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The Relationship between Workers' Emotional Status and Productivity among Academic Staff in Universiti Tun Hussein Onn Malaysia (UTHM)

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Abstract: Workers' productivity is a well-studied area explained in various ways, but the relationship between emotional status and productivity has yet to be thoroughly evaluated. This study investigates the relationship between workers' emotional status and productivity among academic staff in Universiti Tun Hussein Onn Malaysia (UTHM). The study was conducted in UTHM campus in Parit Raja, Johor. A correlation analysis evaluates emotional status (positive and negative emotions) and workers' productivity. We used a questionnaire survey approach with a five-point Likert scale to measure the variables of emotional status and productivity. We examine the relationship between emotional states and workers' productivity. The analysis and result showed that positive emotion had a positive relationship with productivity (r=0.369, p=0.045), and negative emotion had an insignificant negative relationship with productivity (r=-0.237, p=0.207). Such findings suggested that academic staff emotional states must be addressed as part of university operational and management strategy to ensure higher productivity and the mental well-being of academic staff.

Keywords: Mental Health, Emotions, Productivity, University, Academic Staff

1. Introduction

Cocker *et al.* (2013) reported that work engagement, efficiency and effectiveness show the input of human resources into productive output, while worker productivity represents the assessment of worker effort. It is crucial to gauge workers' productivity because its impact is linked to profitability and its operations and human resource management. Several types of research have been carried out to identify what factors influence workers' productivity and how they might be improved. Past studies have already explained how workers' productivity is linked to job-related terms and conditions, technological

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advancement and workers' demographic, socioeconomic and psychological factors (Kadoya *et al.*, 2020). However, there is a lack of research on how emotional states (positive and negative emotions) affect workers' productivity. Managing emotion is important, especially when completing tasks and applying the acquired knowledge in the workplace. In this study, the emotional status of workers will be observed to measure the impact on workers' productivity. This study focuses on emotion in the workplace and the relationship between emotional states and productivity.

Management views emotions as something to be managed, manipulated, and controlled and factors that create unpleasant opposition to change while boosting productivity (Bierema, 2008). Emotions are mental states that include feelings, physiological responses and behavioural manifestations that frequently occur simultaneously (Hayano *et al.*, 2018). For example, negative emotions like worry, nervousness, anxiety, sadness, and dislike cause the employee to react with unpleasant triggers, which directly impacts an employee's productivity at work. Expending effort in modifying one's own and others' emotions is widely regarded as a solution to contemporary workplace challenges (McKenzie *et al.*, 2019). Emotion is gaining popularity due to its promise of increasing worker productivity and retention, not necessarily because it would promote well-being (Bierema, 2008).

Historically, expressing emotion at work has been frowned upon (Bierema, 2008). Even workers may have put aside all their emotions and focused solely on work, their bodies and minds still react to what they are feeling at that time. It will impact workers' job performance as well as their overall productivity. Organisational life evokes joy, anger, hate, despair, curiosity, and esteem, and yet as far as management is concerned, emotions are disruptive, dysfunctional and derailing (Bierema, 2008). Higher learning institutions are also no exception from getting affected by this mental health problem, especially during the current pandemic plaguing the country right now. Some of the standard Procedures include a gamut of activities, from engaging with games to pre-recorded lessons to detailed accounts of what the lecturer is teaching; all these collectively affect lecturers' mental well-being (The Star Online, 2021).

The mental stress amongst lecturers in Malaysia who must migrate to online learning is beyond comprehension for four reasons (Sia and Adamu, 2020). They must first learn to utilise the learning management system before providing online classes with little training and preparation in the lowest amount of time feasible (Bernama, 2020). In addition, some lecturers may not have access to high-speed Internet at home (Albukhary International University, 2020). Furthermore, lecturers must modify evaluations to accommodate the online learning environment (Sia and Adamu, 2020). Moreover, marking assessments online for a long time exposes lecturers to computer vision syndrome (Forster, 2020). These reasons cause much anxiety, panic, and stress, leading to mental health problems among the lecturers. Tai, Ng and Lim (2019) found that sex, education level, teaching experience, quality of life, anxiety, depression, coping styles and others were reported as associated risk factors of illness and stress among educators in Malaysia.

Mental health is defined by the World Health Organization (WHO) as a state of well-being in which an individual recognises their capacity to cope with life's stressors, to work successfully and fruitfully and to contribute to their community (Organization, 2013). It is also important for economic growth as the major source of loss on workers' productivity and well-being is mental illness. Mental illness may impact all aspects of a person's life, including physical health, occupation, family and social life. Hassan *et al.* (2018) found that the mental health issues in the Malaysian landscape are an urgent need to be further enlightened by the government and society to take this as a serious matter.

For the past five years, it has been claimed that one out of every three adults is at risk of acquiring a mental health condition (Health, 2011). Adolescents aged 16 to 19 had the highest rate of mental health disorders at 34.7 per cent, followed by those aged 20 to 21 at 32.1 per cent and those aged 25 to 29 at 30.5 per cent (Ahmad *et al.*, 2015). Because most people have a negative perception of mental illness, 62.3 per cent of sufferers would not tell others about their conditions (Yeap and Low 2009).

While 61 per cent believe sufferers are not to blame for their conditions, 51.7 per cent believe people with mental illness are frequently dangerous and violent (Yeap and Low 2009). These stigma and beliefs are the serious challenges that most sufferers face. Mental illness is expected to be the second-highest health problem after heart disease by 2020 (Lee and Lai, 2017). Therefore, it begs how mental health problems may be addressed to reduce the figure and enhance people's quality of life, especially among academic staff in higher education institutions. It is time for the institutions and government in Malaysia to reflect and revise proactive and inclusive measures for academic staff's mental well-being.

Recent research has linked workers' mental issues and related risk factors to workplace productivity (Kadoya *et al.*, 2020). The workplace is one of the critical environments that affect our mental well-being and health (Hassan *et al.*, 2018). DiMaria *et al.* (2019), Frey (2018) and Tenney *et al.* (2016) found that happy and content people who think positively are more likely to perform well at work. Organisations have expanded their investment in health and wellness-related initiatives, recognising the value of workers' mental health and wellness (Ton, 2014). Although most research implies that mental health issues are linked to productivity, the relationship between academic staff's emotional status and productivity has not been well investigated. There is a paucity of research on how workers' emotional states in the workplace affect productivity. Thus, this study attempts to determine the relationship between workers' emotional status and productivity among academic staff in UTHM.

2. Literature Review

2.1 Worker's Emotion in Workplace

According to managers and academics, individual feelings are frequent expressions of or reactions to organisational reality (Rafaeli and Worline, 2001). Despite management's reluctance to see the emotional self as an important component of the worker, emotion makes us human, and companies have a significant impact on the emotional health of their employees (Bierema, 2008). Tschan, Rochat, and Zapf (2005) expanded emotion work beyond consumer contacts to co-worker interactions with emotion figuring into job appraisal, organisational transformation and interpersonal connections. Emotion in the workplace is frequently associated with emotional labour, defined as regulating a worker's behaviour to express proper emotions (Chu, 2002). Hochschild (1983) described this as a process of projecting or suppressing emotions to invoke a feeling of safety, comfort, and compassion in others. Ashforth and Humphrey (1993) suggest that emotional labour allows workers to become efficient with tasks and self-expression but simultaneously creates unrealistic customer expectations that may trigger emotional dissonance and self-alienation. Emotional labour is a major problem in many businesses, and its consequences may be devastating. According to Persaud (2004), burnout can lead to dissatisfaction with the quality of work accomplished and concern about the efficacy of the task. This emotional stress may hinder them from managing their emotions, reducing their ability to perform their job. Internal and external variables at work and inadequate management can lead to worker mental issues, negatively influencing productivity, career prospects, and overall organisational growth (McTernan, Dollard and LaMontage, 2013). Emotion in the workplace is considered a stigma, and most workers conceal their emotions and feelings because people lack awareness about mental illness challenges.

2.2 Worker's Productivity

Productivity is a metric that encompasses both efficiency and effectiveness. Productivity is a crucial source of economic development and competitiveness, and it is used as the basis for many international comparisons and assessments of a country's performance (Krugman, 1994). Any company that wants to increase output, cut expenses, and make money must pay attention to workers' productivity (Kadoya *et al.*, 2020). Because it is linked to revenue, operations and human resource management, increasing worker productivity is vital to its overall success. Improving worker productivity is a major industry concern, especially in developing countries (Shikdar and Sawaqed, 2003). A different measure of

productivity exists, and the decision between them is based on the aim of the productivity measurement. A series field of studies by Bandiera *et al.* (2010), in which fruit pickers were rewarded for their output based on the weight of fruit picked, have examined how incentives interact with the socio-dynamic workplace environment to influence individual and collective productivity. Bhatti and Qureshi (2007) suggested that the best way to improve productivity is by striving for the shared goals of employees and managers. It may enhance communication and raise morale and satisfaction by allowing workers to participate in drafting the mission statement, defining policies and procedures, deciding rewards and others. Therefore, employees are more willing to get involved in decision-making, goal setting, or problem-solving activities, resulting in higher employee performance (Hellriegel, Slocum and Woodman, 1998). Workers' productivity may be described as a technique of measuring issues that encourage employees to engage in productive activities in the workplace. Past experience, length in the present employment and forms of job contracts all have a considerable beneficial influence on workers' productivity, according to Anwar *et al.* (2011) and Holzer (1990).

2.3 Relationship between Worker's Emotion and Productivity

Past studies on workers' productivity have been explored in various dimensions. It is a well-studied area which resulting improving workers' job performance. However, studies towards emotional status could relate to workers' productivity is insufficient. In recent research, workers' mental health issues and related risk factors have been linked to workplace productivity (Rasool *et al.*, 2019; Boles *et al.*, 2004; Bubonya *et al.*, 2017; Holden *et al.*, 2011; Saarni, 1999; Yuda *et al.*, 2017).

(a) Impact of positive emotion

Positive emotions such as positive attitudes and mentaL serenity can influence worker productivity. Positive thinking happy and pleased workers are more likely to have strong job performance, according to DiMaria *et al.* (2019), Frey (2018) and Tenney *et al.* (2016). According to Neuman and Dul (2010) and Odegaard and Roos (2014), workers are more productive when they are in excellent health. According to studies, mental health issues are linked to worker productivity, although the link between emotional well-being and productivity has yet to be fully studied. Emotions play an important role in our daily activities (Saarni, 1999). Yang and Hung (2017) used an emotion induction strategy in an experiment to see how emotional states impact productivity. The findings revealed that happy workers emphasise long-term benefits and place a higher value on effort. According to Oswald *et al.* (2015), happy workers are 12 per cent more productive than unhappy workers. Given that emotions fluctuate throughout the day (Davis, 2015), it is critical to keep track of them and prioritise work accordingly (Saarni, 1999).

(b) Impact of negative emotion

Most employees fear discrimination and stigmatisation from their co-workers if they express their sorrow (Rasool *et al.*, 2019). Workplace depression is a mental illness brought on by a hostile work environment (Evans-Lacko and Knapp, 2018). Employees that are depressed may lose productivity, and their level of function or engagement at work is very low, meaning that they are physically there but mentally absent. As a result, the company should prioritise creating a work environment that benefits both the company and its employees (Mathieu *et al.*, 2018). Thus, based on the literature, this study develops hypothesis as follow:

H1: There is a significant relationship between positive emotional status and workers' productivity among academic staff in UTHM.
H2: There is a significant relationship between negative emotional states and workers' productivity among academic staff in UTHM.

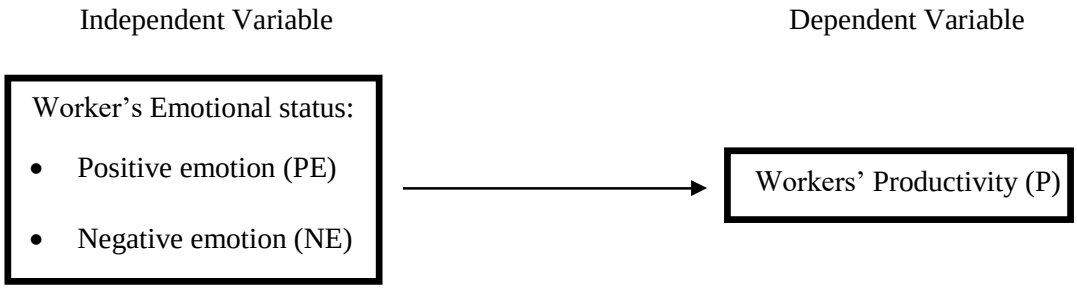

Figure 1: **Theoretical Framework**

3. Methodology

3.1 Research Design

This study uses a survey research design to collect data regarding the independent variable (positive emotion and negative emotion) and the dependent variable (productivity). UTHM academic staff in the Parit Raja campus participated in this study, while the sample comprised at least 300 staff. The research instruments were in quantitative methods, where the researcher used a questionnaire to collect data. It is one of the most utilised methods because it enables data collection by posing questions that represent the ideas, attitudes, and actions of a group of people (Rasool *et al.*, 2019). The benefits of using a survey are that it can be used widely, is easy to conduct, quick data collection and results can be generalised accurately and effectively to the population of interest. The survey's reliability is determined by the survey's structure and the correctness of the respondents' responses (Van Dalen, Vreese and Albaek, 2016) (Kamal and Tariq, 1997). This study uses a random-sampling method in selecting the sample.

3.2 Data Collection

This study uses a google forms questionnaire to collect the data. The questionnaire was sent to the academic staff through email. Data were collected from 6 faculties in the UTHM Parit Raja campus. All the answers in the questionnaire have been submitted through google forms. The data were collected from UTHM academic staff as we believe that all concerned staff were aware of the research topic. The researcher supplied all the required information regarding the survey's purpose. The study's goal is explained to all responders at the start of the questionnaire. A simple random sampling method was used with the questionnaire to obtain the data from the academic staff. All items in the questionnaire will be measured using the Likert-type scales that contain five (scale 1 to 5) from "strongly disagree" to "strongly agree".

3.3 Population and Sampling

To find out the relationship between workers' emotional status and productivity among academic staff, UTHM Parit Raja was chosen as the area of this study. A sample of 300 respondents in 6 faculties has been selected from the population in UTHM Parit Raja. The targeted respondents were from different demographic backgrounds. A random sampling technique was used to collect data from the academic staff. Then, the questionnaire was distributed through email among the academic staff with clear instructions about how to answer the questionnaire.

3.4 Data Measurement

Table 1 shows the validated items included in the actual survey questionnaire, divided into three sections: Positive emotion, Negative emotion and Productivity. All the items in the survey were graded on a 5-point Likert-type scale ranging from "Strongly disagree" (1) to "Strongly agree" (5). The demographic background was employed as a control variable because this study focuses on the worker's emotional status and productivity.

Table 1: Survey Questionnaire Items

Variables	Item	Source
Positive emotion	1. I adopt positive thinking and/or good self-talk. 2. I remained focused on what I was doing. 3. I feel good about my workload. 4. I can control my anger and/or frustration. 5. I find it easy to cope with my work. 6. I feel motivated to do my work. 7. I have a good understanding of my own emotions.	Four items were developed based on the occupational stress variable (Ismail *et al.*, 2009) Three items were modified from the emotional intelligence variable (Ismail *et al.*, 2009)
Negative emotion	1. I feel unable to cope with my work. 2. I feel angry when I get an extra task. 3. I feel anxious about the workload. 4. I feel confused and/or cannot concentrate. 5. I find it hard to calm down. 6. I am not motivated when a task is assigned. 7. I find it difficult to control my emotions.	Four items were adapted from the occupational stress variable (Ismail *et al.*, 2009) Three items were developed based on the emotional intelligence variable (Ismail *et al.*, 2009)
Productivity	1. I state clearly the course objectives and grading procedures. 2. I am confident of my comprehensive knowledge ad mastery of the subject matter of each course. 3. I serve competently in completing all departmental, faculty and university responsibilities. 4. The quantity of work I produce meets or occasionally exceeds job expectations. 5. I work cooperatively and effectively with departmental colleagues, University administration and other staff. 6. I maintain timely and accurate records on student performance and other kinds of required evaluation criteria. 7. I devote adequate time and thoughts to work assignments and resource allocations.	Seven items were adapted from the job performance variable (Ismail *et al.*, 2009)

3.5 Data Analysis

The SPSS software was used to analyse the data collected from the questionnaire. A descriptive analysis was performed to examine the nature of the data and variables. Responses were tallied and examined in terms of mean, percentage and standard deviation for the descriptive analysis. Inferential analysis using Spearman Correlation, as the respondent was below 50, was utilised to make comparisons and test hypotheses. In this study, descriptive analysis was employed to analyse the data.

3.6 Pilot Study

The questionnaire in this study was adapted and modified from "Relationship between Occupational Stress, Emotional Intelligence and Job Performance: An Empirical Study in Malaysia" (Ismail *et al.*, 2009). Before delivering the questionnaire to the respondents, a pilot study was conducted to ensure validity and reliability. It is significant to do the test because it contributes to the reliability of the questionnaire. The number of respondents needed in this pilot study was at least 10 to 15, and the maximum is 30. Thus, just 11 respondents were taking part in this pilot study.

4. Result and Discussion

This chapter starts with a descriptive analysis to describe the respondent's demographic profile. This chapter determined the mean and standard deviation. Then, using Spearman's rho correlation, inferential analysis was used to investigate the relationship between workers' emotional status and productivity.

4.1. Demographic Analysis

A total of 30 respondents answered the questionnaire through google forms. Table 2 presents the demographic background of respondents. Out of 30 samples, male respondents were 17, which accounted for 56.7%. Meanwhile, female respondents were 13, which contributed to 43.3%. All 30 respondents are 100% Malay. From the age, most of the respondents are in their 30s (53.3%), followed by 40s (33.3%), 50s (10%) and 20s (3.3%). In terms of faculty, the majority of respondents are from FPTP (70%), followed by FPTV (16.7%), with FKAAB (6.7) and FKMP (6.7%) being both the same. The longest year of service by the respondents at UTHM is between 1-5 years (43.3%), followed by 11-15 years (23.3%), 16 years and above (20%) and 6-10 years (13.3%).

Table 2: Demographic Background of Respondents

Demographic	Details	Frequency	Percentage (%)
Gender	Male	17	56.7
	Female	13	43.3
Race	Malay	30	100
Age	20s	1	3.3
	30s	16	53.3
	40s	10	33.3
	50s	3	10
Faculty	FPTP	21	70
	FPTV	5	16.7
	FKAAB	2	6.7
	FKMP	2	6.7
Years of service	1-5 years	13	43.3
	6-10 years	7	23.3
	11-15 years	4	13.3
	16 years and above	6	20

4.2 Reliability Test

SPSS was used to conduct the Cronbach's Alpha reliability test. Table 3 shows the Cronbach's Alpha value for 11 respondents in the pilot study. The value for independent variables, positive emotion and negative emotion, is 0.730 and 0.953, respectively, while the value for the dependent variable, productivity, is 0.944. Those values are greater than 0.70, indicating an excellent level and the reliability to use.

Table 3: Cronbach's Alpha Value for 11 Respondents

Variable	Cronbach's Alpha	No. item	No. of respondents
Positive emotion	0.730	7	11
Negative emotion	0.953	7	11
Productivity	0.944	7	11

Table 4 shows the Cronbach's Alpha value for 30 respondents. The value for independent variables, positive emotion and negative emotion, is 0.815 and 0.925, respectively, while the value for the dependent variable, productivity, is 0.894. Those values are more significant than 0.70, indicating an excellent level and reliability to use.

Table 4: Cronbach's Alpha Value for 30 Respondents

Variable	Cronbach's Alpha	No. item	No. of respondents
Positive emotion	0.815	7	30
Negative emotion	0.925	7	30
Productivity	0.894	7	30

4.3 Normality Test

The normality test was employed to establish whether the data distribution was normal. When using parametric statistical tests, the determination of the normality statement should be considered. The majority result from the three tests was used to assess the normality of the data distribution. As a result, if the data is not normally distributed, the non-parametric approach will be employed to examine it further. The parametric approach will be utilised for further testing if the data are typically distributed. Shapiro-Wilk test was used in this normality test as the respondent for this study is below 50. Based on Table 5, the result shows that the p-value is 0.030, which mean lower than 0.05. Thus, the data is not normally distributed, and for that, a non-parametric test will be used. Spearman's Rho correlation test will evaluate the relationship between emotional status and productivity.

Table 5: Results of Normality Test

Variable	Kolmogorov-Smirnov			Shapiro-Wilk			Result
	Statistic	df	Sig.	Statistic	df	Sig.	
Productivity	0.212	30	0.001	0.922	30	0.030	Not normal

4.4 Descriptive Analysis

The descriptive analysis investigates the characteristics of individual variables. We evaluated the data to determine all variables' mean and standard deviation. Furthermore, using a Likert scale to evaluate the level of all independent and dependant variables, this analysis is an excellent technique to distinguish each section of the mean distribution.

(a) Positive emotion

Table 6 shows the value of the mean, standard deviation, and tendency level for each item for the positive emotion variable. It shows that the average mean value is 3.98.

Table 6: Mean and Standard Deviation for Positive Emotion

No.	Item	Mean (M)	Std. Deviation (SD)	Level of tendency
1.	I adopt positive thinking and/or good self-talk.	4.33	0.55	High
2.	I remained focus on what I am doing.	4.30	0.55	High
3.	I feel good about my workload.	3.50	0.86	Moderate
4.	I can control my anger and/or frustration.	3.90	0.60	Moderate
5.	I find it easy to cope with my work.	3.97	0.61	Moderate
6.	I feel motivated to do my work.	3.87	0.68	Moderate
7.	I have a good understanding of my own emotions.	3.97	0.61	Moderate
	Total Average	**3.98**		

(b) Negative emotion

Table 7 shows the value of the mean, standard deviation, and tendency level for each item for the negative emotion variable. It shows that 2.37 is the average mean value.

Table 7: Mean and Standard Deviation for Negative Emotion

No.	Item	Mean (M)	Std. Deviation (SD)	Level of tendency
1.	I feel unable to cope with my work.	2.17	1.05	Low
2.	I feel angry when I get an extra task.	2.57	0.82	Low
3.	I feel anxious about the workload.	2.87	0.90	Low
4.	I feel confused and/or cannot concentrate.	2.27	0.94	Low
5.	I find it hard to calm down.	2.27	0.78	Low
6.	I am not motivated when a task is assigned.	2.23	0.97	Low
7.	I find it difficult to control my emotions.	2.23	0.86	Low
	Total Average	**2.37**		

(c) Productivity

Table 8 shows the value of the mean, standard deviation, and tendency level for each item for the productivity variable. It shows that the average mean value is 4.06.

Table 8: Mean and Standard Deviation for Productivity

No.	Item	Mean (M)	Std. Deviation (SD)	Level of tendency
1.	I state clearly the course objectives and grading procedures.	4.10	0.55	High
2.	I am confident of my comprehensive knowledge and mastery of the subject matter of each course.	4.03	0.49	High
3.	I serve competently in completing all departmental, faculty and university responsibilities.	4.00	0.59	High
4.	The quantity of work I produce meets or occasionally exceeds job expectations.	4.03	0.61	High
5.	I work cooperatively and effectively with departmental colleagues, university administration and other staff.	4.20	0.55	High
6.	I maintain timely and accurate records on student performance and other kinds of required evaluation criteria.	4.03	0.41	High
7.	I devote adequate time and thoughts to work assignments and resource allocations.	4.00	0.45	High
	Total Average	**4.06**		

4.5 Correlation Analysis

Based on Table 9, the correlation results indicate that positive emotion and productivity has a positive relationship (r=0.369, p=0.045) while negative emotion and productivity has a negative relationship (r=-0.237, p=0.207).

Table 9: Result of Correlation Analysis

Spearman's rho		
	Productivity	
	Correlation Coefficient	Significant value
Positive emotion	0.369	0.045*
Negative emotion	-0.237	0.207*

Note: * indicates 5% significance level

5. Discussion and Conclusion

5.1 Relationship between Workers' Positive Emotions and Productivity

The first objective of this study is to evaluate the relationship between workers' positive emotions and productivity among academic staff in UTHM. From the results in descriptive analysis, there is a relationship between positive emotion and productivity. The average mean score of positive emotion is 3.98, which is moderate and near a high tendency level. It indicates that academic staff always experience positive emotions while at work. The correlation analysis result shows that positive emotion and productivity have a significant relationship (r=0.369, p=0.045). It can be concluded that if workers have experienced a positive emotion at the workplace, they can be more productive. This result provides meaningful findings and accepts the first hypothesis.

We measured emotional states differently from previous studies but with similar contexts, and the findings matched theirs. Kadoya *et al.* (2020) examine emotional states by conversation time and heart rate during working hours. As reported, the regression results revealed that happiness was significantly related to increased productivity. Moreover, Bellet *et al.* (2019) use highly detailed data on the behaviour and performance of workers with a survey instrument. It measures the week-to-week happiness of employees in a telesales company and has been shown that being in a positive mood has a significant impact on the number of sales made by employees. Most previous studies had the same result with the positive emotions.

5.2 Relationship between Workers' Negative Emotions and Productivity

The second objective of this study is to evaluate the relationship between workers' negative emotions and productivity among academic staff in UTHM. From the results in descriptive analysis, there is a relationship between negative emotion and productivity. The average mean score of negative emotion is 2.37, at a low tendency level. It indicates that academic staff are not likely to experience negative emotions while at work. From the correlation analysis result, negative emotion and productivity have a negative relationship (r=-0.237, p=0.207). It can be concluded that negative emotions might not influence academic staff productivity. This result provides meaningful findings which interpret the second objective that has been achieved, but the null hypothesis is rejected.

We compare our results to the findings of previous studies. Kadoya *et al.* (2020) reported no significant relationship between sadness and angry emotional states and productivity across any model specifications. However, there is a contradictory result of past studies with negative emotions. For instance, Yang and Hung (2017) discovered that sad people do not place a high value on effort means they will compromise their productivity. Furthermore, unhappy people believe there are more barriers to achieving goals, which may lower their self-efficacy and motivation to work toward demanding and challenging goals.

Moreover, the high-level tendency of positive emotions might counteract any experience of negative emotions in the workplace. These results supported the findings of Hayano *et al.* (2018), in which they observed a great deal of variation in respondents' reported emotional states. The fact that

emotion was operationalised and quantified differently in the current and earlier studies could be one reason for the differences. The fact that emotion was operationalised and quantified differences in the current and earlier studies could be one reason for the differences.

5.3 Suggestions

This study suggests that the university's top management should be concerned about the mental health of academic staff, particularly the lecturers. The findings of this study may be utilised by management as a guideline to boost productivity and gain a better knowledge of workers' mental health. This goal may be attained if management follows the suggested guidelines:

(a) Provide an emotional intelligence-based training program that emphasises current knowledge, applicable skills, and ethical behaviour. If this training programme is correctly conducted, it will improve lecturers' capacity to apply appropriate treatments in dealings with their emotions, needs, expectations, and demands while on the job.
(b) Provide a balanced workload or a better working environment by maximising positive emotional experiences in the organisation.
(c) Management could promote a work-life balance strategy to alleviate workers' stress, such as organising a short getaway for the worker to rest their minds and bodies.

If these suggestions could be addressed, workers' capacity to control their emotions will improve, resulting in better working experiences. This working scenario can reduce workplace emotional difficulties while also increasing productivity among the university's academic staff.

5.4 Limitation of Study

This study, like other studies, has its own set of limitations that must be met for the research to be completed. The first limitation is that the result may not be representative of Malaysia because the respondent's selection for this study was only academic staff at UTHM in Parit Raja. Secondly, the data gathering method. Even though the questionnaire is easy to distribute online, quick, inexpensive to complete and only takes a few minutes to complete, respondents may find it bothering to answer it. It also takes considerable time as well to obtain the answer from respondents. It differs from the traditional paper survey method. We can acquire quick responses if we utilise a paper survey since we can physically hand the survey to the respondent and collect it. Finally, a great deal of care should be made to obtain feedback from respondents.

5.5 Recommendation for Future Study

The first recommendation is that future studies widen the target group of respondents, academic staff, to include academic staff from other public universities in Malaysia who have expressed an interest in mental health. Second, future studies can employ various methodologies, such as qualitative methods, to collect data on social influences on academic staff uptake of emotional health. In addition, the researcher might include additional components such as psychology, behaviour, and mindset that may impact productivity. This method can aid to boost and improving the varied outcomes obtained by earlier researchers while also improving the analysis model.

5.6 Conclusion

In conclusion, this study suggests that emotional states impact workers' productivity. The findings in this study are consistent with the existing literature. The results have significant implications for organisational management and human resource management. The changes in workers' emotional states throughout the day are likely to impact their productivity significantly. Management might boost productivity by increasing academic staff's good emotional experiences in the workplace. As a result, this study can help academic staff, universities, and the Ministry of Education in Malaysia better understand the academic staff's emotional status towards their productivity. Furthermore, happy

workers are not just good achievers, but they are also more loyal to the company. Consequently, organisations may lower the cost of personnel turnover while also assuring increased productivity by maintaining a positive work environment.

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