



# Impact Of Self-Efficacy, Self-Esteem, Employee Engagement, And Organizational Citizenship Behaviour On Job Performance Of Academic Staff In Higher Education Institutions Of Klang Valley, Malaysia

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## ARTICLE INFO

## ABSTRACT

**Background/Purpose:** The higher education sector faces intensified competition amid global and technological advancements, further impacted by the aftermath of the Covid-19 pandemic. This study delves into the nuanced factors affecting the job performance of academic staff in the Klang Valley, employing a robust quantitative research design. The research, prompted by challenges posed by virtual teaching and learning during the pandemic, investigates key variables through a causal research approach. By exploring academic job performance dynamics, the research contributes to enhancing the quality of education and understanding the factors influencing educators' effectiveness.

**Methodology:** The target population includes academic staff from prominent Higher Educational Institutions (HEIs) in the Klang Valley, strategically chosen for their diversity and significance as an educational hub. Employing probability sampling, specifically simple random sampling, the study collects primary data through questionnaires distributed to academic staff in eight reputable institutions in the Klang Valley. A pilot study ensures the reliability and validity of the data collection instruments. A total of 385 academic staff from the Klang Valley participated as respondents. Data analysis, conducted using the Statistical Package for Social Science (SPSS), reveals high dependability exceeding recommended thresholds. The analytical framework employs both descriptive and inferential analyses, including Pearson correlation coefficients and multiple linear regression.

**Findings:** Results indicate significant positive correlations between variables such as self-efficacy, self-esteem, employee engagement, organizational citizenship behavior, and job performance. In the inferential analysis, the multiple linear regression model demonstrates a substantial impact of independent variables on job performance, with organizational citizenship behavior making the highest contribution, followed by self-efficacy.

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**Novelty:** This study is a comprehensive exploration of academic job performance dynamics in the Klang Valley post-COVID-19. The study employs a robust quantitative research design, including a causal research approach, probability sampling, and statistical analyses like Pearson correlation and multiple linear regression. By investigating the relationships between key variables such as self-efficacy, self-esteem, employee engagement, organizational citizenship behavior, and job performance, the research provides nuanced insights into the intricate socio-emotional and organizational factors influencing academic job performance. The study's focus on a diverse and strategically chosen population contributes to the broader understanding of these dynamics, offering valuable implications for academic institutions globally.

**Key words:** Self-Efficacy, Education, Self-Esteem, Employee Engagement, Organizational Citizenship Behaviour, Sustainable development, Job performance, Higher Education institutions

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### 1.0: INTRODUCTION

The Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2) epidemic, which emerged in China in 2019, is a member of the Coronaviridae family (Al-Rohaimi & Al Otaibi, 2020). Due to the stringent restrictions imposed on residents' personal lives, the movement of entire populations, consumption patterns, and environmental impacts has undergone significant changes (Schweizer et al., 2021). Although society has encountered various pandemics in the past, the lack of attention to these issues has made it challenging to predict the behavioural, long-term economic or societal impacts (Donthu & Gustafsson, 2020). According to Mohd Radzi, a total of 1,087,803 pupils, 99,491 teachers, and 20,438 administrative personnel will be affected by the statewide school closure (Moreno, 2020). Parents and children are uncertain about how to maintain educational standards in light of recent nationwide school closures (Nahar et al., 2020; vijat et al., 2022).

The Corona pandemic caused significant disruptions to higher education institutions (HEI), both domestically and internationally (Godber & Atkins, 2021). Lockdown and social segregation measures brought on by the COVID-19 outbreak have compelled the majority of nations to close schools, training centers, and further education institutions (Pokhrel and Chhetri, 2021). According to Dhawan (2020) the shift to distance teaching and learning, compelled by circumstances, signifies a paradigm change in how educators provide high-quality education. It also sets the stage for the widespread adoption of digital learning (Murgatrottd, 2020). The impacts of this pandemic have led to changes in university teaching and learning procedures. Faculty members are adapting to unusual situations, educating in novel ways, combining online and traditional instruction while establishing connections with colleagues and students (De la Fuente et al., 2021). Given this situation, it is logical to assume that many students will experience greater stress than before (Szulevicz et al., 2019).

As the situation gradually returns to normal and academic staff members begin to resume their on-site work at educational institutions, there will be a need to adapt to the reintegration process. It is expected that the readjustment to the traditional work environment may impact academic staff's self-efficacy, self-esteem, employee engagement, and organizational citizenship behavior. This shift from remote work back to the physical school setting may create a sense of uncertainty and adjustment difficulties, affecting their overall job performance (Smith, J., & Johnson, A., 2023). Overall, the pandemic and subsequent return to the traditional work environment poses significant challenges for academic staff in the Klang Valley region. By recognizing the specific issues of self-efficacy, self-esteem, employee engagement, and organizational citizenship behavior, and implementing targeted strategies to address them, educational institutions can support their academic staff in maintaining high job performance and well-being during this transitional period (Jackson, 2021).

The productivity of academic staff may be the key element that propels educational institutions to succeed in a cutthroat industry. The concepts of employee engagement (Setyo et al., 2021) and organizational citizenship behaviors (Khuzaini et al., 2019) are inextricably linked to job success. Additionally, an employee's self-esteem (Gómez-Jorge & Díaz-Garrido, 2022) and self-efficacy (Khalique & Singh, 2019) may impact how well they perform at work. The purpose of this research is to explore the impact of Self-Efficacy(SE), Self-Esteem(SES), Employee Engagement(EE), and Organizational Citizenship Behavior(OCB) on Job performance (JP) in the Klang Valley.

### 1.1 Problem Statement

The ideal scenario is to have high *SE*, *SES*, *EE*, and *OCB* among HEI academic staff in Klang Valley, Malaysia, which would positively impact their Job Performance (*JP*) (Saks, A. M., & Gruman, J. A., 2018). The higher education sector has recently experienced increased rivalry as a result of the global and information technology era (Jon et al., 2020). Universities, as part of higher education institutions, are also faced with the challenge of introducing innovative programs that may become a competitive advantage. Human resource management is a crucial component for gaining a competitive advantage. Lecturers, as a human resource component in universities, should bring innovative approaches to the learning process (Jon et al., 2020). In light of this, to satisfy students' requirements, UNESCO (2020) advises that instructors undergo quick training on how to use online learning strategies that incorporate content, pedagogical methods, fundamental technology tools, cost-free internet data, educational resources, and peer support. Moreover, virtual teaching and learning from home were challenging tasks that needed the support of the entire community, including teachers, parents, and student motivation, to oversee students' progress and ensure they meet the same high standards as in traditional classrooms, especially in the aftermath of the pandemic (Cahyani, 2020).

However, the current reality is that the Corona virus pandemic presented numerous challenges and disruptions, potentially affecting *SE*, *SES*, *EE*, and *OCB* among academic staff in INTI University (Nguyen, T. T., & Nguyen, T. H., 2019). Remote work, increased workload, limited social interaction, and uncertainty may have adverse effects on these factors. The pandemic has an immediate effect on kids who attend schools and institutes of higher education (Ang et al., 2022). The majority of them during the outbreak were physically unable to attend lessons when their educational institutions were shut down (Aisyah, 2020). According to Tahir & Noorzali (2020), Sekolah Bestari Smart Schools were introduced the concept of online learning to the majority of instructors. The shift from traditional classroom-based teaching and learning in schools to a virtual platform through home-based online learning has brought about a significant change. Job performance, as indicated by researchers, pertains to how effectively academic staff carries out various tasks, including teaching and research, at universities (Mbon et al., 2019).

The relationship between teaching strategies and student academic success has been used to determine the job performance of HEI academic staff (Okoi & Odigwe, 2018). Teaching effectiveness, dedication to the job, job happiness, and motivation to perform are few indicators of how personal attributes such as *SE*, *SES*, *EE*, and *OCB* affect academic staffs' ability to execute on the job. If academic staff feel stressed and unhappy with the workplace, they no longer have the confidence and feel demotivated to perform the job, which eventually decreases the *SE*. The consequences of decreased *SE*, *SES*, *EE*, and *OCB* can lead to reduced job performance among academic staff is witnessed in universities. Reduced productivity, diminished desire, diminished dedication, as well as potentially detrimental effects on the standard of instruction, research, and overall academic outcomes are possible manifestations of this (Koopmans et al., 2019).

The post-COVID-19 period also presented numerous challenges for academic staff in the Klang Valley region. With the shift to remote work during the pandemic, academic staff faced unfamiliarity and potential difficulties, leading to a decline in self-efficacy and self-esteem. As they gradually return to on-site work after an extended period, readjusting to the traditional environment may further affect these factors (Fitzpatrick, 2021). This study aims to explore and comprehend the precise effects of *SE*, *SES*, *EE*, and *OCB* independently on the academic staff in Klang Valley's performance at work during the post-COVID-19 period. By recognizing these effects, relevant interventions and strategies can be designed to strengthen these elements and boost academic staff members' work performance (Fernet et al., 2019). By exploring academic job performance dynamics, this research contributes to enhancing the quality of education and by understanding the factors influencing educators' effectiveness ultimately contribute to the creation of decent work environments and sustainable economic growth in the education sector. By pursuing these objectives, the study underscores the significance of sustainable development in the higher education sector and advocates for strategies that can positively influence educators and institutions on a global scale.

### 1.2 Significance study

The study holds significance as it contributes to a lucid understanding of the factors influencing the judgment of academics in the Klang Valley (KV). It enhances our comprehension of how factors such as Self-Efficacy (*SE*), Self-Esteem (*SES*), Employee Engagement (*EE*), and Organizational Citizenship Behavior (*OCB*) can enhance job performance. Academicians benefit from this research as it prompts universities to address the challenges faced by teachers, potentially leading to improvements in job performance within higher education institutions. Are these factors deemed more crucial than salary and staff welfare? While salary and staff welfare are fundamental for meeting basic needs and ensuring a reasonable quality of life, they predominantly appeal to extrinsic motivation factors. Intrinsic motivation, fueled by factors like self-efficacy, self-esteem, and engagement, proves more potent and sustainable in influencing long-term job performance and satisfaction. In terms of psychological fulfillment, self-efficacy, self-esteem, employee engagement, and

OCB contribute to the well-being of academic staff. When individuals experience a sense of competence, value, and connection to their work and organization, they are inclined to be motivated and perform optimally, irrespective of financial incentives.

While salary and staff welfare remain crucial for attracting and retaining talent, investing in building self-efficacy, self-esteem, employee engagement, and fostering OCB can lead to a more dedicated, productive, and satisfied academic staff, ultimately positively impacting job performance and overall organizational success. Here are the two examples, in the case of Employee Engagement (EE), it can predict the job performance of academic staff of HEIs. Workers satisfied with their occupations are more motivated to complete their tasks, providing as much feedback as possible to enhance productivity. For instance, Academic management in the Klang Valley can harness the correlation between Employee Engagement and enhanced job performance. Employees demonstrating high levels of engagement are likely to invest more effort in their work, thereby contributing to improved job performance. Additionally, self-assurance or confidence is crucial for a successful career. Therefore, higher Self-Esteem (SES) among academic staff will increase their propensity to take measured risks and learn new things, as self-esteem improves performance by assisting workers in managing the stress, anxiety, and despair associated with their jobs (Fabiola & Eloisa, 2023). As a result, this study will benefit academics and institutions of higher education by analyzing the effects of various variables on job performance and offering recommendations to enhance work quality.

### 1.3 Research Objectives

1. To investigate how self-efficacy (SE) affects the job performance of academic staff in higher education institutions within the Klang Valley, Malaysia.
2. To explore the impact of self-esteem (SES) on the job performance of academic staff in higher education institutions in the Klang Valley, Malaysia.
3. To examine the influence of employee engagement (EE) on the job performance of academic staff in higher education institutions within the Klang Valley, Malaysia.
4. To assess the impact of organizational citizenship behavior (OCB) on the job performance of academic staff in higher education institutions within the Klang Valley, Malaysia.

### 1.4 Scope of Study:

This study will exclusively concentrate on academic staff within educational institutions located in the Klang Valley region, Malaysia, in terms of its geographical scope. Participant selection will involve academic staff members from universities, colleges, and other higher education institutions within the Klang Valley area. The primary variables of interest in this study include Self-efficacy, Self-esteem, Employee engagement, Organizational citizenship behavior, and Job performance. To maintain the study's specificity, non-academic staff members will be excluded from participation. Furthermore, academic staff from institutions outside the Klang Valley region will not be considered. The data collection period is scheduled to span from June-July 2023, and all research activities will be conducted within this defined time frame.

### 1.5 Limitations:

The research acknowledges various limitations that could affect the interpretation and generalizability of its findings. Firstly, the focus on the Klang Valley region in Malaysia may limit the generalizability of the results, as they may not be entirely representative of all academic staff throughout the country. This regional specificity is a constraint that should be considered when applying the study's conclusions more broadly. Secondly, the presence of social desirability bias poses a potential limitation. Participants may be inclined to provide responses they perceive as socially acceptable, introducing a potential distortion in the data. This bias could impact the accuracy and authenticity of the gathered information, emphasizing the need for cautious interpretation of the results. Additionally, the study is constrained by time limitations in data collection and data analysis. The available time for these processes may impose limitations on the study's depth and breadth, potentially impacting the comprehensiveness of the findings. Researchers and readers should be aware of these time constraints when interpreting the study's outcomes and considering their implications.

Despite these acknowledged limitations, the study aims to contribute valuable insights within its specified scope and encourages future research to address and overcome these constraints for a more comprehensive understanding of the subject matter. The research aims to analyse and understand the factors influencing job performance among academic staff in the specific context of the Klang Valley region. The findings may have implications for organizational development and employee well-being in educational institutions.

## 2.0 LITERATURE REVIEW

To comprehend the current body of knowledge comprehensively, an exhaustive literature review was undertaken, drawing from both national and international journals. The review is organized in a logical



sequence, addressing key aspects such as Self-Efficacy(SE), Self-Esteem(SES), Employee Engagement(EE), and Organizational Citizenship Behavior(OCB).

## **2.1: Review on Key factors:**

**2.1.1 Self-Efficacy (SE)** is a measure of an individual's level of confidence, particularly in their ability to carry out a specific activity. It influences how people feel, think, and respond in various circumstances. (Spaan, 2021). A person's confidence in their ability to do the duties given to them by their manager is referred to as self-efficacy in the social cognition theory, it involves the belief that one has the capability to successfully complete any tasks assigned to them personally. (Li, 2020). SE is person's assurance in carrying out their responsibilities in the face of uncertainty; and it has been shown in several studies to have a major beneficial impact on an individual's performance improvement (Machmud, 2023).

SE is the level of confidence a person has in his or her ability to perform a certain task successfully, necessary to produce desired results and the belief and self-awareness of an employee in his or her capacity to conceptualize and assume actions required to produce success and resolve problems is known as SE (Kanapathipillai et al., 2021). Additionally, according to the Social Cognitive Theory (Robbins and Timothy, 2013), SE is his or her's strong belief in their capacity to do tasks that require the application of abilities. Therefore, rather of having it from birth, a person might build a strong feeling of self-confidence or belief in their skills through learning process. SE is not entirely an intrinsic trait; it may grow with experience and manifest as judgments about many aspects of life (Khalique & Singh, 2019).

**2.1.2 Self-Esteem (SES)** is defined as the perceived value that an employee attributes to oneself due to their involvement in an organization. It indicates whether the employee feels acknowledged and recognized as a competent and effective individual within that environment (Rice et al., 2020). Individuals with a high level of SES perceive themselves in the organization as talented, irreplaceable, significant, competent, and playing a meaningful role (Neves et al., 2020). SES represents the value one places on oneself based on an overall evaluation of oneself, our surroundings, and how others treat us. These factors significantly impact our sentiments, including our sense of self-worth (Wandy et al., 2020).

Indicators of a positive self-consideration are shown by those who are driven to have high SES and can be acquired from daily experiences. SES is an element of self-concept, defined as the totality of a person's thoughts and emotions regarding themselves as an object. It is identified by a positive or negative orientation toward oneself and an overarching assessment of one's own worth (Ibraimi et al., 2020). Wandy et al.(2020) recognized that the internal qualities of an individual represent a strength that deserves respect and nurturing, the phrase "self-esteem" may be understood as a person's admiration for himself. Self-Esteem is the process of evaluating oneself in order to cultivate a feeling of self-respect and an attitude of acceptance or rejection of one's own significance, aptitude, achievement, and value (Ilham, 2022). Oppositely, a person with low self-esteem found it harder to accept reality and was more likely to doubt his abilities and competence in the workplace.

**2.1.3 Employee Engagement(EE)** encapsulates the principles that include various types of people and the degree to which they dedicate themselves to completing their task. It is commonly perceived as the concurrent engagement and perception of one's own tasks, fostering connections to work, others, one's own existence, and the outcomes (Sittar, 2020). Another factor contributing to employee engagement is self-identification with job responsibilities, encompassing regular attendance, active involvement, and increased participation in work-related activities (Margaretha et al., 2021). Job fatigue is polar opposite of EE, which is the attitude a worker has toward his or her place of employment in a positive way (Setyo et al., 2021). Engaged employees demonstrate heightened alertness, connectivity, integration, and dedication to fulfilling their tasks. They are more likely to bring their full selves to perform their professional duties, exhibit sociability, and eagerly forge connections with colleagues (Lai & Tang, 2020). An employee tends to excel when they discover significance in their job, organizational culture, and policies. Employee engagement can arise as a result of social interactions in the workplace and contribute to enhanced organizational performance.

Employee Engagement is defined as the manifestation of an individual's 'preferred self' through task behaviors that foster connections to work and others, personal presence (physical, cognitive, and emotional), and active, full performances (Lai & Tang, 2020). Highly engaged employees actively involve themselves in their roles, utilizing cognitive, physical, and emotional aspects during tasks. In contrast, disengaged employees exhibit detachment or defensiveness in their job performance.

*2.1.4 Organisational citizenship behaviour (OCB)* refers to an employee's exemplary dedication and to acts that go beyond the scope of his or her job description yet support organisational objectives and it results in employees of a firm taking voluntary steps to help their coworkers and the organisation (Wal, 2022). OCB, or Organizational Citizenship Behavior, pertains to discretionary individual actions that contribute to the overall efficient operation of the organization. These behaviors are not explicitly acknowledged or incentivized by the formal incentive system prosperous businesses benefit from employees who go above and beyond their regular duties, putting in extra effort and working beyond the typical expectations (Khuzaini, Zainul, M., & Zamrudi, Z., 2019).

According to studies, effectiveness at the individual and organisational levels is acknowledged to have a significant role for OCB. It improves employees' well-being through fostering collaboration among them (Casu et al., 2021). Yu et al. (2021) mentioned that OCB will be essential for the existence of many organisations in disruptions like Corona pandemic. Organisational citizenship behaviour have been associated with both the overall performance of the business and the happiness of each individual employee, and when an employee demonstrates these tendencies, they go over and above when the actions are not recognised by the company (Wal, 2022).

Organisational commitment is a gauge of how many individuals identify with the business where they work, how engaged they are there, and whether or not they are willing to resign and research has also indicated that employees who exhibit higher dedication to a company are less likely to consider leaving their jobs. (Greenberg and Baron, 2008). Organizational commitment may be seen as a continuation of job satisfaction because it is essential for employee to have positive attitude towards the company instead of his/her own work. Job satisfaction is also characterized by the employee's emotional attachment to the organization and their willingness to make sacrifices for the company, and in this situation, the emotions are greater (Culibrk et al., 2018).

*2.1.5 Job Performance* is defined as "employee behaviours that contribute to the organization," and this explanation demonstrates the significance of the idea for companies to improve. He / She's capacity to do a variety of tasks is supported by their wide range of abilities, according to the perspective of work and job performance, which also has to do with contentment. These abilities aid people in overcoming difficulties at work (Machmud, 2023). Job performance is defined by job proficiency and is assessed according to an employee's position within an organization. It also includes an employee's in-role conduct, which includes actions taken in the course of carrying out duties (Kanapathipillai et al., 2021). The expectations and perception of job performance by a management are not the same as those of a worker (Kanapathipillai et al., 2021). A pleasant workplace is centred on the feeling of ease, and job satisfaction changes while an employee is working and is influenced by mood and emotions (Setyo et al., 2021). The term of job performance is happy feelings by evaluating a employment and history of working of the employee (Permana et al., 2021).

Job performance is expressed as the ability to admit satisfaction with the work one has completed under specific psychological and environmental conditions. To confirm this definition, take into account the extent to which people's feelings of satisfaction are reflective of their work satisfaction. (Setyo et al., 2021). Job performance may even be used to forecast the distribution of organizational outcomes such as productivity, absenteeism and turnover rates, speed, client delight, and success in financial (Holland et al., 2011). Since it represents how workers feel about a variety of aspects of their occupations, job performance has a significant impact on both forms of perceived fairness (Choudhary et al., 2013).

Job performance includes a variety of benefits, including advantages for the company like high profitability and maximum output as well as benefits for the workers like joyful work, employee participation, a sense of belonging to the place of work and control over the working environment (Setyo et al., 2021). Without a question, job performance serves as an organization's key pillar and cornerstone and is essential to reach its objectives and missions. The sustained competitiveness and even existence of an organization in the market hinge, strictly speaking, on job performance (Ismail et al., 2018).

*2.1.6 Relationship between Self-Efficacy (SE) and Job Performance (JP):* Analyzing the connection between self-efficacy and job performance reveals its role as a motivator, enhancing sustainability efforts and overall workplace performance (Kanapathipillai et al., 2021). Despite previous studies exploring self-efficacy's impact on worker performance (Guha & Chakraborty, 2021), a research gap remains in understanding how organizations can leverage it for broader benefits (Spaan, 2021). Recognizing self-efficacy's specific impact on work performance is crucial, offering an opportunity to influence individual job performance across entire organizations.

Understanding the importance of self-efficacy for organizations is underscored by Bandura's (2010) assertion individuals possessing elevated levels of self-efficacy (SE) typically experience greater success in life.,

translating into greater success at work. The fundamental principle of self-efficacy emphasizes individuals' drive to improve their performance over time, fostering resilience and determination (Ambarita et al., 2021). Furthermore, self-efficacy is associated with an individual's confidence in their skills, fostering the development of their potential future careers (Nugraha& Jabeen, 2020). In the workplace, the interplay of abilities, interpersonal dynamics, and the environment influences individuals' judgments of task execution proficiency (Machmud, 2023).

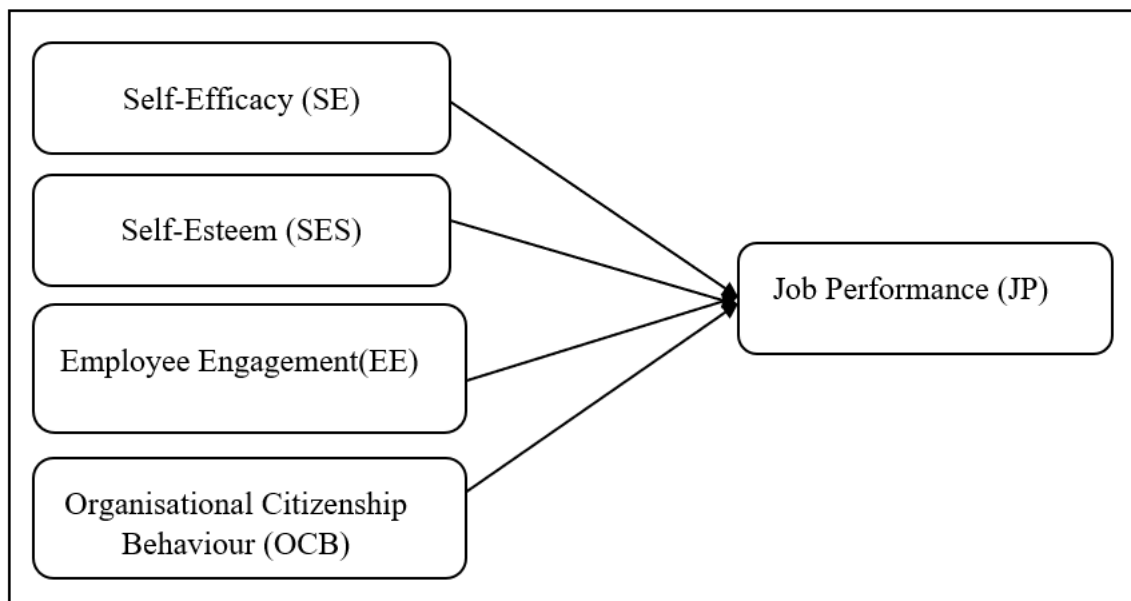
**2.1.7 Relationship between Self-Esteem (SES) and Job Performance (JP):** Self-esteem significantly influences communication, life outlook, and workplace success (Wainaina, 2018). Joyful individuals tend to be more productive and resilient in handling workplace demands (Tonkin et al., 2018). Positive self-esteem correlates with various employee outcomes, impacting satisfaction, performance, turnover, job drive, and civic behavior (Gómez-Jorge & Díaz-Garrido, 2022). Conversely, factors undermining job performance, such as conflict and job stress, negatively correlate with self-esteem (Bowling, 2011). Self-esteem is integral to an employee's confidence in task accomplishment, influencing their ability to manage diversity, foster interpersonal communication, and maintain a professional pedagogical approach (Hur et al., 2020; Ibraimi et al., 2020).

**2.1.8 Relationship between Employee Engagement (EE) and Job Performance (JP):** EE reflects holistic involvement in work, encompassing physical, mental, and emotional aspects (Julyan & Setyo, 2020). It is characterized by a worker's comprehension of goals, focus, and energy levels, encompassing initiative, adaptability, drive, and enthusiasm (Arifin et al., 2019). Engaged employees contribute voluntary effort, displaying intellectual commitment to the organization (Adhitama and Riyanto, 2020). Employee engagement positively influences job performance through increased effort, commitment, and satisfaction, fostering better work quality (Arifin et al., 2019; Mahrani, 2016; Priyadarshni, 2016; Sittar, 2020).

**2.1.9 Relationship between Organisational Citizenship Behaviour (OCB) and Job Performance:** Organizational Citizenship Behavior (OCB) positively influences job performance, predicting assignment success (Casu et al., 2021). Diligent workers sustaining high productivity contribute to consistent organizational performance (Khuzaini, Zainul, M., & Zamrud, Z., 2019). OCB, or pro-social behavior, refers to voluntary extra-role tasks not recognized by formal incentives, contributing to a positive workplace atmosphere (Christa et al., 2020). OCB fosters a sense of value and cooperation within the organization, influencing relationships and, consequently, job performance (Wal, 2022).

## 2.2 Conceptual Framework.

This study examined IVs that have a major influence on DV, or work performance, including SES, SE, EE, and OCB. The general framework of this investigation is shown in Figure 2.1, On Job performance, there is a favorable relationship between Self-Efficacy(SE), Self-Esteem(SES), Employee Engagement(EE) and Organisational Citizenship Behaviour(OCB).



**Figure 2.1:** Conceptual Frame

## 2.3 Development of Hypothesis:

**H1: SE Self-efficacy has a significant impact on job performance of academic staff in HEI of Klang Valley, Malaysia.**

When employees successfully accomplish tasks through sound judgment, both the employer's and the employee's performance experience enhancement, leading to increased job satisfaction (Sang et al., 2019). Self-efficacy demonstrates a positive correlation with factors such as time management, achievement, and work satisfaction (Yener et al., 2020). The level of confidence each individual has in their ability to complete tasks significantly influences employee job satisfaction and time management (Andrade et al., 2020). Furthermore, it not only shapes positive or negative behaviors but also fosters job satisfaction among workers. CEOs who implement sustainability at a high level also exhibit stronger associations with self-efficacy, well-being at work, and job satisfaction (Singh et al., 2019).

## **H2: Self-esteem has a significant impact on job performance of academic staff in HEI of Klang Valley, Malaysia**

According to Sebayang and Sembiring (2017), SES has a favourable effect on work production. A person with high SES has a tendency to appreciate themselves or believe they are competent and valuable. According to Korzynski et al. (2020), SES is the perception that a person has the capability, significance, worth, and competence that are important for the organisation and the work. In particular, the worker's personal self-worth beliefs, include SES, are directly associated to the attitudes and behaviour of the employee to carry out their responsibilities in the organisation (Papaioannou et al., 2021). The connections between the three were summarized by a number of conceptual theories that explained the beneficial relationship between self-esteem and work satisfaction. (Bellou et al., 2018). Other aspects that contribute to workplace satisfaction include behavioural changes, self-achievement, and work experiences (Kim et al., 2019).

## **H3: Employee engagement has a significant impact on job performance of academic staff in HEI of Klang Valley, Malaysia**

According to the hypothesis, employees who are engaged focus their physical efforts on achieving objectives, stay centered on duties, or are emotionally linked to their own position, and for engaged workers, in particular, commit physical efforts to behaviors which directly contribute in order to attain objectives over a long period of time (Lai & Tang, 2020). Engaged employees, who invest greater physical energy at a heightened intensity over an extended duration, expend additional cognitive energy by intensifying their attention and focus on goal-related behaviors. Simultaneously, they channel emotional energy to establish connections with their work roles. Consequently, these engaged employees are more prone to garner higher ratings for task performance and are more inclined to assist their coworkers (Owen et al., 2015).

## **H4: Organizational citizenship behavior has a significant impact on job performance of academic staff in HEI of Klang Valley, Malaysia**

According to the hypothesis that argues that employees behave better when they are more satisfied with their jobs, job happiness affects organisational citizenship behaviour. According to Vizano et al. (2021), contented workers are more likely to talk favourably about the company, are more sensitive to supporting their coworkers, and are more in line with task decisions. Nevertheless, employees who are dissatisfied exhibit reluctance to adopt the company's objectives and principles (Wu et al., 2019). Studies by Psychogios et al. (2019) found a link between the OCB and an individual's overall work performance in the company and OCB has an impact on job performance (JP) since higher JP result in greater OCB. As a result, worker who participates with OCB is crucial during the Covid-19 epidemic since all organisations are having trouble adapting to social and economic developments which are outside of their control (Anderson, 2020).

### **3.0: RESEARCH METHODOLOGY**

In this study, academic faculty in the Klang Valley were chosen, and qualitative research was deemed appropriate for the exploratory phase, delving into current problems and exploring uncommon encounters and attitudes. However, as a consequence, the chosen methodology shifted towards *quantitative research*, which involves a systematic analysis of phenomena using quantifiable data and statistical methods (Creswell, 2019). The *data collection* process for quantitative research is more structured compared to qualitative research, as it specifically outlines what is being studied and how it is measured. The study utilizes a *causal research approach* to establish relationships between variables (Shadish, Cook, & Campbell, 2020), allowing for a comprehensive understanding of the phenomena under study. The primary goal is to examine the effect of the independent variable on the dependent variable.

In online journal articles, investigations often compile secondary data from literature reviews or other sources. *Primary data*, as argued by Thompson (2021), is considered more valuable than secondary data due to its lack of human editing or modification. The study uses *questionnaires*, distributed physically and online through Google Forms, to collect primary data from academic employees in the Klang Valley. Published journal articles serve as sources for *secondary data* categories, offering a more precise, efficient, rapid, and cost-effective understanding of the target audience.



The *sampling design* for this research focuses on essential components, including the sampling frame, target population, sampling methods, sample size, and sampling location (Dillman, 2019). The *target population* comprises academic staff members in the Klang Valley region including Kuala Lumpur, Shah Alam, Subang Jaya, and Petaling Jaya, chosen strategically for its prominence as an educational hub. This region provides a dynamic environment for studying socio-emotional factors, socio-economic status, organizational citizenship behavior, and emotional exhaustion on work performance (Tan, 2019). The selection of the Klang Valley facilitates data collection through surveys and interviews, offering insights with potential implications for global academic institutions.

In terms of sampling techniques, the study adheres to probability sampling, specifically utilizing *simple random sampling* as the gold standard (Groves, 2020). The study's *sampling design* emphasizes the importance of a well-chosen sample frame, as outlined by Kish (2021), particularly in calculating sampling probability and effectively addressing the research question. Academic staff members employed by educational institutions in Malaysia's Klang Valley (KV) constitute the *sampling frame* across the colleges, universities, and other academic entities within the KV region. The research unfolds in classrooms, offices, and relevant workspaces across the KV, encompassing urban centers like Kuala Lumpur, along with surrounding towns such as Petaling Jaya, Shah Alam, and Subang Jaya.

The *sampling population* for this study comprises individual academic staff members actively involved in teaching, research, and administrative tasks within the KV region. Criteria for selecting sampling elements include their work position, academic standing, years of experience, and departmental affiliations, ensuring a diverse representation of academic professionals from various universities and backgrounds in the KV area. Centered on examining the influence of independent variables on the dependent variable within academic staff members in the KV, the study endeavors to gather and analyze data from this specific population. Eight esteemed educational institutions in the KV, including the University of Malaya, Universiti Teknologi Malaysia (UTM), Monash University Malaysia, Taylor's University, HELP University, Sunway University, Asia Pacific University (APU), and the University of Nottingham Malaysia, are considered for sampling in this comprehensive research endeavor.

The Ministry of Higher Education (MOHE) holds administrative authority over Malaysia's higher education sector, overseeing the operation of higher education institutions (HEIs). According to the available data, Malaysia accommodates 403 active private colleges, 30 polytechnics, and 73 public community colleges. Additionally, there are 20 state universities, 50 private universities, and six international university branch campuses, as reported by StudyMalaysia.com in 2022. As reported by the Ministry of Higher Education (2021), the number of academic staff members in Higher Education Institutions (HEIs) stood at 70,319 as of the year 2021. Consequently, the population size for this study is established at 70,319, with a determined sample size of 383 derived using a sample size determination calculator.

A *questionnaire's* goal is to acquire data from respondents about their attitudes, experiences, and viewpoints. Questionnaires can collect quantitative and/or qualitative data (Bhandari, 2023). Moreover, a preliminary investigation is employed to assess the reliability and consistency of the questionnaire. The survey, structured into six sections with a total of 39 items, plays a crucial role in gathering comprehensive data from participants.

**Construct Measurement:** Our study utilizes diverse measurement scales. The nominal scale, for large demographic segments like gender, handles categorical data. The ordinal scale introduces order for variables like educational background. The interval scale, a quantitative measuring scale, enhances data accuracy for questions graded on a five-point scale (Allanson et al., 2020). Respondents' agreement levels are assessed, ranging from 1 (strongly disagree) to 5 (strongly agree). Particularly useful for measuring variables along a continuous scale with equal intervals, the interval scale contributes to the precision of our collected data. Table 3.1 list out the sources of construct in framing the questionnaire.

**Table 3.1:** Origin of Construct (Questionnaire)

Type of Variable	Name of Variables	Construct items drawn from
Independent	Self-Efficacy(SE)	Bart Spaan, 2021 Ambarita et al., 2021 Machmud, 2023 Kanapathipillai et al., 2021 Khalique & Singh, 2019
	Self-Esteem(SES)	Gomez-Jorge & Diaz-Garrido, 2022 Wandy et al., 2020 Ibraimi et al., 2020 Ilham, 2022 Wainaina, 2018

	Employee Engagement(EE)	Setyo et al., 2021 Arifin et al., 2019 Julyan & Setyo , 2020 Lai & Tang, 2020 Sittar, 2020
	Organizational Citizenship Behaviour(OCB)	Khuzaini, Zainul, M., &Zamrudi, Z., 2019 Christa et al., 2020 Casu et al., 2021 Wal, 2022
Dependent	Job performance(JP)	Bart Spaan, 2021 Kanapathipillai et al., 2021 Ilham, 2022 Setyo et al., 2021 Khuzaini, Zainul, M., &Zamrudi, Z., 2019

**3.1 Pilot Study:**

The pilot study, regarded as a feasibility study within the research work, holds a crucial function in evaluating the viability and suitability of the chosen methodology before initiating the full-scale investigation (In, 2017). Focused on academic staff from eight institutions in the Klang Valley (KV), the pilot study involved the careful design of 40 questionnaires to identify concerns incorporated into a comprehensive questionnaire survey (Creswell, 2021). Conducted through an online Google Form, responses were collected during June and July, 2023. The calculation of the Cronbach's Alpha reliability coefficient was carried out using the Statistical Package for Social Science (SPSS) software. This meticulous approach aimed to assess the reliability of the research instrument with precision. Table 3.2 summarizes the reliability test results, demonstrating high dependability values ranging from 0.846 to 0.949, exceeding the recommended threshold of 0.8 as recommended for reliability(Nunnally, 2020).

**Table 3.2:**Reliability test results from the pilot study

Variable Name	Cronbach's $\alpha$ -value
Self-Efficacy(SE)	0.943
Self-Esteem(SES)	0.945
Employee Engagement(EE)	0.943
Organisational Citizenship Behaviour(OCB)	0.949
Job Performance(JP)	0.846

The main goal of the pilot test was to evaluate the reliability and validity of the research instrument, as outlined by DeVellis (2020). This involved collecting data from respondents to assess the validity of the questionnaire. Responses to questionnaire items were consistently rated on a Likert scale ranging from 1 for "strongly disagree" to 5 for "strongly agree". To gauge the reliability of the scale, Cronbach's Alpha, a measurement of scale reliability, was utilized to ensure the consistency in the interrelatedness of variables within the target population (In, 2017).

**3.2 Analytical Framework:**

In the analytical framework of the study, various statistical analyses were employed to derive meaningful insights without venturing into probabilistic inferences. Descriptive statistics, including tools like frequency distribution tables and percentages, were utilized to summarize the sampled data, with a specific focus on demographic information (Bhandari, 2023). Moving to reliability analysis, Cronbach's Alpha played a crucial role as a statistical measure in assessing the internal consistency and reliability of research instruments, particularly when addressing the multifaceted aspects of a given topic (Taber, 2017). The resulting Cronbach's Alpha values, presented in Table 3.1, served as indicators of high reliability.

Finally, the inferential analysis aimed to explore the relationship between the dependent variable (DV) of job performance and the independent variables (IV). viz., Self – Efficacy (.433), Self – Esteem (.693), Employee Engagement (.442), Organizational Citizenship Behavior (.644)Multiple regression analysis and the Pearson correlation coefficient were employed to reveal the relationships between at least two variables in the study, contributing to a thorough comprehension of the research framework.

**4.0: DATA ANALYSIS**

As part of the first stage in the data analysis, 385 survey sets are accessible for the investigation, and the analysis of the gathered data was conducted using the Statistical Package for Social Science (SPSS). In the data processing phase, researchers rigorously reviewed the 385 gathered questionnaires, addressing any errors or inconsistencies and adjusting the questionnaire for enhanced effectiveness (Taber, 2017). The data editing step involved identifying and rectifying unclear, inconsistent, or missing survey data to ensure

research credibility. This chapter discusses descriptive and also inferential data analysis, and including measurement scales (Arifa, 2021).

#### 4.1 Demographic Distribution:

To offer a clear understanding of the demographic data provided by the respondents, the describing or summarizing of the gathered data is done in a productive manner. (Rawat, 2021).The combined demographic information of 385 respondents is presented in the table 4.1.

- i.*Age*: Table 4.1 shows frequency of age and percentage of 385 respondents. It represents 73 (19%) of respondents who are between the ages of 18 and 30, which is the lowest result. Moreover, individuals within the age range of 31 to 55 years constitute a higher percentage within this demographic, totalling 234 (60.8%), whereas those aged 55 and above exhibit a frequency of 78 (20.3%).
- ii.*Gender*:According to the findings in Table 4.1, the gender distribution and corresponding percentages are presented for the 385 respondents who participated in this study. It indicates that 185 (48.1%) of participants identified as male, while 200 (51.9%) identified as female.
- iii.*Ethnicity*:In Table 4.1, the frequency distribution and corresponding percentages are presented for the ethnicities of the 385 respondents who participated in this study. The data discloses that 116 (30.1%) of the participants identified as Malay, 184 (47.8%) as Chinese, and 85 (22.1%) as Indian.
- iv.*Education level*:Table 4.1 illustrates the frequency distribution and percentages pertaining to the educational backgrounds of 385 respondents. According to the data, 116 (30.1%) respondents have earned a degree/ professional certification, while 267 (69.4%) have earned a postgraduate. 2 (0.5%) of the respondents are secondary.

**Table 4.1:** Demographic distribution

Demographic distribution (N=400)		Frequency	Percentage
Age	18-30years old	73.0	19.0
	31-55years old	234.0	60.8
	>55 yearsold	78.0	20.3
Gender	Male	185.0	48.1
	Female	200.0	51.9
Ethnicity	Malay	116.0	30.1
	Chinese	184.0	47.8
	Indian	85.0	22.1
EducationLevel	Secondary	2.0	0.5
	Degree/ Professional Certification	116.0	30.1
	Postgraduate	267.0	69.4
Working Period	<1year	32.0	8.3
	2-5years	132.0	34.3
	> 5years	221.0	57.4
Department	Faculty of Business	65.0	16.9
	Faculty of Science	68.0	17.7
	Faculty of Engineering	80.0	20.8
	Faculty of Accountancy & Finance	83.0	21.6
	Others	89.0	23.0
Position	Head of department	42.0	10.9
	Professor	125.0	32.5
	Teaching Assistance	49.0	12.7
	Registrar	38.0	9.9
	Librarian	21.0	5.5
	Others	110.0	28.5
Income Level	Lessthan RM 3,000	15.0	3.9
	RM 3,000toRM 5,000	91.0	23.6
	RM 5,001toRM 8,000	111.0	28.8
	Morethan RM 8,000	168.0	43.6

Source: Developed from study

- v.*Working period*:Table 4.1 presents the distribution of working periods along with corresponding percentages for 385 respondents. According to the data, there are only 32 (8.3%) respondents who have worked in their current workplace for less than a year. Furthermore, those who have worked for two to

five years had distinct results of 132 (34.3%). Finally, 221 (57.4%) of respondents had worked for more than 5 years.

vi. *Department*: Table 4.1 shows the frequency of teachers and the proportion of 385 responders. As indicated in the table, the Faculty of Business and the Faculty of Science yielded outcomes from 65 participants (16.9%) and 68 participants (17.7%), respectively. The Faculty of Engineering had 80 (20.8%) respondents, the Faculty of Accountancy and Finance had 83 (21.6%). Lastly, other faculty such as Faculty of law, Faculty of architecture, computer science, education, informative technology, pharmacy, medicine, art, hospitality, human development, creative multimedia, dentistry nursing, arts, medical, plantation & agro technology, health science, health and life sciences, languages & communications, language & communications, language & communication, creative multimedia had a total of 89 (23%).

vii. *Position*: The table 4.1 illustrates the distribution of academic staff members based on their working positions within the sampled population. The majority of respondents hold the position of Professor, constituting 32.5% of the sample, followed by Teaching Assistants at 12.7%. Head of Department and Others make up 10.9% and 28.5%, respectively. Registrars and Librarians represent 9.9% and 5.5%, respectively, of the academic staff in the surveyed institutions. This distribution provides insights into the diverse roles and responsibilities held by academic professionals within the sample, contributing to a comprehensive understanding of the study's target population.

viii. *Income Level*: Table 4.1 displays the frequency distribution of income levels and corresponding percentages for 385 respondents. The data reveals that less than RM 3,000 is the lowest income group result, with only 15 (3.9%) responses. The majority of respondents, 168 (43.6%), have an income ranging more than RM 8,000, while 111 (28.8%) have an income ranging from RM 5,001 to RM 8,000. Following that are 91 (23.6%) replies who earn between RM 3,000 and RM 5,000

**4.2 Statistical Analysis:**

Extrapolating findings from a specific sample to the entire target population is a fundamental purpose of statistical analysis. Its purpose is to identify relationships between interconnected variables and those that are independent, emphasizing diverse data properties and drawing conclusions supported by statistical evidence. Correlation analysis is one example of a testing approach used for this purpose. In examining relationships between dependent variables (DV), independent variables (IV), and specific items, tools such as Cronbach's Alpha and other approaches are employed to delve into these associations.

**4.2.1 Reliability of instrument:**

Cronbach's alpha serves as an indicator of internal consistency, gauge the extent to which a collection of items exhibits close interrelatedness as a whole. The assessment of Cronbach's alpha, with a typical baseline of 0.7 (Frost, 2022), indicates the reliability of the measure. The consistency of the items is deemed sufficiently robust at this level and above, suggesting reliability. In summary, five of the variables exhibit alpha values ranging from 0.795 to 0.887, as detailed in summary table 4.2. These values surpass the 0.7 baseline, signifying strong reliability and consistency for all variables assessed by Cronbach's Alpha in the study.

**Table 4.2: Reliability Measure**

Variable Name	Number of Items	Cronbach's $\alpha$ -value	Level of Reliability
Self - Efficacy(SE)	5	0.795	High
Self - Esteem(SES)	5	0.839	Very High
Employee Engagement(EE)	7	0.887	Very High
Organisational Citizenship Behaviour(OCB)	6	0.827	Very High
Job Performance(JP)	6	0.820	Very High

Source: Developed from study

**4.2.2 Karl Pearson's Correlation:**

**Table 4.3: Karl Pearson's Coefficient of Correlation**

Variable	Measure	Self Efficacy	Self - Esteem	Employee engagement	Organizational citizenship behavior	Job performance
Self - Efficacy (SE)	Pearson Correlation	1	.757**	.739**	.751**	.762**
	Sig.( 2 - tailed )		.000	.000	0.000	0.000
	N	385	385	385	385	385
Self - Esteem (SES)	Pearson Correlation	.757**	1	.761**	0.772**	.751**
	Sig.( 2 - tailed )	.000		.000	0.000	0.000
	N	385	385	385	385	385

	N	385	385	385	385	385
Employee Engagement (EE)	Pearson Correlation	.739**	.761**	1	.801**	.769**
	Sig.( 2 - tailed )	.000	.000		0.000	0.000
	N	385	385	385	385	385
Organizational Citizenship Behavior (OCB)	Pearson Correlation	.751**	.772**	.801**	1	.814**
	Sig.( 2 - tailed )	.000	.000	.000		0.000
	N	385	385	385	385	385
Job Performance (JP)	Pearson Correlation	.762**	.751**	.769**	.814**	1
	Sig.( 2 - tailed )	.000	.000	.000	0.000	
	N	385	385	385	385	385

The examination of correlations involving SE, SES, EE, OCB, and the dependent variable was conducted through Pearson Correlation for the independent variables. Notably, there exists a correlation of 0.769 between EE and JP, while SE and JP demonstrate a correlation of 0.762. The connection between SES and JP is 0.751, whereas the correlation between OCB, IV and JP is 0.814. OCB and JP had the strongest correlation of the four pairs, with EE, SE, and SES following closely after. Each of the four variable pair shows a significant link with a p-value less than 0.05. The presence of positive correlations across all four sets of independent and dependent variables enhances the credibility of the results. This indicates comparable alterations in both the independent and dependent variables, as evidenced here.

**4.2.3 Multiple Linear Regression Analysis:**

**Table 4.4: ModelSummary**

Model Summary <sup>b</sup>							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df
1	.858a	.736	.733	1.20947	.736	265.201	4
a. IV (Constant), SE, SES, EE, OCB							
b. DV: JP							

R has a positive value of 0.858 and a strong association, as shown in Table 4.4. The R-square demonstrates how much of the percentage variance in DV that IV can explain. About 73.6% of the change in the DV in this study may be attributed to IV. The remaining R-square's unpredicted value is 26.4%.

**ANOVA**

**Table 4.5: ANOVA**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1551.757	4	387.939	265.201	< .001 <sup>b</sup>
	Residual	555.868	380	1.463		
	Total	2107.626	384			
a. DV: JP						
b. IV: (Constant), SE, SES, EE, OCB						

In table 4.5, the significance level and F value, also known as the p-value, are 0.001 and 265.201. To assess the overall influence of all independent variables on the dependent variable, F values are typically employed. In this case, the corresponding P-value is 0.001. This leads one to the conclusion which all IVs are reliable and could use for accounting DV. Hence, addition of four IV improved the model's fit. This is so because the IV (EE, SE, SES, OCB) has a big impact on the DV.

**Coefficients**

**Table 4.6: Coefficients**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	( Constant )	5.359	.620		8.641	.000
	Self - Efficacy	.226	.044	.233	5.162	.000
	Self - Esteem	.138	.048	.137	2.884	.004
	Employeeengagement	.129	.035	.181	3.721	.000
	Organizational citizenshipbehavior	.349	.045	.388	7.751	.000
a. DV: JP						

The tolerance value for IV is displayed in Table 4.6 (Coefficients) and varies from 2.884 to 8.641. The best standards coefficient, 0.388, further supports the idea that organizational citizenship behavior might explain



job success. Self-esteem (=0.137), self-efficacy (=0.233), and employee engagement (=0.181) are the next three factors.

**Multiple Linear Regression equation:**

$$Y = a + bX1 + cX2 + dX3 + eX4$$

Where 'a' is constant; *b, cd, e* are slopes; *X1, X2, X3, X4* are explanatory variables

$$\text{Job Performance} = a + b(\text{SE}) + c(\text{SES}) + d(\text{EE}) + e(\text{OCB})$$

Therefore, the equation of Multiple Regression is interpreted as follows:

$$\text{Job Performance} = 5.359 + 0.226(\text{SE}) + 0.138(\text{SES}) + 0.129(\text{EE}) + 0.349(\text{OCB})$$

- i.* Organisation Citizenship Behavior has a beta value of 0.388, which is lower than the predictor variable's coefficient of correlation. This shows that OCB contributes to the clarification of the variation in the Dependent Variable (JP) after controlling the variances indicated by the other variables in the model (High contributor).
- ii.* SE's beta value (0.233) is less than the predictor variable's coefficient of correlation. SES recorded the second-largest explanatory contribution toward the variance of DV (JP) when all other prediction factors in the model are taken into account (Medium contributor) .
- iii.* According to Table 4.6, SES is the IV that has the least impact on the DV (JP). The smallest among the others is the beta value (0.137). SES accounts for the least amount of variance in the JP when the other explanatory factors in this study are taken into account (Lower contributor).

### 5.0: CONCLUSION AND IMPLICATIONS

This section provides analysis of the data that were finished and gathered in previous section. This chapter analyzes theory's implications, the study's shortcomings, and various ideas to the future academics to address the restraints. Finally, the conclusion section serves as a wrap-up of whole study.

#### 5.1 Summary of Statistics:

**Table 5.1:** Multiple Linear Regression Analysis

IV	Significance Value	(at P<=0.05)
Self-Efficiency (SE)	0.001	Significant
Self-Esteem (SES)	0.004	Significant
Employee Engagement (EE)	0.001	Significant
Organisational Citizenship Behaviour	0.001	Significant <0.05)

IV= Independent variable

**Table 5.2:** Results of hypothesis Testing

IV	Result* #	Proposed Hypotheses
Self-Efficiency (SE)	Pearson coefficient (r) = 0.762	Accepted
Self-Esteem (SES)	Pearson coefficient (r) = 0.751	Accepted
Employee Engagement (EE)	Pearson coefficient (r) = 0.769	Accepted
Organisational Citizenship Behaviour (OCB)	Pearson coefficient (r) = 0.814	Accepted

\* Dependent variable: Job Performance; IV = Independent variable; # P-value= <0.001

#### 5.2 Results of Hypotheses Testing:

##### **H1: Self-efficacy has a significant impact on job performance of academic staff in HEI of Klang Valley.**

As indicated in Table 5.2, there is a modest relationship between SE and job performance. This means that whether academic employees have a high or low SE, their job performance will be affected. According to Guha & Chakraborty (2021), Kanapathipillai et al. (2021), Spaan (2021), Bandura (2010), Ambarita et al. (2021), Nugraha& Jabeen (2020), Machmud (2023), self-efficacy has revealed how it affects workers' performance. Self-efficacy drives employees to work toward sustainability and enhances job performance. It also increases a worker's ability to embrace new technology, which improves their work performance. The fundamental principle of self-efficacy emphasizes people's drive and desire to improve their performance over time and achieve personal success because they act or insist on their efforts even if they face issues and difficulties because they believe they can achieve the best results. As a result, SE has a tremendous influence on job performance.

## **H2: Self-esteem has a significant impact on job performance of academic staff in HEI of Klang Valley.**

As indicated in Table 5.2, a little correlation exists between SES and work performance, meaning whether academic employees have a high or low SES, their job performance will be affected. This outcome is consistent with the literature's view. Wainaina (2018), Tonkin et al. (2018), Gómez-Jorge & Díaz-Garrido (2022), Bowling (2011), Hur et al. (2020), Ibraimi et al. (2020) all agree that job performance benefits from SES in the job. High SES instills confidence and the desire to accomplish work responsibilities and activities while also seeking to grow. People with SES are motivated to take on challenging or novel tasks. More engaged, independent, and self-reliant academic staff members produce more. Additionally, this frees up management time to concentrate on more urgent problems. SES thus has a significant impact on work performance.

## **H3: Employee engagement has a significant impact on job performance of academic staff in HEI of Klang Valley**

As indicated in Table 5.2, relationship between EE and JP is modest. The p-value is lower than the alpha (0.01). Consequently, EE had a big impact on JP. This means that when academic professionals get more involved in their involvement, their JP suffers as well (Hendrawan & Pogo, 2021). This outcome is consistent with previous studies described in the literature section. Based on the findings from Julyan & Setyo (2020) and Arifin et al (2019), employees that are engaged are anticipated to have greater job performance. They perform better as a result of good emotions such as enjoyment or enthusiasm (Rammilah, 2023). Furthermore, the adoption of H1 is consistent with the finding that EE motivates employees to care about their contributions to the workplace made by Adhitama and Riyanto (2020), Mahrani (2016), Priyadarshni (2016), and Sittar (2020). To summarize, the higher the degree of EE, the higher the job performance.

## **H4: Organizational citizenship behavior has a significant impact on job performance of academic staff in HEI of Klang Valley**

It comes to the conclusion that OCB and job performance have a little connection. This means that the JP of academic employees is influenced to the extent which display OCB. As a result, employment success and OCB are highly linked. This is in line with our earlier findings, which were addressed in literature section. OCB has been connected to individual overall JP in the organization, according to Casu et al. (2021), Khuzaini, Zainul, M & Zamrudi, Z (2019), Christa et al. (2020), Casu et al. (2021) and Wal (2022). OCB able to communicate secret information, encourage sharing, or shorten the time it takes in order to distribute resources within the personnel. This has an impact on an individual's job performance by improving task quality, goal achievement, and productivity. OCB refers to a worker's willingness to participate in behaviors or activities that are outside the scope of their specified role. The workplace culture and environment were seen to have a significant impact on collaboration in Klang Valley institution. OCB is a crucial phenomenon in the academic setting due to the fact that trust and the caliber of interpersonal interactions are two of its key constituents.

### **5.3 Implication of Study:**

#### **5.3.1 Managerial Implication:**

This study suggests that Self-Efficacy (SE), Self-Esteem (SES), Employee Engagement (EE), and Organizational Citizenship Behavior (OCB) exert a significant influence on the Job Performance (JP) of academic staff in Higher Education Institutions (HEIs) in the Klang Valley. According to the findings, it is also good for institutions in terms of enhancing employee self-efficacy. Giving all employees the chance to grow professionally to further increase SE, designating a team leader as a role model who exhibits self-efficacious conduct at work, encouraging supportive leadership behaviors among managers and team members are a few examples. Academic professionals may improve their self-efficacy during work by setting achievable goals and researching how the other coworkers successfully teach remotely.

Higher education institutions must allocate the correct task to the right individual in order to improve EE. This indicates that all employee retention and recruiting initiatives should be aligned with accomplishing corporate goals. In addition, they could regularly assess the effectiveness of the lessons with their staff and actively gather feedback to ensure that the work is carried out proficiently and efficiently. Furthermore, institutions may provide training programs in order to understand using the online platform effectively and inspiring students to study. As a result, they will possess sufficient teaching abilities and be able to employ them efficiently when teaching. Universities must promote a culture of trust and faith in their staff members' abilities to fulfill assignments on time, to successfully guide students, and to help students overcome obstacles.

Academic staff might utilize affirmations to offer themselves more motivation to keep coming to work and improve SES and JP. Academicians may discover their strengths and competent in any discipline and work to enhance them in order to increase their confidence. Additionally, they should possess the capacity to accept praise from others. Conversely, higher education institutions can elevate employees' Self-Esteem (SES) levels

by aiding them in acknowledging their strengths and weaknesses. Academic staff mistakes should be accepted and encouraged to be learned from by university management while adjusting to both offline and online teaching platforms. To cultivate OCB, universities can build an environment that actively promotes it. To promote a positive OCB, reports on JP should be provided on a frequent basis. Universities may motivate academic staff by providing non-monetary rewards with the right OCB. The management team may further foster OCB via training to inform staff members of the value of solid relationships and connections at work.

### **5.3.2 Theoretical Implication:**

In this study, we utilized three theories: the behavioral plasticity theory, the social cognitive theory, and the conservation of resource theory. The study's findings indicate that these three theories can help academic staff in SE, SES, EE, and OCB perform better at work. Staff have greater levels of SES and can control their emotions effectively due to their good working attitude, according to behavioral plasticity theory. When employees are confident in their ability to do their jobs (higher SES), they can lessen negative emotions and perform successfully. Following Social Cognitive theory, the personnel think they can do a good job with their abilities. The greater the degree of SE, the more confident the staff is in making decisions or believing they can do the work successfully on their own during the Covid-19 epidemic. Ultimately, a heightened level of Organizational Citizenship Behavior (OCB) can facilitate employees in obtaining resources more readily for career advancement and mitigate the adverse effects, such as stress, in challenging situations, as per the conservation of resource hypothesis. Given that personal resources play a crucial role in Employee Engagement (EE), they can aid employees in enhancing their personal development while mitigating risks. These three hypotheses are valuable for our study compared to previous research, as they contribute to enhancing the job performance of academic staff in the Klang Valley through Self-Efficacy (SE), Self-Esteem (SES), Employee Engagement (EE), and Organizational Citizenship Behavior (OCB).

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1. Conceptualization (Lead)
2. Data curation (Equal)
3. Funding acquisition (Lead)
4. Methodology (Lead)
5. Validation (Supportive)
6. Visualization (Supportive)
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3. Investigation (Supportive)
4. Methodology (Supportive)
5. Validation (Supportive)
6. Visualization (Supportive)
7. Writing – review & editing (Lead)

### DISCLOSURE OF INTEREST:

No Conflict of Interest

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### DATA AVAILABILITY STATEMENT

The authors confirm that the data supporting the findings of this study are available within the article [and/or] its supplementary materials.

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