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ASSESSING THE INFLUENCE OF ONLINE TEACHING AND LEARNING HURDLES ON JOB PERFORMANCE OF UNIVERSITY LECTURERS IN SELANGOR

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Abstract: *This study examines the factors that influence lecturers' job performance in the context of online learning in private higher education institutions in Selangor. Using a sample of 153 lecturers selected through convenience sampling, the study examines the impact of emotion, internet accessibility, and the learning environment on job performance. Quantitative methods, including reliability testing, descriptive statistics, correlation, and regression analysis, were employed to analyze the data. The findings reveal strong positive relationships between job performance and the independent variables. Regression analysis indicates that emotion ($\beta = 0.329$, $p = 0.001$) and internet accessibility ($\beta = 0.410$, $p = 0.001$) are the most significant predictors of job performance, with the learning environment ($\beta = 0.205$, $p = 0.021$) also contributing positively. The model explains 60% of the variance in job performance, demonstrating the collective importance of these factors. These results highlight the critical roles of emotional engagement, reliable internet access, and a conducive learning environment in enhancing lecturers' performance in online teaching. The study underscores the importance of institutions prioritizing technological infrastructure, emotional support, and supportive environments to optimize job performance. Recommendations for future research include exploring additional factors such as institutional support, workload, and training to provide a more comprehensive understanding of job performance in online learning settings.*

Keywords: *Online learning, Job Performance, Emotional Presence, Internet Accessibility, Learning Environment*

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Introduction

Higher education is facing a process of continuous updating of several functions, including teaching, research and the development of social universities. This process is influenced by economic, social, political and cultural changes globally. The COVID-19 pandemic has caused havoc worldwide. This transition posed significant challenges for university lecturers, especially in Selangor, where many educators had to overcome various hurdles, such as adapting to unfamiliar technology, maintaining student engagement, and managing increased workloads. Lecturers play a crucial role in ensuring the quality of education, but the sudden shift to online teaching has shaken up traditional teaching methods and forced many to adapt quickly (Luis G. R., Fernando L., & Maria L., 2021).

To pursue their education during the pandemic, universities are encouraged to implement open and distance learning (ODL) or online learning. Even though the technology has advanced significantly, conducting online learning during COVID-19 is not as easy as it seems. This complexity arises from various personal and technical challenges that students have encountered during online learning. This pandemic has created obstacles that are not possible and has its consequences. The objective of this research is to examines the factors that influence lecturers' job performance in the context of online learning in private higher education institutions in Selangor. Thus, this study seeks to assess the influence of these online teaching and learning hurdles on the job performance of university lecturers in Selangor (Luis et al., 2021).

Research Problem

Adedoyin and Soykan (2020) note that online learning is not new concept. References to online higher education degrees date back to the 1980s and the 1990s and 2000s mark a period of significant growth and development in online education. However, online education was often viewed as a supplemental option rather than a primary, mission-critical approach to ensuring continuity of instructional activities. The global enforcement of social distancing measures, ad recommended by the WHO to contain the spread of COVID-19, promoted universities to close their campuses, leading to an abrupt disruption of traditional teaching and learning methods.

Researchers have identified various challenges that students and lecturers have faced in online learning during the COVID-19 pandemic. While some students were already familiar with online learning, it was often supplemented by in person lectures or counselling. According to Almaiah, Al-Khasawneh and Althunibat (2020), the complete shift to online learning resulted in lower student motivation and confidence as well as increased stress as they were unable to meet with their lecturers during the pandemic.

Internet accessibility is another major challenge. Although the Malaysian government provides citizens with a daily data allowance of 1 GB (Yeoh, 2020), this was insufficient for many students, especially those in remote areas with limited internet access. As a result, these students struggled to keep up with their studies, hindering their academic progress. In addition, distractions from noisy environments, such as interruptions from family members, affected some student's ability to concentrate and perform well (Sun, Tang, & Zuo, 2020).

Due to challenges posed by online learning or online distance learning (ODL), this study seeks to find out the relationship between emotional presence, accessibility of internet connection, and unfavourable environment to the challenges of online learning on the performance quality of university lecturers in Malaysia.

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Literature Review

Job Performance

Job performance refers to how effectively lecturers fulfill their academic duties and responsibilities under the new challenges of online education. Al-Refaei et. al. (2023) defined job performance as the effectiveness with which employees perform their tasks and contribute to the organization's goals. It encompasses various aspects, including the quality and quantity of work performed, the efficiency of task completion, and the overall impact of an employee's work on the organization. Job performance is not only the completion of tasks but also about the quality of the outcomes. High-quality work meets or exceeds the standards set by the company and fulfils customer expectations. Job performance includes the behaviours exhibited by employees while performing their tasks, such as teamwork, communication compliance with company policies and procedures.

Azeem, S. M., Suderajat, S., & Rojuaniah, R. (2022) mention that job performance in education likely refers to how effectively employees perform their tasks, especially in delivering quality services to clients, which is influenced by factors such as job satisfaction and organizational commitment. They also emphasize that the performance of frontline staff directly affects clients' perceptions of service quality, suggesting that job performance is closely linked to the employees' attitudes and relationships within the organization. Soelton, M., Noermijati, N., Rohman, F., & Mugiono, M. (2021) emphasize in their article that job performance is the quantity or quality of work or services that individuals perform in their roles. This definition emphasizes that job performance encompasses both the output (quantity) and the effectiveness (quality) of the work performed by employees. It points out that job performance is the measurable result of an individual's work efforts. Furthermore, they highlight that various factors influence job performance, including personal factors (such as skill level and motivation), psychological factors (such as perception and job satisfaction) and organizational factors (including structure and leadership).

Online Learning

Online learning has advanced dramatically and emerged as the key element in education since the COVID-19 outbreak. The abrupt change to remote education in 2020 happened from the rapid changes in technology and innovation of pedagogical in learning. Studies have shown that online learning offers flexibility and accessibility, enables the students to learn from variety of locations at their own speed. This has been demonstrated by Ferri, Grifoni, & Guzzo (2020) indicates that students, particularly those in higher education, reported increased satisfaction with the flexibility and convenience that online learning affords, although they also expressed concerns about social isolation and the lack of face-to-face interaction.

However, the effectiveness of online learning has been a source of dissatisfaction, particularly concerning students' performance. Hoi, Sahoo, Lu, & Zhao (2021) conclude that the success of online learning depends on the design of the course, student engagement, and the technological tools used. High-quality, interactive learning experiences are crucial for student success, as they help mitigate challenges such as distraction and lack of motivation. Moreover, Morales, Moreno, and Rojas (2021) emphasized the significant of educator training in online teaching strategies, noting that teachers who received specialized training were more effective at engaging students and delivering content in a virtual setting.

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Recent studies have also explored the disparities in access to online learning. The digital divide, which refers to the gap between those with access to reliable internet and technology and those without, has been a significant challenge. According to Dhawan S. (2020), students from low-income families and rural areas were disproportionately affected by the shift to online learning, experiencing more difficulties in accessing digital resources. These inequalities highlight the need for policies and initiatives that ensure equitable access to online education, so that all students, regardless of their socio-economic background, can benefit from the opportunities it presents (Hussein & Hilmi, 2022).

In addition to access issues, there has been a growing interest in understanding the role of online learning environments in promoting student engagement and fostering a sense of community. Effective online learning environments incorporate interactive elements such as discussion forums, group projects, and live video sessions, which help maintain student interest and encourage collaboration (Archambault, 2022). These interactive tools are essential for countering the isolation often experienced in online settings. Furthermore, the integration of social learning tools and peer interactions has been shown to improve student retention rates and overall satisfaction with the learning experience (Frederick, Havrda & Gatwood, 2023).
Another critical area of recent research focuses on the use of advanced technologies to enhance the online learning experience. Artificial intelligence (AI), virtual reality (VR), and adaptive learning systems are increasingly being utilized to create personalized learning paths and immersive learning experiences. AI-powered platforms that monitor student progress and adjust course content based on individual needs have proven effective in promoting deeper learning and improving student outcomes (Fadzli, Rahman, & Nur, 2020). Similarly, VR environments have been used in fields like medicine and engineering to provide realistic simulations, making online learning more practical and engaging. These technological advancements demonstrate the potential for online learning to go beyond traditional methods of instruction and create a more dynamic, tailored educational experience (Azman, Hanafi, & Salleh, 2021).

Emotional Presence

Users often encounter various technical difficulties that hinder and slow down the teaching and learning process. While flexibility of time and location is the strength of online learning, these aspects can also present challenges. If students do not take time and flexibility seriously, this can lead to numerous problems. Students and learners are very different in terms of their abilities and confidence. Some feel insecure about online learning, which can lead to frustration and confusion. A lack of alignment between the design of the technology and the psychological aspects that are important for learning, as well as insufficient customization of learning processes, can disrupt the teaching process and create imbalances (Luis G. R., Fernando L., & Maria L. (2021).

Ahmad, A., Abid, N., Azeem, A., Sikandar, F., Bashir, R., & Aslam, S. (2023) mention emotional presence as a stand-alone concept; however, they also discuss various aspects of teaching quality and the challenges faced by foreign-educated academics that may implicitly relate to emotional presence within the educational context. Furthermore, emotional presence generally refers to the extent to which educators express their emotions and connect with students on an emotional level. This can significantly impact students' engagement, motivation, and overall learning experiences (Ahmad et al., 2023).

The rapid advancement in technology have made distance learning easy. Rosó Baltà-Salvador, N., Olmedo-Torre, N., Peña, M., & Renta-Davids, A.-I. (2021) emphasize that emotions arise

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from the evaluation of both internal and external information and develop in response to an individual's interactions with their environment. They describe emotions as multi-component response tendencies that develop within a relatively short period of time. According to Roso et. al. (2021), emotions primarily act as motivational forces that drive, maintain and regulate activities. Furthermore, emotions are reported to influence learning and various behaviours, including helping, negotiation, altruism, risk-taking and compliance. In addition, emotional presence is influenced by students' perceived connectedness with their classmates and instructors. The study found that students who felt more connected showed more positive emotions and fewer negative ones. This suggests that fostering a sense of community and communication in an online environment is crucial for improving emotional presence (Roso et al., 2021).

Despite the increasing growth of online distance learning (ODL) and its benefits, students enrolled in ODL programs often encounter numerous challenges related to individual, institutional and instructional aspects. Khairuddin, Z., Nik Mohd Arif, N. N. A., & Khairuddin, Z. (2020) identified three different categories of challenges faced by ODL students: Situational, Institutional, and Dispositional. According to Khairuddin et al. (2020), the rapid evolution of educational methods is due to technological advancements and the necessity for institutions to adapt to online learning environments. Its importance in assessing students' readiness for ODL, which encompasses their technological skills, self-confidence, and ability to engage in self-directed learning. Various challenges that students may encounter in ODL, such as technical difficulties, lack of motivation, and insufficient support from educators can hinder their learning experience and overall success in an online format. Therefore, the first hypothesis proposes that:

H1: there is a significant relationship between EP and JP.

Internet accessibility

Internet accessibility refers to the design and implementation of internet services and technologies in a way that allows all individuals, including those with disabilities, to access and use the internet effectively (Adnan, M., & Anwar, K., 2020). This includes ensuring that websites, applications, and online content are usable by people with various abilities and disabilities, such as visual, auditory, motor, or cognitive impairments. A significant portion of students in Pakistan face challenges related to internet access. While 73% of surveyed students reported having proper internet access, there are still notable barriers. About 9.5% reported no proper access, and 17.5% indicated limited access through mobile devices (Adnan & Anwar, 2020).

Taat, M. S., & Kamarudin, N. (2020) note that it is becoming clearer that the education system may be exposed to external threats due to the COVID-19 pandemic. This situation presents significant challenges for the universities, teachers, and learners as online learning relies heavily on these two aspects, the provision of devices and technical equipment. Both instructors and students may encounter technical difficulties, such as poor internet connectivity or inadequate access to necessary technology, which can hinder the effective use of e-learning platforms. Students face challenges with e-learning systems, especially during Movement Control Order (MCO) enforcement.

To support online learning, private telecommunications providers such as Maxis, Digi, Celcom, Umobile and others have offered students a free daily broadband data allowance of 1GB,

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available between 8am and 6pm. However, this limited amount of data is often not enough if students do not have Wi-Fi access at home, preventing them from fully participating in online learning. The situation becomes even more stressful when lecturers live-stream their course via platforms such as Google Meet, Zoom- or Webex. To solve this problem, the government needs to prioritize long-term investment in internet infrastructure to improve connectivity (Taat & Kamarudin, 2020). As the COVID-19 pandemic has made online learning a new norm and will likely continue to do so in the future, improving internet connectivity should be a top priority on the university's agenda. Therefore, the second hypothesis proposes:

H2: there is significant relationship between IA and JP

Learning Environment

The concept of learning environments has changed significantly, driven by advancements in technology, pedagogy, and the increasing understanding of diverse learning needs. Learning environments now encompass both physical and virtual spaces designed to foster effective learning, collaboration, and engagement. Muller & Midenberger (2021) emphasize the importance of flexible, learner-centered environments that allow different learning styles and activities. Their study highlights that flexible learning spaces, equipped with adaptable furniture and digital technologies, encourage active learning and collaboration, which improves student engagement and outcomes (Jr, Rice, Yang, & Jackson, 2020). The integration of technology into these environments has created more dynamic and interactive settings, which are crucial for enhancing learning experiences.

Virtual learning environments, particularly those developed during the rise of online education, have garnered significant attention. In addition, (Kaufmann, 2022) stated that online learning environments that incorporate interactive tools, such as discussion boards, multimedia content, and collaborative platforms, provide opportunities for more personalized learning experiences (Syauqi, Khusni, Munadi, Triyono, & Bruri, 2020). Additionally, the use of adaptive learning technologies, which adjust content delivery based on individual progress, has also been explored. Studies show that these environments can offer flexibility and access to a broader range of educational resources, making learning more inclusive (Bhardwaj, Gupta, Panwar, & Siddiqui, 2021). However, they also pose challenges in maintaining student engagement and ensuring effective communication between learners and instructors, especially when compared to traditional physical environments (James, Ma, Arrojo, & Davison, 2020).

The psychological and social aspects of learning environments have also been a major focus of recent research (Ferri, Grifoni, & Guzzo, 2020) and play a crucial function in shaping students' motivation, engagement, and well-being (Loderer, Pekrun, & Lester, 2020). Additionally, Naimi-Akbar, Weurlander, and Barman (2022) examined the role of environmental factors such as noise, lighting, and layout in physical settings, as well as the structure and design of virtual environments, in reducing stress and improving concentration. Overall, creating optimal learning environments requires an understanding of both the physical and psychological needs of students to enhance their educational experience (Munna & Kalam, 2021).

In addition to the psychological and social aspects, recent studies have explored the importance of incorporating elements of personalization and adaptability in learning environments. Personalized learning environments, whether in physical classrooms or virtual platforms, allow for differentiated instruction that addresses the unique needs of each learner (Bicen & Beheshti, 2022). According to Bouzidi, Amad and Boudries (2022), adaptive learning technologies have

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been instrumental in providing personalized learning experiences by adjusting content and pace according to the student's performance and engagement. The flexibility served to the students as they can study at their own paced may results in more effective learning outcomes (Parmax, 2023). The diversity classroom will help the students to learn at different level of their capabilities prior to their level of knowledge and understanding (Dhawan, 2020).

Furthermore, research by (Bradley & Malcolm, 2021) emphasizes the importance of collaborative learning spaces, both physical and virtual, in promoting critical thinking and problem-solving skills. These environments encourage students to work together on projects, discuss ideas, and engage in peer-to-peer learning, which enhances their understanding of complex concepts (Barrot, Llenares, & Rosario, 2021). In physical classrooms, collaborative spaces are often designed with group seating arrangements and interactive whiteboards to facilitate discussion. In online environments, tools such as breakout rooms, shared documents, and real-time collaboration platforms help replicate the collaborative experience (Choudhury & Pattnaik, 2020). The study found that students in collaborative learning environments showed higher levels of engagement, creativity, and academic performance compared to those in traditional, teacher-centered settings (Jeffery, Rogers, Jeffery, & Hobson, 2020). Therefore, the third hypothesis proposes:

H3: there is a significant relationship between LE and JP.

Methodology

The study examines one dependent variable, the lecturers' job performance, and three independent variables: Emotions, internet accessibility, and learning environment. The link between the theory and its practical application in the context of online learning led to the selection of these variables. Emotions reflect the instructor's psychological engagement, the accessibility of the Internet facilitates the smooth delivery of online instruction, and a conducive learning environment includes both virtual and physical conditions that influence instruction.

The research framework illustrates the relationship between emotion, internet accessibility and learning environment as the independent variables and lecturer's job performance as the dependent variable and serves as the conceptual basis for the study. This framework shows how the independent variables (emotions, internet accessibility and learning environment) influence the dependent variable (lecturers' job performance). It forms the basis for the statistical analysis conducted in this study and the research framework is as follows:

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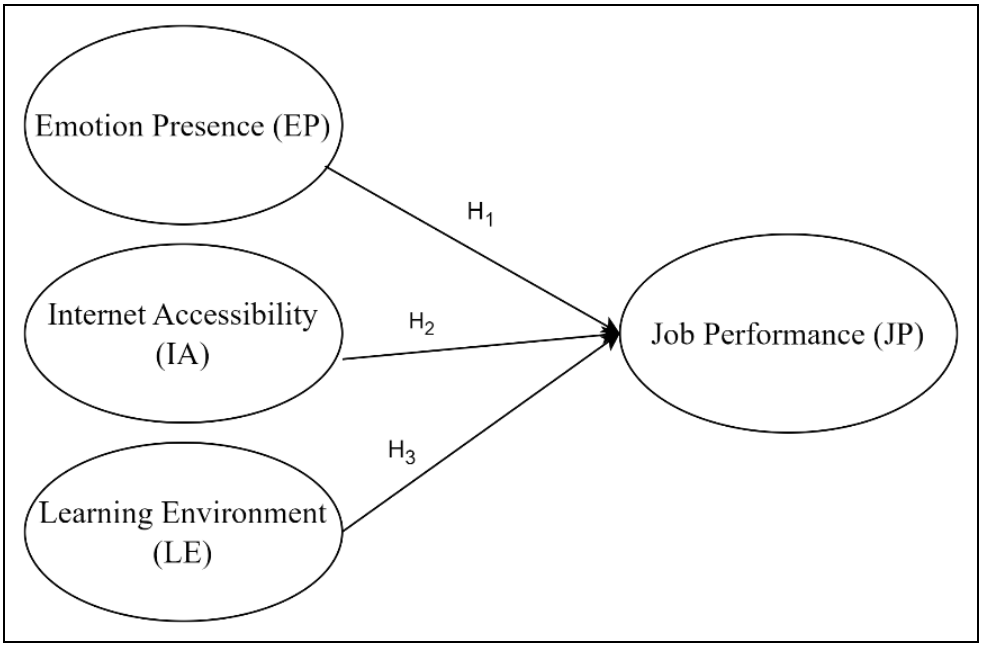

Figure 1: Research framework

Based on the research framework, the following hypotheses were tested:

H1: Emotions presence significantly influence on lecturers' job performance.
H2: Internet accessibility significantly influence on lecturers' job performance.
H3: The learning environment significantly influence on lecturers' job performance.

Several statistical methods were used to analyze the data in order to perform this analysis with a quantitative approach. First, a reliability test was performed to ensure the consistency and validity of the measurements for each variable. Summary of the data and an overview of the characteristics of the sample obtained through descriptive analysis. A correlation analysis is then performed to examine the strength and direction of the relationship between the independent variables and the lecturers' job performance. Finally, a regression analysis was conducted to determine whether factors such as emotions, Internet accessibility and the learning environment influence lecturers' job performance. This study uses this methodology to comprehensively examine the factors that influence lecturers' job performance in online learning. It can provide valuable insights to guide institutional policies and strategies.

Data collection

The private higher education institutions in Selangor were selected due to their dynamic adoption of online learning platforms, which represent a larger trend in Malaysia's higher education sector. The lecturers were recruited through professional networks, institutional contacts and direct invitations to ensure that the participants have first-hand experience of the factors under study. Thus, the aim of this study is to analyze the relationship between the factors influencing online learning and the job performance of lecturers in private higher education institutions in Selangor.

A total of 153 lecturers participated in this study. This sample size of 153 is below the recommended thresholds according to Krejcie and Morgan's (1970) table for populations of 3,000 to 5,000 (341–357 respondents). This limitation is primarily due to data collection limitations, including time constraints. The data collection period was relatively short, which limited access to potential respondents. Due to the time constraints and limited accessibility, a

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convenience sampling, a type of non-probability sample, was used in this study. Given the exploratory nature of this study and the need to collect data from lecturers who were actively engaged in online teaching during the survey period, the random sampling method was deemed appropriate. An online survey was created using Google Forms and distributed via email and messaging platforms to provide respondents with a convenient and easily accessible way to participate. For lecturers who preferred traditional methods or were less accessible online, the questionnaire was distributed in person to ensure wider participation. Although the generalizability of samples can be limited, it does provide valuable insight into specific groups being studied. This limitation is mitigated by ensuring a sufficiently large and diverse sample that covers different disciplines and levels of lecturers' teaching experience.

Analysis and Finding

Reliability test

The results of the reliability tests provide information about the internal consistency of the items construct. Table 1 shows that Cronbach's alpha for lecturers' job performance, emotions and learning environment has a high degree of consistency, which is 0.905, 0.848 and 0.901 respectively. This indicates that the items measuring these constructs are highly interrelated. Internet accessibility, on the other hand, has a moderate internal consistency of 0.711. Overall, the results of the reliability test show that the scale used to measure this construct is generally reliable.

Table 1: Reliability test

Variable	Cronbach Alpha	Reliability
Job Performance	0.905	Reliable
Emotion	0.848	Reliable
Internet accessibility	0.711	Reliable
Learning environment	0.901	Reliable

Descriptive Analysis

The demographic profile of the respondents provides information about the composition of the sample and their background, thus helping to understand the background of the study. As shown in Table 2, most of the respondents who participated in the study were female, namely 80.4%, and 19.6% were male. This result is in line with the increasing trend of women in higher education. The majority of participants held a Master's degree (64.7%), followed by a PhD (28.1%) and a Bachelor's degree (7.2%). The majority of participants were affiliated with universities (91.5%), with a smaller proportion from university colleges (6.5%) and colleges (2%).

51.6% of respondents have a long academic experience, ranging between 11 to 20 years. The majority of respondents also have experience in using online learning tools, with 34.6% having 4-6 years of experience and 37.9% having more than 6 years. This shows a familiarity with online learning technologies among the participants.

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Table 2: Demographic profile

	Frequency	Percentage
Gender		
Male	30	19.6%
Female	123	80.4%
Academic qualification		
Degree	11	7.2%
Master	99	64.7%
PhD	43	28.1%
Category of Private Higher Learning		
College	3	2%
University College	10	6.5%
University	140	91.5%
Academic Experience		
Less than 5 years	22	14.4%
5-10 years	31	20.3%
11-20 years	79	51.6%
More than 20 years	21	13.7%
Experience of using online learning tools		
Less than 1 year	2	1.3%
1-3 years	40	26.1%
4-6 years	53	34.6%
More than 6 years	58	37.9%

Correlation analysis

A correlation analysis was performed to examine the relationships between the variables in the study. This analysis evaluates the strength and direction of the linear relationship between the independent variables (emotion, Internet accessibility and learning environment) and the dependent variable (lecturers' job performance). The values of the correlation coefficients range between -1 and +1. If the values are closer to +1, this indicates a strong positive relationship, and if the values are closer to -1, this indicates a strong negative relationship. The significance level (p-value) determines whether the observed relationships are statistically significant.

Table 3 shows the correlation matrix between dependent and independent variables. The result shows that there are strong and statistically significant positive relationship between the variables. In particular, lecturers' job performance is strongly correlated with emotions ($r = 0.710$, $p < 0.001$), suggesting that lecturers who feel emotionally committed to their work are more likely to perform better. This finding is in line with the study by Almaiah et. al. (2020), who state that, emotional intelligence impacts lecturers' adaptability and performance, highlighting a positive correlation between emotional intelligence and job performance. The finding is also consistent with the study conducted by Esfandiari et. al. (2022), Frenzel (2021) and Xia et. al. (2023).

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There is also a significant positive correlation between lecturers' job performance and internet accessibility ($r = 0.695$, $p < 0.001$). These findings highlight the importance of well-functioning Internet access in supporting effective teaching and improving overall performance in online learning environments. The finding is also consistent with the previous studies conducted by Chien dan Chan (2021), indicating that important of digital technology and internet access positively impacts teachers' job performance.

Furthermore, the lecturers' job performance shows a positive correlation with the learning environment ($r = 0.690$, $p < 0.001$). This suggests that lecturers who perceive their teaching environment, whether virtual or physical as supportive and conducive are more likely to perform well. This finding is in line with the study by Zhang et. al. (2022) and Smith et. al. (2021) which indicate that balanced job environment contributes to job satisfaction and performance. Overall, the results show that emotional engagement, stable internet access and a positive learning environment are critical factors in improving lecturers' job performance. The strong relationships between these variables emphasize how important it is for educational institutions to focus on these aspects to better support instructors in online learning.

Table 3: Correlation analysis between dependent and independent variables

	Job performance	**Emotion**	**Internet accessibility**	**Learning environment**
Job performance	1.000			
Emotion	0.710**	1.000		
Internet accessibility	0.695**	0.688**	1.000	
Learning environment	0.690**	0.760**	0.725**	1.000
** Correlation is significant at the 0.01 level (2-tailed).				

Regression analysis

A regression analysis was conducted to evaluate the effects of the independent variables, namely emotions, Internet accessibility and learning environment, on the dependent variable, namely lecturers' job performance. This statistical technique evaluates the strength and significance of the relationships between the predictors and the outcome, providing insights into their individual and collective contributions. The analysis aids in testing the study's hypotheses and identifying key factors influencing lecturers' job performance in an online learning context.

The regression model used for this study is expressed as:

$$\text{Job Performance} = \beta_0 + \beta_1 \text{Emotion} + \beta_2 \text{Internet accessibility} + \beta_3 \text{Learning environment} + \varepsilon$$

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Table 3: Regression results for learning online towards job performance

Variables	Beta	T-test	Std. Beta	Sig.
Constant	0.314	1.130		0.427
Emotion	0.329	4.034	.338	0.001
Internet accessibility	0.410	3.972	.314	0.001
Learning environment	0.205	2.331	.206	0.021
Adjusted R squared	0.600			
F value	74.564			
Significance	0.001			

Table 3 revealed the results of the regression analysis. The regression model explains 60.0% of the variance in job performance (Adjusted R Square). The model is statistically significant ($F= 74.564$, $p < 0.001$), indicating that the factors collectively contribute significantly to explaining job performance.

Among these factors, emotion ($\beta = 0.329$, $p = 0.001$) and internet accessibility ($\beta = 0.410$, $p = 0.001$) have the most significant effects, highlighting their importance in enhancing job performance. The learning environment also has a positive impact ($\beta = 0.205$, $p = 0.021$), though its impact is smaller compared to the other two factors. Overall, the findings suggest that emotional engagement reliable internet access, and a supportive learning environment are essential for improving job performance in online learning.

Conclusion

This study investigated the factors that influence the job performance of lecturers in private higher education institutions in Selangor. The results provide important insights into the elements influencing lecturers' job performance in the context of online learning, which is becoming increasingly important in today's education system.

The correlation and regression analyses show that all three independent variables, emotions, Internet accessibility and the learning environment, have a positive influence towards the lecturers' job performance. Internet accessibility and emotions proved to be the most important predictors, underlining the crucial role of technological infrastructure and emotional engagement. Although a supportive learning environment also contributes to lecturers' job performance, its influence is comparatively less pronounced. Together, these variables explain 60% of the variance in job performance, which underlines their combined importance.

The results make it clear that higher education institutions need to focus on the most important improvements. Ensuring good internet access is crucial for smooth online teaching so that lecturers can deliver course content without interruption. It is equally important to promote the emotional well-being and engagement of lecturers, as this is closely linked to their motivation and performance. In addition, higher institutions should work towards creating a supportive learning environment, both virtually and physically, that facilitates teaching activities and enhances the overall experience for lecturers.

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In summary, this study highlights the nature of lecturers' job performance in an online learning environment. By addressing the technological, emotional, and environmental needs, private higher education institutions can improve their readiness for online teaching, ultimately benefiting both students and the educational system as a whole. Future research could examine other factors that influence job performance, such as institutional support, training, and workload, to promote a more comprehensive understanding of this critical issue.

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