Evaluating Work-Life Balance and Individual Well-Being with the Moderating Role of Organisational Climate

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ABSTRACT

Escalating pressures along with organisational change in universities has led to the increased importance of research on work-life balance, well-being and organisational climate amongst university staff. Grounded in Work/Family Border Theory and Social Exchange Theory, this study investigated the causal relationships between work-life balance and well-being within the context of Open Distance Learning (ODL) University in Malaysia. This study also introduced organisational climate as potential moderator to investigate the indirect relationship on work-life balance and well-being. Through the Partial Least Square (PLS) analysis on 94 respondents, findings suggested that work-life balance for staff only impact on their psychological well-being. In addition, contrary to our expectations, the results revealed that organisational climate did not moderate the relationship between work-life balance and individual well-being. Several recommendations that will be significant to improve career satisfaction, and to have more positives work environment are discussed.

Keywords: Career satisfaction, Open Distance Learning (ODL) university, organisational climate, well-being, work-life balance

INTRODUCTION

Malaysia has been experiencing an increase in the number of public and private higher education institutions, a higher student enrolment, development of courses in numerous areas, and growth in internet and web-based teaching. Such changes are due to factors like pressure of demand, cultural shift of how higher education is regarded, financial pressure, structural and managerial diversity, and various changes in university mission or emphasis (Kim et al., 2017). Nevertheless, each stakeholder, i.e. the government, policymakers, university management, and society, should realize that too many demands on both the academic and administrative staff can cause uncertainty regarding their work-life balance.

Scholars researching work-life balance have always been interested in the quality of working life and its relation to quality of life as referred to Mellner et al. (2015). It is thought that balancing a successful career with personal or family life can be challenging, and it affects an individual's level of satisfaction in his or her work and personal life. Concerning university staff, many workplace responsibilities along with organisation and community pressures are possibly regarded as crucial triggers that influence both academic and administrative employees' state of perceived work-life balance, which subsequently affects their career satisfaction and psychological well-being.

Career satisfaction is utilised as a subjective indicator of career success mainly because it shows a person's attitude towards his or her career based on a personal appraisal. This concept employs measurement of satisfaction in terms of global career success or the intrinsic and extrinsic elements of an individual's career comprising pay, promotion, and prospect for development (DiRenzo et al., 2015). On the contrary, psychological well-being is a subjective concept with a close association with quality of life. Psychological well-being concerns living a good life and is a combination of feeling good and functioning effectively. In this research, psychological well-being is defined in terms of the overall effectiveness of a person's psychological functioning. Sustainable well-being does not need a person to feel good all the time, whereby experiencing painful emotions like disappointment, failure, and sorrow are part and parcel of life. The ability to handle these negative or painful emotions is fundamental for long-term well-being.

Problem Statement

Rivalry amongst higher education institutions has increased due to aspects like technology, globalisation, accountability, new pedagogy approach, and demographic changes. Consequently, this new environment has induced changes in university management and culture which have impacts, small or big, on the workload of both academic and non-academic employees. As explained by Graham (2016), academic staff's workload is the key requirement for raising quality assurance and student support. Besides that, it is also crucial for determining the problems endured by them, which includes

high student-to-staff ratio. Furthermore, the responsibilities for administrative staff is now covering more areas, from normal office work to something more extensive, i.e. financial management, core planning, teaching and research support, quality assurance, and facilities management. These changes represent the intricacies of academic and administrative work in an environment that is becoming more demanding.

Open Distance Learning (ODL) universities will encounter changes in management and culture, like other universities, in their mission and goal to develop uniqueness and prominence as a competitive learning provider. Moreover, these institutions have undergone organisational change at a medium scale such as physical structuring, lean resource management structuring, as well as developing lifelong learning services which are more diverse and suitable for regional and global reach (Wise et al., 2018). Their long-term goal is to attain the advantage of competitiveness and sustainability by embodying its slogan: affordable, flexible, and convenient.

Not only that, as mentioned by Altrichter and Kemethofer (2015), the heightened expectation on profitability, pressure to carry out research, governance, accountability, and management outcome will raise the workload for both academic and administrative employees. Such expectations cause the employees to sacrifice personal and family time to realise the university's ambition. Working overtime

may affect the work and personal life of the employees. They could become distressed due to their imbalanced and taxing working life, which makes achieving work-life balance difficult. As such, it is possible that the employees will feel undermotivated and unconfident that subsequently causes a high level of absenteeism, high staff turnover, unsatisfactory work performance, and presenteeism whereby the staff are physically present at the workplace but have low productivity.

Most studies on work-life balance and well-being tend to emphasise work-family conflicts and its effect on a person's life satisfaction, physical and mental health, as well as dedication to their organisation. Besides that, several researches had studied the ability of university staff in achieving work-life balance and managing career-life conflicts, and these studies were performed based on conventional universities located in western countries (Jaga & Bagraim, 2017). Studies on work-life balance in Malaysian conventional universities have been conducted with several outcomes such as work-life balance and intention to leave (Noor, 2011) work-family conflict and coping strategies (Achour et al., 2014); and quality of work life (Daud, 2010). Musah et al. (2016) in his research, studied the organisational climate as a predictor of workforce performance.

In the context of ODL environment, which presentation and learning support demand for digital literacy, efficiency in the design, usage and presentation of Open Education Source, as well as management

of Open Learning Platform, for example, "moodle.org", is also no exception from facing the issue pertaining to work-life balance, well-being, and issue on perception of work practices by organisational members that affect their daily interactions. This scenario is backed by statistics from the Human Resource Department from one of the ODL universities in Malaysia that shows an increase of 18% in staff medical rate in 2015 compared to 15% in 2014, as well as a higher turnover rate which is 20.3% in 2015 compared to 16.2% in 2014 (see Figure 1). In addition, the retention rate for administrative staff is higher at 59% compared to 35% for academic staff in the same period.

Based on the statistics presented in Figure 1, there are possibilities the staff are likely to be unhealthy, less motivated, increasing in absenteeism, high turnover, poor job performance, and "presenteeism"

or being present physically at work, but working less productivity. This scenario would become worse if less attention is given to work-life balance and well-being of the university staff.

From a different perspective, environmental factors within an organisational climate with moderating effects should not be disregarded. For example, an organisation must first create a work environment that enables improvement of leadership style, communication, amount of trust, fair rewards, employee involvement, and acceptable pressures prior to being able to improve its customer satisfaction, quality of service, and customer loyalty (Taştan & Davoudi, 2017). This is because organisational climate shapes the attitudes and behaviours of employees, which affects their interaction with colleagues and customers. When both the managers' efforts and the internal service environment work
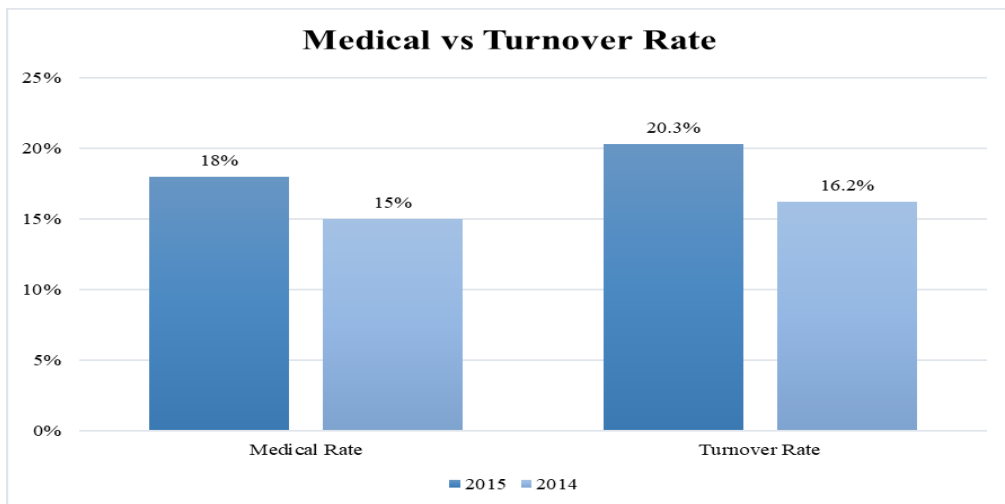

Figure 1. Medical vs retention rate

towards creating an organisational climate, a better well-being can be developed for the employees. Organisational climate has a well-known association with career satisfaction. Even though this connection has been proven, its antecedents have not been reported to date. Among the potential antecedents is work-life balance, organisational climate is generally seen as an aggregate at the individual level; however, it has not been studied in the work-life balance and individual well-being relationship context. Since organisational climate plays a crucial role in organisations and influences employees' perceptions, which impacts their behaviours, the aim of this study is to add value to the body of knowledge with organisational climate as a moderator. This is vital as organisational climate is influenced by events and characteristics relevant to the organisation, which in turn wields a strong effect on the behaviour of the organisation's members. Organisational climate and the manner individuals react to it constantly interact. Hence, the following research questions are put forth to investigate this issue further:

- Does work-life balance influence career satisfaction?
- Does work-life balance influence psychological well-being?
- Does organisational climate moderate the relationship between work-life balance and career satisfaction?
- Does organisational climate moderate the relationship between

work-life balance and psychological well-being?

Literature Review

Work-Life Balance. Nowadays, the phrase 'so much to do, so little time' applies to all in the society. Self-management is a key attribute people require due to the many issues outside work and various pressures at work that they must handle. According to Santos (2015), everybody has their own way to attain a fulfilling work-life balance. Certain individuals permit their job to control their lives and they tend to work long hours. Meanwhile, there are also those who work for the necessity of it and never get stressed or allow work to dictate their lives. The challenges faced by the human resources department in implementing work-life balance has varied compared to years ago. Since society has become a major part of an organisation, it must consider the needs of society. New and advanced technologies, besides transforming management style and approach, have created different and greater challenges. Supported by Schymik (2018), globalisation has intensified competition between organisations and induced changes in government policies, and in turn, these have caused the emergence of new risks and challenges. Employees are now working longer hours, which presents novel challenges regarding productivity level and recruitment issues. Not only that, the standard of living and responsibilities are increasing while work attitude is also changing due to pressures outside work.

The concept of work-life balance differs from one person to another. For

some individuals, more time is essential to experience well-being and achieve a common ground and balance between life and work, while others might require less time. Hence, it is proven, based on literature, that work-life balance is seen as an individualistic concept. In general, work-life balance concerns the choice between work and life and with demands in personal and work life being different for every individual, the drive within each person can significantly vary in which everyone's behaviour can also be different. Zheng et al. (2016) revealed that there are four specific methods/groups that signify work-life balance in any organisational context. The first one is working arrangements between employees and employers and the flexibility involved. Flexible work for both full- and part-time work comes under this. Prior research emphasised on how flexibility can impart a positive effect on work-life balance. Health and well-being programmes for workers is the next initiative for work-life balance in an organisation. Apart from that, Zheng et al. (2016) investigated childcare subsidiaries, and 47% of people questioned stated that this programme helped them achieve work-life balance and well-being. Even though it was under 50%, this still shows the effect and efficiency of the programme. Lastly, application of leave programme was the final approach used in relation to work-life balance. Formal leave provisions like parental and maternity leaves are made compulsory via legislation and are informally agreed upon within small-scale businesses. This contrasted

with informal leave arrangements, whereby management's discretion on judging an employee's situation was successful towards approving the leave and forming work-life balance policies at work. Thus, work-life balance, which discusses about experience well-being and achieve a common ground and balance between life and work has been selected to fill up the gaps in the literature exists within the contexts of ODL staff.

Career Satisfaction. Career satisfaction has been defined in various ways and based on many theories, from Maslow's Hierarchy of Needs to Genetic Theory of Needs. DeCastro et al. (2014) had described career satisfaction as the level of fulfilment and satisfaction an employee had with his/her job, which affected their job performance. Like work-life balance, career satisfaction is a crucial concept that employers must be aware of and cater for whenever possible since the level of satisfaction employees have will affect their outlook and behaviour towards the organisation. A study by Briscoe et al. (2018) exposed the significance of career satisfaction on productivity, whereby a 6.6% increase in productivity per hour was noted due to a high level of career satisfaction. On the other hand, job dissatisfaction is counterproductive in which employees will have a negative attitude and be discontented with their job. This is because the workers have a negative mindset regarding the organisation that has hired them, the work environment, and the overall views and requirements. Accomplishing career satisfaction in retail can be very tough

because many employees leave to search for better employment that has led to high turnovers, which is very common in the retail sector (Briscoe et al., 2018). Factors such as work conditions, stress, working hours, absence of supervision and training, pay and benefits, and internal communications issues were listed as the main reasons for job dissatisfaction (Warr, 2018). Besides, Warr added that management and work practices employed within the company were also the key factors that caused unhappiness among workers regarding their job.

To reduce career dissatisfaction, factors mentioned earlier, i.e. improving job satisfaction, future career opportunities, incentives, flexible work arrangements etc., must be considered (Han et al., 2015). Having a greater productivity and commitment leads to other beneficial effects like enhancing the quality of products. Products with better standards allow an organisation to form a reliable high-quality platform for the future and this will be an advantage against competitors. Employees who have experienced a high level of career satisfaction will not hesitant to look for new employment, which in turn keeps the turnover level low. Han et al. (2016) firmly supported this and further stated that career satisfaction amongst employees led to customer satisfaction. A happy employee will be more loyal and committed to the company and its customers. Thus, career satisfaction, which discusses about a pleasurable or positive emotional state resulting from the appraisal of one's work experiences has been selected to fill up

the gaps in the literature exists within the contexts of ODL staff.

Psychological Well-Being. Psychological well-being involves living a good life and is a combination of feeling positive and being able to function effectively. It has been described as the overall effectiveness of a person's psychological functioning (Berkman, 1971a, 1971b). Furthermore, sustainable well-being does not entail that individuals must feel good all the time as it is common to experience emotions like disappointment, failure, and grief. As such, the capability to handle these negative or painful feelings is important for long-term well-being. Therefore, it seems that an individual's capability in having an effective psychological function encompasses developing one's potential, holding some control over one's life, possessing a sense of purpose such as working towards a specific goal and experiencing positive relationships (Diener et al., 1999). Clearly, the long tradition of theoretical and empirical researches has stressed the significance of psychological well-being. Nevertheless, it is neither easy nor straightforward to elucidate the configuration of psychological well-being. This is proven via the numerous terms used to discuss the construct, such as emotional well-being, mental well-being, and affective well-being; this is also clearly shown through the various conceptual approaches developed.

Diener et al. (2017) claimed that a person experiences a high level of psychological well-being when he or she had more positive

effects compared to negative ones. In short, a person's happiness or well-being is based on the degree in which positive emotions dominate over the agony in his or her life. Warr (1999) had developed a model using affective and mental health well-being to steer his investigation on occupational psychology. Within this comprehensive conceptual framework, the affective well-being is an aspect in a person's overall mental health. Thus, mental health is a relatively broad concept accessible via three principal components. First is competence, which is a construct similar to self-efficacy, while the second is aspiration, i.e. a concept that concerns psychological growth or self-actualisation. The final component is negative job carry-over, which reveals the extent to which job worries are carried over into life outside of the workplace. Additionally, these elements can collectively define an individual's occupational mental health.

Even though proofs are available concerning the absence of agreement on the real number of dimensions that form the concept of psychological well-being, besides how psychological well-being can be defined and conceptualised. Law (2015) had posited that the affective component of psychological well-being was best recognised as a hedonic balance. This pertains to the condition when a person's overall emotional mood is determined by the levels of positive and negative feeling being experienced and the difference between those emotions. Karimi et al. (2014) had given extensive proof that psychological well-

being was structured based on three primary components, namely, life satisfaction, high level of positive influences, and low level of unpleasant influences. Thus, people with a high subjective well-being will experience more satisfaction in life since they experience more positive emotions such as joy compared to unpleasant feelings like sorrow and anger. On the contrary, people tend to have a low psychological well-being when they feel dissatisfied with their life, experience little joy and affection, and regularly experience negative feelings like anger or anxiety. Not only that, there is more direct organisational proof that reveals how psychological well-being is connected to workers' performance. Besides that, Dawson et al. (2017) also reported a substantial correlation between work-life balance and psychological well-being. Thus, psychological well-being, which discusses about overall effectiveness of an individual's psychological functioning has been selected to fill up the gaps in the literature exists within the contexts of ODL staff.

Organisational Climate (OC). Organisational climate signifies the condition of an organisation's culture. According to Ekman et al. (2018), the most common management challenge beleaguering organisations is the need for a creative flexible work environment that promotes job satisfaction and innovation. Cobb (2016) revealed that due to being drained by fiscal constraint, downsizing, and outsourcing, organisations had been necessitated to modify dynamics in the

workforce that remained accommodating. An IBM study exposed the growing importance of workplace climate on employee job satisfaction, creativity, motivation, and retention. When IBM recognised the importance of workplace climate, which subsequently decided the success and failure of an organisation, the company was prompted to make changes and set best practices, which helped it to stay on top and become one of the world's major corporations. Enhancing employee performance must be the top priority on every organisation's agenda. Cultivating a positive workforce climate no longer remains an attractive option but should be accepted as something vital for business. Climate has a tangible effect on workers' motivation. A good working climate lifts an employee's confidence, faithfulness, and efficiency.

Karatepe (2015) postulated that organisational climate could directly cause positive or negative work outcomes. Positive work incentives, such as attractive work environment, good personnel policies, and provision of benefits, job structure, and compensation, made work interesting and created an enabling work environment that induced motivation amongst employees. In contrast, Dineen and Allen (2016) mentioned that negative work incentives, like those that made work uninteresting, unchallenging, and disappointing, led to increased absenteeism, turnover, and accidents. As such, to prevent negative work outcomes, it is necessary to determine which factors within the organisational climate

can lead to satisfaction among academics for them to continually be productive and content. Nonetheless, it is crucial to highlight that the researcher is not oblivious to the fact that factors such as clear lines of communication, sufficient reward system, and promotional opportunities could also encourage or discourage both positive and negative work outcomes, which if not effectively put in place results in turnover of the academics. Comparative studies of this nature provide the researcher with an avenue to determine variations in job satisfaction of academics and its effect on academic excellence.

Workers have developed a common belief regarding the degree to which their employer values their contributions and are concerned about their well-being. Supportive organisations are known to take pride in their staff, give them fair compensations, and look after their needs. In such situations, employees' investment of time and effort is rather secured. Therefore, workers could increase their investment by performing better (Stokes et al., 2013). Thus, the research gap, pertaining to the moderating role of organisational climate among ODL staff must be filled.

Hypotheses of the Study. Figure 2 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 variable (organisational climate).
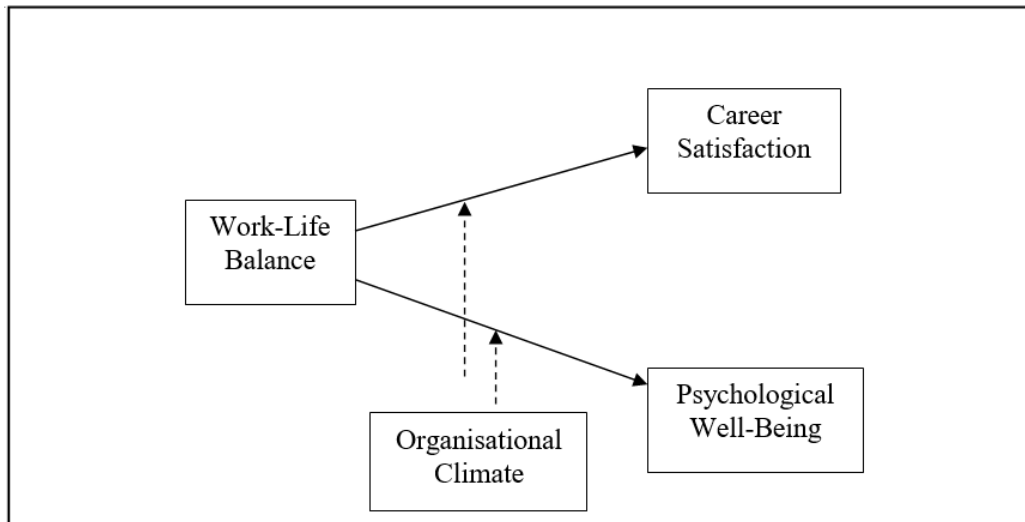
Figure 2. Research framework

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

H_1: *Work-life balance has a positive influence on career satisfaction.*

H_2: *Work-life balance has a positive influence on psychological well-being.*

H_3: *Organisational climate moderates the relationship between work-life balance and career satisfaction.*

H_4: *Organisational climate moderates the relationship between work-life balance and psychological well-being.*

MATERIALS AND METHODS

Population and Sampling

This research's population comprised 216 employees (academic staff and operation staff) from one of the ODL Universities in Northern Region, Malaysia, that faced similar internal condition, which includes organizational politics, performance management, and boss-employee relationship. This research utilised simple random sampling technique that allowed an equal chance for all respondents to be selected as samples of the study. Every variable was evaluated at the individual level. To ascertain the sample's minimum size, Roscoe's (1975) rule of thumb was utilised as a guideline, which stated that a sample size of between 30 and 500 was suitable for most research, and the minimum sample size was 30% of the population. Hence, based on Roscoe's suggestion, a sample size of 94, i.e. 44%, was adequate.

Data Collection Procedure

A questionnaire was created using the 'Survey Monkey' form. Along with the questionnaire, a covering letter that elucidated the study's purpose, steps to complete the questionnaire, guarantee of discretion, and voluntary involvement, was available. Quantitative analysis was

performed by inserting the findings into SPSS 23.0 and Smart PLS M2 Version 2.0 software. Data was gathered for three weeks in January 2017.

Measurement Items

In this research, the measurement used was based on past studies with acceptable reliability. To measure the six work-life balance items, the scale established by Greenhaus et al. (2004) was applied. The alpha coefficient utilised in this present research was 0.899. Next, Greenhaus et al.'s (1990) measurement for career satisfaction using five items was employed, whereas evaluation of psychological well-being involved eight items from the Index of Psychological Well-Being created by Berkman (1971a, 1971b). For psychological well-being and career satisfaction, the alpha coefficient was 0.872 and 0.901, respectively. Organisational climate (OC) measurement was adapted from Suárez et al. (2013) using a 15-item scale with an alpha coefficient of 0.850. Assessment was conducted using a five-point Likert scale, from 1 = strongly disagree to 5 = strongly agree, for every variable. To better comprehend the sample, information on demographic variables like level of education, age, gender, current position, duration of service, and number of years working at current position were determined.

Data Analysis

The Partial Least Squares (PLS) method was applied to examine the research model. Adapting the analysis procedure of the two-step approach recommended by Anderson and Gerbing (1988), measurement model (measurement validation and reliability) was verified first followed by structure model test (to test the hypothesis relationship Smart PLS M2 Version 2.0 and the two-step analysis technique were utilised for analysing the data. Finally, bootstrap method (resampling of 300) was used to determine the significance level of loading, weight, and path coefficient.

RESULTS

Descriptive Statistics

This section presents the respondents' demographic profile. In terms of gender, 68 (72%) out of the total of 94 respondents were female, and the remaining 26 (28%) were male. Most respondents were aged between 35-44 years old (43%). In terms of qualification, 45% of respondents had SPM certificate (11 years of schooling in primary and secondary school). As for work group, most of them were operation staff (49%) and 40% of total respondents had between 4-7 years of work experience. In terms of current position, 44% of them had been serving in the current position between 4-7 years.

Assessment of Measurement Model

In this measurement model, the latent and observed (item) variables are related. Construct validitation has to be executed on the measurement model before assessing the structure model for hypothesis testing. Construct validity refers to degree of which the indication reflects the policy construct

(latent variable). The measurement model's items are required to display convergent validity and sufficient discriminant as the conditions to ascertain construct validity. Furthermore, factor loading, composite reliability, and average variance extracted (AVE) are utilised to measure convergent validity (Hair, 2006).

Convergent Validity

Firstly, we tested the convergent validity to measure how close the various items match the concept agreed. Based on Hair et al.'s (2010) recommendation, factor loading, composite reliability, and AVE were employed to assess convergent validity. These researchers further added that the loading value for every item must be ideally 0.70 or higher, or at least 0.50. On the other hand, items with loading value of less than 0.5 should be omitted. Based on the results of the measurement model (see Table 1), all items had significant loading values of between 0.563 and 0.895. All items in this study were also found to meet the criteria of internal consistency with composite reliability (CR) which was higher than 0.7 as suggested by Fornell and Larker (1981). The value of AVE for each construct is higher than the benchmark value wanted which is 0.5 as suggested by Fornell and Larker. Although AVE value for Career Satisfaction (0.545) is considered quite low, this value is still within the guideline proposed by Fornell and Larker.

Table 1

Results of items reliability, internal consistency and convergent validity

Constructs	*Factor loadings, Composite Reliability (CR), and Average Variance Explained (AVE)*
Work-Life Balance	*CR = 0.899; AVE = 0.751*
WLB_1	0.876
WLB_2	0.892
WLB_3	0.876
WLB_4	0.778
WLB_5	0.731
WLB_6	0.813
Organisational Climate	*CR = 0.829; AVE = 0.814*
OC_1	0.792
OC_2	0.823
OC_3	0.791
OC_4	0.835
OC_5	0.821

Table 1 *(Continued)*

Constructs	Factor loadings, Composite Reliability (CR), and Average Variance Explained (AVE)
OC_6	0.808
OC_7	0.793
OC_8	0.681
OC_9	0.563
OC_10	0.751
OC_11	0.857
OC_12	0.830
OC_13	0.860
OC_14	0.815
OC_15	0.776
Career Satisfaction	*CR = 0.781; AVE = 0.545*
CSAT_1	0.846
CSAT_2	0.891
CSAT_3	0.895
CSAT_4	0.774
CSAT_5	0.823
Psychological Well-Being	*CR = 0.908; AVE = 0.895*
PsyWB_1	0.699
PsyWB_2	0.629
PsyWB_3	0.699
PsyWB_4	0.616
PsyWB_5	0.629
PysWB_6	0.636
PsyWB_7	0.806
PsyWB_8	0.677

Discriminant Validity

Measurement of discriminant validity (item level differentiated between construct or measure of different concepts) was done by examining the association between construct and square root of AVE for the construct (Fornell & Larcker, 1981). All values of square root of AVE were higher than the correlation value in rows and columns, showing that discriminant validity had been achieved (see Table 2). In short, measurement model showed that convergent

validity and discriminant validity had been achieved.

Structure Model Assessment

The assessment of measurement model was followed by structure model analysis. Structure model contained the hypothesis for the relationship between exogenus and endogenus variable in the model. Figure 3 shows the structural model of this study.

From the two hypotheses that were proposed for the relationship between work-life balance and individual well-being (career satisfaction and psychological well-being), only one was accepted. Psychological well-being was positively influenced by work-life balance ($\beta = 0.328$, $p<0.01$). Therefore, the results supported hypothesis H_2. On the other hand, career satisfaction was negatively influenced by work-life balance. Therefore, H_1 ($\beta= -0.142$, $p>0.05$) was found to be unsupported. At the same time, two more hypotheses were postulated for moderating effects of organisational climate towards the relationship between work-life balance and individual well-being (career satisfaction

and psychological well-being). However, both hypotheses were not supported (H_3: $\beta= -0.083$, p>0.1; H_4: $\beta= -0.156$, p>0.1). See Table 3 for the findings of path coefficient and hypothesis testing in this study.

DISCUSSION

The statistical result provided support for only one hypothesis relationship, which is work-life balance was revealed to have a positive effect on psychological well-being. This finding agrees with Tuwei (2015) who found that work/family balanced significantly influences psychological well-being among workers. From this finding, it is possible to claim that staff in this ODL university were receiving work-life balance support, which allowed them to better handle the demands of care and responsibilities and to lower the demands of work, by decreasing workloads, disruptions to work and commuting times, and improved prioritization of work, time management, and completion rates. Apart from that, an increase in job autonomy, for instance, could be the factor that allowed these employees to perform better at work.

Table 2

Discriminant validity of construct

Constructs	WLB	OC	CSAT	PsyWB
WLB	0.703			
OC	0.255	0.720		
CSAT	0.123	0.237	0.695	
PsyWB	0.431	0.318	0.444	0.742

Note: Diagonals (in bold) represent the square root of the AVE, while off-diagonals represent the squared correlations between constructs.
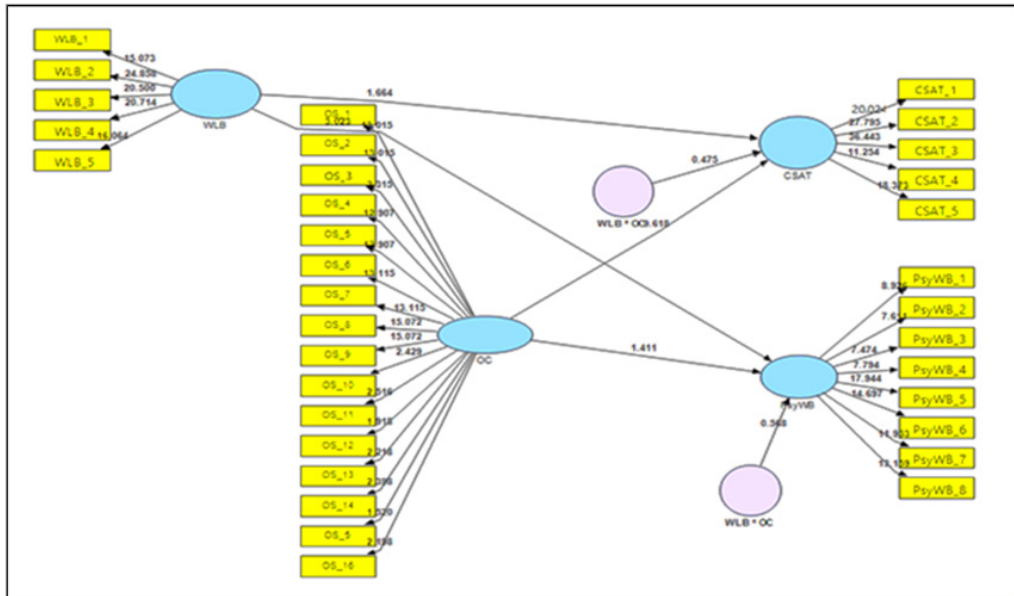
Figure 3. Structural model

Table 3

Path coefficient and hypotheses testing

No	Relationship	Path Coefficient (β)	Std. Error	t-value	Decision
H₁	WLB --> CSAT	-0.142	0.085	1.664	Not Supported
H₂	WLB --> PsyWB	0.328	0.109	3.023***	Supported
H₃	WLB*OC --> CSAT	-0.083	0.175	0.475	Not Supported
H₄	WLB*OC --> PsyWB	-0.156	0.276	0.568	Not Supported

Note: ***p < 0.01 (2.33), **p < 0.05 (1.645), *p < 0.1 (1.28) (based on one-tailed test)

For example, they can resolve an issue when it happens, without needing to consult their supervisor; thus, they may not have to take home unresolved work issues or get stressed by them. This is combined with their perception about feeling happy when a goal is achieved as well as being enthusiastic or attentive about something, which is attaining psychological well-being. As such, Hypothesis 2 is supported.

Next, our findings indicated that career satisfaction was not positively influenced by work-life balance. This result contradicted to the findings which discovered work-life balance is a key element in career satisfaction of workers (Saltzstein et al.,

2001); quality work-life was directly connected to work satisfaction (Hill et al., 2003); and working life variables like perception of support by colleagues, salary, satisfaction with the administrative party, work conflicts, and conflicts not related to work, were proven to have direct impact on or can predict work satisfaction (Cahill et al., 2015; Haar et al., 2014). The possible explanation from this finding could be the opportunity for career advancement in this ODL university is not compelling. For instance, time was not devoted to conducting frequent meetings with team members on a one-to-one basis to discover their ambitions, hopes, and exasperations. Workers were not given support in terms of planning a career path and in identifying key milestones for accomplishment within the organisation, for them to better envision their career. This situation elucidates that the communication channel regarding career advancement prospects, which can help workers feel more involved and empowered is unclear and inconsistent. Consequently, employees do not feel valued and this eventually leads to reduced efficiency and loyalty. Therefore, Hypothesis 1 is not supported.

Even though previous studies have proven that the positive outcome of innovative workers' perception concerning overall work-life quality is directly associated with work satisfaction (Lee et al., 2018), this current research had suggested that organisational climate did not moderate the relationship between work-life balance and career satisfaction. The only explanation to further comprehend this result is the organisational climate practice in this ODL university. For instance, the staff might not be satisfied with the benefits their university provide, the benefits given are not enough to satisfy their essential requirements, or the benefits do not match with the external labour market's standard. Furthermore, it can be claimed that the workers are not supplied with adequate instruction regarding their work, and perhaps they believe that their performance assessment is unfair when they do not get promoted based on their performance. Consequently, Hypothesis 3 is not supported.

Our last finding exposed that organisational climate did not moderate the relationship between work-life balance and psychological well-being. This finding is corroborated by Viitala et al. (2015), who suggested that well-being at work was an individual and a unit level phenomenon. If the environment in the unit is not healthy, it can negatively contribute to the health of workers. In contrast, if the environment in the unit is healthy, it will help develop workers' well-being and shield them from any possible associated issues. Hence, it can be assumed that the equipment and resources, supplied by this ODL university, that are essential for the staff to perform their duties are inadequate. Moreover, the materials given by the department for their usage is not enough, and the departmental policies fail to facilitate the attainment of their career goal when the staff spend too much time attending meetings that makes them unable to perform well in their job. At times, the environment within

the department is also unsupportive. For example, senior colleagues could generate a demanding environment for their junior and sometimes discourage them from taking initiatives to resolve issues. Thus, Hypothesis 4 is not supported.

Implications

Theoretically, the contribution is attributed to the moderating variables, namely organisational climate. The result of finding contributes to the literature that organisational climate did not moderate the relationship between career satisfaction and individual well-being. Studies on ODL in Malaysia have focused mainly on students 'online reading strategy (Jusoh & Abdullah, 2015); challenges faced by adult distance learners to learn English (Sai et al., 2013); exploring social presence in online forums (Zaini & Ayub, 2013); effects of an online writing platform on students' performances in narrative writing (Annamalai et al., 2013); and personality styles among adult distance education students (Zin, 2012). Thus, this study sheds light on understanding the relationship between work-life balance and individual well-being, moderated by organisational climate among the staff of one of the ODL universities in Malaysia.

Looking at practical contribution, this research is proposing several policies for the Human Resource Department of this ODL university to consider. The first policy will help enhance the level of career satisfaction among employees. It is recommended that the Human Resource Department invests more in job training and education because it

is imperative for career development. Most workers are believed to have a desire for such learning opportunities. The courses and workshops are paid for by the university and should be part of the workers' plan. Next, to nurture individual requirements and specific skills, the Human Resource Department should assist the staff in keeping abreast of the latest happenings in the wider industry, like having monthly lunchtime sessions with guest speakers on topics such as technology that are relevant to the ODL institution. Besides, top talents from every department can be rewarded by sending them to attend industry conferences to learn and network every year. Such an investment will make the employees feel valued and subsequently will lead to more productivity and loyalty, and the career satisfaction level will also increase.

The Human Resource Department can also consider the policy on organisational climate. To improve work-life balance, a flexibility policy should be created, and this will cause a big difference to workers' morale. Such a policy will assist employees to find time to complete their work and enjoy their life beyond their workplace. For instance, the university can supply technological resources, which let employees work from home when they have family matters to manage. Besides that, the welfare policy can also be introduced when the university provides resources to ease workers' family responsibilities.

Lastly, this research suggests to the Human Resource Department to nurture a culture of appreciation as part of

organisational climate practices in this ODL university. This is because appreciation has the highest positive impact on workplace culture when both colleagues and supervisors offer it. When workers are unvalued by their supervisors and co-workers, they will feel like a commodity or that they are being used. In such a situation, employees will display negative behaviours like showing up late for work more frequently, becoming demotivated and thus the quality of work deteriorates, and complaining more about their work, colleagues, and supervisor. To avoid this, workers must feel more valued by their supervisors and co-workers, and hence, appreciation must be communicated often. Appreciation can be shown once or twice a year during a worker's performance review, or by awarding team member of the month. These recommendations are crucial, whereby absenteeism can be lowered, work environment becomes more positive, conflicts are reduced, and employees would enjoy their work more.

Limitations and Suggestions for Future Research

Like past research, this study also encountered a few limitations. First, because this is a cross-sectional study, results could be different if it is conducted via longitudinal approach. Moreover, the outcome can change if this ODL University employees' behaviour is observed for a certain period of time. In this context, future research can contemplate employing the longitudinal method to examine work-life balance and employee well-being and organisational

climate. Second, it will be useful for future researchers to consider using a comparative approach to study work-life balance and individual well-being among staff from different ODL institutions in Malaysia.

CONCLUSION

This study has provided empirical support for the proposed research framework between work-life balance and individual well-being moderated by organisational climate among staff in an ODL university. In theory, the contribution is from the context of the moderating variable, organisational climate. In the practical aspect, the contribution would be the suggestion to the Human Resource Department to consider the two policies. The first policy concerns investing in job training and education to raise the level of employees' career satisfaction. Meanwhile, the second one is regarding appreciating the workers via frequent communication.

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