon, Goh, Larson and Law (2019) state that payment of work is dependent on the organization, with each worker paid based on the work done. Alsulami (2018) also acknowledge the experience and skills they have and how the worker's work affects the salaries paid by their organizations. For example, someone who has much experience but less skill will not receive a high reward or pay.

Work-life balance components

There are three main components in the work-life balance, as suggested by Johari, Tan, and Zulkarnain (2018), a work-life balance can be achieved when one feels the balance of time, the balance of motivation, and the balance of satisfaction in the role of the family and their work. Conflicts will also occur if one cannot maintain a work-life balance with family life or the environment. Typically, the situation is often faced by workers, thus creating pressure on their own life. Bakker and Demerouti (2018) recommend that human resource practices in an organization are essential to be effectively administered to ensure employee well-being and job performance. It can help workers to balance work and family life. This work-life balance can also create good physical health for employees, indirectly encouraging and improving their morale.

Previous studies highlight that there is a relationship between conflict in the family with low functions within the family (Cao, Liu, Wu, Zhao & Jiang, 2020), low

satisfaction in a job and poor health and psychological state (Cao, Liu, Wu, Zhao & Jiang (2020) as well as depression and alcohol abuse (Hyman, Shotwell, Michaels, Han, Card, Morse, & Weinger, 2018). Workers who experience higher stress levels caused by work-family conflict seemed to have a lower level of work satisfaction, lower productivity, and commitment towards the organization (French & Allen, 2020). On the other hand, workers with low-level family-level conflict experienced a higher level of job satisfaction (Cao, Liu, Wu, Zhao & Jiang, 2020). Also, those who spend more time with their families enjoy a higher quality of life (Johari, Tan & Zulkarnain, 2018).

Work-life balance is positively associated with work motivation. The term motivation comes from the Latin word "*movere*," which means "to move". It drives workers to increase attention to their work (Asaari, Desa & Subramaniam, 2019). Employee motivation is the willingness to carry out high levels of effort to achieve organizational goals maintained to meet individual needs. In comparison, another definition of motivation is the action that stimulates employee's action, which leads to achieving goals or meeting the specific psychological needs of workers (Çetin & Aşkun, 2018). Kocman and Weber (2016) define motivation as a process that considers individual stages, directions, and perseverance towards achieving goals. The intensity level of motivation is related to someone's effort, which is the main focus when we talk about motivation.

There are two types of work motivation: intrinsic and extrinsic motivation (Asaari, Desa & Subramaniam, 2019; Çetin & Aşkun, 2018). Intrinsic motivation is defined as "*a positive experience recognized by individual workers directly from their job duties*," which arise from the direct relationship between the perpetrators and the task (Çetin & Aşkun, 2018), depending on the employee's position to predict his behavior (Kuvaas, Buch, Weibel, Dysvik & Nerstad, 2017). They have self-motivation because they like to perform real assignments or enjoy the challenge to complete the task (Asaari, Desa & Subramaniam, 2019). Factors created by oneself influence a person to act in a certain way, including responsibility, freedom to act, and develop skills and abilities and growth opportunities. The achievement and efficiency gained from doing the job is an example of intrinsic motivation related to the psychological reward (Çetin & Aşkun, 2018).

External motivation deals with the relationship between work motivation and behaviors driven by individual interests and expected outcomes (Kuvaas, Buch, Weibel, Dysvik & Nerstad, 2017). On the other hand, extrinsic motivation is related to specific employee rewards to the workers (Çetin & Aşkun, 2018). External motivated workers generally do not enjoy the task but are motivated to perform well on factors such as rewards, payments, promotions, praise, or to avoid negative effects (Asaari, Desa & Subramaniam, 2019). Nevertheless, discussion on internal and external motivation basics shows that work motivation is a multi-dimensional concept (Kuvaas, Buch, Weibel, Dysvik & Nerstad, 2017). There are many studies on the work motivation that have been carried out over the last few decades, namely on fair wages, working environment and rewards (Norbu & Wetprasit, 2020; Reddy, 2020) and also attractive work, appreciation, loyalty to employees and discipline (Norbu & Wetprasit, 2020).

Methodology

The WLB study

Human resource practices, such as the organization's performance appraisal system, also affect individual work performance. There is an overview of past studies that outline the objectives of the performance appraisal system. Although there are differences in terms, there is generally a similarity of the objective of the performance appraisal system that is designed to be achieved. According to Sharma and Sharma (2017), a well-functioning performance appraisal system should achieve four key objectives: delivering management goals and objectives to employees, motivating workers to improve their performance, disseminating organizational rewards, and providing management with insights for improving employee productivity and job satisfaction.

Overall, the discussions in this article will answer the following research objectives: (1) to determine the level of work-life balance (WLB) and work motivation of non-academic employees in public higher education institutions in Malaysia, and (2) to analyze the relationship between the WLB and work motivation of non-academic employees in public higher education institutions in Malaysia. Accordingly, the findings of this study will provide an answer to the following hypotheses: there is a significant relationship between WLB and work motivation of management staff in public higher education institutions in Malaysia.

Approach and design of the study

The study was conducted based on a quantitative research design. Therefore, data in this study were collected using a set of questionnaire. It is in line with the study's purpose, which sought to describe the work life balance and work engagement as practiced in Malaysian higher education institutions. This quantitative study involved statistical and inferential analysis based on numerical evidence aimed at exploring the relationship between variables (Frey, 2018) involved in the practice of work life balance and work motivation.

Sampling

For this research, 335 non-academic employees from public higher education institutions in Malaysia were randomly chosen as samples.

Instrumentation

For data collection, 500 questionnaires were distributed, and only 335 questionnaires were completed and returned. The instrument for measuring work-life balance was adapted from Kluczyk (2013). At the same time, the instrument for measuring work motivation was adapted from Tinoferei (2011). All the items were based on 5 points Likert Scale with 1 being strongly disagreed and 5 being strongly agree. The instrument consisted of 10 items on the work-life balance construct and 15 items on the work motivation construct. The instrument has been validated by four panels of experts in human resource management for content and constructs validity. The instrument has also undergone a pilot study for testing reliability with the Cronbach's alpha value .741 for work-life balance construct and .704 for work motivation construct.

Data collection procedure

Prior to data collection, permission from the Education Policy Planning and Research Division (EPRD) was obtained. Once permission was granted, a letter asking for permission was also sent to every faculty. Next, questionnaires for the study were delivered to non-academic employees at every faculty. The selection of the respondents for the study was made at random.

Data analysis

Data collected for the study were analyzed using descriptive and inferential analysis methods. Statistical Package for the Social Sciences (SPSS version 23) was used for statistical analysis (Creswell, 2013; Hair, Hult, Ringle & Sarstedt, 2014; Ramayah, Cheah, Chuah, Ting & Mumtaz, 2018) related to the work-life balance and work engagement practices based on mean score and standard deviation. Descriptive statistics using means and the standard deviation were used to answer the first objective of the study, which is aimed at analyzing the practice of work-life balance and work motivation. Interpretation of mean score at each level of the variables was obtained by finding the highest and lowest scores difference and interpreted based on the interpretation table modified from Nunally and Bernstein (1994). The interpretation of the level of the mean value is as follows, the mean value of 1.00 to 2.33 as low, the mean value of 2.34 to 3.67 as moderate, and the mean value of 3.68 to 5.00 as high (Nunally & Bersntein 1994; Zuraidah 2010). The inferential analysis was also undertaken to determine the relationship between variables of study (Hair, 2016; Ramayah et al., 2018). In this study, the Pearson correlation was undertaken for inferential analysis to analyze the relationship between work-life balance and work motivation constructs.

Findings

The level of work life balance and work motivation of non-academic staff in public higher education institutions in Malaysia

Table 1 illustrates the mean values and standard deviation of the practice of work-life balance and the non-academic employee's work motivation in public higher learning institutions in Malaysia. To evaluate each variable's level, the following mean score range between 1.00 and 5.00 is used by the researcher. The mean score between 1.00 and 2.33 was categorized as a low; the mean score between 2.34 and 3.67 was categorized as moderate, while the mean score between 3.68 and 5.00 was categorized as high level (Nunally & Bersntein 1994; Zuraidah 2010). The table below shows the mean score interpretation of the study variables.

Table 1: Mean Score Interpretation

Mean Score	Interpretation
1.00 - 2.33	Low
2.34 - 3.67	Moderate

3.68 - 5.00	High
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Source: Nunally& Bersntein 1994; Zuraidah 2010

Table 2 illustrates the descriptive analysis result based on mean values and standard deviation for the work-life balance construct. Based on the analysis results, the work-life balance of non-academic employees of Malaysian public higher learning institutions was between moderate to low. However, most of the items scored low mean values, which ranges between 1.87 (SD=.904) to 2.32 (SD= 1.264). Item C7 (My desire was too high that I forgot my work) scored the lowest with a mean value of 1.87, which shows that the respondents disagreed that their desire causes them to forget their work responsibilities.

Table 2: Mean Values and Standard Deviation for Work Life Balance Practice

	Work Life Balance	n	Mean	SD.	Level
C1	After work, I feel too tired to do the things I like	335	3.12	1.141	Moderate
C2	My family or friends do not like it when I do office work at home.	335	2.91	1.226	Moderate
C3	My work takes up the time that I should spent with family or friends.	335	2.58	1.183	Moderate
C4	My work hinders my responsibilities at home like housekeeping, cooking, washing clothes, repairing, paying bills and taking care of children.	335	2.32	1.265	Low
C5	My job makes me unable to spend time with my family.	335	2.28	1.012	Low
C6	I was too tired at workplace because of the work done at home.	335	2.23	.847	Low
C7	My personal desire was too high that I forgot my work.	335	1.87	.904	Low
C8	My boss does not like me bringing personal matter at workplace.	335	3.05	1.081	Moderate
C9	Sometimes I spend my time at work for my personal agendas	335	2.31	1.104	Low
C10	My daily life activities disrupt my responsibilities at workplace e.g being at work on time, completing work on time and overtime work.	335	2.10	.854	Low

Similarly, all the other items with low mean values (C4, C5, C6, C7, C9, and C10) suggest that the respondents have a balance between life and work. For example, the respondents did not agree that their work hinders the responsibilities at home (C4), the job makes them unable to spend time with family (C5), become too tired at the workplace because of the work done at home (C6), spend their time at work for personal agendas (C9) and their daily life activities disrupt their responsibilities at the workplace (C10). Overall, the analysis results reflect that the work-life balance of the non-academic employee of Malaysian public higher education institutions is low, reflecting their disagreement towards the idea that there is an imbalance between life and work. On the other hand, items with moderate mean values range between 2.58

(SD=1.183) to 3.12 (SD=1.140). Item C1 (After work, I feel too tired to do the things I like) scored the highest mean values, which reflect that the respondents agree that they feel tired after work, that they could not pursue their activities.

Table 3 illustrates the mean values and standard deviation for work motivation practices. Based on the analysis results, the practice of work motivation of non-academic employees of Malaysian public higher learning institutions was high. However, only two of the items scored moderate mean values are item F6 (I am stressed with my work) with mean value 2.50 (SD=1.077) and item F1 (I look forward to going to work) 3.16 (SD=.979). This could be interpreted as the respondents are not stressed with work; however, they are not excited about working either. On the other hand, items with high mean values range between 3.84 (SD=.982) to 4.30 (SD=.461). Overall, the analysis results reflect that the work motivation of the non-academic employee of Malaysian public higher education institutions is high.

Table 3: Mean Values and Standard Deviation for Work Motivation Practice

	Motivation	n	Mean	SD.	Level
F1	I look forward to going to work	335	3.16	.979	Moderate
F2	I am very motivated when doing my work	335	4.09	.567	High
F3	My job is very meaningful	335	4.15	.594	High
F4	My work is valuable to me	335	4.19	.578	High
F5	My job is diverse and challenging	335	3.96	.698	High
F6	I am stressed with my work	335	2.51	2.012	Moderate
F7	I'm very focused with my work	335	4.18	.485	High
F8	I have the opportunity to contribute to the decisions that involve my work	335	3.88	.815	High
F9	I did my job well	335	4.30	.461	High
F10	The atmosphere at work is very comfortable / conducive	335	4.08	.563	High
F11	The constructive feedback made me work harder	335	4.15	.565	High
F12	I am very comfortable talking to my supervisor about my work performance	335	3.87	.810	High
F13	I am very satisfied with my sector / unit	335	4.00	.720	High
F14	I am very excited / motivated by the non-cash incentives	335	3.84	.892	High
F15	I'm sticking to my job based on my own choice	335	3.88	.857	High

In conclusion, the analysis of the work life balance of the non-academic employee of Malaysia public higher education institutions suggests a balance between life and work. Subsequently, their work motivation is high. In the next section, we will analyze the correlation between the two variables. Simultaneously, prove the hypothesis that there is a significant relationship between WLB and work motivation of non-academic employee in public higher education institutions in Malaysia.

Correlation between work-life balance and work motivation

Inferential data analysis was carried out using Pearson Correlation to analyze the correlation between work-life balance (WLB) and work motivation as practiced in the Malaysian public higher education institutions. Table 4 illustrates the correlation analysis between work-life balance and work motivation of non-academic employees in public higher learning institutions in Malaysia.

Table 4: Correlation between Work Life Balance and Work Motivation

		WLB	Motivation
WLB	Pearson Correlation	1	-.175**
	Sig. (2-tailed)		.001
	N	335	335
Motivation	Pearson Correlation	-.175**	1
	Sig. (2-tailed)	.001	
	N	335	335

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

The correlation result in Table 4 shows that the correlation level between WLB and motivation is small at the value of $-.175$, and the correlation is significant at the value of 0.01 . Therefore, it can be interpreted that the result of the study shows that WLB has a small influence on the work motivation of non-academic employees of Malaysian public higher educational institutions. Nevertheless, the result proves the study's hypotheses that there is a weak significant relationship between WLB and work motivation of non-academic employees of public higher education institutions in Malaysia.

Discussion

Work-life balance is an essential aspect of an individual employee's life as it would affect not only individual commitment at work but also other social commitments. Therefore, the employee should be able to practice a balance between life and work so that they could contribute more at work while leading a happy and contented life.

Based on the data analysis results, most of the items scored low mean values (C4, C5, C6, C7, C9, and C10), suggesting that the respondents did not entirely agree that elements of work disrupt their personal life or vice versa. For item C4, the respondents did not agree that their work hinders the responsibilities at home,

suggesting that although they are working, their work does not stop them from carrying out other responsibilities in a lie. The respondent also did not agree with item C5, which states that the job makes them unable to spend time with family. Additionally, they also disagree that they become too tired at the workplace because of the work done at home, which suggests that their responsibilities at home hinder their commitment to work. For item C7 (My desire was too high that I forgot my work) scored the lowest with a mean value of 1.87, which shows that the respondents disagreed that their desire causes them to forget their work responsibilities.

Additionally, the respondents disagree that they spend their time at work for personal agendas (C9), which shows their commitment to work, reflecting that their daily life activities do not disrupt their workplace (C10). This is in line with various findings from previous studies, which suggest that workers who experience higher stress levels caused by work-family conflict seem less satisfied with their work, less productive, and less committed to the organization (French & Allen, 2020). On the other hand, workers with low-level family-level conflict experienced a higher level of job satisfaction (Cao, Liu, Wu, Zhao & Jiang, 2020). Those who spend more time with their families enjoy a higher quality of life (Johari, Tan, Zulkarnain, 2018).

Overall, the analysis results reflect that the work-life balance of the non-academic employee of Malaysian public higher education institutions is low, reflecting their disagreement towards the idea that there is an imbalance between life and work. The result of the study suggests that there is a balance between life and work among non-academic employees of Malaysian public higher educational institutions. Nevertheless, certain items in which the respondents feel that they might be an imbalance between work and life but only moderately.

On the other hand, the result of the analysis of work motivation reflects that the non-academic employee of Malaysian public higher education institutions is high. The majority of the respondents reported themselves to be highly motivated with their jobs. For example, “I am very motivated when doing my work” (F2), “My job is significant” (F3), and “My work is valuable to me” (F4). They also think that their job is diverse and challenging (F5), and because of that, they moderately think that they are stressed with my work (F6). This could be due to various external or internal factors, as suggested by Kuvaas et. al., (2017) that internal and external motivation

basics show that work motivation is a multi-dimensional concept. It could either be due to extrinsic motivation which is derived from an external working environment as suggested by Çetin and Aşkun (2018), or it could be due to external motivation where workers generally do not enjoy the task but are motivated to perform well on factors such as rewards, payments, promotions, praise or to avoid adverse effects (Asaari, Desa & Subramaniam (2019). The analysis also shows that the respondents are focused on their work (F7), they have the opportunity to contribute to the decisions that involve my work (F8), and they did their job well (F9). This is in line with what is suggested by Çetin and Aşkun (2018) that achievement and efficiency gained from doing the job is an example of intrinsic motivation related to the psychological reward.

They also highly agree that the atmosphere at work is very comfortable/conducive (F10), contributing to their motivation. Besides that, constructive feedback made them work harder (F11). They also felt very comfortable talking to my supervisor about their work performance (F12), which is also a motivating factor. They also agree that they are delighted with their sector/unit (F13) and are very excited / motivated by the non-cash incentives (F14). They are also sticking to my job based on their own choice (F15). This is similar to what is suggested by Reddy, (2020), highlighting the critical motivators for employees: fair wages, good working conditions, and rewards for well-done work. It is also similar to the findings of Norbu and Wetprasit (2020), who found that the motivation factors of hotel workers were fair wages, work safety, organizational promotion and growth, good work conditions, attractive work as well as full appreciation of work done.

To sum up, the result of the analysis of the WLB of the non-academic employee of Malaysia public higher education institutions suggests a balance between life and work. Consequently, their work motivation is high. This is in line with Alqahtani, (2020), who suggested that employee motivation is shaped by value at work and directly impacts employee attitudes and behaviour and vice versa. Subsequently, the correlation result between WLB and WE show that WLB has a small influence on the work motivation of non-academic employees of Malaysian public higher educational institutions. Therefore, the result proves the study's hypotheses that there is a significant relationship between WLB and work motivation of non-academic employees of public higher education institutions in Malaysia, but at a feeble level.

This suggests that WLB does not affect the work motivation of non-academic employees of Malaysian public higher educational institutions.

Conclusion

A balance between life and work would affect individual employees either emotionally or psychologically. It would, in turn, affect the quality of life and work performance. Therefore, human resource management should ensure that the employee has a balance between work and life and ensures better human resource practices that contribute to employees' emotional and psychological well-being. This, in turn, would lead to better work motivation and performance. Employee motivation is a critical component of a successful organization's outcome, and it needs to be closely examined in the social work field since the organization is held responsible for the outcomes. Simultaneously, the funding pumped into an organization is often based on success rates. As such, engaged and highly motivated staff can contribute significantly to improve outcomes. Therefore, the motivation concept should focus on designing or implementing certain human resource management practices.

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