Do supervisor and family support moderate the relationship between work-life balance and individual well-being? Evidence from open distance learning (ODL) university

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Do Supervisor and Family Support Moderate the Relationship between Work-Life Balance and Individual Well-Being? Evidence from Open Distance Learning (ODL) University

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ABSTRACT

This study used Partial Least Squares (PLS) technique to examine the influence of work-life balance on individual well-being (career satisfaction and psychological well-being) among ODL University's employees. It also examined the moderating effects of supervisor and family support on the relationship between work-life balance and both component of individual well-being. The data came from online-survey to 94 comprising academics, academic support and operational staff who are working with one of ODL Universities in Malaysia. Statistical results confirmed that the work-life balance of employees of this institution seems to affect only their psychological well-being. It also observed that supervisor and family support do not to moderate the relationship between work-life balance and individual well-being. The results, besides indicating the suitability of the PLS in statistical analysis, have also contributed to a better understanding of work-life balance of ODL University's employees. Based on the findings, the limitations of the current study and suggestions for the future research would be discussed.

Keywords: Work-Life Balance, Individual Well-Being, Support

1. INTRODUCTION

The number of public and private universities in Malaysia has increased with an intense growth of student enrolments, course expansions in various fields and an increase of internet and web-based teaching (Hassan, 2001). This change is due to a variety of drivers which include demand pressures, a shift in a cultural aspect in which higher education is perceived, financial pressures, structural and managerial diversity and redefining the university mission or emphasis (Hagen, 2012). However, too many demands on both

academic and administrative staff could contribute to uncertainty in terms of managing their respective work and personal life, and this should be made known to each stakeholder including the government, policy makers, university management and society.

To those who are in interested work-life quality and its relation to broadening the quality of life, the art of balancing work and personal life has always been a concern (Guest, 2002). The real challenge and impact on a person's satisfaction in their work and personal life's roles is believed to be achieved through striking a balance between successful careers with a personal or family life (Broers, 2005). Significant triggers that influence university employees who juggle multiple workplace roles, paired with organisational and community pressures are likely to be viewed by both academic and administrative staff as a threat to their state of perceived work-life balance. This eventually will influence their individual well-being such as career satisfaction and psychological well-being.

To scholars, career satisfaction could be seen as a subjective indicator of career success since it is capable to reflect an individual's attitude towards their career based on personal appraisals. Seen as a measurement of satisfaction through global career success (Valcour & Tolbert, 2003) or as a measurement through intrinsic and extrinsic aspects of one's career such as pay, promotions and developmental opportunities (DiRenzo, 2010; Greenhaus, Parasuraman & Womley, 1990; Saad, Samah & Juhdi, 2008). In contrast, quality of life has a closer connection with psychological well-being, though this concept is subjective. Psychological is a combination of feeling good and being able to function effectively. The definition of psychological well-being could be derived in terms of the overall effectiveness of an individual's psychological functioning (DiRenzo, 2010; Berkman, 1971a, 1971b). Individuals are not required to feel good all the time; painful emotions such as disappointment, failure and grief are part of normal daily life and managing these negative or painful emotions is an essential skill to ensure long-term stability.

Many researchers agree in general that work-life balance is vital since its relation to an individual's psychological well-being and overall sense of harmony in life, indicating a balance between roles at the workplace and family (Clark, 2000). The support from both supervisor and family in the forms of positive reinforcements and cooperation when employees face an imbalance between workplace role and the role in family, may inspire them in their work, become more energetic and empower them to succeed (Siu et al., 2010).

1.1 Problem Statement

Globalization, demographics, technology, accountability and new pedagogical approaches have led towards new competitions between universities. These new changes may affect the workload of academic and non-academic staff of the university management and culture. Bezuidenhout (2015) indicated that the prerequisite for improving quality assurance and student support in regards to the workload of academic staff which also includes the struggles they face daily for example the large student to staff ratio. The role of administrative staff has widen to a broader scope and an enhanced responsibilities including quality assurance, teaching and research support, finance management, facility management and master planning (Jung & Shin, 2014). All of these elements emphasized the complexity of academic and administrative work (Noor, 2011).

The current institution studied is not excluded from facing changes in its management and culture, just as other universities that provide ODL are experiencing. Going through

medium-scale organizational changes that include physical and lean resource management restructuring, developing more diversified and customised offer of lifelong learning services for regional and intended global outreach. All this to improve as well as achieve advantage whether competitively or sustainability to fully capitalize its tagline: affordability, flexibility and accessibility.

In the quest of attaining high level in quality programs such as delivery and learning support, relevant jobholders and systems must effectively be mobilised regardless of time convenience, which might take up after office hours. For instance, the increased demand for online delivery, academic staff-student ratios and student-support, management of large number of part-time staff (tutors), reasonably high level of digital literacy requirements, as well as the rise of the 24 by 7 culture in support services is becoming a necessity for the current institution to stay competitive. Furthermore, the increasing demand for accountability, governance, managerialism, profitability and the pressure to produce research outputs would translate into increased workload of both academic and administrative staff.

From this, employees are highly required to go above and beyond to meet university expectations, which could lead in the balance in their work-life balance (Dickson-Swift, et al., 2009). Employees may suffer from frustration and which would then lead to the possibilities for the employees to be less motivated and disempowered are high resulting in increased absenteeism, high turnover, poor job performance and "presenteeism" or being present physically at work, but working less productivity. The statistics provided by Human Resource Department had indicated an increase in employee medical rate: 18% in 2015 as compared to 2014, and higher staff turnover from 16.2% in 2014 to 20.3% in 2015. On a positive note, a higher retention rate of 59 % has been recorded among administrative staff compared to only 35% among academic staff in the same tenure.

From academic standpoint, Schaufeli and Bakker (2001) had highlighted that when employees are wrestling in maintaining composure in dealing with job complexities, a feeling of meaningless might strike. Meanwhile, Nelson and Simmons (2003) indicated that meaningful work may lead to eustress, which would promote satisfaction, even if the situation is demanding. Eustress demonstrates the extent when cognitive appraisal when dealing with the circumstances is seen to either benefit or enhance employee's psychological well-being.

The majority of research on work-life balance and well-being seemed to focus on work-family conflicts and "the effects on individual's life satisfaction, physical health and mental health and organizational commitment" (Breaugh & Frye, 2007; Berkman, 1971a; Colakoglu, 2005). There had been a number of researches that had looked into the university employees' ability to stabilize and resolve work-life conflict (Bohle, 2016). Most of the research conducted that focused on ODL university setting involved western countries such as in South Africa (Bezuidenhout, 2015) and Namibia (Brown, Lewin & Shikongo, 2014) while research in Malaysia were conducted on conventional universities in Malaysia (Noor KM, 2008; Noor S & Maad N., 2008; Saad et al., 2008). So, this current study aims to fill the gap of insufficient research conducted on work-life balance impacting on individual well-being particularly in ODL universities in Malaysia. The assumption made is that university employees will have a better work life-balance they are highly satisfied in their work and contented. A well-managed human resource is considered as a major factor in organizational success (Malik, Saleem & Ahmad, 2010). Organizations which ensure their

employees with means to manage a work-life balance which includes facilities would possess a large number of contented employees (Malik, Ahmad & Hussain, 2010).

Thus, it is timely for the current study to investigate the relationship between work-life balance and individual well-being (career satisfaction and psychological well-being). Concurrently, from academic perspective, this study intends to add value to the body of knowledge in terms of support from both supervisor and family. As indicated by Clark et al. (1996), work-life balance can be achieved when the employees feel energetic, inspired by their job and feel happy both at home and work. Accordingly, the following research questions were posed to further examine the issue:

RQ1: Does work-life balance influence career satisfaction?

RQ2: Does work-life balance influence psychological well-being?

RQ3: Does supervisor support moderate the relationship between work-life balance and career satisfaction?

RQ4: Does supervisor support moderate the relationship between work-life balance and psychological well-being?

RQ5: Does family support moderate the relationship between work-life balance and career satisfaction?

RQ6: Does family support moderate the relationship between work-life balance and psychological well-being?

2. LITERATURE REVIEW

2.1 Work-Life Balance

Work-life balance (WLB) may influence attitudes of the employees towards their organisations (Scholaris & Marks, 2004; Pavot, & Diener, 1993; Saad et al., 2008). Guest (2002) had believed that it is possible to probe the trend of work-life balance that may have leverage on the well-being and job outcomes of employees at work. These issues pertaining to obtaining and sustaining a work-life balance have over the years received substantial scrutiny (Deery, 2008) yet in reality, this had not materialized in the higher educational sector (Mohd Noor & Amat, 2010; Mohd Noor, Stanton & Young, 2009). WLB is a concept which is complex and can be seen from a 'work', 'life' and 'balance' standpoint (Deery, 2008). Dundas (2008) had asserted that WLB is mainly about the ability to manage effectively the act of balancing between paid work and other ventures that are essential which includes family, community activities, voluntary work, personal development and leisure and recreation. Greenhaus, Collins and Shaw (2003) conceptualised WLB as the point in which an individual is equally engaged and feel fulfilled with their participation as a work employee or family member. As such, one who has achieved high WLB may exhibit similar investment of time and commitment to work and non-work domains. The association between WLB and attitudinal job outcomes such as job satisfaction and organisational commitment have emerged had been studied numerously (Virick, Lily & Casper 2007). For instance, Virick et al. (2007) had studied on layoff survivors in a high technological company and found that WLB is positively related to job satisfaction. A study conducted among police personnel had deduced that work-family conflict is significantly related to job satisfaction (Howard, Donofrio & Boles, 2004). Kinnie et al. (2005) through a study to study employee satisfaction,

HR practices and commitment had found that work-life balance are associated with the organisational commitment and had evidenced that the company's efforts that assist employees in achieving a balance between work and home life is linked the dedication from all groups of employees.

2.2 Career Satisfaction

Career satisfaction is derived from the intrinsic and extrinsic aspects of an individual's career which comprises of pay, advancement and developmental opportunities (DiRenzo, 2010; Greenhaus et al., 1990). Employees' perceived career satisfaction reflects how they feel about their career-related roles, accomplishments, and success. An important predictor of career success, career satisfaction can be conceptualized as comprising both extrinsic and intrinsic outcomes and calculated by using both objective and subjective indicators (Nabi, 1999). Objective career success indicates an "external perspective that delineates more or less tangible indicators of an individual's career situation" (Arthur et al., 2005) including salary (Tharenou, 2001), promotion (Judge et al., 1999), family structure (Schneer & Reitman, 1993), and job level (Judge & Bretz, 1994). Alternatively, subjective career success is defined as "individuals' feelings of accomplishment and satisfaction with their careers" and is most often measured by career satisfaction (Ng et al., 2005). As objective career success is comprised of visible outcomes, it is seen from a third-person perspective, which does not exhibit an employee's appraisal of his or her own success. Subjective measures of career success had risen in importance (Arthur et al., 2005; Parker & Arthur, 2000), with career satisfaction being one of the most significant predictors of career success, which ultimately is the focus of this study.

2.3 Psychological Well-Being

A subjective concept, psychological well-being has a close relationship with quality of life. As mentioned by DiRenzo (2010), quality of life is a "composite measure of physical, mental and social wellbeing, happiness and satisfaction involving many life situations, such as health, marriage, family work, finance, education opportunities, self-esteem, creativity and trust in others". Also, as stated by Colacoglu (2005), the primary feature of subjective well-being includes "subjectivity, positive measure and global assessment of all aspects of a person's life". Psychological well-being is viewed as a combination of feeling satisfied and able to effectively serve customers. Psychological well-being is conceptualised as the "overall effectiveness of an individual's psychological functioning" (Berkman, 1971a). However, psychological well-being work side by side with negative emotions and may interface with a person's ability to function in his or her daily life. According to Warr (1990), the concept of feeling good incorporates not only the positive emotions of happiness and contentment, but also such emotions as interest, engagement, confidence and affection. In a psychological sense, the development of one's potential is involved, as well as set limitations on one's life, possessing a sense of purpose such as striving towards value goals and experiencing positive relationship (Diener & Suh, 1999). The theoretical and empirical research has emphasized the importance of psychological well-being, yet clarifying the structure of psychological well-being is never simple nor straightforward as evidenced by the multitude of both terms used to coin the construct (e.g.: emotional well-being, mental well-being and affective well-being) and conceptual approach that exists (Pavot & Diener, 1993).

2.4 Supervisor Support

Support from supervisors often involves showing one's concern for and encouraging employees, providing key resources, a structured work environment, feedback, opportunities for career advancement, information, and assistance in coping with work-related stressors (Griffin et al., 2001; Jiang & Klein, 2000). This source of support might be more important to the focal employee than other sources of support because of the supervisor's position of power and hierarchical standing (Beehr & Glazer, 2001). Jiang and Klein (2000) focused on the importance of supervisor support on career satisfaction while noting that this source of support is critical to early career success by increasing employee self-awareness and personal goal setting. Furthermore, if supervisors spread knowledge of career advancement opportunities and learn about employees' career goals, performance could be improved whilst turnover is reduced.

2.5 Family Support

Family support is a non-work-related social support, whereas it can stimulate employees' work engagement. Emotional support is provided in the form of emphatic understanding and sensitivity toward work-related issues by family members including spouses and siblings (Yildirim & Aycan, 2008). Furthermore, those who are capable of obtaining sufficient instrumental support from family members invest extra time and energy to achieve work goals (Siu et al., 2010). Under these circumstances, they feel energetic inspired and could easily immerse in their work.

2.6 Research Framework & Hypotheses

Figure 1 shows the proposed research framework based on Work/Family Border Theory and Social Exchange Theory consisting of an independent variable (work-life balance), the two dependent variables (career satisfaction and psychological well-being), and the moderating variables (supervisor and family support).

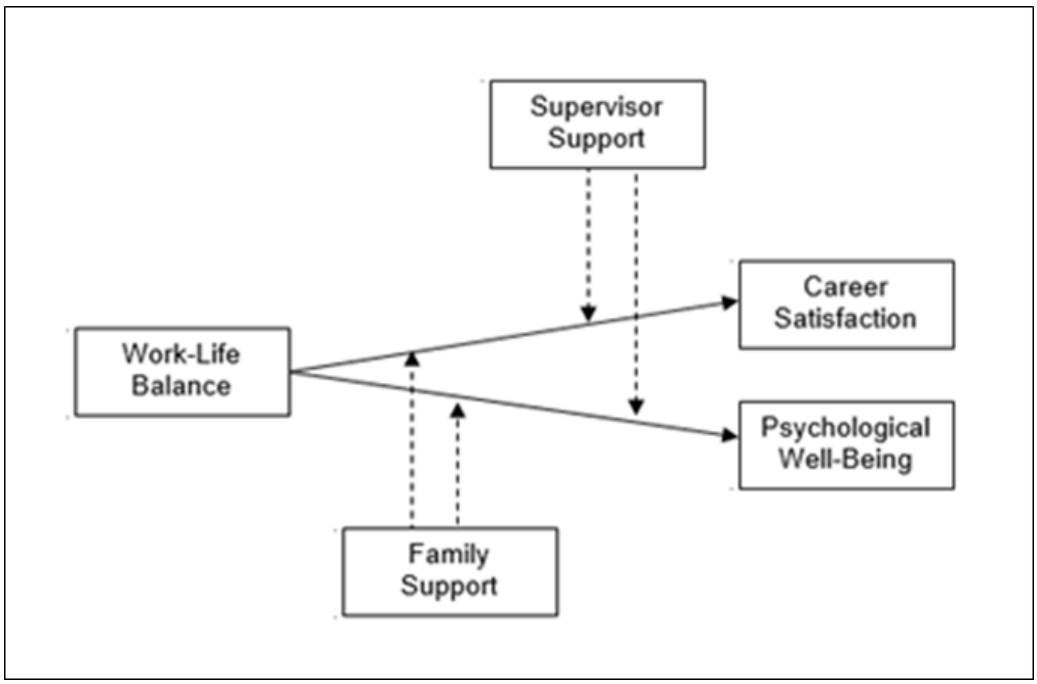

Figure 1: Research framework

Based on the above research framework, the following hypotheses are postulated to be tested:

H1: Work-life balance has a positive influence on career satisfaction.

H2: Work-life balance has a positive influence on psychological well-being.

H3: Supervisor support moderates the relationship between work-life balance and career satisfaction.

H4: Supervisor support moderates the relationship between work-life balance and psychological well-being.

H5: Family support moderates the relationship between work-life balance and career satisfaction.

H6: Family support moderates the relationship between work-life balance and psychological well-being.

3. METHODOLOGY

3.1 Population and Sampling

The population for this study were 216 employees comprising academic, academic support, as well as operational staff of an ODL University in Malaysia. These employees are subject to the same conditions whether internally such as company politics, performance management and supervisor subordinate relationships or externally which includes socio-cultural, economics and technological.

This research used purposive sampling, a technique that confines to a specific type of respondents who can contribute information, either they are the only people who can offer it, or conform to some inclusion criteria set by the research (Sekaran & Bougie, 2010). All variables were measured at the individual level, The "rule of thumb" suggested by Roscoe (1975) was used to determine the minimum sample size as suggested that sample size larger than 30 and less than 500 are the most suitable while the minimum size of the sample should be 30% of the population. Based on the above guidelines, the actual sample size of 94 (44%) was deemed sufficient.

3.2 Data Collection Procedure

This study employed a quantitative method using questionnaire instrument collected via survey monkey. The questionnaire came with a cover letter explaining the purpose, the procedure of completing the questionnaire, confidentiality assurance, voluntary participation, the contents arranged according to the measures of independent, dependent and moderating variable items as well the demographic seeking information. The completed data by each respondent was automatically computed and saved, and then the results were downloaded into SPSS 23.0 and Smart PLS M2 Version 2.0 for quantitative analysis. The data collection lasted three (3) weeks in January 2017.

3.3 Measures

The measures used in this study were adopted from previous literatures with acceptable reliabilities. Scales developed by previous researchers (Greenhaus et al., 2004) were used to measure the five items of work-life balance. The coefficient alpha in this study was 0.899. Career satisfaction was measured using five items developed by Greenhaus et al. (1990) and psychological well-being was measured using the eight-item Index of Psychological Well-Being developed by Berkman (1971a, 1971b). The coefficient alpha for both career satisfaction and psychological well-being were 0.901 and 0.872 respectively. As for the moderating variables, supervisor support was measured using four items adopted from Zimet at al. (1988) and family support was measured using four items adopted from Rhoades at al. (2001). The Cronbach's alpha for both moderating effect were 0.852 and 0.893 respectively. Ratings were made on a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree for all the variables in this study. In order to understand the samples better, this study sought information on demographic variables such as gender, age, education level, current positon, job tenure and years of working in current position.

3.4 Data Analysis

To analyse the research model, the Partial Least Squares (PLS) approach was adopted. Following the recommended two-stage analytical procedures by Andersen and Gerbing (1988), the measurement model (validity and reliability of the measures) was tested, followed by an examination of the structural model (testing the hypothesised relationship). The Smart PLS M2 Version 2.0 and two-step analysis approach were utilized to analyse the data. The significance of the path coefficients and loadings from the bootstrapping method (300 resamples) was used to determine the significance levels for loadings, weights, and path coefficients.

4. RESULTS

4.1 Descriptive Findings

This section presents the demographic profiles of the respondents. From a gender standpoint, 72% out of the 69 total respondents were females while 28% were males. Respondents were mostly within the age range of 35-44 (43%). Qualifications-wise, 45% of the respondents were SPM holders. With regards to employee groupings, majority of them are operational staff (49%) while 40% for the total had 4 to 7 years of working experience. For the current position, 44% of the respondents were in service between 4 to 7 years. Table 1 summarises the demographic profiles of the respondents.

Table 1

Demographics of respondents (N=94)

Demographics	Categories	Frequency	(%)
Gender	Male	26	28
	Female	68	72
Age	25 - 34 years	23	24
	35 - 44 years	40	43
	44 - 54 years	23	24
	Above 55 years	8	9
Highest level of education	SPM	6	6
	Diploma	8	9
	Bachelor Degree	42	45
	Master Degree	28	30
	Doctoral Degree	10	11
Current position	Academic	27	29
	Academic Support	22	23
	Operational	45	49
Years of working experience	Less than 3 years	24	26
	4 to 7 years	38	40
	8 to 10 years	19	20
	Above 10 years	13	14
Years of working experience in current position	Less than 3 years	31	33
	4 to 7 years	41	44
	8 to 10 years	22	23

4.2 Assessment of Measurement Model

The measurement model used in the study consists of relationships among the latent variables and their (item) indicators. For hypotheses testing, it is necessary to first establish construct validity for the measurement model before assessing the structural model. Construct validity was conducted to ascertain the extent to which the indicators reflect their underlying constructs (latent variables). Items in the measurement model need to demonstrate sufficient convergent and discriminant validity as a condition for establishing construct validity. As recommended by Hair, Black, Babin & Anderson (2006), factor loadings, composite reliability and average variance extracted (AVE) were used to assess convergent validity. Figure 2 shows the measurement model of the study.

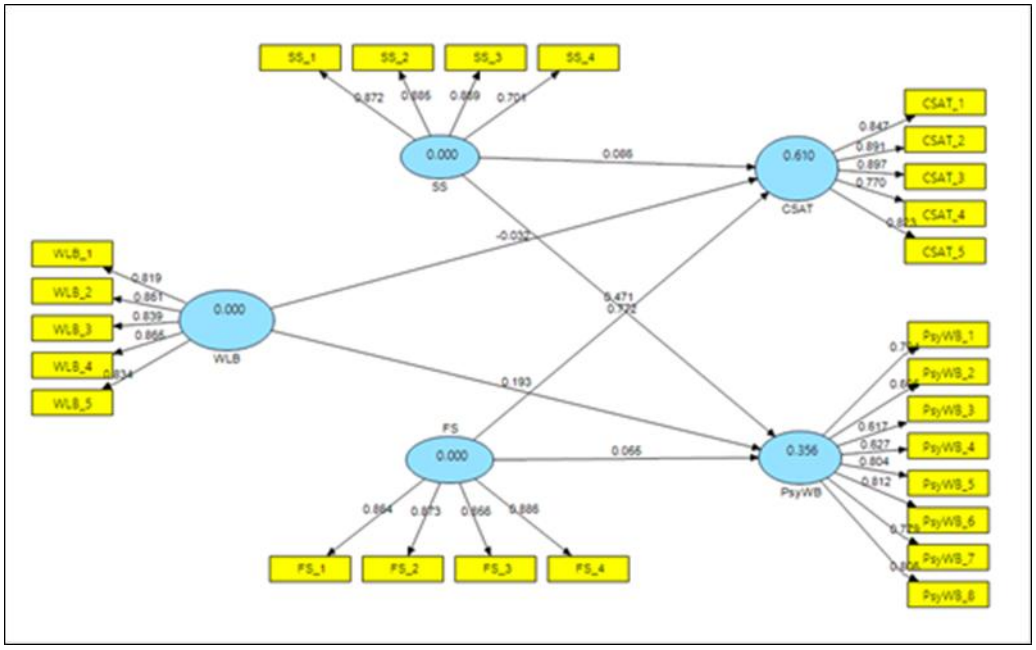

Figure 2: Measurement model

4.2.1 Convergent Validity

The convergent validity, which is the degree to which multiple items are used to measure the same concept are in agreement. As suggested by Hair et al. (2010) we used the factor loadings, composite reliability and average variance extracted was employed to assess the convergence validity. According to Hair et al. (2010), the loadings for all items should be 0.50 or higher, or ideally, 0.7 or higher while items with loadings below 0.5 should be dropped. Based on the results of the measurement models in Table 2, all items were deemed to have significant loadings ranging from 0.647 to 0.897. All items in this study were found to have satisfied the criteria of internal consistency with Composite Reliability (CR) higher than 0.7 as suggested by Fornell and Larker (1981). The Average Variance Extracted (AVE) values of each construct were greater than the desirable benchmark value of 0.5 as suggested by Fornell and Larker. Although the AVE values for Psychological Well-Being (0.525) could be considered relatively low, but the values are still within the guidelines suggested by Fornell and Larker.

Table 2

Result of the Measurement Model

Construct	Items	Loadings	Composite Reliability (CR)[a]	Average Variance Extracted (AVE)[b]
Work-Life Balance	WLB_1	0.819	0.925	0.712
	WLB_2	0.861		
	WLB_3	0.839		
	WLB_4	0.865		
	WLB_5	0.834		
Supervisor Support	SS_1	0.872	0.902	0.698
	SS_2	0.885		
	SS_3	0.869		
	SS_4	0.701		
Family Support	FS_1	0.864	0.926	0.757
	FS_2	0.873		
	FS_3	0.856		
	FS_4	0.886		
Career Satisfaction	CSAT_1	0.847	0.927	0.717
	CSAT_2	0.891		
	CSAT_3	0.897		
	CSAT_4	0.770		
	CSAT_5	0.823		
Psychological Well-Being	PsyWB_1	0.647	0.897	0.525
	PsyWB_2	0.656		
	PsyWB_3	0.689		
	PsyWB_4	0.695		
	PsyWB_5	0.815		
	PsyWB_6	0.798		
	PsyWB_7	0.740		
	PsyWB_8	0.768		

Note.

a. Average variance extracted (AVE) = (summation of the square of the factor loadings)/{(summation of the square of the factor loadings) / (summation of the error variances)}

b. Composite reliability (CR) = (square of the summation of the factor loadings)/{(square of the summation of the factor loadings) / (square of the summation of the error variances)}

4.2.2 Discriminant Validity

The discriminant validity of the measures or the degree to which items differentiate among constructs or measure distinct concepts was examined by comparing the correlations between constructs and the square root of the average variance extracted for that construct (Fornell & Larcker 1981). As shown in Table 3, all square root of the average variance extracted was higher than the correlation values in the row and the column, indicating adequate discriminant validity. To summarize, the measurement model demonstrated adequate convergent validity and discriminant validity.

Table 3

Discriminant Validity of construct

Constructs	(1)	(2)	(3)	(4)	(5)
(1) Work-Life Balance	**0.885**				
(2) Supervisor Support	0.833	**0.835**			
(3) Family Support	0.183	0.175	**0.847**		
(4) Career Satisfaction	0.533	0.133	0.777	**0.870**	
(5) Psychological Well-Being	0.186	0.551	0.798	0.784	**0.794**

Note. Diagonals (in bold) represent the square root of the AVE, while off-diagonals represent the squared correlations between constructs.

4.2.3 Reliability Analysis

Reliability is a test on the consistency of a measuring instrument as stated by Sekaran & Bougie, (2010). As shown in Table 4, the internal reliabilities of scales were between 0.852 and 0.901, which is clearly acceptable (Nunnally, 1978).

Table 4

Result of reliability test

Constructs	Measurement items	Cronbach's alpha	Loading range	Number of items
Work-Life Balance	WLB_1, WLB_2, WLB_3, WLB_4, WLB_5	0.899	0.819 - 0.865	5
Supervisor Support	SS_1, SS_2, SS_3, SS_4	0.852	0.701 - 0.885	4
Family Support	FS_1, FS_2, FS_3, FS_4	0.893	0.856 - 0.886	4
Career Satisfaction	CSAT_1,CSAT_2, CSAT_3, CSAT_4, CSAT_5	0.901	0.770 - 0.897	5
Psychological Well-Being	PsyWB_1, PsyWB_2, PsyWB_3, PsyWB_4, PsyWB_5, PsyWB_6, PsyWB_7, PsyWB_8	0.872	0.647 - 0.815	8

4.3 Assessment of Structural Model

Following the assessment of the measurement model, the structural model comprising of the hypothesized relationship between exogenous and endogenous variables was then analysed. Figure 3 shows the structural model of the study. Table 5 shows the results for the structural model.

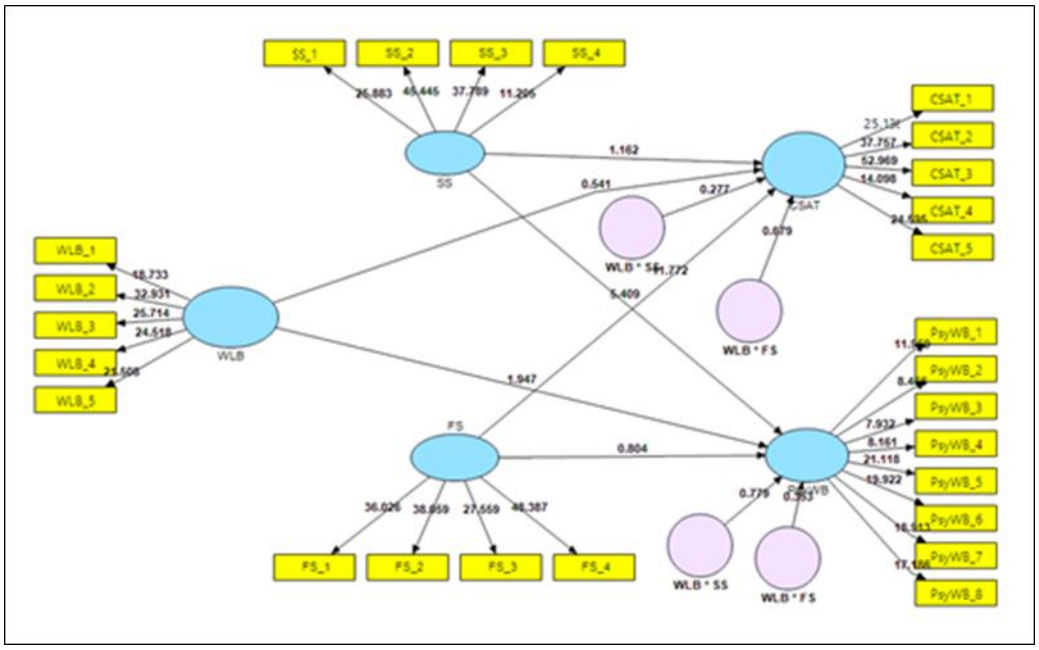

Figure 3: Structural model

Two hypotheses were postulated for the relationship between work-life balance and individual well-being (career satisfaction and psychological well-being). Out of two hypotheses tested, only one hypothesis was supported. The work-life balance was found to have positive influence on psychological well-being (β = 0.177, $p < .01$). Thus, this result provides support for hypotheses H2. In contrast, H1 (β = -0.035, p > .1) was not supported.

Simultaneously, four hypotheses were postulated in determining the moderating effect of supervisor support and family support on the relationship between work-life balance and individual well-being (career satisfaction and psychological well-being). Nonetheless, none of these hypotheses were found to have supported: H3 (β = -0.087, p > .1), H4 (β = -0.050, p > .1), H5 (β = -0.021, p > .1), and H6 (β = 0.125, p > .1). Table 5 presents the results of path coefficient and hypotheses testing.

Table 5

Path coefficient and hypotheses testing

No	Relationship	Path Coefficient (β)	Std. Error	*t*-value	Decision
H1	WLB --> CSAT	-0.035	0.087	0.404	Not Supported
H2	WLB --> PsyWB	0.177	0.111	1.589*	Supported
H3	WLB*SS --> CSAT	-0.087	0.138	0.633	Not Supported
H4	WLB*SS --> PsyWB	-0.050	0.168	0.301	Not Supported
H5	WLB*FS --> CSAT	-0.021	0.103	0.208	Not Supported
H6	WLB*FS --> PsyWB	0.125	0.164	0.764	Not Supported

*Note. ***p < .01 (2.33), **p < .05 (1.645), *p < .1 (1.28) (based on one-tailed test)*

4.4 Goodness of Fit (GoF) Index

Tenenhaus et al. (2005) proposed the Goodness of Fit (GoF) Index for evaluating the overall predictive performance of a model. It is a geometric mean of the average communality and average R^2 for all endogenous variables. Following the guidelines by Wetzels et al. (2009), the study estimated the GoF value of 0.574 which may serve as cut-off value for global validation of PLS models and obtained for the complete (main effect) model, which exceeded the cut-off value of 0.36 for large effect size of R^2. Therefore, the results had indicated that the model has the large prediction power compared with baseline value (GoF small = 0.10, GoF medium = 0.25, GoF large = 0.36). The Goodness of Fit (GoF) Index for the present study is shown in Table 6.

Table 6

Goodness of Fit (GoF) Index

Constructs	**AVE**	**R^2**	
Work-Life Balance	0.712		
Supervisor Support	0.689	0.319	
Family Support	0.757	0.301	
Career Satisfaction	0.717	0.619	
Psychological Well-Being	0.525	0.699	
AVERAGE	**0.680**	**0.485**	
GoF			**0.574**

*Note. GoF = Square root of (Average AVE * Average R^2)*
= 0.574

5. DISCUSSION

Guided by the first objectives of the study, this paper examined whether work-life balance influences individual well-being (career satisfaction and psychological well-being) among ODL University employees. Secondly, the study examined whether both supervisor and family support moderate the relationship between work-life balance and individual well-being (career satisfaction and psychological well-being) among ODL University employees.

As hypothesized, the results indicated that work-life balance did not show a positive influence on career satisfaction ($\beta = -0.035$, $p > .1$). This result is in contrast with the earlier findings by scholars such as Parvin and Kabir (2011), and Maren et al. (2013). These scholars found that work-life balance is a major component of employee's career satisfaction. HS Saad et al. (2008) had found that employees' perception towards QWL as a whole is proven to be directly related to job satisfaction. These findings are consistent with previous researches by Hagedorn (1994) as well as Olsen and Near (1994) as reported in Johnsrud (2002); where work life variables such as salary, perceived support of colleagues, satisfaction with the administration, work and non work conflict have been proven to directly affects or are predictive of job satisfaction.

The majority of respondents in this study are operational staffs who have been tasked with such responsibilities with specific deadlines, while troubleshooting some of the work issues that needed fast decisions and actions irrespective of time, including outside of office hours. This could be one of the possible explanations for this finding. They might be having a

lower level of work satisfaction that could lead to higher dissatisfaction with the employer. Supported by Schaufeli and Bakker (2001), struggling employees in dealing with the complexities of their jobs may feel meaningless. Thus, the result of this shown that work-life balance did not have a positive influence on career satisfaction.

On the other hand, this study found that work-life balance has a positive influence on psychological well-being ($\beta = 0.177$, $p < .01$). One possible explanation could be that majority of the respondents were female (72%) which is reasonable to assume that females employees in this ODL University were satisfied with the balance that they have achieved between their work and personal/family life. This is compounded by how they perceived being pleased about accomplishing something and feeling excited or interested in something which is the state of achieving psychological well-being (Berkman, 1971a). Thus, hypothesis 2: Work-life balance has a positive influence on psychological well-being was supported.

With regards to the first moderating effect, the result revealed that supervisor support did not moderate the relationship between work-life balance and career satisfaction ($\beta = -0.087$, $p > .1$). This finding implied that the support from the supervisor is unrelated. One possible explanation for this finding could be that having 4 to 7 years of working experience in their respective current position, majority of the respondents who were from operations might have learnt the ropes of doing the task and had become independent for which supervisor support did not provide any differences. Other possible explanation could be the quality of supervisor support was lower that expected as Jiang and Klein (2000) advocated on the importance of supervisor support on career satisfaction while noted that this source of support is critical to early career success by increasing employee self-awareness and personal goal setting. They might have the feeling that their supervisors cared less about their opinion since they are just operational staff. Thus supervisor support in the current study failed to moderate the relationship between work-life balance and career satisfaction.

Similarly, the result showed that supervisor support did not moderate the relationship between work-life balance and psychological well-being ($\beta = 0.050$, $p > .1$), implying that the support from the supervisor is unrelated. One possible reason to justify the finding could be attributed to the job conditions and working environments surrounding employees. It is reasonable to assume these employees were subjected to working conditions that are highly competitive and demanding which includes student enrolment, retention, quality and quantity of the programmes as well as delivery. Thus, this university might construct programmes that are driven and focus strongly on quality, costs and time. Consequently, employees are constantly facing challenges including deadlines triggered by the changes arisen from a variety of drivers such as pressures of demand, a cultural shift in the way in which higher education is viewed, financial pressures, structural and managerial diversity, and an assortment of changes in university mission or emphasis (Hagen, 2012).

Pertaining to the second moderating effect, this study had found that family support also did not moderate the relationship between work-life balance and career satisfaction ($\beta = -0.021$, $p > .1$), implying that support from the family is irrelevant. Since majority of the respondents understudied were female, they might have difficulties in trying to balance the demands of work and family due to their multiple roles as a mother, carer and spouse at home while playing an employee's role at work. It is also possible to assume that, they did not get the full support from their family multiple reasons, therefore, unable to achieve their overall career goal and success. It was evidenced that family members such as spouses and siblings can provide emotional support in the forms of emphatic understanding and sensitivity toward

work-related issues (Yildirim & Aycan, 2008). Furthermore, employees who are capable of receiving sufficient instrumental support from family members could spend more time and energy to achieve work goals (Siu et al., 2010). The current study had failed to support the moderating effects of family support which was unrelated in the relationship between work-life balance and career satisfaction.

Finally, the family support in this study was found not to moderate the relationship between work-life balance and psychological well-being ($\beta = 0.125$, $p > .1$), implying that the support from the family is irrelevant. One possible reason for this finding might be due to the absence or inadequate spouse and sibling support. It is also reasonable to assume if employees did not received sufficient instrumental support from family members; they (employees) would end up spending limited as well as conflicting time and energy at work. Supported by Schaufeli and Bakker (2001), when employees struggle in dealing with their job complexities, they may perceive their work as meaningless, unless they receive instrumental support from supervisors and family members. As a result, this study found that family support did not moderate the relationship between work-life balance and psychological well-being.

6. CONCLUSION

Most of previous related literatures on work-life balance originated from the west, with western backgrounds and issues related their respective context. This paper attempts to lead the first study in the interaction between work-life balance and individual well-being, moderated by supervisors and family support among ODL University's employees. Theoretically, the contribution is attributed to the moderating variables, namely supervisor and family support. Despite numerous researches focusing on work-life balance and well-being among behaviourists, studies in the area of well-being paradigm are still limited, especially in investigating issues from ODL higher learning providers in the context of Malaysia. This study believes that it is timely and critical to scientifically dwell into work-life balance and well-being in an ODL learning environment where the demands on the delivery and learning support requires digital literacy, competencies in Open Education Resource (OER) creation, usage and delivery, managing Open Learning Platforms such as modules. Thus, this study has included employees comprising academic, academic support, as well as operational staff as the target respondents and analysed the influence of work-life balance on well-being. In addition, ODL University employees were selected as respondents because of the nature of their work and that the three variables chosen for this study would suit them well. Since this is a quantitative study, the questionnaire adopted is well-established measurement items from the literature on the respective variables. Results indicated that only work-life balance has a positive influence on psychological well-being ($\beta = 0.177$, $p < .01$), whilst the other five Hypotheses were rejected. This implied that employees are able to balance work and family roles and as a result, they are perceived as being pleased about accomplishing something and feeling excited or interested in something which is the state of achieving psychological well-being (Berkman, 1971a)

7. LIMITATIONS AND SUGGESTION FOR FUTURE RESEARCH

Similar to other studies, this study also has certain limitations. Since this is a cross-sectional study, the findings may be different if the study had applied a qualitative approach. Results might be different if behaviours of the employees of ODL University can be observed over a longer period of time. In this context, the authors recommend that future researchers should consider the use of a longitudinal approach to investigate work-life balance and employee well-being. In addition, this study has selected employees of the ODL University as sample respondents; the parameters of the research might change if different types of professional groups from different employers were used. It is also advantageous for future researchers to consider using a comparative approach to study work-life balance and employee well being among academic, academic support and operational staff from different ODL institutions within the country.

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