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INDIVIDUAL, ORGANIZATIONAL AND ENVIRONMENTAL FACTORS
AFFECTING WORK-LIFE BALANCE

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INDIVIDUAL, ORGANIZATIONAL AND ENVIRONMENTAL FACTORS
AFFECTING WORK-LIFE BALANCE

By

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Thesis Submitted to

Othman Yeop Abdullah Graduate School of Business

Universiti Utara Malaysia

In Fulfillment of the Requirement for the Doctor of Philosophy

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ABSTRACT

Finding a balance between work life and personal life has become a worldwide trend. Understanding factor that could affect work-life balance is important in rectifying this problem. Based on Conservation of Resources (COR) Theory, this study aims to examine direct relationship between emotional intelligence, spiritual intelligence, job engagement, work overload, technology advancement, and work-life balance. It also investigates moderating effect of organizational support on the relationship between emotional intelligence, spiritual intelligence, job engagement, work overload, technology advancement, and work-life balance. A total of 1,899 questionnaires were personally distributed to police officers at police headquarters in Peninsular Malaysia. Of 1,899 sets distributed, only 1,566 sets were returned and usable for further analysis, representing a response rate of 85%. Partial least squares (PLS) was used to evaluate the measurement model and structural model. The results support the hypotheses that emotional intelligence and job engagement are positively related to work-life balance. On the contrary, work overload and technology advancement are found to be negatively related to work-life balance. Additionally, spiritual intelligence is not found to be significantly and positively related to work-life balance. Finally, organizational support only moderates the relationship between job engagement and work-life balance. Theoretical and practical implications of the findings, as well as limitations and directions for future research, are discussed. The findings of this study provide evidence on the applicability of conservation of resources (COR) theory in explaining the factors affect work-life balance. Based on these findings, organizations must focus the variables of emotional intelligence, job engagement, technology advancement and work overload.

Keywords: emotional intelligence, spiritual intelligence, organizational support, work-life balance, Police Headquarters

ABSTRAK

Mengenalpasti keseimbangan antara kerja dan kehidupan peribadi telah menjadi tren di seluruh dunia. Memahami faktor yang boleh menjejaskan keseimbangan kerja dan kehidupan adalah penting dalam membetulkan masalah ini. Berdasarkan Teori *Consevrvation of Resources (COR)*, kajian ini bertujuan mengkaji hubungan langsung antara kecerdasan emosi, kecerdasan spiritual, penglibatan kerja, beban kerja, kemajuan teknologi, dan keseimbangan kerja dan kehidupan. Kajian ini juga menyelidik kesan penyederhana sokongan organisasi terhadap hubungan antara kecerdasan emosi, kecerdasan spiritual, penglibatan kerja, beban kerja, kemajuan teknologi, dan keseimbangan kerja dan kehidupan. Sebanyak 1,899 set soal selidik diedarkan secara terus kepada pegawai-pegawai polis di ibu pejabat polis di Semenanjung Malaysia. Hanya 1566 set daripada jumlah 1,899 set diedarkan yang telah dikembalikan dan boleh digunakan untuk analisis lanjut, iaitu mewakili kadar maklumbalas sebanyak 85%. *Partial Least Square (PLS)* analisis digunakan untuk menilai model pengukuran dan model struktur. Hasil analisis menyokong hipotesis bahawa kecerdasan emosi dan penglibatan kerja berkait secara positif dengan keseimbangan kehidupan. Sebaliknya, beban kerja dan kemajuan teknologi didapati berkait secara negatif dengan keseimbangan kehidupan. Selain itu, kecerdasan spiritual didapati tidak menunjukkan hubungan yang ketara dan positif dengan keseimbangan kehidupan. Akhir sekali, sokongan organisasi hanya menyederhana hubungan antara penglibatan kerja dan keseimbangan kerja dan kehidupan. Implikasi teori dan praktikal hasil kajian, serta batasan dan hala tuju untuk kajian seterusnya turut dibincangkan. Dapatan kajian ini memberikan bukti kepada Teori *conservation of Resources (COR)* dalam menjelaskan faktor-faktor yang memberikan kesan keseimbangan kerja dan kehidupan. Berdasarkan dapatan ini, organisasi perlu memberi tumpuan terhadap pembolehubah kecerdasan emosi, penglibatan kerja, kemajuan teknologi dan beban kerja.

Kata kunci: kecerdasan emosi, kecerdasan spiritual, sokongan organisasi, keseimbangan kerja dan kehidupan, Ibu Pejabat Polis

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CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter presents the background, problem statement, research questions, research objectives, significance, and scope of the study. It also provides the operational definitions of the key terms used in this study.

1.1 Background of the Study

Work-life balance, which concerns the quality of life, has become an important issue to employees and employers in the era of globalization (Hilbrecht, Shaw, Johnson & Andrey, 2008). In 2009, a survey was conducted by the Corporate Executive Board (2009) to identify the work-life balance satisfaction of 50,000 global workers. The result indicated that only 30 percent global workers reported to have a good work-life balance in comparison to 53 percent workers reported a good work-life balance in 2006.

Police work has been identified as a very stressful occupation (Burke, 1994, Rothmann & Van Rensburg, 2002; Swanepoel, 2003; Wiese, Rothmann, & Storm, 2003). In Malaysia, a survey by Mohd Nasaruddin and Muhd Amirul Faiz (2011) found that job stress is the highest among police (53.7%), followed by prison officers (48%), firefighters (47.3%), teachers (44.8%), nurses (42.3%), doctors (40.7%), and pharmacy assistants (35.2%). They also found that among police officers in a higher position tend to have a higher level of stress (61.6%), followed by corporal (56%) and constable (51.3%). They

observed that high workload, working more than normal working hours, or being constantly on call increased stress in many police officers. The naturally dangerous job, witnessing traumatic scenes and violent citizens they have to protect, organizational inefficiency, time pressures, work overload, inadequate resources and the overall lack of support from management teams are stressors in a police officers' job (Rothmann and Van Rensburg, 2002; Swanepoel, 2003; Wiese et al., 2003).

Scholars suggest that occupational stress is likely to have a spillover effect to the overall quality of life, including family life (Doyle & Hind, 1998; Kinman & Jones, 2003) and work-life balance (Bell, Rajendranm, & Theiler 2012). A survey in Canada reported that women police officers, who made up 25 percent were more than men to be single or divorced ("Police job lack", 2012). Haines (2003) found that the number of police officers ended up divorcing their spouse was very high due to long working hours. The UK survey of more than 1200 police officers and staff reported that male officers also experience work-family conflict ("Police struggle to", 2012). Another survey of 4500 police officers conducted in Canada also identified that police job lacks work-life balance. The combination of shift work, long working hours and being unable to switch out of work role when at homewere attributed to experienced anxiety and depression ("Police struggle to", 2012). Because of work demand, Canadian police officers were also reported to experience significant stress and health problems ("Police job lack", 2012).

Stress, shift work, and extended work hours will impact health problems, physical health, mental problem and psychological outcomes (Violanti, 2005; Duxbury & Higgins, 2012). In Malaysia, the statistics released by the police contingent headquarters in Kuala Lumpur show that every year a police officer will be admitted to a psychiatric hospital due to psychological mental illness (Rogayah, 2012). On 26 April 2012, a policeman on duty at Anak Bukit, Kedah died because he was shot by his colleague believed to suffer from a serious mental health problem. In short, the consequences of poor integration between work and personal life (e.g., burnout, alcohol and drug, family violence, suicide, anger and withdrawal) emerge as a major concern for police officers, their families, the organization and society they serve (Burke, Burges, & Obenlaid, 2004). That explains why work-life balance is attracting scholarly interest.

1.2 Problem Statement

Work-life balance of employees can improve organizational performance and individual performance. Many empirical studies have been conducted to explore and examine the presumed antecedents of work-life balance (Makela, Suutari, & Mayerhofer, 2011; Morganson, Major, Oborn, Verive & Heelan, 2010; Keeton, Fenner, Johnson, & Hayward, 2007). Yet, there are still gaps that have not been addressed by past researchers and this warrants a study on this topic, as explained below.

Many theories have been used to explain work-life balance, such as role theory, spill-over theory, segmentation theory, and compensation theory. This study is different from previous works as it uses conservation of resources (COR) theory in its attempt to explain

work-life balance. According to this theory, there are four resources an individual wishes to preserve and maintain to help them juggle with work and life conflict. They are personal characteristics, conditions, objects, and energies (Hobfoll, 1989 & 2002). In line with this theory, this study examines a number of variables within each group of resources which have not been widely considered yet. Within the personal characteristics category, emotional and spiritual intelligence are investigated. Job engagement (conditions category), work overload (energies category), and technological advancement (objects category) are the new variables considered in this study.

One of the resources individuals wish to conserve or maintain to avoid stress is personal characteristics, such as self-esteem, skills, self-efficacy, and sense of coherence. A personal characteristic that has not been widely studied is emotional intelligence, and if any, the studies were primarily conducted in India and in a specific IT industry (Jyothi Sree & Jyothi, 2012; Ramanithilagam & Ramanigopal, 2012; Srividhya & Sharmila, 2014; Sharma, 2014), limiting the generalizability of the findings across different cultural contexts. Generally speaking, these studies found that emotional intelligence played a significant role in enhancing work-life balance. In addition to emotional intelligence, this study considers spiritual intelligence as another personal characteristic worth studying because its role is arguably important in balancing personal and professional life (Tekkeveettil, 2001; Wingglesworth, 2012). However, studies that looked into the role of spiritual intelligence in work-life balance are quite limited in number. By examining these two resources in a single study, the different effects each personal characteristic has, if any, on work-life balance, can be ascertained. Such finding is valuable to

practitioners and managers in devising appropriate measures to enhance work-life balance and hence organizational effectiveness.

Studies on job engagement and work-life balance are very few (Bakker, Albrecht, & Leiter, 2011; Hablesleben, Harvey, & Bolino, 2009; Beckers et al., 2004; Geurts and Demerouti, 2003). However, these few studies have offered mixed result. For example, previous studies by Amarakoon and Wickramasinghe (2010); Lewis (2008) and Crutchfield, Ritz and Burris (2013) found a positive result between job engagement and work-life balance. However, Bakker, Albrecht and Leiter (2011); Hablesleben, Harvey and Bolino (2009); Geurts and Demerouti (2003) argued that there is a negative relationship between job engagement and work-life balance. Mixed findings have also been reported by research works on technological advancement and work-life balance (Sarker, Xiao, & Ahuja, 2012; Hislop & Axtell, 2011). For example, Reeves (2002); Hogg (2000) and Daiz, Chiaburu, Zimmerman and Boswell (2012) found a negative relationship between technology advancement and work-life balance. In contradict, Towers, Duxbury, Higgins and Thomas (2006); Sarker, Xiao and Ahuja (2012) and Makinson, Hundley, Feldhaus and Fernandez (2012) reported negative relationship between technology advancement and work-life balance. Therefore, the inconsistent findings necessitate that further efforts are needed.

Work overload has been examined in relation to work-life conflict (Britt & Dawson, 2005; Skinner & Pocock, 2008; Lyonette, Crompton & Wall, 2007). Naitaini (2010) found that an increase in the number of hours worked per week caused an overlap

between work and personal time. A survey by the Chartered Institute of Personnel and Development (CIPD, 2001) found that long working hours affected the relationship between employees and other family members. In 1999, Cooper demonstrated a link between long working hours and family breakdown. Because work overload seems to have a significant effect on quality of life, it is reasonable to postulate that it is likely to damage work-life balance.

In relate to organizational support, there are some studies that relate to organizational support and work-life balance have consistently showed that there is a significant relationship these variables (Tremblay, Genin, & Loreto, 2011; Chitra Devi & Sheela Rani, 2012; Allen, 2001; Apgar, 1998; Shepard, Clifton, & Kruse, 1996). Due to the fact that, it is a significant variable that influence work-life balance, it can be a moderating factor. Organizational support has been used as a moderator in a few studies (Amarakoon & Wickramasinghe, 2010; Aizzat and Driscoll, 2012). Therefore, it is believe that organizational support can moderate these types of variables in this study.

Studies on work-life balance have been done in various workplace settings, such as food and catering (Chiang, Birtch, & Kwan, 2010), construction (Sang, Ison, & Dainty, 2009; Bradley, Brown, Lingard, Townsend, & Bailey, 2010; Watts, 2009), health care (Younis, Zulfiqar, Arshad, & Iman, 2011; Malik, Saleem, & Ahmad, 2010), banks, educational institutions and governmental organization (Varatharaj & Vasantha, 2012), information technology (Kanwar, Singh, & Kodwani, 2009; Rani, Kamalanabhan, & Selvarani, 2011; Dash, Anand, & Gangaharan, 2012), and police institution (Tremblay, Genin, & Loreto,

2011). However, not much attention has been given to the police institution particularly in Malaysia. Therefore, this study will present work-life balance among police officers in Malaysia.

With conduct of this study, the important of all the five variables will identify in improving work-life balance among employees. Additionally organizational support as a predictor will enhance the employee's work-life balance.

1.3 Research Question

Referring to the aforesaid gaps, the present study addresses the following research questions:

- 1) What is the relationship between emotional intelligence and work-life balance?
- 2) What is the relationship between spiritual intelligence and work-life balance?
- 3) What is the relationship between job engagement and work-life balance?
- 4) What is the relationship between work overload and work-life balance?
- 5) What is the relationship between technology advancement and work-life balance?
- 6) Does organizational support moderate the relationship between emotional intelligence and work-life balance?
- 7) Does organizational support moderate the relationship between spiritual intelligence and work-life balance?
- 8) Does organizational support moderate the relationship between job engagement and work-life balance?

- 9) Does organizational support moderate the relationship between work overload and work-life balance?
- 10) Does organizational support moderate the relationship between technology advancement and work-life balance?

1.4 Research Objective

The objectives of this study, resulting from the identified research gaps in the literature, are as follows:

- 1) To examine the relationship between emotional intelligence and work-life balance.
- 2) To investigate the relationship between spiritual intelligence and work-life balance.
- 3) To assess the relationship between job engagement and work-life balance.
- 4) To analyze the relationship between work overload and work-life balance.
- 5) To examine the relationship between technology advancement and work-life balance.
- 6) To determine whether organizational support moderate the relationship between emotional intelligence and work-life balance.
- 7) To determine whether organizational support moderate the relationship between spiritual intelligence and work-life balance.
- 8) To determine whether organizational support moderate the relationship between job engagement and work-life balance.

- 9) To determine whether organizational support moderate the relationship between work overload and work-life balance.
- 10) To determine whether organizational support moderate the relationship between technology advancement and work-life balance.

1.5 Significance of the Study

This study offers a number of theoretical and practical contributions in the area of work-life balance. From the theoretical point of view, this study offers an understanding of the function of emotional intelligence, spiritual intelligence, job engagement, work overload, technology advancement, and organizational support in predicting work-life balance at the individual level of analysis, within the local context. By incorporating organizational support as a moderator, the findings from this study could add further to the existing literature in work-life balance. The combination of all these is consistent to conservation of resources (COR) theory as a framework to understand work-life balance among police officers.

From the practical perspective, the findings are likely to be useful for the police management in understanding the situational factors that influence work-life balance and develop appropriate measures and policies to deal with work-life balance issues among the police force. Since work-life balance of the police force has important repercussions to a wider society, it is imperative that such issue is tackled and addressed effectively. In particular, organizational support should be in place to implement enhance work-life balance policies and measures.

1.6 Scope of Study

This study conducted among Malaysian police officers Headquarters only. A survey conducted in Malaysia by UKM medical center, reported that higher stress job is police (53.7%). Therefore, this study was conducted among police officers in Malaysia. With regard, to data collection procedure, 1903 questionnaires were administered to police officers of the Malaysian Police headquarters. The data collection exercise lasted for about four months, beginning from July, 2014 to October, 2014. Specifically, the study identifies whether factors like emotional intelligence, spiritual intelligence, job engagement, work overload and technology advancement as have a direct relationship on work-life balance. Also, identifying organizational support as predictor in enhance work-life balance.

1.7 Definitions of Key Terms

The key constructs are involved in this study: work-life balance, emotional intelligence, spiritual intelligence, job engagement, work overload, technology advancement, and organizational support. They are operationally defined as follows.

1.7.1 Dependent Variable

Work-life balance: Work-life balance is defined in terms of hours spent at work and with family (Poelmans, Kalliath, & Brough, 2008).

1.7.2 Independent Variables

Emotional intelligence: A subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (Wong & Low, 2002).

Self-emotions appraisal: An individual's ability to understand in deep own emotions and to able to express these emotions naturally (Wong & Low, 2002).

Other emotions appraisal: An individual's ability to perceive and understand the emotions of people surrounding him or her (Wong & Low, 2002).

Regulation of emotion: An individual's ability to regulate his or her emotions, which will enable more rapid recovery from psychological distress (Wong & Low, 2002).

Use of emotion: An individual's ability to use his or her emotions by directing himself or herself constructive activities and personal performance (Wong & Low, 2002).

Spiritual intelligence: Spiritual intelligence is defined as a set of mental capacities that deals with knowledge integration, adaptive use of spiritual transcendence, and spiritual aspects of a person that leads to outcomes, such as profound reflections, increased sense, divine self-recognition, and mastery of divine features (King, 2008).

Critical existential thinking: The ability to think critically is defined in fact, existence, time, death and other metaphysical or existential issues (King, 2008).

Personal meaning making: The ability to produce a personal sense of meaning and purpose, in every person's experiences physically and mentally, including the capacity to create and master a life purpose (King, 2008).

Transcendental awareness: The capacity to understand the superior aspect of self, others and refers to the material world (King, 2008).

Conscious state expansion: The ability to enter higher levels of consciousness, such as pure consciousness, cosmic consciousness, unity and oneness (King, 2008).

Job engagement: A "positive, fulfilling, work-related state of mind that is characterized by vigor, dedication and absorption (Schaufeli, Salanova, Ganzaellez-Roma,& Bakker 2002).

Vigor: High levels of energy and mental resilience related to work experience and enthusiasm to invest effort in one's work and to persist despite being faced with obstacles (Schaufeli, Salanova, Ganzaellez-Roma,& Bakker 2002).

Dedication: Deep involvement in work and experience of feelings of significance, enthusiasm, inspiration and challenge (Schaufeli, Salanova, Ganzaellez-Roma,& Bakker 2002).

Absorption: Full concentration and happy engrossment in one's work, whereby time passes quickly (Schaufeli, Salanova, Ganzaellez-Roma,& Bakker 2002).

Work overload: Describes a perception of having too many things to do and not enough time to do them (Caplan, Cobb, French, Harrison, & Pinneau, 1975).

Technology advancement: Technology advancement is a tool that transforms work from a place you go to a function you perform, whenever and wherever you happen to be when a call, email or social networking device reveals the next urgent assignment (Marinson, Hundley, Feldhaus, & Fernandez 2012).

1.7.3 Moderating Variable

Organizational support: Employees develop global beliefs concerning the extent to which the organization values his or her contribution and cares about his or her wellbeing (Eisenberger, Huntington, Hutchison,& Sowa, 1986).

1.8 Summary and Organization of Chapters

This thesis has five chapters. Chapter one introduces the background of the study in relation to the issues involved, statement of the problem, research questions, and research

objectives. Then, the scope of the study is briefly explained, followed significance and definition of key terms.

Chapter two discusses past literature in which the research gaps are further elaborated and identified. Then, the chapter conceptualizes sevenkey constructs examined, such as work-life balance, emotional intelligence, spiritual intelligence, job engagement, work overload, technology advancement, and organizational support. This chapter also explains the significance of conservation of resources theory that underpins this study. The past studies and the theory are used to develop and formulate the research hypotheses.

Chapter three describes the research methodology employed by this study. It clarifies the population of the study, sampling techniques, method of data collection, and method of data analysis. After data were analyzed, the findings are presented in chapter four, leading to the discussion of the findings, limitations of the study, implications for practice, and suggestions for future research in chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of the literature on the topic of work-life balance, emotional intelligence, spiritual intelligence, job engagement, work overload, technology advancement, and organizational support. The purpose of this chapter is to provide an understanding of the variables used in this study and how they contribute to it. The chapter concludes by discussing the underpinning theory, the research model, and the development of hypotheses.

2.1 Work-Life Balance

The origins of research on work-life balance can be traced back to studies of women having multiple roles. Barnett and Baruch (1985) investigated the psychological distress connected to the balance of rewards and concerns generated by individual women's multiple roles as paid worker, wife, and mother. They found that positive role quality -- more rewards than concerns experienced in a given role -- was related to low levels of role overload, role conflict, and anxiety. Based on their research, Barnett and Baruch (1985) defined role balance as a "rewards minus concerns" difference score which could range from positive to negative values.

According to Clark (2000), and Ungerson and Yeandle (2005), work-life balance involves multiple domains, such as family care, personal time, and work that must be

maintained, which are combined with a minimum level of conflict. For some authors, work-life balance is an individual's ability to meet both family and work commitments as well as all non-work related responsibilities and activities (Parkes & Langford, 2008). For others, Hobson, Delunas, and Kesic (2001), work-life balance is the maintenance of balance between responsibilities at work and at home. In other writings, Virick, Lily, and Casper (2007) define work-life balance as an equal investment of time and commitment to work and non-work domains. Greenhaus and Singh (2003) also affirm that work-life balance represents a scope of how individuals will equally be involved and be equally satisfied with their work role and home role.

In this study, work-life balance is defined in terms of hours spent at work and with family, consistent with Poelmans, Kalliath and Brough (2008), who assert that each individual experiences balance in a different way. They also argue that "a person can perfectly achieve a healthy 'work-life balance', even though work time more than family time, and in a consistent way in the course of a whole lifetime". According to Chang, McDonald, and Burton (in press), there is a lack of conceptual clarity in the literature between the constructs of work-family balance and work-life balance, resulting in an interchangeable usage of these terms. Therefore, for the present study, the definition of work-life balance is also identified similarly with the construct of work-family balance.

In the past, various predictors of work-life balance have been studied. They include work satisfaction (Saif, Malik, & Awan, 2011); work schedule satisfaction (Nelson & Tarpey, 2010); job satisfaction (Malik, Saif, Gomez, Khan, & Hussain, 2010); telework

(Hilbrecht, Shaw, Johnson, & Andrey, 2008; Shaw, Andrey, & Johnson, 2003; Musson & Tietze, 2004; Morganson, Major, Oborn, Verive, & Heelan, 2010); work personal life enhancement (Amanjot & Singh, 2013); recession (Naithani, 2010); job stress (Bell, Rajendran & Theiler, 2012; Sarwar & Aftab, 2011; Wallace, 2005; Wong & Lin, 2007; Gupta & Sharma, 2013); and work-life conflict (Amanjot & Singh, 2013). These are discussed next.

2.1.1 Previous Studies on Work-Life Balance

Job satisfaction was found to positively related to work-life balance in a study involving 450 male and female layoff survivors in organizations operating in Pakistan (Saif, Malik, & Awan, 2011). In another study, Amanjot and Singh, (2013) also identified the relationship between job satisfaction and work-life balance among 59 employees from banking and educational sector in Dehli. They found that among banking professionals there was a significant positive relationship between job satisfaction and work-life balance, whereas among educationists the relationship was not significant. Other studies on job satisfaction and work-family balance among working women in Pakistan also found a positive relationship (Malik, Saif, Gomez, Khan, & Hussain, 2010). In a different study, Nelson and Tarpey (2010) observed that work schedule satisfaction had a positive relationship with work-life balance among 1565 clinical nurses at a hospital in the Midwest region of the United States.

Hilbrecht, Shaw, Johnson, and Andrey (2008) explored time flexibility and work-life balance among married female teleworkers in a Canadian financial corporation. They

observed that telework was positively related to work-life balance because flexible scheduling facilitated optimal time management. A similar result on the positive relationship was also reported elsewhere (Shaw, Andrey, & Johnson, 2003; Musson & Tietze, 2004; Morganson, Major, Oborn, Verive, & Heelan, 2010; Amanjot & Singh, 2013).

One factor that seems to be negatively affecting work-life balance is the economic recession (Naithani, 2010). Another factor is stress. Stress was found to be negatively related across various occupations in different countries, such as academic staff members in Australia (Bell, Rajendran & Theiler, 2012); middle level managers in Pakistan (Sarwar & Aftab, 2011); lawyers in Canada (Wallace, 2005); full-time service employees (Wong & Lin, 2007); and senior corporate executives in India (Gupta & Sharma, 2013). Besides stress, work-life conflict was also significantly and negatively related to work-life balance (Amanjot & Singh, 2013).

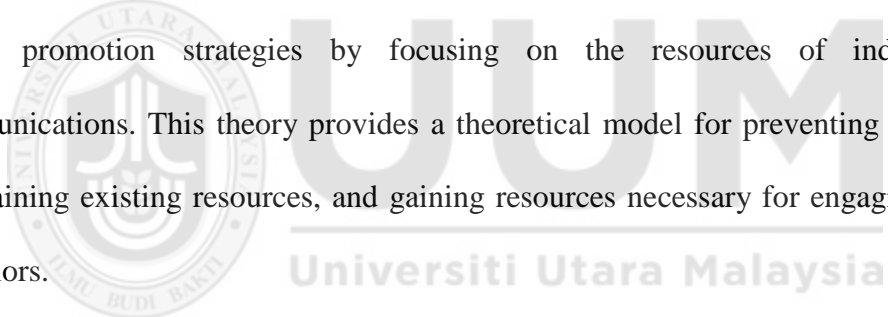
In short, various factors have been tested in the past to predict work-life balance. Some factors like work satisfaction, work schedule satisfaction, job satisfaction and work personal life enhancement have been found to be positively related to work-life balance, but other factors like recession, job stress, and work-life conflict have been observed to be negatively related. These mixed findings on work-life balance have provided an avenue for future researchers to further examine other potential factors in another context of studies to capture a more comprehensive understanding.

2.2 Underpinning Theory in the Study

This study is underpinned by conservation of resources theory (Hobfoll, 1988) in its attempt to explain work-life balance.

2.2.1 Conservation of Resources (COR) Theory

The conservation resources (COR) theory was developed by Hobfoll (1988). This theory proposes that individuals will be motivated to acquire and maintain resources to deal with the demands of work and family. COR theory is a motivational theory that rests, firstly, on the basic tenet that individuals strive to obtain, retain, foster and protect resources. COR theory (Hobfoll, 1988, 1989, 1998a) offers a framework for implementing public health promotion strategies by focusing on the resources of individuals and communications. This theory provides a theoretical model for preventing resource loss, maintaining existing resources, and gaining resources necessary for engaging in healthy behaviors.



Nowadays individual are struggling to manage healthy work-life balance due to stress, job dissatisfaction, anxiety, physiological tension, and thoughts about quitting one's job. The COR model proposes that inter-role conflict leads to stress because resources are lost in the process of juggling both work and family roles. However, COR theory argues that resources are the key components to determining individuals' appraisals of events as being stressful and resources define how individuals are able to cope with the situation. Different individuals have different types of personal characteristics and they are able to use better skills to protect and promote their integrity. Some persons may have better

skills at minimizing their losses. Therefore, resources can be defined as anything people value, such as self-esteem, close attachment, inner peace, work-life balance, feelings of being resilient and materialistic objects, such as houses and cars. In particular, Hobfoll (1989, 2002 & 2009) categorizes resources into four general areas: (a) personal characteristics (self-esteem, skills, self-efficacy and sense of coherence); (b) conditions (marriage, tenure, seniority, parental role, being embedded in supportive social networks, and mental health); (c) objects (house, car, and luxurious objects); (d) energies (time, money, and knowledge).

In this study, emotional intelligence and spiritual intelligence are personal characteristics. Technology advancement is considered an object, which includes smartphones, laptop, and tablets while conditions include organizational support and job engagement. In terms of energy, work overload is considered.

With regards to personal characteristics, Gardner (1983) defines intelligence as a set of abilities that are used to solve problems and create products that are valuable within a cultural setting or community. Therefore, emotional intelligence is a set of abilities that are used to solve problems and create products that are valuable within a cultural setting or community. People who have emotional intelligence will be able to balance between personal and professional lives. Therefore, it is proposed that emotional intelligence is an important factor to improved work-life balance. Other than emotional intelligence, spiritual intelligence is also suggested by Gardner (1998) in developing multiple intelligence theory. According to Emmons (2000a, 2000b), spirituality can be viewed as a

form of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals. The person who has high spiritual intelligence has the ability to surpass the physical and material ability to understand and experience heightened states of consciousness, the capacity to sanctify daily incidents, the capacity to be righteous, and make use of spiritual resources to solve problems. Because of spiritual intelligence, stress also can be changed into positive power. Spiritual intelligence also allows us to be present in the moment free of anger, resentment, worry, and fear (Fry & Wigglesworth, 2010). For example, spiritual intelligence will help a person to find himself or herself and others by identifying the hidden resources of life and joy which is hidden in chaotic and stressful daily life (Amram, 2009). In short, spiritual intelligence helps a person to be successful in his or her life. Therefore, spiritual intelligence is an important factor for work-life balance. A person who can manage a good work-life balance also can be identified as a successful person in his or her life.

This study also considers organizational support as a condition of resources. According to Eisenberger et al. (1986), perceived organizational support is viewed by employees' tendency to assign the organization humanlike characteristic. Also, it is noted that supervisors play the main role in perceived organizational support. Because they act as organizational agents, the favorable treatment they give to the employees represents organizational support (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002). A meta-analysis suggests that fairness, supervisor support, organizational rewards, and favorable job conditions were connected with perceived organizational support (Eisenberger et al., 2002). Nowadays, most organizations are

concerned with their employee well-being and satisfaction. As such, many organizations are implementing many work-life balance programs to manage their employees' professional and personal life. In conclusion, organizational support as perceived by the employees is expected to have a positive effect on work-life balance. According to Hakanen et al. (2005), job resources (e.g., variability in the required professional skills, peer contacts) are most beneficial in maintaining work engagement under conditions of high job demands (e.g., workload, unfavorable physical environment). The support employees get from the organization will reduce their work stress and work overload. As a result, the employees will be highly engaged in their job. Such resources will enable them to minimize work and personal life conflict.

Technology advancement is also one of the job resources that will help employees manage stress at work. According to Makinson, Hundley, Feldhaus, and Fernandez (2012), the use of a smartphone will reduce the level of stress of employees because such use will improve their ability to balance their work and personal life. By choosing the most appropriate strategy arising from the use of mobile technologies, employees will maximize their productivity and at the same time achieve the optimal work-life balance. In conclusion, improvement in technology will decrease the burden, stress, and depression at work. Employees who are able to use the new technology will be more satisfied and happy with their work.

In this study, work overload is considered the energy of resources. High work demand will lead to overwork and increase the level of stress among employees. To maintain a good work-life balance, employees should be able to allocate proper time and energy.

In conclusion, resources are key components for individual to cope in different situations. COR theory identifies that object, personal characteristic, conditions, and energy are important to prevent stress and explains how and what resources are invested to gain more positive resources.

2.3 Emotional Intelligence

According to Thorndike (1920), the roots of emotional intelligence (EI) come from the concept of “social intelligence”. Emotional intelligence (EI) has an ability to understand and manage people and to act wisely in human relations (Thorndike, 1920). Gardner (1999) worked on multiple intelligences and more specifically on two personal intelligences, i.e. intra-personal and interpersonal intelligence, which become the root of emotional intelligence (EI). “Interpersonal intelligence denotes a person’s capacity to understand the intention, motivations and desires of others and consequently, to work effectively with others” (Gardner, 1999). By contrast, “intra-personal intelligence involves the capacity to understand one self, to have an effective working model of one self--including one’s own desires, fears, and capacities--and to use such information effectively in regulating one’s own life” (p. 43).

Payne (1985) was the first user of emotional intelligence and considered emotional intelligence as the person's ability to relate to fear, pain and desire. Later, Salovey and Mayer (1990) defined emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". They later redefined and viewed emotional intelligence as "the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer & Salovey, 1997). Besides that, Goleman (1995) defined that emotional intelligence as being able to rein in emotional impulse, to read another's innermost feeling, and to handle relationships smoothly. Almost the same definition was given by Cooper and Sawaf (1997), who viewed emotional intelligence as an ability to perceive, understand and use the power of emotion with efficiency through creating relationship and influence on others. Bar-on (1997), on the other hand, defined emotional intelligence as an ability, power, and affective domain as affect to achievement and general pressure which affect to good mental health and perfect in life.

In this study, Mayer and Salovey's (1997) definition of EI is adopted. EI is conceptualized as having four dimensions. They are the appraisal and expression of emotion in self (self-emotion appraisal), appraisal and recognition of emotion in others (others' emotional appraisal), regulations of emotions in self (regulation of emotion), and use of emotion to facilitate performance (use of emotion).

2.3.1 Previous Studies on Emotional Intelligence

Emotional intelligence has been tested as a predictor of various outcomes. However, the findings have been mixed. Studies have found a positive role of emotional intelligence on various outcomes, such as life satisfaction (Wong, Wong, & Chau, 2011; Ghorbanshiroudi, Khalatbari, Salehi, Bahari, & Keikhayfarzaneh, 2011; Taksic & Mohoric, 2006; Naderi, Asgari, & Roushani, 2010), job satisfaction (Wong & Law, 2002; Weng, Hung, Liu, Cheng, Yen, Chang, & Huang, 2011), quality of life (Ghorbanshiroudi, Khalatbari, & Yaghoubpour, 2014), psychological hardiness (Ghorbanshiroudi, Khalatbari, & Yaghoubpour, 2014), teaching effectiveness (Shahid, Jani, Thomas, & Francis, 2015; Hassan, Jani, Som, Hamid, & Azizam, 2015), organizational commitment (Salami, 2007), job performance (Slaski & Cartwright, 2002; Wong, Wong & Chau, 2011; Carmeli & Josman, 2006; Wong & Law, 2002; Nel & Villiers, 2004; Lyons & Schneider, 2005; Heffernan, O'Neill, Travaglione, & Droulers, 2015; Higgs, 2004; Hemmatinezhad, Ramazaninezhad, Ghezelsefloo, & Hemmatinezhad, 2012), career commitment (Salami, 2007), and academic success (Carvalho & Colvin, 2015; Salamonson & Griffiths, 2012; Fernandez, Salamonson, & Griffiths, 2012; Yelkikalan, Hacioglu, Kiray, Ezilmez, Soylemezoglu, Cetin, Sonmez, & Ozturk, 2012; Maraichelvi & Rajan, 2013; Abdullah, Elias, Mahyuddin & Uli, 2004; Shaima, Abdullah, & Sofoh, 2011; Mahyuddin, Habibah, & Noordin, 2009; Festus, 2012; Emang, Azam, Entigar, Omar, & Ramli, 2014; Chaudhry, Jan, Sajjad, & Ali, 2013; Yahaya, Juriah, Yahaya, Boon Hashim, & Lee, 2012; Akbar, Shah, Khan, Akhter, & Riaz, 2011).

Emotional intelligence has also been found to reduce stress in various occupations, such as professionals from mental health institutions (Nikolaou & Tsaousis, 2002), female physicians, nurses, teachers, probation officers and managers (Oginska-Bulik, 2005), senior managers and mid-level senior executives (Gangai & Agrawal, 2013; Palmer, Walls, Burgess, & Stough, 2001), teachers (Kauts & Kumar, 2013; Jude, 2011; Saiiari, Moslehi, & Valizadeh, 2011; Vaezi & Fallah, 2011; Chan, 2006;), rehabilitation staff (Khanitan, Foroughan Hosseini, & Biglaria, 2013), students (Sunil & Rooprai, 2009; Matthews, Emo, Funke, Robert, Zeidner, Costa, & Schulze, 2006; Pau & Croucher, 2003), healthcare professionals (Pau & Naidoo, 2008; Gorgens-Ekermans & Brand, 2015), football referees (Alam, Mombeni Maleki, Monazami, Alam, Vatandoust, & Nasirzade, 2012), athletes (Saadati, Nikbakhsh, & Afarinesh, 2014). Other studies also found a negative relationship between emotional intelligence and burnout (Platsidou & Salmam, 2012; Jude, Akomolafe, Grace, & Oluwafolakemi, 2011; Weng, Hung, Liu, Cheng, Yen, Chang, & Huang, 2011).

However, other studies have demonstrated different results. A negative relationship between emotional intelligence and various outcomes, such as physical and psychological health (Tsaousis & Nikolaou, 2005; Gardner & Stough, 2003; Ciarrochi, Deane, & Anderson, 2002; Salovey, Rothman, Detweiler, & Steward, 2000; Slaski & Cartwright, 2002; Shabani, Hassan, Ahmad, & Baba, 2010) was reported. Van Rooy and Viswesvaran (2004) conducted a meta-analytic investigation on 57 studies and found that emotional intelligence was weakly related to job performance. Van, Thijs and Schakel (2002) also found a weak and negative association between emotional intelligence and

academic achievement. Warner, Moseley, Grant, Gore, and Owens (2002) showed a limited relationship between physicians' emotional intelligence and patient satisfaction in an academic family medicine department in the Southern United States. In another study of 475 secondary school teachers in Southwestern Nigeria, Salami (2007) found emotional intelligence to be negatively related to the work-family conflict. A similar result was demonstrated by Gupta and Chaturvedi (2014).

In different studies, no effect of emotional intelligence was found on several outcomes. Jordan and Troth (2004) found that emotional intelligence was unrelated to individual performance. However, they found that emotional intelligence predicted group performance and integrative conflict resolution styles. Tariq, Majoka, and Hussain (2011) also found that emotional intelligence was not related to the academic performance of university students in Pakistan. A similar result also reported by Brackett and Mayer (2003). Sedar and Suleyman (2009) found that emotional intelligence was not correlated with academic achievement. Other researchers also reported the same result (O'Connor & Little, 2003; Tariq, Majoka, & Shafqat, 2011; Chen & Lai, 2015). Patient satisfaction was also not significantly affected by emotional intelligence (Weng, Chen, Chen, Lu, & Hung, 2008; Weng, Hung, Liu, Cheng, Yen, Chang, & Huang, 2011).

For example, JyothiSree and Jyothi (2012) study the work-life balance of career women on the relationship between the role efficacy and emotional intelligence. This study conducted in India and the findings identify that, role efficacy has a significant impact on emotional intelligence. Another author, Ramanithilagam and Ramanigopal (2012) also

study the important role of emotional intelligence in work-life balance of women employees. This study showed that, emotional intelligence plays an important role and to be significantly positively related in determining success in both personnel and professional lives. Supported by Srividhya and Sharmila (2014) found that emotional intelligence also important for an individual to be success in both work life and personal life. Besides that, Sharma (2014) also found out the role of emotional intelligence in fostering work-life balance among working and non-working professional teachers, business man, scientist, social worker and politicians. The study comprised of 55 working professional of postgraduate colleges of Sidhi. The result indicated that there is a positive correlation between emotional intelligence and work-life balance.

However, based on the general premise, emotional intelligence is expected to predict work-life balance. Furthermore, due to inconsistency nature of above findings of emotional intelligence and the of problem of generalize the results, emotional intelligence is considered in this study and expect that this variables will play important role of work-life balance among police office's in Malaysia.

2.4 Spiritual Intelligence

Of the additional intelligence proposed, spiritual intelligence has remained a forerunner in the past decade (Amram, 2007; Emmons, 2000a; Nasel, 2004; Noble, 2000; Vaughan, 2002; Wolman, 2001; Zohar & Marshall, 2000). The concept of spiritual intelligence was first proposed by Stevens in 1996 and later expanded by Emmons in 1999. Several definitions of spiritual intelligence have been put forward in the literature. Some authors

relate spiritual intelligence as a source for solving problems. For example, Selman (2005) defined spiritual intelligence as the ability to use a multi-sensory approach to problem solving while learning to listen to your inner voice. Sisk (2002) noted that spiritual intelligence enables an inner knowing, enables one to become one with nature and to be in harmony with life processes, and also enables one to identify and solve problems of meaning and value. In addition, Emmons (2000) defined spiritual intelligence as the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment. Similarly, Zohar and Marshall (2000) defined spiritual intelligence as the ability of an individual in addressing and solving problems of meaning and value.

According to Wolman (2001), spiritual intelligence is the human capacity to ask ultimate questions about the meaning of life and to experience simultaneously the seamless connection between each of us and the world in which we live. Spiritual intelligence is an interconnected configuration of affective orientations intimately linked to creating meaning through connecting ideas, events, and persons (Fry, 2003; Dent, Higgins, & Wharff, 2005). George (2006) argued that spiritual intelligence is important in assisting a person to find the deepest and most inner resource from which the capacity to care and the power to tolerate and adapt is obtained. Furthermore, Wigglesworth (2002) and Animasahun (2010) defined spiritual intelligence as the ability to conduct oneself with compassion and wisdom while maintaining a peaceful composure under any circumstance.

In this study, spiritual intelligence is defined as a set of mental capacities that deals with knowledge integration, adaptive use of spiritual transcendence, and spiritual aspects of a person that leads to outcomes, such as profound reflections, increasing the sense, divine self-recognition, and mastery of divine features (King, 2008). King (2008) also argued that spirituality can be viewed as a form of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals.

2.4.1 Previous Studies on Spiritual Intelligence

Literature in spiritual intelligence is vast. However, the effect of spiritual intelligence on various outcomes are mixed. For example, Yahyazadeh-Jeloudar and Lotfi-Goodarzi (2012) examined the relationship between teacher's spiritual intelligence and job satisfaction index (work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, salary and benefit, and work condition) among 177 teachers in Iran. The results showed a positive relationship between spiritual intelligence and five factors of job satisfaction except salary and benefit. Kaur (2013) found a significant positive relationship between spiritual intelligence and job satisfaction among 100 teachers from government and private secondary schools. Similar result was reported elsewhere (Zamani, Reza, Karimi, & Fariba, 2015; Khorshidi & Ebadi, 2011; Nodehi & Nehardani, 2013; Khorshidi & Ebadi, 2011; Ravikumar & Dhamodharan, 2014; Diharma & Lakshmi, 2014; Sapta, Hermawan, Hubeis, & Affandi, 2013). However, Rastgar, Davoudi, Orajji and Abbsasian (2012) reported no significant relationship between spiritual intelligence and job satisfaction among 1100 personnel in Mellat Bank, Iran.

Spiritual intelligence was also reported to have a significant relationship with work performance. Rani, Abidin and Hamid (2013) demonstrated a significant and positive relationship between spiritual intelligence on work performance of staff nurses in Malaysia. Other studies also demonstrated a positive influence of spiritual intelligence on financial performance (Ayranci, 2011; Collins, 2001; Tischler, Biberman & McKeage, 2002). Other work-related or psychological outcomes shown to be affected positively by spiritual intelligence include organizational commitment (Sapta, Hermawan, Hubeis, & Affandi, 2012; Ravikumar & Dhamodharan, 2014; Kalantarkousheh, Sharghi, Soleimani, & Ramezani, 2014; Malik & Naeem, 2011), transformational leadership (Tan, Chin, Seyal, Yeow, & Tan, 2013; Alam, 2014; Abdollazadeh & Bagherpur, 2010; Farhangi, Fattahi, Vasegh, & Nargesian, 2009; Luckcock, 2010; Howard & White, 2009; Hasani, Alam, & Sepasi, 2013), life satisfaction (Kalantarkousheh, Nickamal, Amanollahi, & Dehghani, 2014; Das, 2015; Naderi & Roushani, 2011; Fabrikator, Handal, & Fenzel, 2000; Akbarizadeh & Hatami, 2012), mental health (EntesarFoumany & Danshdost, 2014; Singh, Kaur & Singh, 2010), and quality of life (Ahmadi, Ahghar and Abedi, 2012; Bolghan-Abadi, Ghofrani & Abde-Khodaei, 2014; Pant & Srivastava, 2014).

However, other studies reported contradictory results. For instance, Esfahani and MotamenFar (2015) investigated the relationship between components of spiritual intelligence and transformational style of managers of Iran Power Network Management Company. They demonstrated a significant and positive correlation between critical existential thinking, personal meaning production, and transcendental awareness and

transformational leadership style, but found no significant correlation between critical existential thinking and transformational leadership style. No positive and meaningful relation between spiritual intelligence and life satisfaction was found among 123 gifted female high school students in Birjand, Iran (Koohbanani, Dastjerdi, Vahidi & Far, 2013).

Elyasi, Zadeh and Salehian (2012) found a negative correlation between spiritual intelligence and mental health among athletes and non-athletes in Iran. Mixed results were also found in spiritual intelligence and self-efficacy. Spiritual intelligence was found to be positively and significantly related to self-efficacy (Gupta, 2012; Kurukshetra, Haryana, Zarch, Bagheshahi, Mehrizi, Kypadkhoo, & Manshadi, 2014), but Karami and Imani (2014) showed that only transcendental awareness and personal meaning had a positive relationship with self-efficacy while the other two had no significant relationship with self-efficacy.

Despite the mixed evidence, overall results indicate that spiritual intelligence seems to be an important predictor of a variety of work outcomes. Moreover, spiritual intelligence is found a important variables to work-life balance (Tekkeveettil, 2001; Wingglesworth, 2012) and due to the inconsistencies results, spiritual intelligence and work-life balance should be further investigated.

2.5 Job Engagement

Job engagement has been defined differently by different researchers. One of the first definitions that was published in the literature was offered by Khan (1990), who defined

it as “the harnessing of organization members’ selves to their work roles”. Kahn (1990) argued that when people are engaged, they are not only are physically involved in their work, but they also are cognitively alert and emotionally connected to others at the moment of engagement. May, Gilson, and Harter (2004) also gave a similar definition. They also believed that work engagement consists of the physical, emotional, and cognitive components. They argued that physical component is the energy used to perform the job; the emotional component is putting one’s heart into one’s job; and the cognitive component is described as being absorbed in a job so much that everything else is forgotten.

Schaufeli, Salanova, Ganzaellez-Roma and Bakker (2002) defined work engagement as a “positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption”. Vigor refers to high levels of energy and mental resilience that relate to work experience and enthusiasm to invest effort in one’s work and to persist despite being faced with obstacles. This means that the individual feels motivated, eager and excited about his or her work and will keep on striving even when setbacks, limitations or challenges arise. Dedication is referred to as being deeply involved in one’s work and experiencing feelings of significance, enthusiasm, inspiration, and challenge. In other words, individuals become overwhelmed in their work and feel that their work is important, meaningful and challenging. Finally, absorption refers to being content and completely focused on one’s work.

Rothmann (2008) defined engagement as some energetic state whereby employees will be dedicated to excellent performance at work. Simon and Buitendach (2013) also affirmed that an engaged employee is confident of her or his effectiveness. Furthermore, this dedication to excellent performance is shown by energy, more involvement, and efficacy. According to Bezuidenhout and Cilliers (2010), job engagement is characterized by energy, efficacy, and involvement. They further asserted that effective organizations are the ones that put more focus on job engagement. Rothman, Jorgensen, and Marais (2011) focused more on the psychological aspect of job engagement. They defined job engagement as a psychological state of involvement, commitment, and attachment to a work role. They explained that being engaged is one's work role leads to fulfillment and contributes to personal well-being. However, Olivier and Rothman (2007) argued that even though the main focus is often on the organization's well-being, work engagement focuses on the work itself.

In the present study, engagement is a motivational construct, defined by Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002) as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. People who are highly engaged in their jobs identify personally with the job and are motivated by the work itself. They also tend to work harder and more productively than others and more likely to produce the results their customers and organizational want.

2.5.1 Previous Studies on Job Engagement

Literature indicates the effect of job engagement on various work-related outcomes, such as job performance of firefighters and their supervisors (Rich, Lepine, & Crawford, 2010), of employees working in chemical industry, consultancy and personnel agencies, telemarketing, education and catering service (Bakker, Demerouti, & Brummelhuis, 2012), of primary school teachers (Bakker & Bal, 2010), of secretaries (Gierveld & Bakker, 2005), and of working adults in a wide variety of industries and organizations were represented including education, health care, government/military, banking or financial services, manufacturing, telecommunications and retail (Halbesleben & Wheeler, 2008). Other studies conducted in various countries also reported similar result on the effect of job engagement on job performance. A positive relationship was found in studies involving 525 Dutch workers (Bakker & Demerouti, 2009), 1900 employees and 262 self-employed workers in Netherlands (Gorgievski, Bakker, & Schaufeli, 2010), two samples of Italian and Dutch white-collar employees (Balducci, Fraccaroli, & Schaufeli, 2010), employees in Australia (Kirk-Brown & Dijk, 2011), and employees in the United Kingdom (Robertson, Birch & Cooper, 2012). In another study, Bakker, Demerouti, and Brummelhuis (2012) examined the relationship between work engagement and performance among 144 employees in Netherlands and found that work engagement was positively related to contextual performance and task performance. Their finding supported the findings by Demerouti and Cropanzano (2010), Schaufeli and Salanova (2007), and Kim, Kolb and Kim (2013).

In addition to job performance, job engagement was found to reduce burnout. Schaufeli and Bakker (2004) examined the relationship between job engagement and burnout among management, personnel department and workers council in four different organizations (i.e. insurance company, occupational health and safety service, pension fund company, and home-care institution). They found a negative relationship between this two variables. Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002) conducted a study among 314 undergraduate students of the University of Castellon, Spain and 619 employees from 12 Spanish private and public companies to examine the relationship between burnout and job engagement. The study found burnout was negatively related to job engagement. Schaufeli and Bakker (2002) and Storm (2002) also reported similar results.

Organizational citizenship behavior was another outcome affected positively by job engagement (Rich, Lepine, & Crawford, 2010; Mathumbu & Dodd, 2013). Job engagement was also found to decrease intention to leave (Halbesleben & Wheeler, 2008; Robyn & Du Preez, 2013; Simons & Buitendach, 2013; Du Plooy & Roodt, 2010). According to Robyn and Du Preez (2013) “engaged employees in work are likely to have a greater attachment to their organization and a lower tendency to leave their organization”. In contrast, Mxenge, Dywili and Bazana (2014) did not find a significant effect of job engagement on intention to quit. Other work outcomes appeared to be enhanced by job engagement include organizational commitment (Field & Buitendach, 2011; Rothmann & Jordaan, 2006; Agyemang & Ofei, 2013; financial performance

(Xanthopoulou, Bakker, Demerouti, & Schaufeli, in press), and productivity (Susi & Jawaharrani, 2011).

Previous research on the relationship between employee engagement and work-life balance showed a positive result. Amarakoon and Wickramasinghe (2010) found a positive influence of work-life balance on employee engagement among Sri Lankan employees. However, such research on the relation between work engagement and work-life balance is quite rare. Within this field of research, results pointed to a bi-directional relationship. High engagement was found to have a positive influence on the family domain, thereby reducing role conflict between the two domains, leading to greater experienced work-life balance. This finding is consistent with that of Lewis (2008), who found work engagement to be a crucial factor in enriching the family environment, and of Kansas State University (2009) which showed that when employees perceived higher levels of engagement at work due to positive moods they were more likely to show increasing levels of work-family facilitation. Crutchfield, Ritz and Burris (2013) also found a positive relationship between work engagement and professional life phase. Similarly, Day (2008) found that the ability to maintain work engagement created a balance between work and family life and occupational commitment. Consistently, Greenhaus and Powell, (2006) indicated that experiencing a positive state at work (work engagement) fosters positive states at the end of the workday that, in turn, will have a positive impact on non-work life. However, Bakker, Albrecht and Leiter (2011) argued the potential possibility of negative relations between work engagement and work-life balance. Hablesleben, Harvey, and Bolino, (2009) also reported that employees with high

levels of work engagement indicated that work was interfering with their family. Their finding confirmed previous research that reported similar finding (Beckers, Van der Linden, Smulders, Kompier, Van Veldhoven, & Van Yperen, 2004; Geurts & Demerouti, 2003). Based on the previous result which said that job engagement is a important factor for work and professional life and also based on mixed findings, it is again important to examine whether job engagement affects work-life balance.

2.6 Work Overload

Work overload is a psychological stressor (Claessens, Eerde, Rutte & Roe, 2004; Roberts, Lapidus & Chonko, 1997; Robinson & Griffiths, 2005). Work overload is an employee's belief that they have too much to do (Leiter and Schaufeli, 1996; Schaufeli, Leiter & Kalimo, 1995) or little time to finish assigned tasks (Greenglass, Burke & Moore, 2003). Another similar perspective on work overload was given by Caplan, Cob, French, Harrison and Pinneau (1975) who described work overload as a perception of having too many things to do and not enough time to do them. According to Admin (2011), work overload is defined as being asked to do too much work and being asked to do work that is too difficult.

2.5.1 Previous Studies on Work Overload

The role of work overload as a determinant of various outcomes is evident in many previous works. For example, in a study conducted by Ahuja, Chudoba, Kacmar, McKnight and George (2007) on 700 road warriors employees from computer and software service industry, work overload was found to be positively correlated with work

exhaustion. Similarly, Karatepe's (2013) study of 110 full-time frontline hotel employees and their managers in Romania found that work overload was significantly and positively related to emotional exhaustion. Work overload was also found to be positively related with work-family conflict in past studies which involving among 700 information technologies road warriors in a large Mid-western U.S. city (Ahuja, Chudoba, Kacmar, McKnight, & George (2007). Similarly, Birtt and Dawson (2005) in a study examining the relationship between work overload and work-family conflict among soldiers stationed in Europe found that increased work overload led to increased work-family conflict. A similar finding was obtained in the study among 1435 Australian workers by Skinner and Pocock (2008), and by Abidin Abd Razak, Yeop, and Nasurdin (2010) in a sample of 391 local doctors in 19 public hospitals in Peninsular Malaysia. Similar findings were also reported elsewhere (Frone, Russell, & Cooper, 1997; Parasuraman, Purohit, Godshalk, & Beutell, 1996; Harvey, Kelloway, & Duncan-Leiper, 2003; Wallace, 1997; Allan, Loudoun, and Peetz, 2007).

Other work outcomes include employee performance and job satisfactions. Studies found that work overload decreased job performance (Ashfaq, Mahmood, & Ahmad, 2013; Tahir & Kaleem, 2012), and job satisfaction (Ali & Farooqi, 2014; Bozkurt, Aytac, Bondy, & Enirgil, 2012; Van De Vliert & Van Yperen, 1996; Curry, Wakefield, Price, & Mueller, 1986). However, Bacharach, Bamberger, and Conley (1991) found that work overload had an unexpectedly strong positive effect on job satisfaction of engineers and an insignificant negative effect on job satisfaction of nurses. Rainayee (2012) examined the relationship between work overload and turnover intentions among 130 employees

working in a bank. The result revealed that work overload had a positive relationship with turnover intentions. Likewise, Qureshi, Jamil, Iftikhar, Arif, Lodhi, Naseem, and Zaman (2012) found a positive relationship between work overload and turnover intention in a sample of 250 employees in the textile industry in Pakistan. Another similar result on the positive relationship between work overload and turnover intention was found elsewhere (Wefald, Smith, Savastano, & Downey, 2008; Jex, Beehr, & Roberts, 1992).

Studies also found that work overload was the most important determinant of burnout (Brantely, 1993; Shirom, Westman, Shamai & Carel, 1997), personal strain (Harvey, Kelloway & Duncan-Leiper, 2003), stress (Wefald, Smith, Savastano, Downey, 2008). Work overload was also shown to affect specific health outcomes, such as increased cholesterol and triglycerides level (Shirom, Westman, Shamai & Carel, 1997).

In term of work-life balance, Rainayee (2012) found that work overload had a significant positive relationship with work-life imbalance in a sample of 130 employees working in J & K Bank in Kashmir. Because, to date, there is a limited number of study on the relationship between work overload and work-life balance in the context of Malaysia, the present study this gap.

2.7 Technology Advancement

Technology advancement has been defined in different ways. For instance, Marinson, Hundley, Feldhaus, Fernandez (2012) defined that a technology advancement is a tool

that has transformed work from a place you go to a function you perform, whenever and wherever you happen to be when a call, email or social networking device reveals the next urgent assignment. According to Stawarz, Cox, Bird, and Benedyk (2013), advances in technology, in particular, the widespread use of mobile devices, have changed work practices and transformed our everyday lives. Technology advancement is good for the workplace because it enables a more flexible approach to when and where to work (Lester, 1999). However, it is also argued that technology can help and hinder work-life balance by making work more accessible at all times (Lester, 1999).

2.7.1 Previous Studies on Technology Advancement

Stephens, McGowan, Stoner, and Robin (2007) investigated the relationship between technology and work-life balance among 100 of working professionals. The result found that technology advancement had a significant and negative influence on work-life balance. Similarly, in a sample of 82 respondents, Stawarz, Cox, Bird, and Benedyk (2013) investigated the relationship between technology advancement (tablets) on work-life balance. The result shows that, while useful for both home and work tasks, tablets have the potential to blur the boundary between work and personal life by encouraging and enabling people to complete work tasks during home time and vice versa. This could have negative impacts on work-life balance. Furthermore, in a sample of 500 working employees in the private education sector, Williams, Long, and Morey (2014) found that employees felt that anytime emails led them to negative work-life balance. This was supported by Chesley (2005) in a study among Cornell couples. He found that communications (cell phone and pager) were linked to decreased work-life balance.

Likewise, Waller and Ragsdell (2012) used a sample of 100 employees in UK organization. They found that a negative relationship between emails and work-life balance. Reeves (2002) highlighted that information technology is making a daily struggle for employees to cope with work-life balance. Moreover, the results from an institute of management survey found that nearly a quarter of 800 managers reported that coping with e-mails was causing them stress and imbalance with work and life (Hogg, 2000). Daiz, Chiaburu, Zimmerman, and Boswell (2012) examined the relationship between technology use, work-life conflict, and work satisfaction among employees and found that communication technology associated with a high level of work-life conflict led to negative work-life balance. Consistently, Boswell and Olson-Buchman (2014) found that the use of communication technology after work hours was associated with employees' work-life conflict and had a negative impact on work-life balance. Sayah (2013) also found that both work and private life can influence each other via information technologies.

The relationship between technology advancement and work-life balance has not been completely established. Some studies have found a positive support for technology advancement and work-life balance. For instance, Towers, Duxbury, Higgins, and Thomas (2006) found that mobile technology provides flexibility with respect to the timing and location of work and makes it easier to accommodate both work and family life. Sarker, Xiao, and Ahuja (2012) found that the use of mobile technologies maximized productivity while allowing individuals to achieve the optimal work-life balance. Similarly, in a sample of 2426 undergraduate and graduate students at Purdue School of

Engineering and Technology, Makinson, Hundley, Feldhaus, and Fernandez (2012) reported that smartphone improved their ability to balance their work and personal life.

The mixed empirical results may limit the generalization of the findings reported in the literature. Therefore, the present study addresses this gap to validate whether technology advancement is valuable in improving work-life balance or otherwise.

2.8 Organizational Support

It cannot be denied that organizational support is important for employee performance. However, for high employee performance, these employees need to see or perceived the existence of organizational support. Hence, a lot of studies on organizational support focuses on perceived organizational support (POS) (Eisenberger, Huntington, Hutchison, & Sowa, 1986; Erdogan & Enders, 2007). In essence, perceived organizational support is “an employee’s perception that the organization values his or her contribution and cares for their employee’s wellbeing” (Eisenberger, et al., 1986; p. 501). It also refers to the degree to which an individual believes that the organization cares about him/her, values his/her input and provides his/her with help and support (Erdogan & Enders, 2007). Regardless, many studies uses the term organizational support to indicate perceived organizational support (Eisenberger, et al., 1986), and as such, this study also take the same approach.

Basically many different types of organizational support factors that have been studied previously. Some of these factors are fair operating procedures (Greenberg, 1990; Shore

& Shore 1995), supervisor support (Kottke & Sharafinski, 1988; Eisenberger et al., 1986; Levinson, 1965), management support (Spinks, 1999; Watkins, 1995), working condition (Tremblay, Genin, & Loreto, 2011), flexible scheduling system (Thomas & Ganster, 1995; Nelson & Tarpey, 2010), reward system (Greenberg, 1990; Eisenberger et al., 1990), and work-life balance programs (Chitra Devi & Sheela Rani (2012). Based on the organizational support theory, all these factors have a significant impact on various aspect of positive employee outcomes such as retention (Mohd Zin, Pangil, & Othman, 2012), organizational citizenship behavior (Ali, 2014), knowledge sharing behavior (Chiang, Han, & Chuang, 2011), and organizational commitment (Eisenberger et al., 1990; Settoon, Bennett, & Liden, 1996; Rhoades, Eisenberger, & Armeli, 2001). Indeed, organizational support is important to evoke positive employee behavior.

2.8.1 Previous Studies on Organizational support

The relationship between organizational support and a work-life balance is also supported by the COR theory. Organizational support is a part of the conditions category of the resources that individual need to preserve in order to achieve work-life balance. In the literature, a number of studies have highlighted the importance of organizational support in promoting work-life balance, the focus of the current study. For example, the work by Chitra Devi and Sheela Rani (2012) studied the impact of organizational support (work-life balance programs) on work-life conflicts among 280 women employees working in business process in Chennai. Indeed the findings indicated that work-life balance programs can reduce the feelings of work-life conflict among these women, implying the existence of work-life balance.

In another study, Tremblay, Genin, and Loreto (2011) assessed the perception of formal and informal organizational support on work-life balance. The findings showed that supervisors and colleagues played an important role in the regulation and management of work-life balance. Besides this, there are many other studies which indicates that managers' support plays an important role in employee work-life balance outcomes (Lapierre et al., 2008; Thomas & Ganster, 1995; Thompson, Jahn, Kopelman & Ptottas, 2004; Bach, 1994; Hales, 2006; McConville & Holden, 1999; Purcell & Hutchinson, 2007; Storey, 1994; McCarthy, Darcy, & Grady, 2010). Apart from support of line managers, other indicators of organizational support such as flexible working hours (Fereday, Med, & Oster, 2010), and good incentives (Kvande, 2009) were also found to be important in achieving a good work-life balance. All these studies provides evidence that for employees to have a good work-life balance, it is important for organizations to provide the support that employees need.

2.9 Hypothesis Development

Based on the results of previous studies and the underpinning theory, this study was able to formulate the research hypotheses. The present study encompasses five main predicting variables. They are emotional intelligence, spiritual intelligence, job engagement, work overload, and technology advancement. There is one outcome variable, i.e. work-life balance, while organizational support is the moderating variable. Six hypotheses were developed to test the relationship between the constructs.

2.9.1 Emotional Intelligence and Work-Life Balance

This study postulated that emotional intelligence has a positive influence on work-life balance. Several studies found a significant relationship between emotional intelligence and work-life balance (Ramanithilagam & Ramanigopal, 2012; Jyothi Sree & Jyothi, 2012); Srividhya and Sharmila (2014); Gupta and Chaturvedi (2014); and Sharma (2014) supported that there is. Other empirical investigations reported positive empirical links between emotional intelligence and a number of outcomes, such as life satisfaction, job satisfaction, quality of life, teaching effectiveness, organizational commitment and job performance (Wong, Wong, & Chau, 2011; Ghorbanshiroudi, Khalatbari, Salehi, Bahari, & Keikhayfarzaneh, 2011); Taksic & Mohoric, 2006); Weng, Hung, Liu, Cheng, Yen, Chang, & Huang, 2011; Shahid, Jani, Thomas, & Francis, 2015; Hassan, Jani, Som, Hamid, & Azizam, 2015; Salami, 2007; Wong, Wong, & Chau, 2011; Carmeli & Josman, 2006).

In short, because the majority of the past studies have shown positive findings regarding the relationship between emotional intelligence and work-life balance, therefore, the following research hypothesis is proposed:

H1: There is a positive relationship between emotional intelligence and work-life balance.

2.9.2 Spiritual Intelligence and Work-Life Balance

This study hypothesizes that spiritual intelligence has a positive influence on work-life balance. Several studies have demonstrated the influence of spiritual intelligence on leadership (Amram, 2010; Lynton & Thogersen, 2009; Luckcock, 2008; Howard & White, 2009), work performance (Rani, Abidin, & Hamid, 2013; Martin & Hafer, 2009; Rezaei, Kazemi, & Isfahani, 2011), business organization (Katiliene & Malinaukas, 2011), educational performance (Wiggles, 2004), student achievement (Azizollah, Maede-Sadat, Narges, & Shekoofeh-Sadat, 2013), job satisfaction (Yahyazadeh-Jeloudar & Lotfi-Goodarzi, 2012), and innovation (Rezaei, Kazemi, & Isfahani 2011). Even though there is less empirical evidence on spiritual intelligence and work-life balance, Sum (2005) suggested that such relationship is theoretically possible. Hence, this study proposes that:

H₂: There is a positive relationship between spiritual intelligence and work-life balance.

2.9.3 Job Engagement and Work-Life Balance

Past studies have shown that a high level of engagement at work has a positive influence on the family domain, thereby reducing the role conflict between the two domains, leading to the experience of a greater work-life balance job engagement (Lewis, 2008; Crutchfield, Ritz, & Burris, 2013; Day, 2008; Greenhaus & Powell, 2006). This finding is consistent with that of Lewis (2008), who found work engagement to be a crucial factor in enriching the family environment, and with a study conducted by Kansas State University (2009), which showed that when employees perceived higher levels of

engagement at work due to positive moods they were more likely to show increasing levels of work-family facilitation. This notion was supported by Crutchfield, Ritz, and Burris (2013), who found a positive relationship between work engagement and professional life phase.

However, Bakker, Albrecht, and Leiter (2011) suggested the possibility of negative relations between work engagement and work-life balance. Consistently, Hablesleben, Harvey, and Bolino (2009) found that employees with high levels of work engagement reported that work was interfering with their family.

Although past studies have shown mixed findings, the majority of them have indicated a positive relationship between the job engagement and work-life balance. Therefore, the following hypothesis is proposed:

H3: There is a positive relationship between job engagement and work-life balance.

2.9.4 Work Overload and Work-Life Balance

Previous studies found that work overload had a negative relationship with a number of work-related outcomes. For example, Ali and Farooqi (2014) examined the relationship between work overload and job satisfaction among 207 public sector university employees of and found a negative relationship. Similarly, Bozkurt, Aytac, Bondy, and Enirgil (2012) found role work overload to be negatively related to job satisfaction. Others also found a strong association between job satisfaction and work overload (Van

De Vliert & Van Yperen, 1996; Curry, Wakefield, Price, & Mueller, 1986). Besides job satisfaction, studies also examined work overload and employee performance and found a negative association (Ashfaq, Mahmood, & Ahmad, 2013; Tahir & Kaleem, 2012; Shah, Jaffari, Aziz, Ejaz, Haq, & Raza, 2011; Yang, 2004). Only a few studies indicated that work overload had a negative relationship with work-life balance (Rainayee, 2012). Therefore, based on the existing evidence, the following hypothesis is proposed:

H4: There is a negative relationship between work overload and work-life balance.

2.9.5 Technology Advancement and Work-life Balance

Many studies in the past have shown a negative relationship between technology advancement and work-life balance. For example, Stephens, McGowan, Stoner, and Robin (2007) investigated the relationship between technology and work-life balance among 100 of working professionals. They found that technology advancement negatively influenced work-life balance. Similarly, in a sample of 82 respondents, Stawarz, Cox, Bird, and Benedyk (2013) found a negative relationship between technology advancement (tablets) on work-life balance. Furthermore, in a sample of 500 working employees in the private education sector, Williams, Long, and Morey (2014) found that employees who felt that anytime emails led to a negative work-life balance. This was supported by Chesley (2005) who found that communications (cell phone and pager) was linked to a decreased work-life balance.

On the contrary, studies also showed a positive relationship between technology advancement and work-life balance. For example, Towers, Duxbury, Higgins, and Thomas (2006) found that mobile technology provides flexibility with respect to the timing and location of work and makes it easier to accommodate both work and family life. Sarker, Xiao, and Ahuja (2012) found that the use of mobile technologies increased productivity while allowing individuals to achieve the optimal work-life balance.

Because the majority of the studies have shown a negative relationship between the technology advancement and work-life balance, the following hypothesis is proposed:

H5: There is a negative relationship between technology advancement and work-life balance.

2.9.6 Organizational Support as a Moderator

Since there are many studies that emphasized the significance of organizational support as a predictor of work-life balance, this indicates that the existence of organizational support in organizations could enhance the effect of other variables on work-life balance. In other words, organizational support could be a moderating factor that enhances the relationship between other variables that has been argued to have an influence on work-life balance (i.e. emotional intelligence, spiritual intelligence, job engagement, work overload and technology advancement).

This is not the first time that organizational support was used as a moderating variable. There are many other organizational and individual level studies that highlighted the role of organizational support as a moderator (Amarakoon & Wickramasinghe, 2010; Nasurdin & O'Driscoll, 2012; Sangarandeniya & Wijewantha, 2016; Weaver, 2015; Poon, Salleh & Senik, 2007; Simosi, 2012). In some studies it was found that organizational support was not as good moderator (Amarakoon & Wickramasinghe, 2010; Nasurdin & O'Driscoll, 2012). However, a majority of the studies found that organizational support was a good moderator (Sangarandeniya & Wijewantha, 2016; Weaver, 2015; Poon, Salleh & Senik, 2007; Simosi, 2012; Malik & Noreen, 2015; Van Schlkwyk, EIs, & Rothman, 2011; Wang & Shu, 2008).

In relation to work-life balance studies, not many has studied organizational support as a moderator. In fact, the only available evidence indicated that organizational support as a moderator is between emotional intelligence and work-life balance (Sangarandeniya & Wijewantha, 2016). No studies have tested organizational support as moderator between spiritual intelligence, job engagement, work overload, technology advancement and work-life balance. Although organizational support has not been studied as a moderator in researches regarding work-life balance, it has been used as moderator in a similar context. For example, a study by Malik and Noreen, (2015), indicated that organizational support significantly moderated the relationship between occupational stress and affective wellbeing. Regardless, organizational support is important to strengthen the relationship emotional intelligence, spiritual intelligence, job engagement, technology advancement, work overload and work-life balance.

It is argued here that organizational support such as intelligence training could enhance the relationship between spiritual and emotional intelligence and work-life balance. Child care, flexible work scheduling and work sharing is important where there is a high workload among the employees, and must be given to their employees to strengthen their employee's work-life balance.

Other than that, employees who are highly engage with their job can build a wealth work-life balance. Moreover, organizational support creates healthier and more manageable culture as well as better environment. Eisenberger et al., (1986) stated that rewards and incentives are significant components in maintain employees engagement, vigor, adsorption, dedication and faithfulness. Employees who are connected with organizational support will enhance the relationship between job engagement and work-life balance. According to Witt (1991) said that organizational support influence employee's affective reactions to their job such as positive mood and job satisfaction that change employee overall attitudes towards his or her job and also make their work and life balance.

In addition, technology advancement will decrease the employee's work-life balance. To avoid the imbalance problems, organization have to build new rules and policies for their employees. For example there must give restriction to use the office email. All the office email must answer at office hours only. There is no officer email outside of working hours. These types of police must be established in each organization.

All in all, it can be argued that organizational support can be strengthen the relationship between emotional intelligence, spiritual intelligence, job engagement, technology advancement, work overload and work-life balance. Therefore, this study aims at testing the role of organizational support as a moderator in strengthening the relationship between emotional intelligence, spiritual intelligence, job engagement, work overload, technology advancement, and work-life balance. Based on the existing evidence, the following hypotheses are proposed:

H6: Organizational support will moderate the relationship between emotional intelligence and work-life balance.

H7: Organizational support will moderate the relationship between spiritual intelligence and work-life balance.

H8: Organizational support will moderate the relationship between job engagement and work-life balance.

H9: Organizational support will moderate the relationship between work overload and work-life balance.

H10: Organizational support will moderate the relationship between technology advancement and work-life balance.

2.10 Theoretical Framework of the Study

Based on the review of the literature, it is hypothesized that emotional intelligence, spiritual intelligence, job engagement, work overload, and technology advancement influence work-life balance of police officers. The relationships are hypothesized to be moderated by organizational support. Figure 2.1 shows the hypothesized linkage between all the variables of interest in this study.

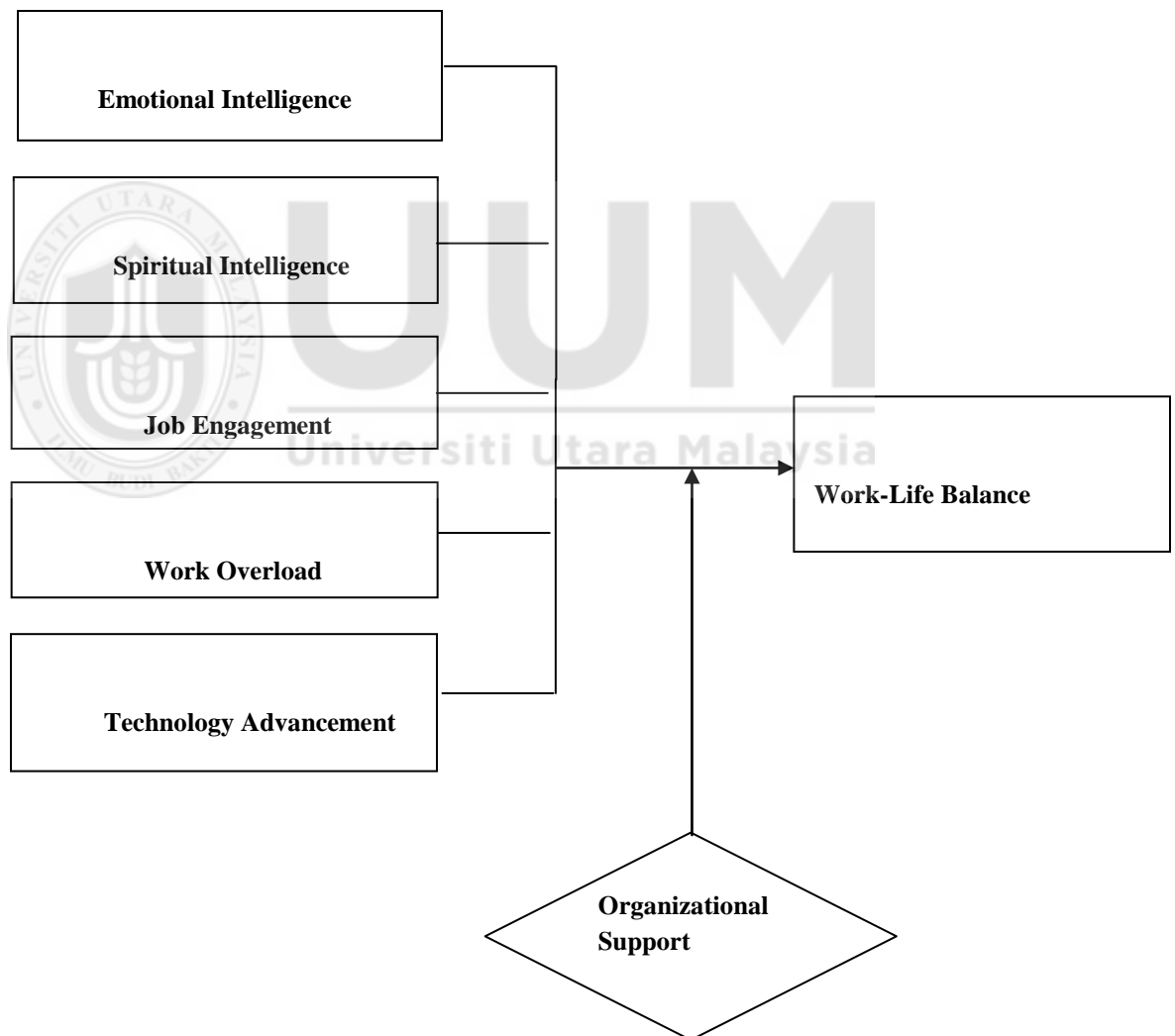


Figure 2.1: Research Model

2.10 Summary

This chapter discussed past works on work-life balance, emotional intelligence, spiritual intelligence, job engagement, work overload, and technology advancement. Empirical studies on the moderating effects of organizational support were also highlighted. This chapter also presented the research framework and the research hypotheses. The following chapter, Chapter 3, describes the method used to conduct the study.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

The key objective of this study is to investigate the relationship between emotional intelligence, spiritual intelligence, job engagement, work overload, technology advancement, and work-life balance when organizational support is practiced. This chapter discusses the research design and methodology used by this study. Specifically, it addresses the target population, sampling technique, sampling design, structured questionnaire, pilot test, measurement of variables, data collection techniques, and method for data analysis. Finally, this chapter ends with a discussion on the statistical techniques used to analyze the data.

3.1 Research Design

A research design is meant to guide the researcher on how to carry out the research. Once the purpose of the research has been identified, the researcher knows why, what, and how data have to be collected.

While there are several methods or approaches to conducting a research, qualitative and quantitative methods are the two most common. A quantitative approach is primarily deductive and is best suited to prove or disprove a hypothesis. Moreover, the quantitative analysis is ideal for a single-subject analysis as well as for correlational studies (Cooper & Schindler, 2003). This study employed the quantitative approach owing to the

mentioned reasons. Besides, the quantitative approach can measure the relationship between variables systematically and statistically (Cassell & Symon, 1994).

A cross-sectional survey design was used to conduct this study whereby data were collected, analyzed, and summarized statistically at one point in time. Furthermore, this design can be used to study a large number of individuals. Hence, this study adopted a one-shot or cross-sectional approach in the data collection process.

Based on the objectives and hypotheses of the study, a questionnaire was considered an appropriate tool to gather data. A questionnaire enables a researcher to get completed responses within a short period of time (Cavana et al., 2001; Sekaran, 2003) and to gather participants' perceptions of their attitudinal and behavioral aspects (Veal, 2005).

3.2 Population and Sample Design

3.2.1 Population

The population for this study was individuals who were working as police officers in each headquarter in Peninsular Malaysia. The population frame was obtained from the Ministry of Home Affairs and the local governments. In Peninsular Malaysia, there are 12 police headquarters with a total of 11,388 police officers. There is no specific criterion in selecting respondents because in this study, it is important to identifying mixed level of police officer's. This research was conducted in each police headquarter only because these headquarters handle more critical cases and have a higher workload than other

police stations. Table 3.1 shows the total number of police stations and the corresponding number of police officers in each state in Peninsular Malaysia.

Table 3.1

Total Number of Police Officers in Police Headquarters in Each State in Malaysia

State	No. of police officers
Selangor	1,117
Johor	930
Penang	896
Perak	989
Kedah	1,006
Melaka	689
Negeri Sembilan	672
Kuala Lumpur	2,455
Pahang	843
Kelantan	568
Terengganu	686
Perlis	537
TOTAL	11,388

Source: Retrieved from Official Portal of Royal Malaysia Police
On December 2013

3.2.2. Sampling Size

Due to a big population size, it is not practical to collect data from the whole population (Zikmund, 2003). Therefore, sampling needs to be done. For this, a sample size has to be determined. Based on the formula by Krejcie and Morgan (1970), the minimum sample size required in this study is 375 police officers. However, as, on average, studies in the Malaysian context managed to obtain around 20% response rate, researchers suggest that the number of the distributed questionnaires in each headquarter should be increased accordingly (Siti Aisyah, Siti Khadijah, Azizah, & Rosman, 2012). Therefore, to get 375 complete and usable questionnaires, 1899 questionnaires were distributed. Example calculation is given for state of Selangor:

$$11,388 = 375 \text{ (Krejcie \& Morgan, 1970)}$$

$$1,117 \text{ X } 100 = 9.8$$

$$\hline 11,388$$

$$9.8 \text{ X } 375 = 37$$

$$\hline 100$$

Response rate for personnel distribution is 20% (Siti Aisyah Panatik, Siti Khadijah Badri, Azizah Rajab & Rosman Mohd Yusof, 2012; Aizzat Mohd Nasurdin & O'Driscoll, 2012; Ahmad Zainal Abidin Abd Razak, Nek Kamal Yeop Yunus, Azizat Mohd Nasurdin, 2011).

$$\begin{array}{r} 375 \quad \times 100 = 1875 \\ \hline 20 \\ 1875 \quad \times 10 = 187.5 \\ \hline 100 \end{array}$$

3.2.3 Sampling Technique

This study employed a stratified sampling method. The stratified sampling method was chosen because stratification could ensure homogeneity within a group and heterogeneity across groups. The stratified sampling method was used because this sampling method provides richness and accuracy of the data from participants of different strata (Cavana et al., 2001; Hair et al., 2007; Sekaran, 2003). Stratification is an efficient method for sampling because it gives more information about sample size and ensures homogeneity with each stratum.

In the sampling process, participants were first divided into mutually exclusive groups or strata. The strata here were the states. So, the police headquarters in each state served as a stratum. On this basis, it was assumed that there is heterogeneity across groups (i.e. state) but there was homogeneity within each group (i.e. police officers). The first step was to define the population. Here, the total number of police officers in police headquarters is 11,388. The sample size of 1899 was determined for this study. In selecting of the respondent, these studies choose convenient sampling method. It is because, in this study, an authorized officer was appointed to distributed the questionnaire among the respondent. Not all the police officers will answer the question, it is because, due to the

nature of the police job such as shift work working outside, the person who was in the office that period of distribution questionnaire will able to answer the questions. The description of the sample size is indicated in Table 3.2.

Table 3.2

Sample Size

State	No. of police officers in each headquarter	No. of participants in each headquarter	20% response rate
Selangor	1,117	37	188
Johor	930	31	150
Penang	896	30	150
Perak	989	32	171
Kedah	1,006	33	169
Melaka	689	23	113
Negeri Sembilan	672	21	113
Kuala Lumpur	2,455	80	413
Pahang	843	28	131
Kelantan	568	19	94
Terengganu	686	23	113
Perlis	537	18	94
TOTAL	11,388	375	1899

3.3 Measurement and Instrument of Variables

This study has seven main variables. They are work-life balance, emotional intelligence, spiritual intelligence, job engagement, work overload, technology advancement, and organizational support. The dependent variable is work-life balance, and the independent variables are emotional intelligence, spiritual intelligence, job engagement, work overload, and technology advancement. Organizational support, on the other hand, is the moderating variable.

To measure the variables involved, existing scales were modified to suit the current study. The internal consistency reliability value for each instrument was obtained based on the results of the preceding studies. In general, the measurement of each construct that was above the acceptable internal consistency value, i.e. above 0.60, was considered reliable, and, therefore, used. The content validity of all measures was also examined by assessing the suitability of the items in representing the operational definition of each dimension. The content validity of the items was evaluated by referring to previous studies.

All measures used a seven-point Likert scale. The Likert scale is designed to examine how strongly the participants agree or disagree with a certain statement, which represent an item of a measurement scale (Sekaran, 2003). With a seven-point Likert scale, this study used '1' to represent "strongly disagree", '2' "moderately disagree", '3' "slightly disagree", '4' "neither agree nor disagree", '5' "slightly agree", '6' "moderately agree", and '7' "strongly agree". Cooper and Schindler (2006) state the reliability of the measure

increase when the number of scale increases. Moreover, according to Finstad (2010), the seven-point Likert scale provides a more accurate measure of a participant's true evaluation and it is more appropriate. Hence, the use of seven-point Likert scale is appropriate.

3.3.1 Measurement of Emotional Intelligence

Emotional intelligence comprises four dimensions: self-emotion appraisal, emotional appraisal of others, use of emotion, and regulation of emotion. Self-emotion was measured using four items, emotional appraisal of others four items, use of emotion four items, and regulation of emotion four items. All items were adapted from the Wong and Low Emotional Intelligence Scale (WLIES) by Wong and Low (2007).

Several authors had used the 16-item instrument to measure emotional intelligence (Huang, Chan, Lam, & Nam, 2010; Law, Wong, Huang, & Li, 2008; Law, Wong, & Song, 2004; Shi & Wang, 2007; Wong & Low, 2002). Christie, Jordan, Troth, and Lawrence (2007) used the WLEIS and reported that it was a parsimonious valid measure. Wong and Low (2002) reported that the four dimensions had high reliability, ranging from 0.83 to 0.90.

Table 3.3

Operational Definition and Item Measurement of Emotional Intelligence

Variables	Operational definition	Items
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Self-emotion appraisal	Individual's ability to understand in deep own emotions and able to express these emotions naturally.	<ol style="list-style-type: none"> 1. I have a good sense of why I have certain feelings most of the time. 2. I have good understanding of my own emotions. 3. I really understand what I feel. 4. I always know whether or not I am happy.
Others' emotions appraisal	Individual's ability to perceive and understand the emotions of people surrounding them.	<ol style="list-style-type: none"> 1. I always know my friends' emotions from their behavior. 2. I am a good observer of others' emotions. 3. I am sensitive to the feelings and emotions of others. 4. I have good understanding of emotions of people around me.
Regulation of emotion	Individual's ability of a person to regulate his or her emotions, which will enable a more rapid recovery from	<ol style="list-style-type: none"> 1. I always set goals for myself and then try my best to achieve them. 2. I always tell myself I am a competent.

	psychological distress.	3. I am a self-motivated person. 4. I would always encourage myself to try my best.
Use of emotion	Individual's ability to use his or her emotions by directing themselves towards constructive activities and personal performance.	1. I am able to control my temper and handle difficulties rationally. 2. I am quite capable of controlling my own emotions. 3. I can always calm down quickly when I am very angry. 4. I have good control of my own emotions.

3.3.2 Measurement of Spiritual Intelligence

There are four components of spiritual intelligence (King, 2008). They are critical existential thinking (7 items), personal meaning production (5 items), transcendental awareness (7 items), and conscious state expansion (5 items). The components were assessed by an instrument adapted from the Spiritual Intelligence Self-Report Inventory (SISRI). This instrument has 24 items. In terms of reliability, King (2008), and King and DeCicco (2009) reported that the scale demonstrated high consistency of 0.92.

Table 3.4

Operational Definition and Item Measurement of Spiritual Intelligence

Variables	Operational definition	Items
Critical existential thinking	The ability to think critically is defined in fact, existence, time, death and other metaphysical or existential issues.	<ol style="list-style-type: none">1. I have often questioned or pondered the nature of reality.2. I have spent time contemplating the purpose or reason for my existence.3. I am able to deeply contemplate what happens after death.4. I have developed my own theories about such things as life, death, reality, and existence.5. I frequently contemplate the meaning of events in my life.6. I have often contemplated the relationship between human beings and the rest of the universe.7. I have deeply contemplated whether or not there is some greater power or force (e.g., god,

		goddess, divine being, higher energy, etc.)
Personal meaning production	The ability to produce a personal sense of meaning and purpose, in every person experiences physically and mentally, including the capacity to create and master a life purpose.	<ol style="list-style-type: none"> 1. My ability to find meaning and purpose in life helps me adapt to stressful situations. 2. I am able to define a purpose or reason for my life. 3. When I experience a failure, I am still able to find meaning in it. 4. I am able to make decisions according to my purpose in life. 5. I am able to find meaning and purpose in my everyday experiences.
Transcendental awareness	Capacity to understand the superior aspect of self, others and refers to the material world.	<ol style="list-style-type: none"> 1. I recognize aspects of myself that are deeper than my physical body. 2. It is difficult for me to sense anything other than the physical and material. 3. I am aware of deeper connection between myself and other people.

		<p>4. I define myself by my deeper, non-physical self.</p> <p>5. I am highly aware of the nonmaterial aspects of life.</p> <p>6. I recognize qualities in people which are more meaningful than their body, personality, or emotions.</p> <p>7. Recognizing the nonmaterial aspects of life helps me feel centered.</p>
Conscious state expansion	Ability of entering higher levels of consciousness such as pure consciousness, cosmic consciousness, unity and oneness.	<p>1. I am able to enter higher states of consciousness or awareness.</p> <p>2. I can control when I enter higher states of consciousness or awareness.</p> <p>3. I am able to move freely between levels of consciousness or awareness.</p> <p>4. I often see issues and choices more clearly while in higher states of</p>

		consciousness/awareness. 5. I have developed my own techniques for entering higher states of consciousness or awareness.
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3.3.3 Measurement of Job Engagement

Job engagement has three dimensions: vigor (6 items), dedication (5 items), and absorption (6 items). All 17 items were measured using the Utrecht Work Engagement Scale (UWES) adapted from Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002). Several authors had also used the same instrument to measure job engagement (Schaufeli et al., 2002; Schaufeli & Bakker, 2004; Burke, Koyuncu, Jing, & Fiksenbaum, 2009; Bakker & Bal, 2010; Rich, Lepine, & Crawford, 2010; Kuhnel, Sonnentang, & Westman, 2009). Liu, Li, and Shi reported that all three dimensions had high reliability coefficients between 0.75 and 0.77.

Table 3.5

Operational Definition and Item Measurement of Work Engagement

Variables	Operational definition	Items
Vigor	High levels of energy and mental resilience that relate to work	1. At my work, I feel bursting with energy. 2. At my job, I feel strong and

	<p>experience, and enthusiasm to invest effort in one's work and to persist despite being faced with obstacles.</p>	<p>vigorous.</p> <p>3. When I get up in the morning, I feel like going to work.</p> <p>4. I can continue working for very long periods at a time.</p> <p>5. At my job, I am very resilient, mentally.</p> <p>6. At my work, I always persevere, even when things do not go well.</p>
Dedication	<p>Deeply involved in one's work and experiencing feelings of significance, enthusiasm, inspiration and challenge.</p>	<p>1. I find the work that I do full of meaning and purpose.</p> <p>2. I am enthusiastic about my job.</p> <p>3. My job inspires me.</p> <p>4. I am proud of the work that I do.</p> <p>5. To me, my job is challenging.</p>
Absorption	<p>Fully concentrated and happily engrossed in one's work, whereby time passes quickly.</p>	<p>1. Time flies when I am working.</p> <p>2. When I am working, I forget everything else around me.</p> <p>3. I feel happy when I am working intensely.</p> <p>4. I am immersed in my work.</p> <p>5. I get carried away when I am</p>

		working. 6. It is difficult to detach myself from my job.
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3.3.4 Measurement of Work Overload

Work overload is one-dimensional construct measured by six items. These items were adopted from Qureshi, Ahmed Jamil, Iftikhar, Arif, Lodhi, Naseem, and Zaman (2012).

Table 3.6

Operational Definition and Item Measurement of Work Overload

Variable	Operational definition	Items
Work overload	Work overload describes a perception of having too many things to do and not enough time to do them (Caplan, Cobb, French, Harrison & Pinneau, 1975).	1. I experience excessive work pressure. 2. I work for long hours, on overtime & even on holidays. 3. I am unable to meet out the demands of my job. 4. I spend so long at work that my outside relationship are suffering. 5. I'm so busy; I find it increasingly difficult to concentrate on the job in front of me.

		6. I feel tired during the day due to excessive work load.
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3.3.5 Measurement of Technology Advancement

To measure technology advancement, a scale used by Waller and Ragsdell (2012) was adapted. There are four items in this scale.

Table 3.7

Operational Definition and Item Measurement of Technology Advancement

Variable	Operational definition	Items
Technology advancement	Technology advancement as a tool that transformed work from a place you go to a function you perform, whenever and wherever you happen to be when a call, email or social networking device reveals the next urgent assignment (Makinson, Hundley, Feldhaus &	<ol style="list-style-type: none"> 1. I check my communication devices whilst on holiday. 2. My work is dependent on checking communication devices outsidess working hours. 3. By spending time on communication devices outside of working hours, I feel that I miss out on other things. 4. I do information communication devices received outside of office hours result in having to do work

	Fernandez 2012).	outside of office hours.
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3.3.6 Measurement of Perceived Organizational Support

Perceived organizational support was measured using eight items from Eisenberger, Cummings, Armeli, and Lynch, (1997). Eisenberger et al. (1997), and Eisenberger, Huntington, Hutchison, and Sowa (1986) reported that the items had high internal reliability of between 0.89 and 0.90.

Table 3.8

Operational Definition and Item Measurement of Perceived Organizational Support

Variable	Operational definition	Items
Perceived organizational support	An employee's perception that the organization values his or her contribution and cares for the employee's well-being.	<ol style="list-style-type: none"> 1. The organization values my contribution to its well-being. 2. If the organization fails to appreciate any extra effort from me. 3. The organization would ignore any complaint from me. 4. The organization really cares about my well-being.

		<p>5. Even if I did the best job possible, the organization would fail to notice.</p> <p>6. The organization cares about my general satisfaction at work.</p> <p>7. The organization shows very little concern for me.</p> <p>8. The organization takes pride in my accomplishments at work</p>
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3.3.7 Measurement of Work-Life Balance

Work-life balance comprises three dimensions: work interference with personal life (WIPL), personal life interference with work (PLIW), and work/personal life enhancement (WPLE). Work interference with personal life (WIPL) was measured using seven items, personal life interference with work (PLIW) four items, and work-personal life enhancement (WPLE) four items. All of the items were adapted from Hayman (2005). The reliability of the three dimensions was reported to range from 0.70 to 0.93 (Hayman, 2005). Other authors also used the 15-item instrument to measure work-life balance (Panisoara & Serban, 2013; Fapohunda, 2014; Poulouse & Sudarsan, 2014).

Table 3.9

Operational Definition and Item Measurement of Work-Life Balance

Variable	Operational definition	Items
Work interference with personal life	The extent to which work interferes with personal life.	<ol style="list-style-type: none"> 1. My personal life suffers because of work. 2. My job makes personal life difficult. 3. I neglect personal needs because of work. 4. I put personal life on hold for work. 5. I miss personal activities because of work. 6. I struggle to juggle work and non-work. 7. I am happy with the amount of time for non-work activities.
Personal life interference with work	The extent to which one's personal life interferes with work.	<ol style="list-style-type: none"> 1. My personal life drains me of energy for work. 2. I am too tired to be effective at work.

		<p>3. My work suffers because of my personal life.</p> <p>4. I find it hard to work because of personal matters.</p>
Work/personal life enhancement	The extent to which one's personal life enhances work.	<p>1. Personal life gives me energy for my job.</p> <p>2. My job gives me energy to pursue personal activities.</p> <p>3. I am in a better mood at work because of personal life.</p> <p>4. I am in a better mood because of my job.</p>

3.4 Pilot Study

Pilot testing or pre-testing refers to a trial run of a particular instrument in a small scale. It was necessary to conduct a pilot test on the questionnaire to make sure participants were able to understand the questions asked. Most importantly, because all items were translated from the English language into the Malay language, it was important that the validity and reliability of the instrument were ascertained.

A pilot test was conducted among 60 participants from two police stations in Kedah, namely, Changlon and Jitra. The questionnaires were distributed and collected personally by the researcher. Of 60 questionnaires distributed, 47 were returned. Based on the

responses and feedback gathered, several changes were made to ensure that the final instrument would be free from error and be face and content valid. Table 3.10 illustrates the reliability of each variable.

Table 3.10
Reliability of Each Variable

Constructs	No. of Items	Composite Reliability
Emotional Intelligence	16	0.902
Spiritual Intelligence	24	0.916
Job Engagement	17	0.891
Work Overload	6	0.951
Technology Advancement	4	0.864
Perceived Organizational Support	8	0.846
Work-life Balance	15	0.854

Source: The Researcher

As indicated in Table 3.10, the composite reliability of each construct ranged from 0.846 to 0.951, each exceeding the minimum acceptable level of 0.70 (Hair et al., 2011).

3.5 Data Collection Procedures

Once the instrument was finalized and its validity ascertained, actual data collection was initiated. Self-administered questionnaires were used. The research instruments were hand delivered to the administration departments of the police headquarters. The

questionnaire had a cover letter which stated the purpose of the study, confidentiality of the gathered data and the instructions on how to answer the questions.

A written permission to conduct the study at the Royal Malaysian Police Department was obtained earlier from the Chief of Royal Malaysian Police Department (see attached letters in Appendix 1). With the permission letter, the questionnaires were distributed to the administration department in July 2014. An authorized officer was appointed by the administration department to collect the questionnaires, who then returned them to the researcher using the stamped envelope provided. Weekly follow-up calls were made to the officer. The process of data collection took approximately four months and the questionnaires were returned in October 2014.

3.6 Data Analysis Procedure

The present study employed PLS path modeling (Wold, 1974, 1985) using Smart PLS 2.0 software (Ringle, Wende, & Will, 2005) to test the theoretical model. The PLS path modeling is considered the most suitable technique for several reasons: First, PLS makes fewer demands regarding sample size than other methods (Agarwal & Karahanna, 2000; Ahuja & Thatcher, 2005; Bearoch, Lichtenstein, & Robinson, 2006). Secondly, PLS does not require normal-distributed input data (Ahuja & Thatcher, 2005; Malhotra, Gosain, & Sawy, 2007; Pavlou, Liang, & Xue, 2007). Thirdly, PLS can be applied to complex structural equation models with a large number of constructs (Bassellier & Benbasat, 2004; Burton-Jones & Straub, 2006; Wixom & Todd, 2005). Fourthly, PLS is able to handle both reflective and formative constructs (Choudhury & Karahanna, 2008; Liang,

Saraf, Hu, & Xue, 2007; Limayem, Hirt, & Cheung, 2007). In addition, PLS is better suited for theory development than for theory testing (Chwelos, Benbasat, & Dexter, 2001; Kanawattanachai & Yoo, 2007; Komiak & Benbasat, 2006). Finally, PLS is especially useful for prediction (Au, Ngai, & Cheng, 2008; Moores & Chang, 2006; Rai, Patnayakuni, & Seth, 2006).

3.6.1 Assessment of Model Validation in PLS

According to Urbach and Ahlemann (2010), model validation is a process of systematically evaluating whether the hypotheses expressed by a structural model are supported by the data or not. Model validation is a process to determine if the measurement (outer) models and the structural (inner) model would fulfill the quality criteria of the empirical work. To carry out the model validation process, this study adopted the two-stage approach recommended by Anderson and Gerbing (1988):

1. **Stage One:** Focus on reliability and validity of the items. There are two main criteria used for testing the goodness of measures. Reliability of the measurement items tests how consistent the items measure the concepts they are measuring (Cooper & Schindler, 2008; Hair, Black, Babin, & Anderson, 2010; Bailey & Pearson, 1983; Montazemi, 1988). The validity of the measurement items, on the other hand, test how well the items measure the particular concepts they intend to measure (Cooper & Schindler, 2008; Hair, Black, Babin, & Anderson, 2010; Bailey & Pearson, 1983; Montazemi, 1988).

2. **Stage Two:** Model evaluation or structural model is analyzed to test the research hypothesis. Predictive power is assessed by R^2 values of the endogenous constructs.

According to Hair et al. (2010), by conducting the two-stage analysis, the researcher can ensure the reliability of the measurement items of each construct and avoid any interaction between the measurement and the structural model. This means that the measurement model needs to be analyzed first with respect to items reliability and validity prior to analyzing the relationships proposed in the structural model. Once the conditions of the measurement model are satisfied, the second stage can be performed.

3.6.1.1 Stage One: Assessing the Measurement (Outer) Model

In order to assess the measurement model for reliability and validity, this study followed the validation guideline suggested by Chin (2010). The adequacy of the measurement model was assessed using the following criteria, namely, individual item reliability analysis, convergent validity of the measurement instrument, and discriminant validity of the instrument (Aibinu & Al-Lawati, 2010; Urbach & Ahlemann, 2010).

3.6.1.1.1 Assessing Individual Item Reliability

Assessment of reliability is conducted for reflective latent variable (LV) indicators. Kock (2011) defined reliability as “a measure of the quality of instrument”. This means that each question statement associated with each latent variable is understood in the same way by different participants. Aibinu and Al-Lawati (2010) defined individual item

reliability as “the extent to which measurement of LVs measured with multiple-item scale reflects mostly the true scores of the LVs relative to the error”. Individual item reliability can be assessed by looking at the standardized loadings of the measurement items with respect to their latent construct. According to Chin (1998), standardized loadings should be greater than 0.707; items with loadings below the acceptable value should be dropped.

3.6.1.1.2 Convergent Validity

Convergent validity is the measure of the internal consistency in which multiple measurement items which measure the same construct (concepts) are in agreement (Straub, Boudreau, & Gefen, 2004). Convergent validity is defined as “the degree to which individual items reflecting a construct converge in comparison to items measuring different constructs” (Urbach & Ahlemann, 2010). It is used to ensure that the measurement items actually measure each latent variable and not another latent variable. In the PLS method, the convergent validity of the measured constructs is assessed by measuring factor loadings, composite reliability scores (P_c) and average variance extracted (AVE) (Hair, Black, Babin & Anderson, 2010; Fornell & Larcker, 1981).

Chin (1998) suggested that the loading for all items should be greater than 0.707. Composite reliability measures the internal consistency of the constructs. According to Urbach and Ahlemann (2010), Cronbach alpha assumes that all indicators are equally reliable and this tends to underestimate the internal consistency reliability of LVs in the PLS structural equation models. Composite reliability score is said to be superior to

Cronbach's alpha measure of internal consistency because it uses the item loadings obtained within the theoretical model (Fornell & Larcker, 1981). Chin (1998b, 2010b), and Vinzi, Trinchera, and Amato (2010) recommended the use of composite reliability as a measure of internal consistency, as it overcomes some of the deficiencies of Cronbach's alpha. Nonetheless, as pointed by Aibinu and Al-Lawati (2010), the interpretation for both composite reliability scores and Cronbach's alpha is the same. Hair et al. (2010) recommended 0.70 as a cut-off point for composite reliability.

According to Urbach and Ahlemann (1981), average variance extracted (AVE) is used to "measure the amount of variance that a latent variable captures from its measurement items relative to the amount of variance due to measurement errors". The recommended value for AVE should be greater than 0.50 (Urbach & Ahlemann, 1981; Hair et al., 2010). An AVE value of at least 0.50 indicates that a LV is, on average, able to explain more than 50% of the variance of its indicators. This value is used as an indicator for supporting convergent validity (Chin, 1998b, 2010b; Fornell & Larcker, 1981; Gotz et al., 2010; Henseler et al., Nils Urbach & Ahlemann, 2010).

3.6.1.1.3 Discriminant Validity

Discriminant validity is the degree to which the measurement items are not a reflection of other variables (Straub, Boudreau, & Gefen, 2004). The property of discriminant validity can be examined by comparing the correlations between LV and the square root of average variance extracted (AVE) for a LV. A diagonal matrix contains the square roots of the AVEs which must be greater than the off-diagonal elements in the corresponding

row and columns to confirm with discriminant validity (Hair et al., 2010; Fornell & Larcker, 1981).

3.6.1.2 Stage Two: Assessing the Structural (Inner) Model

After stage one, that is after the measurement (outer) model is established, the structural (inner) model can be evaluated. A structural model is defined as “a set of one or more dependence relationship linking the hypothesized model’s constructs; representing the interrelationships of variables between constructs (Hair et al., 2010). The structural model aims to specify which latent constructs directly or indirectly influence the values of other latent constructs in the model (Byrne, 1998). According to Chin (1998b), the assessment of the structural model entails the determinants of coefficient (R^2), effects size (f^2), and prediction relevance (Q^2).

3.6.1.2.1 Determination of Coefficients (R^2)

This is the first criterion for the assessment of the PLS. Each endogenous LV’s coefficient is measured by examining the coefficient of determination. According to Breiman and Friedman (1985), the criterion R^2 is critical in evaluating a structural model as it measures the amount of variation of each endogenous construct accounted for by the exogenous construct. Chin (1998b) considers R^2 values of approximately 0.67, 0.33 and 0.19 as substantial, moderate, and weak, respectively.

3.6.1.2.2 Effect Size (f^2)

Effect size measures if an independent LV has a substantial impact on a dependent LV (Cohen, 1992). It is calculated as the increase in R^2 of the LV to which the path is connected, relative to the LV's proportion of unexplained variance (Chin, 1998b). The change in the dependent LV's determination coefficient is calculated by estimating the structural model twice (once with and once without the dependent LV, R^2_{included} and R^2_{excluded}) (Gotz et al., 2010). The effects size was calculated using Cohen's f^2 formula as follows (Cohen, 1992):

$$f^2 = \frac{R^2_{\text{included}} - R^2_{\text{excluded}}}{1 - R^2_{\text{included}}}$$

According to Cohen (1988), the values of between 0.020 and 0.150, between 0.150 and 0.350, and exceeding 0.350 indicate whether a predictor LVs (exogenous LV) has a small, medium, or large effect on an endogenous LV, respectively.

3.6.1.2.3 Prediction Relevance (Q^2)

According to Urbach and Ahlemann (2010), the Q^2 statistics is a measure of the predictive relevance of a block of manifest variables. The structural model's predictive relevance can be assessed via nonparametric Stone-Geisser test (Geisser, 1975 & Stone, 1974). Q^2 values indicate how well the observed values are reconstructed by the model and its parameter estimates. Positive Q^2 values confirm the model's predictive relevance in respect of the particular construct. Q^2 less than 0 means that the model lacks predictive relevance. The proposed threshold value is $Q^2 > 0$ (Urbach & Ahlemann (2010).

3.7 Summary

This chapter described the methodology used in the study. Essentially, it explained the research design, the population and sample, the sampling technique, the data collection procedure, the measurement of variables, the pilot study, and the techniques of data analysis. The following chapter presents the findings of the present study.



CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.0 Introduction

The objective of this chapter is to present the results of the study. First, the response rate of the participants is highlighted. Next, the demographic profile of the participants is presented. Then, the results of the descriptive statistics of all latent variables are offered. Next, the main results are presented in two main sections. In section one, the result of the assessment of the measurement model in terms of reliability, internal consistency reliability, convergent validity, and discriminant validity is presented. The results of the structural model are reported in section two (i.e. significant path coefficients, level of the R-squared values, effect size, and predictive relevance). Finally, the results of the moderating effects of organizational support are presented.

4.1 Response Rate

A total of 1899 questionnaires were distributed to the police officers in each headquarter in Peninsular Malaysia. The questionnaires were distributed personally with the assistance of the management of the department of each participating police headquarter. Police officers were identified and selected by the head of the management department. Once the police officers had completed the questionnaires, they returned them to the head of the department, who subsequently mailed the questionnaires back to the researcher using a stamped envelope provided. The distribution and collection of questionnaires

were carried out in a period of four months from July 2014 to October 2014. The response rate of the participants is shown in Table 4.1.

Table 4.1

Participating Police Headquarters and Response Rate

Police Headquarters (HQ)	N	Questionnaire distributed	Questionnaire returned	Usable questionnaire	Sample	% of response rate
HQ Perlis	537	94	91	89	18	96.81
HQ Kelantan	568	94	92	87	19	97.87
HQ Kedah	1006	169	111	98	33	65.68
HQ Penang	896	150	138	136	30	92.00
HQ Perak	989	171	170	169	33	97.14
HQ Kuala Lumpur	2455	413	363	352	81	84.75
HQ Selangor	1117	188	127	119	37	67.55
HQ Johor	930	150	118	114	31	78.67
HQ Negeri Sembilan	672	113	109	106	22	96.46
HQ Melaka	689	113	105	103	23	92.92
HQ Pahang	843	131	106	102	28	80.92
HQ Terengganu	686	113	96	91	23	84.96
Total	11,38	1899	1626	1566	378	84.76

Of 1899 questionnaires distributed, only 1613 questionnaires were returned, yielding a response rate of 84.76%. However, 68 sets of questionnaire were found incomplete and were excluded from this study. Hence, only 15,66 (82.29%) questionnaires were acceptable and analyzed in this study.

4.2 Participants' Profile

This section provides the demographic profile of the participants (i.e. police officers) of this study. The characteristics examined include gender, age, marital status, the number of children, the age of children, education, position, and experience. Table 4.2 shows the profile of the sampled police officers.

A total of 15,66 police officers participated in the survey. As for gender, the majority of the participants were male (66.9%). In terms of age, the distribution of age in different age groups was almost even. Those between the age of 26 and 30 years were the largest group (22.4%), followed by those above 51 years old (17.7%), 31 and 35 years old (16.7%), between 46 and 50 years old (12.0%), 36 and 40 years old (11.4%), below 25 years old (8.6%), and between 41 and 45 years old (6.8%).

The majority of the participants were married (77.9%), while 19.8% police officers were unmarried and 2.4% divorced. In terms of the number of children, 33.7% of the participants had between 3 and 5 children, 20.6% had 1 and 2 children, 20.6% had no children, 3.4% had 6 and 8 children, and 0.3% had more than 9 children. Regarding the

age of the children, 20.4% of the participants had children at the age of 15 and above, while 2.9% had children less than one-year old.

With respect to education, the majority of the participants had completed SPM (60.5%), followed by those who had a diploma (13.5%), STPM (12.1%), and first degree (11.3%). Those who had a master's degree and a doctoral degree were very small (0.7% and 0.1%, respectively). In terms of position, 29.5% of the participants were corporal, followed by lance corporal (15.6%), sergeant (14.4%), constable (10.1%), and inspector (8.8%).

Regarding job tenure, the majority of the participants had worked more than 10 years (60.0%), followed by those who had worked between 4 and 6 years (11.9%), and those who had worked between 7 and 9 years (9.7%).

Table 4.2

Profile of Participants (Police Officers) (N=1566)

Profile	Frequency	Percentage
Gender:		
Male	1047	66.9
Female	518	33.1
Missing Value	1	0.0
Age:		
Below 25	135	9.0

26-30 years	351	23.4
31-35 years	262	17.5
36-40 years	178	11.9
41-45 years	107	7.1
46-50 years	188	12.6
51 and above	277	18.5
Missing Value	68	4.3
Marital status:		
Single	308	19.8
Married	1213	77.9
Divorced/separated	37	2.4
Missing Value	8	0.5
Number of children:		
No children	322	23.4
1-2	469	34.0
3-5	528	38.3
6-8	54	3.9
9 and above	5	0.4
Missing Valus	180	11.5
Age of children:		
Less than 1 year	46	6.6
1-4 years	155	22.4

5-9 years	88	12.7
10-14 years	83	12.0
15 and above	320	46.2
Missing Value	874	55.8
Level of education:		
SPM	947	61.7
STPM	189	12.3
Diploma	211	13.7
Degree	177	11.5
Master's	11	0.7
PhD	1	0.1
Missing Value	30	1.9
Position:		
Inspector General Police	12	0.8
Commissioner of Police	1	0.1
Deputy Commissioner of Police	1	0.1
Assistant Commissioner of Police	8	0.5
Superintendent of Police	6	0.4
Deputy Superintendent of Police	13	0.9
Assistant Superintendent of Police	98	6.3
Senior Assistant Commissioner of Police I & II	1	0.1

Chief Inspector	6	0.4
Probationary Inspector	36	2.4
Inspector	138	9.2
Constable	158	10.1
Sub Inspector	30	2.0
Sergeant Major	69	4.6
Sergeant	222	14.8
Corporal	455	30.4
Lance Corporal	245	16.3
Missing Value	67	4.3
Experience:		
Less than 3 years	117	12.1
4-6 years	186	12.7
7-9 years	152	10.4
More than 10 years	949	64.8
Missing Value	162	10.3

4.3 Preliminary Data Analysis

The preliminary data analysis involved two procedures: missing value analysis and descriptive analysis of the latent constructs. The missing value analysis was carried out to examine and produce a complete dataset for the subsequent model estimation. The descriptive analysis provided the estimates of the characteristics of the data. The

descriptive statistics, such as the mean, variance, and correlation between variables were also examined for appropriateness prior to the estimation of the measurement models. It is important to check that there were no coding errors, that the variables had been recorded appropriately, if necessary, and that missing values were dealt with properly (Baumgartner & Homburg, 1996). These activities were all undertaken and are detailed below.

4.3.1 Missing Values Analysis

Missing data imputation was considered appropriate to be applied to the present dataset (Hair et al., 1995). Expectation-Maximization (EM) imputation was chosen for a number of reasons (Little & Rubin, 1987; Rubin, 1987). First, it is tenable to utilize the EM algorithm as it does not alter the nature of the relationship among the variables (Cohen & Cohen, 1983). This has the obvious advantage of maintaining the sample size and enables more power in the statistical tests. Secondly, replacing missing data also has benefits when modeling interactions, as the data eventually needs to be ‘mean centered’ prior to creating product interaction terms. Mean centering helps eliminate the effects of multicollinearity that are created when working with interaction terms (Cortina et al., 2011). The use of EM imputation was also reported to be superior in other studies (Rigdon, 1998; Schafer & Yucel, 2002). Therefore, replacing missing values with EM algorithm minimizes bias especially in moderation studies (Newman, 2009) and, as shown by Enders (2006), the EM algorithm has been commonly used in other studies.

4.3.2 Descriptive Analysis of the Latent Constructs

Descriptive statistics in the form of means and standard deviations for the latent variables were computed. All the latent variables in the present study were measured using a seven-point Likert scale anchored by 1 = strongly disagree to 7 = strongly agree. In the present study, the mean scores of less than 3.00 were categorized as “low”, between 3.01 and less than 5.00 “moderate”, and 5.01 and higher were considered “high”. The results are presented in Table 4.3.

Table 4.3

Descriptive Statistics for Latent Variables

Variables	No. of items	Mean	Standard deviation (SD)
Self-emotion appraisal	4	5.208	0.955
Others' emotions appraisal	4	4.795	0.917
Use of emotion	4	5.304	0.916
Regulation of emotion	4	5.290	0.983
Critical existential awareness	7	4.851	0.845
Personal meaning production	5	5.241	0.850
Transcendental awareness	7	4.700	0.681
Conscious state expansion	5	5.155	0.807
Vigor	6	5.232	0.833

Dedication	5	5.375	0.815
Absorption	6	4.800	0.643
Work overload	6	3.755	1.254
Technology advancement	4	4.241	1.065
Organizational support	8	4.624	0.986
Work interference with personal life	7	4.830	1.081
Personal life interference with work	4	5.222	1.177
Work-personal life enhancement	4	4.866	1.152

As illustrated in Table 4.3, three dimensions of emotional intelligence (self-emotion appraisal, use of emotion, and regulation of emotion) were perceived to be high, ranging from 5.208 to 5.304. Meanwhile, another dimension of emotional intelligence, namely, others' emotion appraisal was moderate with a mean value of 4.795.

Two dimensions of spiritual intelligence (personal meaning production and conscious state expansion) was rated high by the participants with mean values ranging from 5.241 to 5.155. Meanwhile, the other two dimensions, namely, critical existential thinking and transcendental awareness were perceived to be moderate with mean values ranging from 4.851 to 4.70.

Two dimensions of job engagement (vigor and dedication) were perceived to be high by the participants with mean values ranging from 5.232 to 5.375. But, absorption was perceived to be moderate with a mean value of 4.80.

For work-life balance, personal life interference with work was rated high ($M = 5.222$, $SD = 1.177$) by the participants. Meanwhile, the other two dimensions of work-life balance, i.e. work interference with personal life and work-personal life enhancement were viewed as moderate with mean values ranging from 4.830 to 4.866.

The participants rated work overload as moderate with the mean value of 3.755. Similarly, the participants perceived the level of technology advancement ($M = 4.241$, $SD = 1.065$), and organizational support ($M = 4.624$, $SD = 0.986$) as moderate as well.

4.4 Assessment of PLS-SEM Path Model Results

It is necessary to mention that a recent study conducted by Henseler and Sarstedt (2013) suggests that goodness-of-fit (GoF) index is not suitable for model validation (see also Hair et al., 2014). For instance, using PLS path models with simulated data, the authors showed that goodness-of-fit index is not suitable for model validation because it cannot separate valid models from invalid ones (Hair, Ringle, & Sarstedt, 2013). In the light of recent development about the unsuitability of PLS path modeling in model validation, the present study adopted a two-step process to evaluate and report the results of PLS-SEM path, as suggested by Henseler, Ringle, and Sinkovics (2009). This two-step process adopted in the present study comprises (1) the assessment of a measurement model, and (2) the assessment of a structural model, as shown in Figure 4.1 (Hair et al., 2014; Hair et al., 2012; Henseler et al., 2009).

Assessment of measurement model	<ul style="list-style-type: none"> • Examining individual item reliability • Ascertaining internal consistency reliability • Ascertaining convergent validity • Ascertaining discriminant validity
Assessment of structural model	<ul style="list-style-type: none"> • Assessing the significance of path coefficients • Evaluating the level of R-squared values • Determining the effect size • Ascertaining the predictive relevance • Examining the moderating effect

Figure 4.1

A two-step process of PLS path model assessment

Source: Henseler et al. (2009)

4.5 Assessment of Measurement Model

An assessment of a measurement model involves determining individual item reliability, internal consistency reliability, content validity, convergent validity, and discriminant validity (Hair et al., 2014; Hair et al., 2011; Henseler et al., 2009).

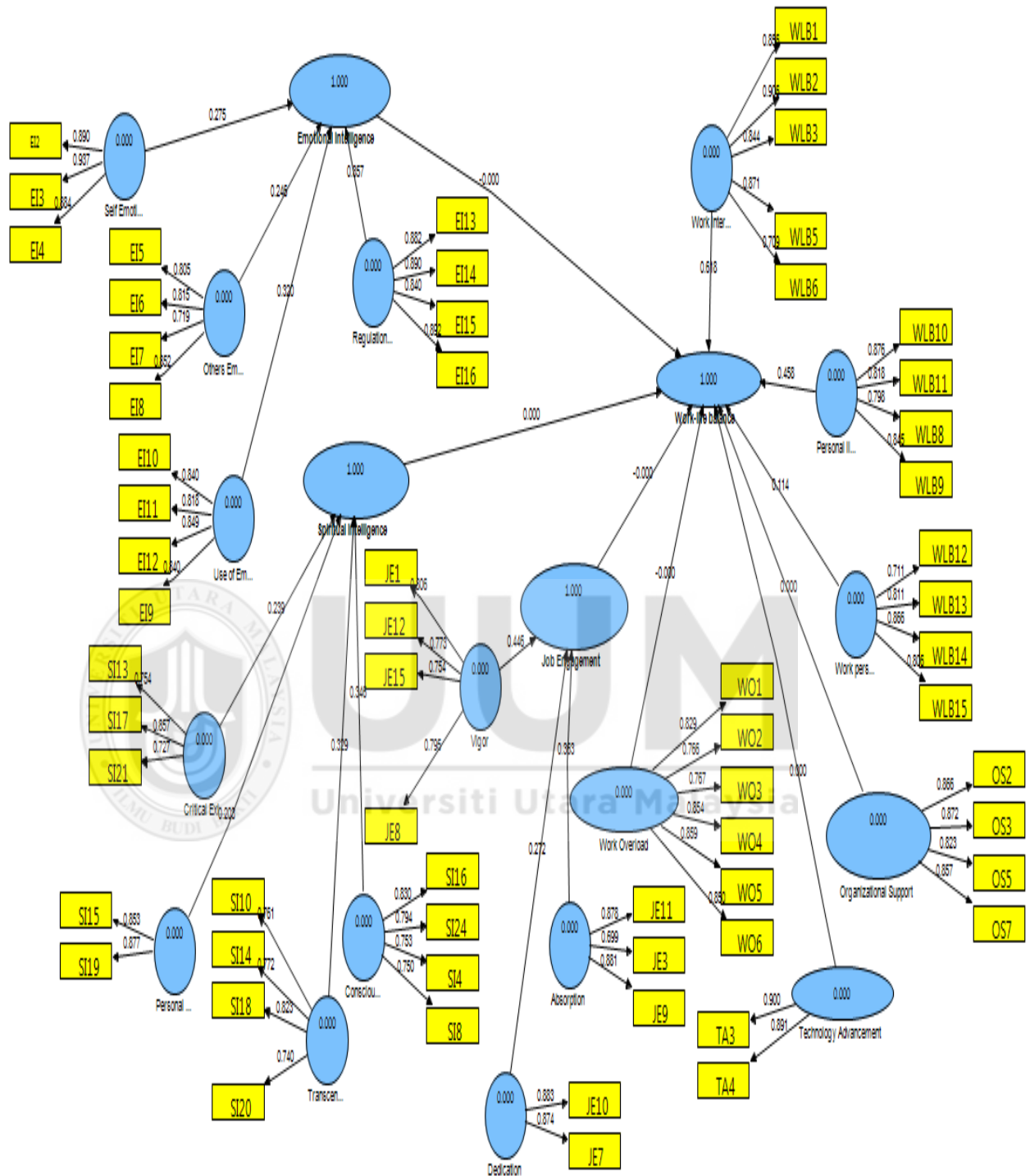


Figure 4.2

Measurement model

4.5.1 Individual Item Reliability

Individual item reliability was assessed by examining the outer loadings of each construct's measure (Duarte & Raposo, 2010; Hair et al., 2014; Hair et al., 2012; Hulland, 1999). Following the rule of thumb for retaining items with loadings above than .707 (Chin, 1998b), the study deleted 28 (EI1, SI1, SI2, SI3, SI5, SI6, SI7, SI9, SI11, SI12, SI22, SI23, JE2, JE4, JE5, JE6, JE13, JE14, JE16, JE17, TA1, TA2, OS1, OS4, OS6, OS8, WLB4, WLB7) of 90 items because the loadings were below the threshold of 0.707 and also to avoid the multicollinearity. Thus, in the whole model, only 62 items were retained as they had loadings between 0.707 and 0.937 shown in Table 4.4. The PLS output is given in Appendix 4.

4.5.2 Internal Consistency Reliability

Internal consistency reliability refers to the extent to which all items on a particular (sub) scale are measuring the same concept (Bijttebier et al., 2000; Sun et al., 2007). Cronbach's alpha coefficient and composite reliability coefficient are the most commonly used estimators of the internal consistency reliability of an instrument in organizational research (e.g., Bacon, Sauer, & Young, 1995; McCrae, Kurtz, Yamagata, & Terracciano, 2011; Peterson & Kim, 2013). In this study, composite reliability coefficient was chosen to ascertain the internal consistency reliability of the measures adopted.

Two main reasons justified the use of composite reliability coefficient. Firstly, composite reliability coefficient provides a much less biased estimate of reliability than Cronbach's alpha coefficient because the latter assumes all items contribute equally to its construct

without considering the actual contribution of individual loadings (Barclay, Higgins, & Thompson, 1995; Gotz, Liehr-Gobbers, & Krafft, 2010). Secondly, Cronbach's alpha may over or under-estimate the scale reliability. The composite reliability takes into account that indicators have different loadings and can be interpreted in the same way as Cronbach's alpha, that is, no matter which particular reliability coefficient is used, an internal consistency reliability value above .70 is regarded as satisfactory for an adequate model, whereas a value below .60 indicates a lack of reliability. Nevertheless, the interpretation of internal consistency reliability using composite reliability coefficient is based on the rule of thumb provided by Bagozzi and Yi (1988) as well as Hair et al (2011), who suggested that the composite reliability coefficient should be at least .70 or more.

Table 4.4

Loadings, Composite Reliability and Average Variance Extracted

Latent constructs and indicators	Standardized loadings	Average variance extracted	Composite reliability
		(AVE)	(CR)
Work interference with personal life		0.706	0.923
WLB1	0.856		
WLB2	0.906		
WLB3	0.844		

WLB5	0.871		
WLB6	0.709		
Personal life interference with work		0.697	0.902
WLB10	0.876		
WLB11	0.818		
WLB8	0.798		
WLB9	0.845		
Work personal life enhancement		0.641	0.877
WLB12	0.711		
WLB13	0.811		
WLB14	0.866		
WLB15	0.806		
Self-emotion appraisal		0.817	0.931
EI2	0.890		
EI3	0.937		
EI4	0.884		
Others' emotion appraisal		0.639	0.876
EI5	0.805		
EI6	0.815		
EI7	0.719		
EI8	0.852		
Use of emotion		0.700	0.903

EI10	0.840		
EI11	0.818		
EI12	0.849		
EI9	0.840		
Regulation of emotion		0.768	0.930
EI13	0.882		
EI14	0.890		
EI15	0.840		
EI16	0.892		
Critical existential thinking		0.610	0.824
SI13	0.754		
SI17	0.857		
SI21	0.727		
Personal meaning making		0.748	0.856
SI15	0.853		
SI19	0.877		
Transcendental awareness		0.600	0.857
SI10	0.761		
SI14	0.772		
SI18	0.823		
SI20	0.740		
Conscious state expansion		0.612	0.863

SI16	0.830		
SI24	0.794		
SI4	0.753		
SI8	0.750		
Vigor		0.611	0.863
JE1	0.806		
JE12	0.773		
JE15	0.754		
JE8	0.795		
Dedication		0.772	0.871
JE10	0.883		
JE7	0.874		
Absorption		0.678	0.862
JE11	0.878		
JE3	0.699		
JE9	0.881		
Work overload		0.676	0.926
WO1	0.829		
WO2	0.766		
WO3	0.767		
WO4	0.854		
WO5	0.859		

WO6	0.850		
Technology advancement		0.802	0.890
TA3	0.900		
TA4	0.891		
Organizational support		0.731	0.916
OS2	0.866		
OS3	0.872		
OS5	0.823		
OS7	0.857		

Table 4.4 shows the composite reliability coefficients of the latent constructs, which ranged from .824 to .931, with each exceeding the minimum acceptable level of .70, suggesting adequate internal consistency reliability of the measures used in this study (Bagozzi & Yi, 1988; Hair et al., 2011).

4.5.3 Convergent Validity

Convergent validity refers to the extent to which items truly represent the intended latent construct and indeed correlate with other measures of the same latent construct (Hair et al., 2006). Convergent validity was assessed by examining the Average Variance Extracted (AVE) of each latent construct, as suggested by Fornell and Larcker (1981). To achieve adequate convergent validity, Chin (1998) recommends that the AVE of each latent construct should be .50 or more. As recommended by Chin (1998), the AVE values

(see Table 4.4) exhibited high loadings ($> .50$) on their respective constructs, indicating adequate convergent validity.

4.5.4 Discriminant Validity

Discriminant validity refers to the extent to which a particular latent construct is different from other latent constructs (Duarte & Raposo, 2010). In the present study, discriminant validity was ascertained using AVE, as suggested by Fornell and Larcker (1981). This was achieved by comparing the correlations among the latent constructs with the square roots of the average variance extracted (Fornell & Larcker, 1981). Additionally, discriminant validity was determined following Chin's (1998) criterion by comparing the indicator loadings with other reflective indicators in the cross loadings table. First, as a rule of thumb for evaluating discriminant validity, Fornell and Larcker (1981) suggested the use of AVE with a score of .50 or more. To achieve adequate discriminant validity, Fornell and Larcker (1981) further suggested that the square root of the AVE should be greater than the correlations among latent constructs.

As indicated in Table 4.4, the values of the average variance extracted ranged between .610 and .817, suggesting acceptable values. The correlations among the latent constructs were compared with the square root of the average variance extracted (values in boldface). Table 4.5 also shows that the square root of average variances extracted were all greater than the correlations among latent constructs, suggesting adequate discriminant validity (Fornell & Larcker, 1981).

Table 4.5**Latent Variable Correlations and Square Roots of Average Variance Extracted**

LV	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	0.824																
2	0.570	0.783															
3	0.420	0.699	0.781														
4	0.792	0.528	0.403	0.878													
5	0.156	0.068	-0.001	0.203	0.855												
6	0.424	0.514	0.387	0.350	0.009	0.799											
7	0.545	0.766	0.691	0.511	0.063	0.468	0.865										
8	0.293	0.171	0.090	0.311	0.451	0.126	0.174	0.835									
9	0.531	0.551	0.406	0.490	0.139	0.506	0.543	0.318	0.876								
10	0.506	0.510	0.402	0.439	0.114	0.536	0.490	0.268	0.605	0.904							
11	-0.086	0.022	0.072	-0.139	-0.471	0.038	0.008	-0.416	-0.082	-0.057	0.895						
12	0.467	0.752	0.721	0.444	-0.049	0.518	0.740	0.053	0.455	0.413	0.096	0.775					
13	0.562	0.606	0.494	0.481	0.076	0.575	0.599	0.254	0.646	0.656	-0.011	0.538	0.837				
14	0.785	0.535	0.408	0.758	0.202	0.388	0.518	0.322	0.551	0.455	-0.156	0.444	0.498	0.782			
15	-0.121	-0.009	0.071	-0.173	-0.545	0.000	-0.010	-0.473	-0.148	-0.114	0.685	0.081	-0.058	-0.225	0.822		
16	0.207	0.091	0.045	0.247	0.466	0.021	0.112	0.645	0.205	0.172	-0.445	0.013	0.119	0.268	-0.520	0.840	
17	0.344	0.335	0.202	0.368	0.226	0.251	0.282	0.119	0.345	0.326	-0.110	0.214	0.311	0.345	-0.161	0.130	0.800

Note: LV = Latent Variables, 1 = Absorption, 2 = Conscious State Expansion, 3 = Critical Existential Thinking, 4 = Dedication 5 = Organizational Support, 6 = Others Emotion Appraisal, 7 = Personal Meaning Making, 8 = Personal Life Interference with Work, 9 = Regulation of Emotion, 10 = Self Emotion Appraisal, 11 = Technology Advancement, 12 = Transcendental Awareness, 13 = Use of Emotion, 14 = Vigor, 15 = Work Overload, 16 = Work Interference with Personal Life, 17 = Work-personal Life Enhancement

Furthermore, as mentioned earlier, discriminant validity can be ascertained by comparing the indicator loadings with cross-loadings (Chin, 1998). To achieve adequate discriminant validity, Chin (1998) suggested that all the indicator loadings should be higher than cross-loadings. Table 4.6 compares the indicator loadings with other reflective indicators. All indicator loadings were greater than the cross-loadings, suggesting adequate discriminant validity for further analysis.



Table 4.6

Cross Loadings

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
EI9	0.840	0.536	0.592	0.478	0.502	0.425	0.431	0.131	0.384	0.495	0.381	0.505	-0.056	0.123	0.258	0.309	-0.105
EI10	0.840	0.493	0.494	0.513	0.414	0.405	0.368	0.010	0.495	0.489	0.397	0.499	0.042	0.064	0.159	0.248	-0.004
EI11	0.818	0.494	0.469	0.482	0.413	0.377	0.350	0.014	0.491	0.479	0.415	0.475	0.016	0.071	0.165	0.178	-0.019
EI12	0.849	0.628	0.629	0.455	0.541	0.457	0.452	0.092	0.436	0.537	0.457	0.545	-0.035	0.135	0.260	0.295	-0.061
EI13	0.606	0.882	0.519	0.438	0.456	0.452	0.418	0.088	0.378	0.433	0.328	0.443	-0.036	0.130	0.248	0.295	-0.092
EI14	0.626	0.890	0.567	0.473	0.497	0.491	0.437	0.128	0.412	0.473	0.361	0.488	-0.057	0.184	0.277	0.327	-0.150
EI15	0.480	0.840	0.498	0.422	0.431	0.464	0.407	0.121	0.381	0.480	0.352	0.496	-0.107	0.180	0.294	0.280	-0.132
EI16	0.543	0.892	0.536	0.441	0.473	0.525	0.454	0.152	0.423	0.521	0.383	0.504	-0.091	0.224	0.298	0.306	-0.147
EI2	0.556	0.557	0.890	0.472	0.426	0.421	0.379	0.110	0.377	0.432	0.334	0.444	-0.057	0.179	0.250	0.308	-0.126
EI3	0.622	0.560	0.937	0.499	0.477	0.426	0.427	0.109	0.387	0.448	0.365	0.476	-0.047	0.152	0.244	0.296	-0.103
EI4	0.600	0.526	0.884	0.481	0.468	0.387	0.384	0.089	0.355	0.448	0.391	0.463	-0.050	0.137	0.234	0.280	-0.081
EI5	0.461	0.450	0.501	0.805	0.386	0.373	0.317	0.065	0.401	0.398	0.360	0.442	0.021	0.056	0.154	0.242	-0.041
EI6	0.449	0.389	0.382	0.815	0.320	0.307	0.258	0.037	0.366	0.316	0.235	0.381	0.002	0.019	0.126	0.160	-0.029
EI7	0.448	0.306	0.381	0.719	0.271	0.198	0.228	-0.122	0.474	0.370	0.344	0.389	0.108	-0.043	-0.005	0.141	0.102
EI8	0.482	0.458	0.439	0.852	0.367	0.345	0.307	0.028	0.424	0.411	0.301	0.427	0.002	0.026	0.114	0.247	-0.016
JE3	0.341	0.361	0.296	0.288	0.699	0.548	0.500	0.014	0.343	0.374	0.302	0.342	0.027	0.063	0.160	0.199	0.018
JE9	0.509	0.464	0.492	0.360	0.881	0.688	0.724	0.168	0.400	0.468	0.367	0.521	-0.106	0.228	0.289	0.331	-0.145

JE11	0.519	0.477	0.441	0.391	0.878	0.694	0.710	0.178	0.410	0.495	0.364	0.525	-0.111	0.200	0.260	0.307	-0.148
JE12	0.370	0.414	0.299	0.317	0.586	0.773	0.520	0.159	0.353	0.395	0.360	0.416	-0.095	0.178	0.203	0.245	-0.145
JE15	0.384	0.465	0.353	0.345	0.547	0.754	0.535	0.120	0.389	0.402	0.341	0.447	-0.101	0.157	0.257	0.229	-0.148
JE1	0.435	0.474	0.409	0.324	0.653	0.806	0.638	0.176	0.356	0.468	0.318	0.441	-0.137	0.233	0.296	0.327	-0.217
JE8	0.369	0.376	0.358	0.235	0.661	0.795	0.668	0.173	0.298	0.354	0.265	0.374	-0.150	0.263	0.249	0.271	-0.187
JE10	0.422	0.433	0.420	0.288	0.732	0.662	0.883	0.191	0.367	0.441	0.350	0.464	-0.135	0.237	0.268	0.348	-0.169
JE7	0.423	0.428	0.351	0.327	0.659	0.671	0.874	0.166	0.414	0.458	0.359	0.463	-0.108	0.196	0.279	0.297	-0.134
OS2	0.035	0.114	0.089	0.000	0.131	0.180	0.182	0.866	-0.035	0.063	0.009	0.075	-0.394	0.418	0.354	0.193	-0.463
OS3	0.072	0.124	0.092	0.002	0.155	0.178	0.191	0.872	-0.024	0.072	-0.006	0.077	-0.381	0.414	0.376	0.206	-0.441
OS5	0.077	0.098	0.104	-0.006	0.102	0.148	0.125	0.823	-0.070	0.031	-0.022	0.015	-0.374	0.360	0.389	0.166	-0.477
OS7	0.077	0.138	0.104	0.033	0.142	0.183	0.193	0.857	-0.040	0.049	0.015	0.065	-0.457	0.401	0.422	0.206	-0.483
SI10	0.390	0.358	0.342	0.418	0.379	0.337	0.351	-0.028	0.761	0.502	0.489	0.598	0.047	0.037	0.041	0.198	0.020
SI14	0.478	0.432	0.394	0.385	0.439	0.385	0.423	0.039	0.772	0.640	0.600	0.628	0.039	0.061	0.119	0.226	0.019
SI18	0.432	0.312	0.304	0.390	0.335	0.344	0.304	-0.090	0.823	0.615	0.638	0.599	0.104	-0.012	0.002	0.124	0.113
SI20	0.357	0.304	0.229	0.417	0.287	0.304	0.292	-0.077	0.740	0.523	0.492	0.497	0.110	-0.051	-0.004	0.111	0.099
SI15	0.553	0.519	0.466	0.396	0.553	0.500	0.506	0.140	0.548	0.853	0.564	0.683	-0.041	0.148	0.232	0.311	-0.068
SI19	0.486	0.425	0.385	0.414	0.396	0.400	0.385	-0.023	0.725	0.877	0.630	0.644	0.050	0.050	0.076	0.182	0.046
SI13	0.361	0.316	0.323	0.315	0.332	0.317	0.330	0.009	0.527	0.472	0.754	0.506	0.098	0.012	0.040	0.134	0.089
SI17	0.407	0.323	0.292	0.352	0.339	0.354	0.327	-0.030	0.666	0.596	0.857	0.612	0.075	0.036	0.039	0.153	0.085
SI21	0.390	0.315	0.335	0.233	0.315	0.282	0.289	0.025	0.481	0.547	0.727	0.515	-0.007	0.058	0.140	0.189	-0.014
SI16	0.486	0.432	0.404	0.417	0.462	0.453	0.432	0.048	0.634	0.706	0.621	0.830	0.042	0.063	0.126	0.264	0.009

SI24	0.461	0.399	0.339	0.363	0.410	0.391	0.371	0.001	0.633	0.643	0.627	0.794	0.027	0.063	0.117	0.226	0.030
SI4	0.474	0.445	0.396	0.438	0.439	0.431	0.429	0.045	0.574	0.512	0.461	0.753	0.017	0.049	0.109	0.247	-0.005
SI8	0.481	0.458	0.471	0.398	0.484	0.402	0.428	0.132	0.502	0.515	0.457	0.750	-0.024	0.116	0.191	0.320	-0.072
TA3	-0.036	-	-	0.035	0.079	0.141	-0.126	-0.433	0.080	-0.002	0.052	0.012	0.900	-0.390	-0.402	0.090	0.615
TA4	0.017	-	-	0.033	0.074	0.138	-0.123	-0.409	0.092	0.016	0.078	0.028	0.891	-0.406	-0.342	0.107	0.611
WLB1	0.079	0.145	0.113	-0.011	0.157	0.227	0.204	0.360	0.012	0.088	0.013	0.051	-0.371	0.856	0.486	0.131	-0.431
WLB2	0.092	0.208	0.172	0.025	0.193	0.266	0.229	0.402	0.000	0.105	0.029	0.065	-0.410	0.906	0.550	0.149	-0.482
WLB3	0.055	0.154	0.094	-0.010	0.123	0.184	0.157	0.375	-0.023	0.058	0.011	0.024	-0.368	0.844	0.491	0.064	-0.415
WLB5	0.102	0.172	0.160	0.003	0.175	0.220	0.229	0.463	-0.016	0.064	0.028	0.067	-0.400	0.871	0.594	0.136	-0.463
WLB6	0.177	0.179	0.185	0.087	0.224	0.228	0.216	0.351	0.091	0.160	0.116	0.186	-0.311	0.709	0.590	0.058	-0.384
WLB10	0.222	0.305	0.260	0.118	0.262	0.294	0.276	0.398	0.059	0.169	0.116	0.166	-0.340	0.551	0.876	0.140	-0.363
WLB11	0.188	0.263	0.234	0.092	0.228	0.244	0.225	0.379	0.044	0.155	0.069	0.143	-0.376	0.519	0.818	0.092	-0.395
WLB8	0.220	0.232	0.202	0.121	0.243	0.246	0.250	0.307	0.025	0.129	0.058	0.114	-0.303	0.493	0.798	0.071	-0.354
WLB9	0.218	0.260	0.199	0.091	0.244	0.290	0.285	0.416	0.048	0.127	0.055	0.145	-0.368	0.587	0.845	0.091	-0.464
WLB12	0.248	0.238	0.265	0.157	0.220	0.202	0.220	0.122	0.136	0.200	0.160	0.264	-0.025	0.021	0.015	0.711	-0.062
WLB13	0.166	0.213	0.193	0.169	0.203	0.235	0.254	0.171	0.125	0.176	0.146	0.219	-0.104	0.118	0.062	0.811	-0.131
WLB14	0.272	0.290	0.296	0.223	0.298	0.271	0.283	0.199	0.160	0.233	0.173	0.274	-0.084	0.082	0.109	0.866	-0.114
WLB15	0.303	0.340	0.293	0.233	0.347	0.352	0.376	0.205	0.236	0.277	0.171	0.312	-0.108	0.148	0.146	0.806	-0.172
WO1	-0.045	-	-	0.027	0.128	0.210	-0.169	-0.513	0.071	-0.048	0.022	-0.029	0.603	-0.503	-0.436	0.177	0.829

WO2	0.012	-	-	0.016	0.043	0.129	-0.103	-0.414	0.088	0.035	0.088	0.027	0.544	-0.393	-0.306	-	0.766
WO3	-0.101	-	-	-0.062	0.129	0.201	-0.148	-0.413	0.030	-0.009	0.044	-0.031	0.509	-0.334	-0.382	-	0.767
WO4	-0.041	-	-	-0.019	0.092	0.171	-0.151	-0.433	0.058	-0.023	0.057	-0.012	0.579	-0.469	-0.374	-	0.854
WO5	-0.079	-	-	-0.006	0.143	0.212	-0.154	-0.460	0.068	-0.004	0.082	-0.006	0.575	-0.418	-0.405	-	0.859
WO6	-0.033	-	-	0.033	0.057	0.178	-0.121	-0.442	0.082	0.011	0.064	0.014	0.558	-0.419	-0.417	-	0.850

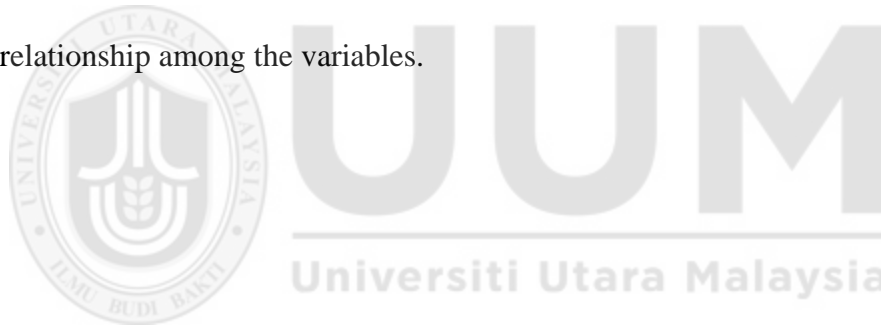
Note: 1 = Use of Emotion, 2 = Regulation of Emotion, 3 = Self Emotion Appraisal, 4 = Others Emotion Appraisal, 5 = Absorption, 6 = Vigor, 7 = Dedication, 8 = Organizational Support, 9 = Transcendental Awareness, 10 = Personal Meaning Production, 11 = Critical Existential Thinking, 12 = Conscious State Expansion, 13 = Technology Advancement, 14 = Work Interference with Personal Life, 15 = Personal Life Interference with Work, 16 = Work-Personal Life Enhancement, 17 = Work Overload

4.6 Structural Model

In this study, two structural models are involved: a model with direct relationships and a model that includes the moderator variable.

4.6.1 Assessment of Significance of the Structural Model (Direct Relationship)

Having ascertained the measurement model, next, the present study assessed the structural model. The present study also applied the standard bootstrapping procedure with 5000 bootstrap samples and 1566 cases to assess significance of the path coefficients (Hair et al., 2014; Hair et al., 2011; Hair et al., 2012; Henseler et al., 2009). Figure 4.3 and Table 4.8 show the estimates of the structural model, which involves the direct relationship among the variables.



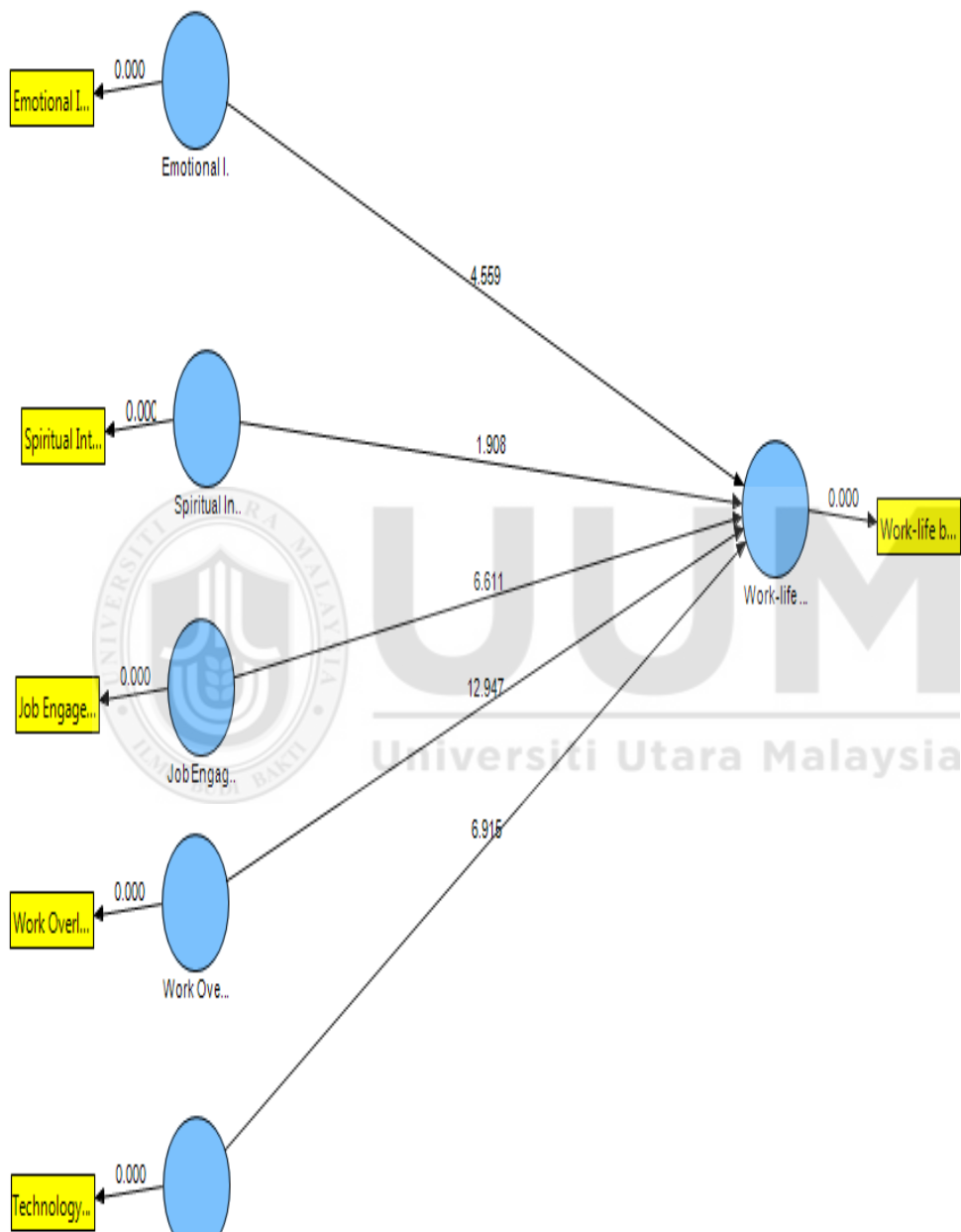


Figure 4.3

Structural model (direct relationship)

At the outset, Hypothesis 1 predicted that emotional intelligence is positively related to work-life balance. The results (Table 4.7, Figure 4.3) revealed a significant positive relationship between the two ($\beta = 0.142$, $t = 4.559$, $p < 0.01$), supporting Hypothesis 1. Similarly, in examining the influence of job engagement on work-life balance, the result indicated that job engagement had a significant positive relationship with work-life balance ($\beta = 0.204$, $t = 6.611$, $p < 0.01$), supporting Hypothesis 2.

Hypothesis 3 predicted that spiritual intelligence is positively related to work-life balance. As shown in Table 4.8, a significant negative relationship between the two was found ($\beta = -0.051$, $t = 1.908$, $p < 0.05$), indicating rejection for Hypothesis 3.

On technology advancement on work-life balance, the result (Table 4.7, Figure 4.3) indicated that technology advancement had a significant negative relationship with work-life balance ($\beta = -0.190$, $t = 6.915$, $p < 0.01$). Hence, Hypothesis 4 was supported. Work overload was also predicted to be negatively related to work-life balance (Hypothesis 5). The result showed a significant negative relationship ($\beta = -0.368$, $t = 12.947$, $p < 0.01$), hence supporting Hypothesis 5.

Table 4.7**Structural Model Assessment (Direct Relationship)**

Hypothesis	Relation	Beta	Standard Error	T-Value	Findings
H1	Emotional Intelligence -> work-life Balance	0.142	0.031	4.559***	Supported
H2	Job Engagement -> Work-life Balance	0.204	0.031	6.611***	Supported
H3	Spiritual Intelligence -> Work-life Balance	-0.051	0.027	1.908	Not Supported
H4	Technology Advancement -> work-life Balance	-0.190	0.027	6.915***	Supported
H5	Work Overload -> Work-life balance	-0.368	0.028	12.947***	Supported

Note: *** Significant at $0.001 > 3.090$, ** Significant at $0.01 > 2.326$, * Significant at $0.05 > 1.645$

4.6.2 Assessment of Significance of the Structural Model (Moderating Relationship)

Having ascertained the direct relationship, next, the present study assessed the structural model of full relationship. The present study also applied the standard bootstrapping procedure with 5000 bootstrap samples and 1566 cases to assess the significance of the path coefficients (Hair et al., 2014; Hair et al., 2011; Hair et al., 2012; Henseler et al., 2009). Figure 4.4 and Table 4.8 show the estimates of the full structural model, which includes the moderator variable (i.e. organizational support).

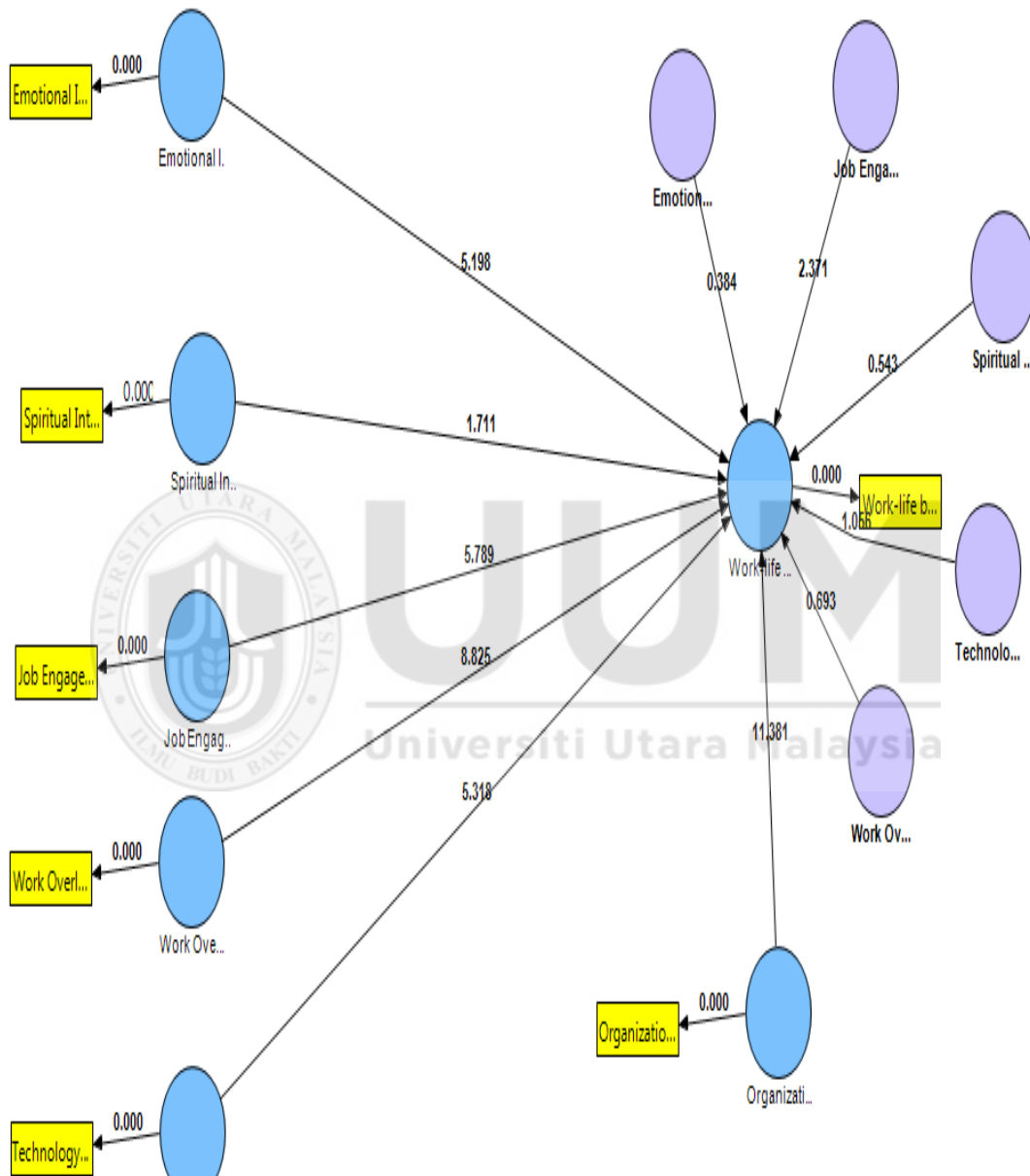


Figure 4.4

Structural model with model (full model)

Table 4.8 and Figure 4.4 present the results on the moderating effect of organizational support on the relationship between emotional intelligence, spiritual intelligence, job engagement, work overload, technology advancement, and work-life balance. The results shown in Table 4.8 and Figure 4.4 did not support Hypothesis 6, which posited that organizational support moderates the relationship between emotional intelligence and work-life balance ($\beta = -0.012$, $t = 0.384$, $p > 0.10$). Hypothesis 7, which predicted an interaction between job engagement and organizational support to affect work-life balance was significant ($\beta = -0.060$, $t = 2.371$, $p < 0.05$). Therefore, Hypothesis 7 was supported.

Hypothesis 8 predicted an interaction between spiritual intelligence and organizational support to affect work-life balance. However, the hypothesis was not supported ($\beta = -0.014$, $t = 0.543$, $p > 0.10$). Hypothesis 9 and Hypothesis 10 were also not supported, which posited that organizational support moderates the relationship between technology advancement and work-life balance ($\beta = 0.034$, $t = 1.056$, $p > 0.10$) and organizational support moderates the relationship between work overload and work-life balance ($\beta = 0.024$, $t = 0.693$, $p > 0.10$), respectively.

Table 4.8**Structural Model with Moderator (Full Model)**

Hypot thesis	Relation	Beta	Standard Error	T-Value	Findings
H6	Emotional Intelligence* Organizational Support -> work-life Balance	-0.012	0.030	0.384	Not Supported
H7	Job Engagement * Organizational Support -> Work-life Balance	-0.060	0.029	2.371**	Supported
H8	Spiritual Intelligence * Organizational Support -> Work-life Balance	-0.014	0.025	0.543	Not Supported
H9	Technology Advancement * Organizational Support -> work-life Balance	0.034	0.032	1.056	Not Supported
H10	Work Overload * Organizational Support -> Work-life balance	0.024	0.034	0.693	Not Supported

Note: *** Significant at $0.001 > 3.090$, ** Significant at $0.01 > 2.326$, * Significant at $0.05 > 1.645$

As shown in Table 4.8, organizational support was found to significantly moderate the relationship between job engagement and work-life balance. Figure 4.5 shows that the relationship between job engagement and work-life balance was strongest in the case of low organizational support and weakest in the case of high organizational support. The results indicated that different levels of organizational support did not differ much in work-life balance under conditions of high job engagement, but larger differences were noted under conditions of low job engagement. In other words, under both conditions of low and high job engagement, the result reported that individuals with high levels of organizational support reported a significantly better work-life balance.

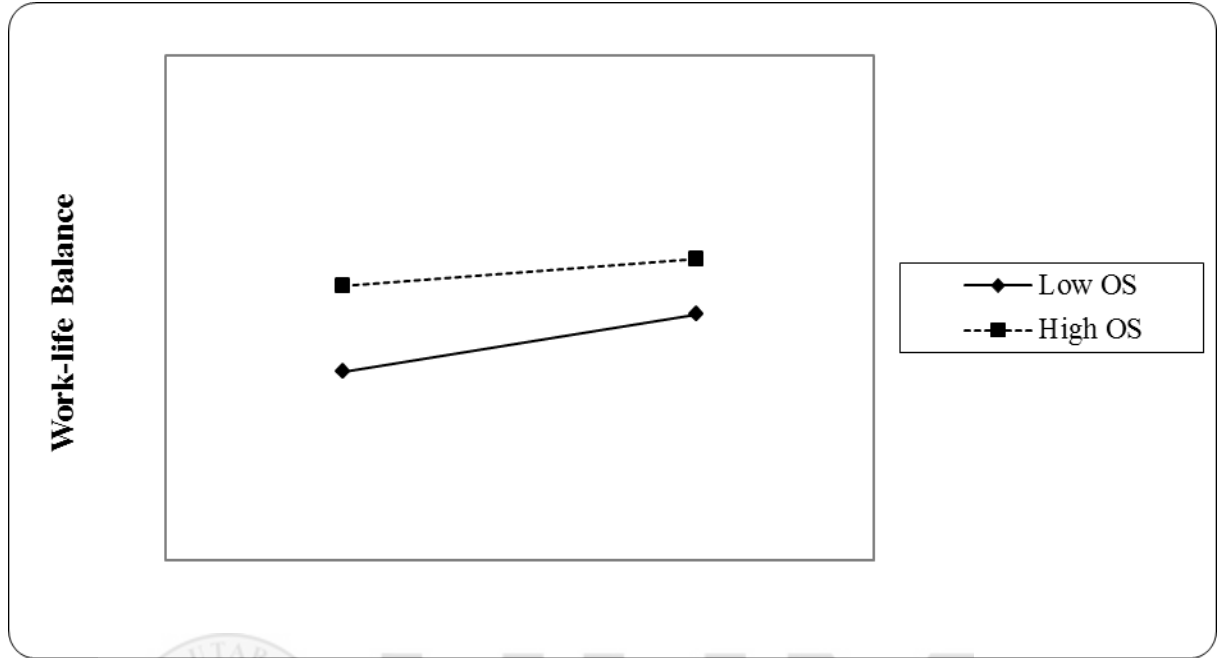


Figure 4.5

Plot of interaction between job engagement and organizational support on work-life balance

4.6.3 Assessment of Variance Explained in the Endogenous Latent Variables

Another important criterion for assessing the structural model in PLS is the R-squared value, which is also known as the coefficient of determination (Hair et al., 2011; Hair et al., 2009). The R^2 value represents the proportion of variation in the dependent variable(s) that can be explained by one or more predictor variables (Elliott & Woodward, 2007; Hair et al., 2010; Hair et al., 2006). Although the acceptable level of R^2 value depends on the research context (Hair et al., 2010), Falk and Miller (1992) proposed an R^2 value of 0.10 as a minimum acceptable level. Meanwhile, Chin (1998)

suggested that the R^2 value values of 0.67, 0.33, and 0.19 in PLS can be considered as substantial, moderate, and weak respectively. Table 4.9 presents the R^2 value of the endogenous latent variables.

Table 4.9

Variance Explained in the Endogenous Latent Variables

Latent Variable	Variance explained (R^2)
Direct terms	0.399
Interaction terms	0.454

As indicated in Table 4.5, the total variance explained by the model as a whole was 0.399. This suggests that the five sets of exogenous latent variables (i.e. emotional intelligence, spiritual intelligence, job engagement, work overload, and technology advancement) collectively explained 39.9% of the variance in work-life balance. Hence, following Falk and Miller's (1992) and Chin's (1998) criteria, the endogenous latent variables showed an acceptable level of R-squared values, which were considered as moderate. In addition, when the interaction terms were entered, the R^2 for full interaction model was 0.454. This means that 45.4% of the variation in work-life balance can be explained by the five set of exogenous latent variables.

4.6.4 Assessment of Effect Size (f^2)

Effect size indicates the relative effect of a particular exogenous latent variable on an endogenous latent variable by means of changes in the R^2 (Chin, 1998). It is calculated as

the increase in R^2 of the latent variable to which the path is connected, relative to the latent variable's proportion of unexplained variance (Chin, 1998). Thus, the effect size could be expressed using the following formula (Cohen, 1988; Selya, Rose, Dierker, Hedeker, & Mermelstein, 2012; Wilson, Callaghan, Ringle, & Henseler, 2007):

$$\text{Effect size: } f^2 = \frac{R^2_{\text{Included}} - R^2_{\text{Excluded}}}{1 - R^2_{\text{Included}}}$$

According to Cohen (1988), f^2 values of 0.02, 0.15 and 0.35 signify small, medium, and large effects respectively. Table 4.9 shows the respective effect sizes of the latent variables of the structural model.

Table 4.10
Effect Sizes of the Latent Variables

Endogenous	R^2_{Included}	R^2_{Excluded}	f^2	Effect size
Work-life balance	0.454	0.399	0.1007	Small

As illustrated in Table 4.9, the effect sizes of the emotional intelligence, spiritual intelligence, job engagement, work overload, and technology advancement on work-life balance were 0.1007. Hence, following Cohen's (1988) guideline, the effects sizes of these five exogenous latent variables on work-life balance can be considered small.

4.6.5 Assessment of Predictive Relevance

The present study also applied Stone-Geisser test of predictive relevance of the research model using blindfolding procedures (Geisser, 1974; Stone, 1974). The Stone-Geisser test of predictive relevance is usually used as a supplementary assessment of goodness-of-fit in partial least squares structural equation modeling (Duarte & Raposo, 2010). In particular, a cross-validated redundancy measure (Q^2) was applied to assess the predictive relevance of the research model (Chin, 2010; Geisser, 1974; Hair, et al., 2013; Ringle, Sarstedt, & Straub, 2012b; Stone, 1974). A research model with Q^2 greater than zero is interpreted as the model having sufficient predictive relevance (Henseler et al., 2009; Apel & Wold, 1982; Fornell & Bookstein, 1982; Fornell & Cha, 1994). Table 4.10 presents the result of the cross-validated redundancy Q^2 test. It shows that the cross-validation redundancy measure (Q^2) for the endogenous latent variables was above zero, suggesting the predictive relevance of the model (Henseler et al., 2009; Apel & Wold, 1982; Fornell & Bookstein, 1982; Fornell & Cha, 1994; Chin, 1998).

Table 4.11

Construct Cross-Validated Redundancy

Total	Cross validated redundancy (CV Red)
Work-life balance	0.451

4.7 Summary

This chapter presented the results of the data analysis. The results indicated empirical support for some of the hypotheses. Table 4.11 is a summary of the findings.

Table 4.12

Summary of Hypothesis Testing

Hypothesis	Statement	Supported/Rejected
H1	Emotional intelligence is positively and significantly related to work-life balance.	Supported
H2	Job engagement is positively and significantly related to work-life balance.	Supported
H3	Spiritual intelligence is positively and significantly related to work-life balance.	Rejected
H4	Technology advancement is negatively and significantly related to work-life balance.	Supported
H5	Work overload is negatively and significantly related to work-life balance.	Supported
H6	Organizational support moderates the relationship between emotional intelligence and work-life balance.	Rejected
H7	Organizational support moderates the relationship between job engagement and work-life balance.	Supported
H8	Organizational support moderates the relationship between spiritual intelligence and work-life balance.	Rejected

H9	Organizational support moderates the relationship between technology advancement and work-life balance.	Rejected
H10	Organizational support moderates the relationship between work overload and work-life balance.	Rejected



CHAPTER 5

DISCUSSIONS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter discusses the findings of the study in light of the literature reviewed on work-life balance and the hypotheses developed in Chapter 2. Some concluding remarks complete the present study.

5.2 Summary of the Research

The main purpose of this study was to investigate the relationship between emotional intelligence, spiritual intelligence, job engagement, work overload, technology advancement, and work-life balance. The study was also interested in examining the role of organizational support as a moderator in the relationship between emotional intelligence, spiritual intelligence, job engagement, work overload, technology advancement, and work-life balance.

The results of the direct relationship between the exogenous latent variables and the endogenous latent variable revealed that four relationships were found to be significant of five hypothesized. Emotional intelligence and job engagement were significantly and positively related to work-life balance. The findings further revealed that technology advancement and work overload were significantly and negatively related to work-life balance. In contrast, however, spiritual intelligence was not found to be significantly and positively related to work-life balance.

With respect to organizational support as a moderator, the results provided empirical support for one hypothesis only. That is, organizational support was found to moderate the relationship between job engagement and work-life balance. In contrast, organizational support was not found to moderate the relationship between emotional intelligence, spiritual intelligence, technology advancement, work overload, and work-life balance.

5.3 Discussion

The following discussions are organized according to the objectives of the study.

5.3.1 Emotional Intelligence and Work-life Balance

The result from the present study indicated that the emotional intelligence was positively related to work-life balance. This finding supports previous studies conducted by Jyothi Sree and Jyothi, (2012), Ramanithilagam and Ramanigopal (2012), Gupta (2014), Sharma (2014), and Veerappan et al. (2013). Based on the finding, it could be surmised that emotional intelligence is an important factor that could affect the work-life balance of police officers. To achieve work-life balance, the police officers must be able to use their emotional intelligence.

To use one's emotional intelligence means that one must be able to process emotional information about the people around him or her, as well as about oneself, and use it to navigate the social environment (Salovey & Mayer, 1990). The nature of a police job

characterized by high work demand, shift work, dealing with crimes and criminals, and safety and security of the public may directly affect their emotional intelligence. For example, the police officers often work outside the normal working hours, which can have a significant negative impact upon their lifestyle, personal lives, and work-life balance. The nature of job could be stressful for them. To balance the pressure of family and work demands, the police officers need good emotional intelligence, such as knowing about their own emotion and other people's emotion and being able to regulate and manage their own emotion. With such skills, they would be able to control the pressure and stress that come with the job, and, hence, handle work-life balance effectively.

When the police officers are able to exploit their emotional intelligence, they will be aware of how they feel, become good decision makers, and regulate themselves to achieve goals. In addition, they will be able to enjoy working in a team, rediscover themselves, feel motivated, develop empathy and communication with their co-workers, arrange time with their family members, fulfill their family member's needs, and build a good relationship with their spouse. By using their emotion, the police officers will be able to know how to influence other people around them and balance between personal and professional lives. Furthermore, because what the police officers feel and how they express their emotions affect their performance, such skills will help them solve problems either at work or in their family. In essence, the police officers who are able to use emotional intelligence have the ability to understand and manage other people's attitude and perform better in their job.

In addition, the significant relationship between emotional intelligence and work-life balance could be due to the work culture of a police job. According to Scaramella, McCamey, and Cox (2011), the police culture prescribes police officers' attitudes, behavior, and work ethics and the way they should perceive society and their role within the organization (Reiner, 2000). Emotional intelligence is required for them to accept this cultural value. When the work culture is accepted, they internalize the police identity. The work values also tell them how to go about completing their tasks and what kinds of relationships they need to have with their fellow officers and other people with whom they interact. In other words, the work culture informs them what they can and cannot do and what they should and should do. Therefore, the value of the work culture can be seen as a necessary and effective tool for the police officers to use to handle the inherently unpredictable and dangerous nature of their job. Moreover, the work culture informs them that they have a 'sense of mission' to maintain order and protect the public. As a result, police officers tend to command a high respect from the society. So, when they accept and internalize the value of the work culture they are able to adapt the police work environment well. Directly, this will reduce the conflict between their personal and professional values. Hence, in such conditions emotional intelligence helps them achieve the balance in work-life.

5.3.2 Job Engagement and Work-life Balance

The finding of the study revealed that job engagement and work-life balance were positively related. This finding provides support for past studies conducted by Crutchfield (2010), Lewis (2008), and Kansas State University (2009). Generally, employees who

have higher levels of work engagement will be more willing to invest effort in their work. Highly engaged worker have been known to show positive attitude because they are more appreciated, recognized, and successful in their work and also personal life. Studies also found that employees are more engaged when they have a positive attitude toward their job and understanding of their roles and responsibilities of their career.

One possible reason for the positive relationship between job engagement and work-life balance is the police officers' positive job attitude. Police officers in Malaysia are said to have a positive attitude towards their job and are more dedicated to their job. Moreover, they are also said to be highly involved in their work and committed to their profession. Having a good, positive attitude along with positive thinking of work is reflected in their productivity. Having a positive attitude at work helps them to get a promotion, succeed in projects, and meet work goals. Generally, they enjoy and are happy in their job. When the police officers are happy in their job, they are able to allocate time between their work and personal life. In short, to enable the police officers to achieve a good work-life, they need a high level of job engagement. This implies that the police organizations must ensure that the police officers employees are engaged in their job.

5.3.3 Work Overload and Work-Life Balance

The result of the present study revealed that work overload and work-life balance were negatively related. This finding is consistent with that reported by past researchers (Rainayee, Aryee, Srinivas, & Tan, 2005; Abidin, Yeop, & Mohd Nasurdin, 2011; Nasurdin & O'Driscoll, 2011; Linda & Morris, 2008).

Generally, work overload describes a perception that one has too much to do (Leiter & Schaufeli, 1996). In this case, police officers who perceive that they have a high work overload are likely to experience exhaustion and fatigue, which may negatively influence their motivation to respond to the demands of the jobs and family. Empirical evidence shows that when police officers are overworked they actually do not produce extra output. They also are not able to handle work-family issues well. A police job is a job which combines high work demand (heavy workload, intense pace of work, emotionally demanding tasks, complex problem solving, and insufficient resources to get the job done) with a lack of control or decision-making autonomy, which generates job strain and subsequently stress. Moreover, exposure to non-standard work rhythms such as working in evenings, nights, weekends, and rotating shifts also impact on the wellbeing of the police officers. Long working hours also tend to be associated with unhealthy lifestyle choices, such as smoking, coffee intake and alcohol consumption, lack of exercise, and poor diet. These behavioral patterns will produce physiological changes, which lead to a higher risk of coronary heart disease and poorer health among employees (Burke & Cooper, 2008). Police officers who have to work long hours will find it difficult to fulfill their family responsibilities. For example, work demand and responsibilities may prevent them attending their child's sports event and other active enjoyments with their family. Too much of their time is spent at work but less time with their family, which may negatively affect the relationship with their family members, such as their spouse.

5.3.4 Technology Advancement and Work-Life Balance

The current research finding indicated that improvement in technology among police officers may actually decrease their work-life balance. Connectivity in technology makes some lives less flexible and harder to maintain work-life balance. The current finding supports past studies on technology advancement and work-life balance by Stephens, McGowan, Stoner, and Robin (2007), Stawarz, Cox, Bird, and Benedyk (2013), and Waller and Ragsdell (2012).

Technological advancements, such as smart phone and e-mail make it easier for police officers to contact their co-workers even during outside work hours. With the advancements in technology, police officers may still have to do their job at home, blurring the lines between work and life, which affects the quality time that they should have spent with their family.

5.3.5 Spiritual Intelligence and Work-Life Balance

Unexpectedly, spiritual intelligence was found to have a significant relationship with work-life balance, but in the opposite direction to what was originally predicted. Based on the work by (Tekkeveettil, 2001; Wingglesworth, 2012), this study proposed that spiritual intelligence is positively and significantly related to work-life balance. Indeed, the current finding showed that spiritual intelligence has a significant influence on work-life balance. However, the relationship is negative instead of positive, which the higher the spiritual intelligence, the lower the work-life balance.

There is some possible explanation for this situation. One of them is that the majority of the police officer involved in this study was between 20 and 40 years old. Therefore, it is possible that they are not matured enough to use spiritual intelligence in a good manner. They may think that spiritual intelligence is separate from their job and it is something that is related to the religion only. Moreover, studies also found that elder are more mature and provide accurate information than youngers (Vaillant, 1977, 1993; Rodgers & Herzog, 1987). This inaccurate perception of spiritual intelligence may lead to fear, anger and sadness in life, which result in their inability to cope with work-life balance issues.

Besides that, police officers are trained to be aggressive, assertive, controlling and correct in all situations. Studies have found that it is common for police officers to be courageous, authoritarian, cynical and aggressive (Lefkowitz, 1975; Twersky-Glasner, 2005) as well as suspicious, conventional and preferred isolation (Evans, Coman, & Stanley, 1992; Rokeach, Miller, & Snyder, 1971; Skolnick, 1994; Vastola, 1978). Therefore, characteristic of police job such as authoritarian, aggressive and assertive may not work together with the characteristic of spiritual intelligence such as love, peace and joy. Furthermore, it probably would be difficult for police officers to deal with criminal if the spiritual intelligence whereby love, joy happiness and peace is high. This situation is multiple if the criminal is one of their family members or friends. In such cases the police officers have to be impartial to maintain and enforce the law. In fact when doing their jobs, police officers must be able to isolate their feelings and emotion, as well as be pragmatic and action oriented (Twersky-Glasner, 2005).

Therefore, with police officers, spiritual intelligence may not help them (especially the young officers) in maintaining work-life balance.

5.3.6 Organizational Support as a Moderator in a Relationship between Emotional Intelligence, Spiritual Intelligence, Job Engagement, Work Overload, Technology Advancement and Work-Life Balance

In this study, organizational support was tested as a moderator. The finding indicated that organizational support moderated the relationship between job engagement and work-life balance. Though job engagement enhances work-life balance, its effect is lesser when organizational support is perceived to be lower level than when organizational support is higher. One possible reason for such finding is that the police officers who are highly engaged in their job may not expect too much support from the organization. This may be because they already understand well what their job entails, and, hence, any additional support given does not make much difference to their work-life balance. On the other hand, those who have low job engagement need more organizational support to enable them to deal with work-family issues. For example, if the employees are low engaged in their job, the organization must allocate time to them to listen their problems and have to develop some policies such as job sharing and flexible time which may help them to commit well in their job.

The present study found that organizational support did not moderate the relationship between emotional intelligence to work-life balance and spiritual intelligence to work-life balance. One possible reason for the absence of support for these hypothesized

relationships might be because these two intelligences are owned by the individual. It means that which is something belongs or related to the person itself. If the individual well build their personal value, their own better support are given by the organization. Moreover, in this study, the mean of emotional intelligence and spiritual intelligence are high which is 5.304 and 5.241. With their high intelligences they can easily control their emotions when communicating their coworkers and employers. For example, with their good skills and experience in their related job make that the police officers can survive in their job without expecting anything from their organization.

Besides that, organizational support did not moderate the relationship between technology advancement and work-life balance. One possible explanation for the lack of significant moderating effect of organizational support on the relationship between technology advancement and work-life balance may be effected by the nature of police job which is one call and shift working hours. Organizational cannot reduce the importance of technology advancement among police officers. It is because; police officers must make themselves self-available anytime. Anytime they can receive call or email regarding their jobs. Moreover, previous studies also identify that technology advances bring huge opportunities as well as challenges for managers and professional fields (Ahmad, 2014). Therefore, organization cannot control the usage of technology in their field.

Finally, the result of the present study again not supported the prediction that organizational support moderates the relationship between work overload and work-life balance. This finding suggest that, increasing crimes and criminal makes the police

officers challenges relating to their professional and the nature of police job (Kingshott, Bailey, & Wolfe, 2004), such as working night cannot be reduced by organizational support. Based on the characteristic of police job, working more time, working night and one call are the necessary in police job. Furthermore, Malaysian police are effort to achieve its key performance index (KPI) target which is reducing the number of crime rate (Rodzi, 2015). Therefore, there have to more work to do achieve their KPI target. In this situation, organizational support may not predict in reducing the work overload to work-life balance.

5.4 Research Implications

The findings of the study have theoretical and practical implications.

5.4.1 Theoretical Perspective

This study has contributed to enriching the body of knowledge on work-life balance literature within the police context. Firstly, the study has offered empirical evidence on the relationship between emotional intelligence, spiritual intelligence, job engagement, work overload, technology advancement, and work-life balance of police officers in Malaysia. In this study, emotional intelligence and job engagement were found positively related to work-life balance, while spiritual intelligence, work overload, and technology advancement were negatively related to work-life balance.

The present finding empirically showed the important role of spiritual intelligence as a personal characteristic in influencing work-life balance. Hence, the finding adds to the

conservation of resources (COR) theory in this regard. Secondly, the finding demonstrated that not all resources will produce positive outcomes as postulated by the COR theory. For example, technology advancement and spiritual intelligence were shown to produce negative effects on work-life balance. Thirdly, the current study contributes to the body of knowledge on work-life balance by including organizational support as a moderating variable. However, the finding revealed that organizational support was able to help enhance work-life balance under the condition of low job engagement but not in other situational contexts.

5.4.2 Implication for Practice

The results of this study offer several valuable suggestions from a practical standpoint. The management of police officers can use the findings to formulate strategies to help the police officers manage and achieve a good work-life balance by considering the factors that contribute to work-life balance accomplishment.

Firstly, with respect to emotional intelligence, the police management or PULAPOL, which is the Malaysian Police Training Center, may wish to develop such skills in the police training program. In particular, the program should be devoted to developing the police officers or new trainers on how to be aware of their own emotion and other people's emotion and on how to regulate and use their emotion well.

Secondly, as workload was found to affect negatively work-life balance, measures need to be taken to reduce the load. The police management may want to consider hiring more

police officers as a way to address this issue. The hiring of more police officers is justified with the high number of crimes registered in the country. The highest number of violent crime cases was observed consistently in Selangor in the time period of ten years (2004 – 2013) with 91,962 cases, followed by Kuala Lumpur with 59, 050 cases, and Johor with 49,105 cases (Royal Malaysia Police, 2014). The high number of crimes leads to high work demand. Based on the current statistics, the total crime rate in Malaysia in 2014 was 314,669, but there were only 69,355 police officers. The current police force is not enough to handle a huge amount of crime as the current ratio is 1 police officer to 370 Malaysians, which is far from the 1:250 the Interpol recommends. So, when more police officers are hired, the workload among the police officers can be reduced, leading to reduced work stress and better work-life balance.

In terms of organizational support, the finding has demonstrated that organizational support had some influence on the police officers' job engagement and work-life balance. Because organizational support is important to enhance work-life balance, especially of police officers with low job engagement, it is recommended that a culture of organizational support is promoted. Organizational support in terms of good leadership and supervision may help the police officers to cope with the work-life issues. Other forms of support may be in the form of innovative programs (e.g., providing peer counselors, encouraging officers and couples to enter confidential counseling, making structural administrative changes, adding diversity programs, changing hiring and training practices, and adding critical incident programs) to help minimize the risk of work stress among police officers.

In addition, the police management may want to provide work-life balance programs and initiatives (e.g., flexible work arrangements) to help the police officers manage a good balance between their work and personal lives.

In summary, the prescriptions discussed above are suggestive of the types of actions that the police management can take to enhance the work-life balance of police officers. The research results suggest the need for emotional intelligence and job engagement to enhance police officer's work-life balance, whereas too much workload and technology advancement will decrease the work-life balance. Apart from that, the police management also needs to consider giving the necessary support for the police officers in addressing work-life balance issues.

5.5 Limitations and Recommendations for Future Research

Despite the contributions, the present study is not without limitations. Two limitations are acknowledged. The first concerns the sample of the study. The sample in this study was limited to police officers who were working in the police headquarters in the peninsula, limiting the generalizability of the findings. To eliminate the sample bias, future research may include police officers in all stations. The police officers in the police stations may have different levels of emotional intelligence, spiritual intelligence, job engagement, work overload, and technology advancement, which affect work-life balance. In addition, the same research could be replicated to other industries, such as manufacturing.

Moreover, a comparison between male and female police officers also can be considered in future research.

Second, this study was cross-sectional in nature. As such, a cause-effect relationship could not be verified (Sekaran, 2000). In longitudinal studies, data are collected over time (Sekaran, 2003). Because an individual's attitude and behavior are expected to change over time, causal associations could be inferred. Moreover, this study used a single instrument for data collection in the form of a questionnaire survey. Future research may want to supplement interviews with surveys for in-depth data on work-life balance of the Malaysian police officers.

In summary, while there are some limitations associated with the approach used, the results of the have provided useful insights that should be of interest to both researchers and practitioners.

5.6 Conclusions

Taken as a whole, this study has provided empirical evidence on the relationship between emotional intelligence, spiritual intelligence, job engagement, work overload, technology advancement, organizational support, and work-life balance. Although there are voluminous studies on the associations between emotional intelligence, job engagement, work overload, technology advancement, and work-life balance, this study has addressed the gap by incorporating spiritual intelligence and organizational support in the model. In

general, the conservation of resources theory has been validated by the findings of the present study.

An important contribution made by this thesis is the role of spiritual intelligence on work-life balance. The current finding indicated that police officers who have spiritual intelligence will struggle to maintain a good work-life balance. **Why?** The current finding also indicates that organizational support only moderated the relationship between job engagement and work-life balance.

Besides theoretical contributions, the research results offered some practical recommendations to the police management in terms of the factors that enhance a good work-life balance. Several directions for future research were also drawn based on limitations of the study. In conclusion, this research has theoretical, practical, and methodological value to the body of knowledge in organizational research.

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Appendix 1

Permission Letter – Royal Malaysian Police Department



BAHAGIAN LATIHAN
JABATAN PENGURUSAN
IBU PEJABAT POLIS DIRAJA MALAYSIA
BUKIT AMAN
50560 KUALA LUMPUR

TEL NO : 03-22668059
FAX NO : 03-22723750

KPN 10/8/8

18 Jun 2013

Pen.Pengarah Perjawatan / Audit
Jabatan Pengurusan
Ibu Pejabat Polis Diraja Malaysia
Bukit Aman
50560 Kuala Lumpur

PERMOHONAN PELAJAR IPTA/IPTS MENDAPATKAN MAKLUMAT PDRM

Izinkan saya merujuk perkara diatas.

2. Adalah dengan segala hormatnya dimaklumkan Bahagian Latihan telah menerima permohonan daripada Mokana A/P Muthu Kumarasamy pelajar UUM bertarikh 22 Mac 2013 untuk menjalankan kajian serta mendapatkan maklumat "work-life balance" dalam kalangan anggota polis di Malaysia. Pihak Bahagian Latihan telah meluluskan permohonan tersebut. Dengan syarat pihak universiti hendaklah memastikan data-data yang diberikan hanya untuk tujuan akademik sahaja dan tidak dibenarkan untuk kegunaan lain atau diedarkan kepada pihak ketiga.
3. Bersama Surat ini dilampirkan surat permohonan asal dari Universiti Utara Malaysia dan Pelajar berkenaan sebagai rujukan pihak tuan.
4. Sekian, untuk makluman dan tindakan tuan selanjutnya.

(SHUIB BIN NORDIN) ACP

Penolong Pengarah Latihan (Pentadbiran/Latihan)
b.p: Timbalan Pengarah Pengurusan (Latihan)
Bukit Aman

s.k : Mokana A/P Muthu Kumarasamy
- No 31, Jalan 4/12
Taman Bukit Rawang Jaya,
48000 Rawang,
Selangor

Appendix 2

Survey Questionnaire



UNIVERSITI UTARA MALAYSIA
06010 UUM SINTOK, KEDAH DARUL AMAN
MALAYSIA

Dear Participant,

Thank you for agreeing to participate in this research.

I would appreciate it if you could answer the questions carefully as the information you provide will influence the accuracy and the success of this research. It will take no longer than 30 minutes to complete the questionnaire. The questionnaire consists of **SEVEN (7)** sections. Please read the instruction for each section and please answer **ALL** the questions.

Please be assured that all information will be treated with the **strictest confidentiality** and will be used for academic purpose only. If you have any questions regarding this research, you may address them to me at the contact details below.

Thank you for your kind support and the time taken in answering this questionnaire.

Yours sincerely,

Mokana a/p Muthu kumarasamy
PhD Candidate
Othman Yeop Abdullah
Graduate School of Business
Universiti Utara Malaysia
06010 UUM Sintok
Kedah, Malaysia
Email: mokanamuthu@yahoo.com
Contact No: 012-6984396

SECTION ONE

DIRECTION: Please read each of the following items and indicate whether you agree or disagree with each of the statement. Please indicate your choice by **circling** the **number** in the range given

Strongly disagree	Moderately disagree	Slightly disagree	Neither agree or disagree	Slightly agree	Moderately agree	Strongly agree
1	2	3	4	5	6	7

1. My personal life suffers because of work. 1 2 3 4 5 6 7
2. My job makes personal life difficult. 1 2 3 4 5 6 7
3. I neglect personal needs because of work. 1 2 3 4 5 6 7
4. I put personal life on hold for work. 1 2 3 4 5 6 7
5. I miss personal activities because of work. 1 2 3 4 5 6 7
6. I struggle to juggle work and non-work. 1 2 3 4 5 6 7
7. I am happy with the amount of time for non-work activities. 1 2 3 4 5 6 7
8. My personal life drains me of energy for work. 1 2 3 4 5 6 7
9. I am too tired to be effective at work. 1 2 3 4 5 6 7

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 10. My work suffers because of my personal life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. I find it hard to work because of personal matters. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. Personal life gives me energy for my job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. My job gives me energy to pursue personal activities. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. I am in a better mood at work because of personal life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. I am in a better mood because of my job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |



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Universiti Utara Malaysia

SECTION TWO

DIRECTION: Please read each of the following items and indicate whether you agree or disagree with each of the statement. Please indicate your choice by **circling** the **number** in the range given

Strongly disagree	Moderately disagree	Slightly disagree	Neither agree or disagree	Slightly agree	Moderately agree	Strongly agree
1	2	3	4	5	6	7

- 16 The organization values my contribution to its well-being. 1 2 3 4 5 6 7
- 17 The organization fails to appreciate any extra effort from me. 1 2 3 4 5 6 7
- 18 The organization would ignore any complaint from me. 1 2 3 4 5 6 7
- 19 The organization really cares about my well-being. 1 2 3 4 5 6 7
- 20 Even if I did the best job possible, the organization would fail to notice. 1 2 3 4 5 6 7
- 21 The organization cares about my general satisfaction at work. 1 2 3 4 5 6 7
- 22 The organization shows very little concern for me. 1 2 3 4 5 6 7

23 The organization takes pride in 1 2 3 4 5 6 7
my accomplishments at work.
.



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SECTION THREE

DIRECTION: please read each of the following items and indicate whether you agree or disagree with each of the statement. Please indicate your choice by **circling** the **number** in the range given.

Strongly disagree	Moderately disagree	Slightly disagree	Neither agree or disagree	Slightly agree	Moderately agree	Strongly agree
1	2	3	4	5	6	7

24. Do you check your communication devices whilst on holiday? 1 2 3 4 5 6 7
25. My work is dependent on checking communication devices outside working hours. 1 2 3 4 5 6 7
26. By spending time on communication devices outside of working hours, do you feel you miss out on other things? 1 2 3 4 5 6 7
27. I do information communication devices received outside of office hours result in you having to do work outside of office hours? 1 2 3 4 5 6 7
28. I experience excessive work pressure. 1 2 3 4 5 6 7
29. I work for long hours, on overtime and even on holiday. 1 2 3 4 5 6 7

- | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|
| 30. | I am unable to meet out the demands of my job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31. | I spend so long at work that my outside responsibilities are suffering. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 32. | I'm so busy- I find it increasingly difficult to concentrate on the job in front of me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33. | I feel tired during the day due to excessive work load. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |



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SECTION FOUR

DIRECTION: Please read each of the following items and indicate whether you agree or disagree with each of the statement. Please indicate your choice by **circling** the **number** in the range given

Strongly disagree	Moderately disagree	Slightly disagree	Neither agree or disagree	Slightly agree	Moderately agree	Strongly agree
1	2	3	4	5	6	7

34. I have a good sense of why I have certain feelings most of the time. 1 2 3 4 5 6 7
35. I have good understanding of my own emotions. 1 2 3 4 5 6 7
36. I really understand what I feel. 1 2 3 4 5 6 7
37. I always know whether or not I am happy. 1 2 3 4 5 6 7
38. I always know my friends' emotions from their behavior. 1 2 3 4 5 6 7
39. I am a good observer of others' emotions. 1 2 3 4 5 6 7
40. I am sensitive to the feelings and emotions of others. 1 2 3 4 5 6 7
41. I have good understanding of emotions of people around me. 1 2 3 4 5 6 7

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 42. I always set goals for myself and then try my best to achieve them. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 43. I always tell myself I am a competent. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 44. I am a self-motivated person. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 45. I would always encourage myself to try my best. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 46. I am able to control my temper and handle difficulties rationally. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 47. I am quite capable of controlling my own emotions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 48. I can always calm down quickly when I am very angry. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 49. I have good control of my own emotions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

SECTION FIVE

DIRECTION: please read each of the following items and indicate whether you agree or disagree with each of the statement. Please indicate your choice by **circling** the **number** in the range given.

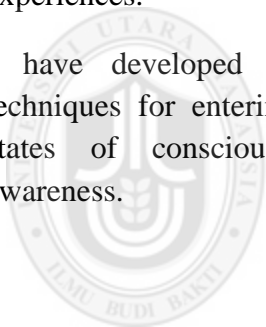
Strongly disagree	Moderately disagree	Slightly disagree	Neither agree or disagree	Slightly agree	Moderately agree	Strongly agree
1	2	3	4	5	6	7

50. I have often questioned or pondered the nature of reality. 1 2 3 4 5 6 7
51. I recognize aspects of myself that are deeper than my physical body. 1 2 3 4 5 6 7
52. I have spent time contemplating the purpose or reason for my existence. 1 2 3 4 5 6 7
53. I am able to enter higher states of consciousness or awareness. 1 2 3 4 5 6 7
54. I am able to deeply contemplate what happens after death. 1 2 3 4 5 6 7
55. It is difficult for me to sense anything other than the physical and material. 1 2 3 4 5 6 7
56. My ability to find meaning and purpose in life helps me adapt to stressful situations. 1 2 3 4 5 6 7
57. I can control when I enter higher states of consciousness. 1 2 3 4 5 6 7

or awareness.

- | | | | | | | | | |
|-----|--|---|---|---|---|---|---|---|
| 58. | I have developed my own theories about such things as life, death, reality, and existence. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 59. | I am aware of a deeper connection between myself and other people. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 60. | I am able to define a purpose or reason for my life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 61. | I am able to move freely between levels of consciousness or awareness. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 62. | I frequently contemplate the meaning of events in my life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 63. | I define myself by my deeper, non-physical self. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 64. | When I experience a failure, I am still able to find meaning in it. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 65. | I often see issues and choices more clearly while in higher states of consciousness / awareness. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 66. | I have often contemplated the relationship between human beings and the rest of the universe. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 67. | I am highly aware of the nonmaterial aspects of life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 68. | I am able to make decisions according to my purpose in life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 69. I recognize qualities in people which are more meaningful than their body, personality, or emotions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 70. I have deeply contemplated whether or not there is some greater power or force (e.g., god, goddess, divine being, higher energy, etc). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 71. Recognizing the nonmaterial aspects of life helps me feel centered. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 72. I am able to find meaning and purpose in my everyday experiences. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 73. I have developed my own techniques for entering higher states of consciousness or awareness. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |



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SECTION SIX


DIRECTION: please read each of the following items and indicate whether you agree or disagree with each of the statement. Please indicate your choice by **circling** the **number** in the range given.

Strongly disagree	Moderately disagree	Slightly disagree	Neither agree or disagree	Slightly agree	Moderately agree	Strongly agree
1	2	3	4	5	6	7

74. At my work, I feel bursting with energy. 1 2 3 4 5 6 7
75. I find the work that I do full of meaning and purpose. 1 2 3 4 5 6 7
76. Times flies when I am working. 1 2 3 4 5 6 7
77. At my job, I feel strong and vigorous. 1 2 3 4 5 6 7
78. I am enthusiastic about my job. 1 2 3 4 5 6 7
79. When I am working, I forget everything else around me. 1 2 3 4 5 6 7
80. My job inspires me. 1 2 3 4 5 6 7
81. When I get up in the morning, I feel like going to work. 1 2 3 4 5 6 7
82. I feel happy when I am working intensely. 1 2 3 4 5 6 7

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 83. I am proud of the work that I do. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 84. I am immersed in my work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 85. I can continue working for every long periods at a time. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 86. To me, my job is challenging. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 87. I get carried away when I am working. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 88. At my job, I am very resilient, mentally. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 89. It is difficult to detach myself from my job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 90. At my work, I always persevere, even when things do not go well. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

SECTION SEVEN

This part contains few demographic information pertaining to yourself. **Please** ☐  in the box or write your response in the space provided.

91. My gender:

☐

Male

☐

Female

92. My age:

Please specify: _____ years old.

93. My marital status:

☐

Single

☐

Married

☐

Divorced/Separated

94. No Children:

☐

No

☐

1-2 Children

☐

3-5 Children

☐

6-8 Children

☐

9 or more

95. Age Children:

☐

Below than 1 year

☐

1- 4 year

☐

5- 9 year

☐

10- 14 year

☐

15 year and above

96. Education Level:

☐

SPM

☐

Diploma

☐

Master

☐

STPM

☐

Degree

☐

PhD

97. My position:

☐

Officer

☐

Non-officer

If officer:

☐

Inspector General of Police

☐

Assistant Commissioner of Police

☐

Deputy Inspector General of Police

☐

superintendent of Police

☐

Commissioner of Police

☐

Deputy Superintendent of Police

☐

Deputy Commissioner of Police

☐

Assistant Superintendent of Police

☐

Senior Assistant Commissioner of Police I & II

☐

Sub Inspector

☐

Chief Inspector

☐

Probationary Inspector

☐

Sergeant Major

☐

Sergeant

☐

Inspector

☐

Lance Corporal

☐

Constable

☐

Corporal

98. Job Tenure: Please State: _____ Year.

Appendix 3

Questionnaire (Bahasa Melayu) Editing



**UNIVERSITI UTARA MALAYSIA
06010 UUM SINTOK, KEDAH DARUL AMAN
MALAYSIA**

Tuan/Puan,

Dengan segala hormatnya dimaklumkan bahawa saya merupakan pelajar Universiti Utara Malaysia (UUM) Sintok dan kini sedang melanjutkan pelajaran di peringkat doctor falsafah di Pusat Pengajian Siswazah Othman Yeop Abdullah, Kolej Perniagaan, Universiti Utara Malaysia.

Bagi memenuhi syarat pengajian tersebut, saya diwajibkan menjalankan serta menyempurnakan satu penyelidikan bertajuk: ***Relationship Between Emotional Intelligence, Spiritual Intelligence, Job Engagement And Work-Life Balance***. Kajian yang akan dijalankan hanya untuk tujuan akademik sahaja dan segala maklumat yang akan diperolehi adalah **SULIT DAN RAHSIA**.

Untuk makluman tuan-tuan dan puan-puan, soal selidik yang diedarkan ini merupakan soal selidik kajian peringkat rintis sebelum kajian sebenar dilakukan. Ianya bertujuan untuk mendapatkan maklum balas berkaitan dengan soalan-soalan yang digunakan dalam kajian ini seperti jelas atau tidak kenyataan dalam soal selidik. Oleh yang demikian adalah penting soal selidik ini dijawab sejujur dan seikhlas yang mungkin agar analisis kajian ini dapat membantu ketepatan kajian kejayaan dalam penyelidikan ini.

Ahkir sekali, maklumat dalam soal selidik tersebut hanya bertujuan untuk akademik semata-mata dan segala maklumat tersebut adalah **RAHSIA**. Jika ada sebarang soalan berkaitan penyelidikan ini, sila hubungi saya seperti maklumat yang tertera di bawah.

Terima kasih atas sokongan dan masa tuan/puan dalam menjawab soal selidik ini.

Yang benar,

Mokana a/p Muthu kumarasamy
Pelajar Doktor Falsafah
Othman Yeop Abdullah
Graduate School of Business
Universiti Utara Malaysia
06010 UUM Sintok
Kedah, Malaysia
E-mel: mokanamuthu@yahoo.com
No telefon bimbit: 012-6984396

BAHAGIAN SATU

ARAHAN: Sila baca setiap soalan dengan teliti dan tandakan sama ada anda bersetuju atau tidak bersetuju dengan setiap kenyataan yang diberikan. Sila tandakan pilihan anda dengan membulatkan setiap nombor berdasarkan skala yang diberikan.

Sangat tidak bersetuju	Tidak bersetuju	Kurang setuju	Tidak pasti	Agak setuju	Setuju	Sangat setuju
1	2	3	4	5	6	7

1. Kehidupan peribadi saya terjejas disebabkan kerja. 1 2 3 4 5 6 7
2. Kerja saya menyebabkan kehidupan peribadi saya menjadi sukar. 1 2 3 4 5 6 7
3. Saya mengabaikan keperluan peribadi disebabkan kerja. 1 2 3 4 5 6 7
4. Saya menangguhkan agenda peribadi demi kerja. 1 2 3 4 5 6 7
5. Saya kehilangan kehidupan peribadi saya disebabkan kerja. 1 2 3 4 5 6 7
6. Saya sukar mengimbangi antara hal kerja dan bukan kerja. 1 2 3 4 5 6 7
7. Saya gembira dengan jumlah masa yang diperuntukkan untuk aktiviti bukan kerja. 1 2 3 4 5 6 7
8. Kehidupan peribadi saya menyebabkan semangat untuk bekerja menyusut. 1 2 3 4 5 6 7
9. Saya sangat keletihan untuk bekerja dengan efektif. 1 2 3 4 5 6 7
10. Kerja saya merosot disebabkan kehidupan. 1 2 3 4 5 6 7

peribadi.

- | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|
| 11. | Saya dapati amat sukar untuk bekerja disebabkan masalah peribadi. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. | Kehidupan peribadi memberikan semangat untuk bekerja. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. | Kerja saya memberikan semangat untuk meneruskan aktiviti peribadi. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. | Mood saya dalam bekerja berada dalam keadaan yang baik disebabkan kehidupan peribadi. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. | Saya dalam mood yang baik disebabkan kerja yang dilakukan. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |



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BAHAGIAN DUA

ARAHAN: Sila baca setiap soalan dengan teliti dan tandakan sama ada anda bersetuju atau tidak bersetuju dengan setiap kenyataan yang diberikan. Sila tandakan pilihan anda dengan membulatkan setiap nombor berdasarkan skala yang diberikan.

Sangat tidak bersetuju	Tidak bersetuju	Kurang setuju	Tidak pasti	Agak setuju	Setuju	Sangat setuju
1	2	3	4	5	6	7

16. Organisasi memberikan penghargaan terhadap sumbangan saya terhadap organisasi. 1 2 3 4 5 6 7
17. Organisasi tidak menghargai usaha berlebihan yang diberikan oleh saya. 1 2 3 4 5 6 7
18. Segala aduan daripada saya tidak dipedulikan oleh organisasi. 1 2 3 4 5 6 7
19. Organisasi mengambil berat tentang kesejahteraan saya. 1 2 3 4 5 6 7
20. Walaupun saya melakukan kerja dengan baik, organisasi tidak mempedulikannya. 1 2 3 4 5 6 7
21. Organisasi mengambil berat tentang tahap kepuasan kerja saya di tempat kerja. 1 2 3 4 5 6 7
22. Organisasi agak kurang mengambil berat tentang diri saya. 1 2 3 4 5 6 7
23. Organisasi menghargai segala hasil kerja yang dilakukan oleh saya. 1 2 3 4 5 6 7

BAHAGIAN TIGA

ARAHAN: Sila baca setiap soalan dengan teliti dan tandakan sama ada anda bersetuju atau tidak bersetuju dengan setiap kenyataan yang diberikan. Sila tandakan pilihan anda dengan membulatkan setiap nombor berdasarkan skala yang diberikan.

Sangat tidak bersetuju	Tidak bersetuju	Kurang setuju	Tidak pasti	Agak setuju	Setuju	Sangat setuju
1	2	3	4	5	6	7

24. Saya memeriksa peranti komunikasi ketika sedang bercuti. 1 2 3 4 5 6 7
25. Kerja saya sangat bergantung kepada maklumat/arahan peranti komunikasi di luar waktu kerja. 1 2 3 4 5 6 7
26. Saya terasa kehilangan waktu peribadi apabila menghabiskan masa dengan peranti komunikasi selepas waktu peribadi. 1 2 3 4 5 6 7
27. Maklumat yang diterima melalui peranti komunikasi di luar waktu kerja memberi kesan apabila saya terpaksa melakukan kerja tersebut. 1 2 3 4 5 6 7
28. Saya mengalami tekanan kerja yang berlebihan. 1 2 3 4 5 6 7
29. Waktu kerja saya bertambah dengan adanya kerja lebih masa dan kerja semasa cuti. 1 2 3 4 5 6 7
30. Saya tidak mampu menanggung beban kerja yang lebih daripada beban kerja yang normal. 1 2 3 4 5 6 7

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 31. Saya mengabiskan masa yang lebih lama di tempat kerja menyebabkan urusan peribadi saya terjejas. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 32. Kesibukan di tempat kerja menyukarkan saya memberi tumpuan terhadap kerja yang saya sedang lakukan. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33. Saya berasa letih sepanjang hari kerana beban kerja yang berlebihan. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |



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BAHAGIAN EMPAT

ARAHAN: Sila baca setiap soalan dengan teliti dan tandakan sama ada anda bersetuju atau tidak bersetuju dengan setiap kenyataan yang diberikan. Sila tandakan pilihan anda dengan membulatkan setiap nombor berdasarkan skala yang diberikan.

Sangat tidak bersetuju	Tidak bersetuju	Kurang setuju	Tidak pasti	Agak setuju	Setuju	Sangat setuju
1	2	3	4	5	6	7

34. Saya boleh menjangkakan perasaan dengan baik sepanjang masa. 1 2 3 4 5 6 7
35. Saya sangat memahami tentang emosi saya sendiri. 1 2 3 4 5 6 7
36. Saya amat memahami tentang apa yang saya rasakan. 1 2 3 4 5 6 7
37. Saya mengetahui sama ada saya gembira ataupun tidak. 1 2 3 4 5 6 7
38. Saya sentiasa mengetahui emosi rakan-rakan yang lain melalui tingkah laku mereka. 1 2 3 4 5 6 7
39. Saya seorang yang baik dalam menilai emosi orang lain. 1 2 3 4 5 6 7
40. Saya sensitif terhadap perasaan dan emosi orang lain. 1 2 3 4 5 6 7
41. Saya sangat memahami emosi individu yang berada di persekitaran saya. 1 2 3 4 5 6 7
42. Saya selalu menetapkan matlamat dalam kehidupan dan akan berusaha untuk mencapainya. 1 2 3 4 5 6 7
43. Saya sering memberitahu diri 1 2 3 4 5 6 7

saya bahawa saya seorang yang competent.

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 44. Saya seorang yang bermotivasi tinggi. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 45. Saya selalu mendorong diri saya supaya mencuba yang terbaik. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 46. Saya boleh mengawal perasaan marah saya dan dapat bertindak dengan waras. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 47. Saya mampu untuk mengawal emosi sendiri. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 48. Apabila saya sangat marah, saya cepat mengatasinya. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 49. Saya dapat mengawal dengan baik emosi sendiri. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |



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BAHAGIAN LIMA

ARAHAN: Sila baca setiap soalan dengan teliti dan tandakan sama ada anda bersetuju atau tidak bersetuju dengan setiap kenyataan yang diberikan. Sila tandakan pilihan anda dengan membulatkan setiap nombor berdasarkan skala yang diberikan.

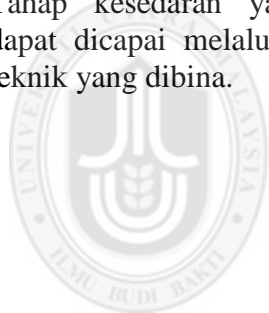
Sangat tidak bersetuju	Tidak bersetuju	Kurang setuju	Tidak pasti	Agak setuju	Setuju	Sangat setuju
1	2	3	4	5	6	7

50. Saya selalu tertanya-tanya tentang hakikat kehidupan ini. 1 2 3 4 5 6 7
51. Saya mengenali aspek dalam kehidupan yang melebihi daripada aspek fizikal sahaja. 1 2 3 4 5 6 7
52. Saya meluangkan masa untuk merenung mengenai persoalan kewujudan diri sendiri. 1 2 3 4 5 6 7
53. Saya mampu mencapai tahap kesedaran yang tinggi dalam kehidupan. 1 2 3 4 5 6 7
54. Saya mampu menghayati tentang kehidupan selepas mati. 1 2 3 4 5 6 7
55. Adalah sukar bagi saya untuk merasai apa-apa melainkan hal-hal material dan fizikal sahaja. 1 2 3 4 5 6 7
56. Memahami hakikat dan tujuan dalam kehidupan mampu membantu saya apabila berada dalam keadaan yang tertekan. 1 2 3 4 5 6 7
57. Apabila berada dalam tahap kesedaran yang tinggi, saya mampu mengawalinya. 1 2 3 4 5 6 7
58. Saya merangka teori sendiri tentang beberapa perkara mengenai kehidupan, kematian, 1 2 3 4 5 6 7

realiti dan kewujudan.

59.	Saya sedar yang saya mempunyai hubungan yang mendalam di antara diri sendiri dan orang lain.	1	2	3	4	5	6	7
60.	Saya mampu mengenal pasti tujuan kehidupan saya.	1	2	3	4	5	6	7
61.	Saya mampu untuk bergerak tanpa halangan di antara tahap-tahap kesedaran.	1	2	3	4	5	6	7
62.	Kadang-kadang saya merenung makna kehidupan dalam diri sendiri.	1	2	3	4	5	6	7
63.	Saya mengenali diri sendiri secara mendalam, bukan aspek fizikal sahaja.	1	2	3	4	5	6	7
64.	Apabila gagal, saya akan cuba mencari kelemahan yang ada dan memperbaikinya.	1	2	3	4	5	6	7
65.	Apabila berada dalam tahap kesedaran yang tinggi saya akan melihat semua isu dengan lebih jelas.	1	2	3	4	5	6	7
66.	Kadang kala saya terfikir sejenak mengenai hubungan di antara manusia dan kehidupan di muka bumi ini.	1	2	3	4	5	6	7
67.	Saya amat peka dengan aspek bukan material dalam kehidupan.	1	2	3	4	5	6	7
68.	Saya mampu membuat keputusan berdasarkan matlamat yang telah ditetapkan dalam kehidupan saya.	1	2	3	4	5	6	7

- | | | | | | | | | |
|-----|--|---|---|---|---|---|---|---|
| 69. | Saya mampu mengenal pasti kualiti yang wujud dalam diri individu yang lain dengan lebih bermakna daripada tubuh bahan, personaliti atau emosi. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 70. | Terdapat kuasa yang lebih hebat dalam kehidupan ini. (contoh Tuhan, ketuhanan, wahyu, dan sebagainya). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 71. | Mengenal pasti aspek kehidupan bukan material mampu membuatkan saya lebih terarah. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 72. | Berdasarkan pengalaman dalam kehidupan, saya mampu mengenal pasti makna dan tujuan dalam hidup saya. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 73. | Tahap kesedaran yang tinggi dapat dicapai melalui beberapa teknik yang dibina. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |



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BAHAGIAN ENAM

ARAHAN: Sila baca setiap soalan dengan teliti dan tandakan sama ada anda bersetuju atau tidak bersetuju dengan setiap kenyataan yang diberikan. Sila tandakan pilihan anda dengan membulatkan setiap nombor berdasarkan skala yang diberikan.

Sangat tidak bersetuju	Tidak bersetuju	Kurang setuju	Tidak pasti	Agak setuju	Setuju	Sangat setuju
1	2	3	4	5	6	7

74. Saya sangat bersemangat ketika berada di tempat kerja. 1 2 3 4 5 6 7
75. Saya mendapati bahawa kerja yang dilakukan penuh bermakna dan berkesan. 1 2 3 4 5 6 7
76. Saya bekerja sehingga tidak sedar masa berlalu begitu sahaja. 1 2 3 4 5 6 7
77. Ketika berada di tempat kerja saya sangat bersemangat. 1 2 3 4 5 6 7
78. Saya bersungguh-sungguh dalam melakukan kerja saya. 1 2 3 4 5 6 7
79. Saya akan abaikan perkara lain di sekeliling ketika bekerja. 1 2 3 4 5 6 7
80. Kerja memberikan inspirasi dalam kehidupan saya. 1 2 3 4 5 6 7
81. Apabila bangun di awal pagi, saya berasa sangat bersemangat untuk pergi bekerja. 1 2 3 4 5 6 7
82. Saya berasa gembira apabila bekerja dengan bersungguh-sungguh. 1 2 3 4 5 6 7

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 83. Saya berbangga dengan kerja yang dilakukan sekarang. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 84. Saya sangat tekun dalam melaksanakan kerja. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 85. Saya mampu meneruskan kerja dalam tempoh masa yang panjang. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 86. Bagi saya, kerja saya sangat mencabar. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 87. Saya sangat leka ketika menjalankan kerja. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 88. Secara mentalnya saya mampu bertahan dengan beban kerja. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 89. Saya sangat sukar memisahkan kehidupan diri sendiri dengan kerja. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 90. Saya sentiasa tabah walaupun keadaan tempat kerja saya tidak begitu baik. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Universiti Utara Malaysia

BAHAGIAN TUJUH

Bahagian ini merupakan butiran demographic. Sila tandakan ☒ pada petak yang berkenaan.

91. Jantina: ☐ Lelaki ☐ Perempuan

92. Umur: Sila Nyatakan: _____ Tahun.

93. Status Perkhawinan: ☐ Bujang ☐ Berkahwin ☐ Balu/Janda

94. Bilangan Anak:

95. Umur Anak:

☐ Tiada

☐ Kurang daripada 1 tahun

☐ 1-2 orang

☐ 1- 4 tahun

☐ 3-5 orang

☐ 5- 9 tahun

☐ 6-8 orang

☐ 10- 14 tahun

☐ 9 atau lebih

☐ 15 tahun dan ke atas

96. Tahap Pendidikan:

☐ SPM

☐ Diploma

☐ Master

☐ STPM

☐ Degree

☐ PhD

97. Jawatan:

<input type="checkbox"/>	Inspektor Jeneral Polis	<input type="checkbox"/>	Komisioner Polis
<input type="checkbox"/>	Deputi Inspektor Jeneral Polis	<input type="checkbox"/>	Superintenden Polis
<input type="checkbox"/>	Komisioner Polis	<input type="checkbox"/>	Deputi Superintenden Polis
<input type="checkbox"/>	Deputi Komisioner Polis	<input type="checkbox"/>	Senoir Asisten Komisioner Polis 1 & II
<input type="checkbox"/>	AsistenSuperintenden Polis	<input type="checkbox"/>	Sub Inspektor
<input type="checkbox"/>	Cif Inspektor	<input type="checkbox"/>	Sarjan Meior
<input type="checkbox"/>	Inspektor Percubaan	<input type="checkbox"/>	Sarjan
<input type="checkbox"/>	Inspektor	<input type="checkbox"/>	Koperal
<input type="checkbox"/>	Konstabel	<input type="checkbox"/>	Lans Koperal

98. Tempoh Berkhidmat: Sila Nyatakan: _____ Tahun.

Appendix 4

SmartPLS Output – Measurement Model

	AVE	Composite Reliability	R Square	Cronbachs Alpha	Communality	Redundancy
Absorption	0.678253	0.862188		0.758245	0.678253	
Conscious State Expansion	0.612439	0.863198		0.789223	0.612439	
Critical Existential Thinking	0.610446	0.823852		0.678532	0.610446	
Dedication	0.771702	0.871139		0.704231	0.771702	
Emotional Intelligence	0.502543	0.937491	0.999988	0.928190	0.502543	0.158734
Job Engagement	0.571948	0.922715	0.999982	0.905150	0.571948	0.310629
Organizational Support	0.730737	0.915612		0.877032	0.730737	
Others Emotion Appraisal	0.638710	0.875701		0.810163	0.638710	
Personal Meaning Making	0.748302	0.856008		0.664166	0.748302	
Personal life interference with work	0.696785	0.901774		0.854495	0.696785	
Regulation of Emotion	0.767899	0.929707		0.899130	0.767899	
Self Emotion Appraisal	0.817197	0.930564		0.887753	0.817197	
Spiritual Intelligence	0.503009	0.928870	0.999992	0.916518	0.503009	0.258404
Technology Advancement	0.801758	0.889971		0.752822	0.801758	

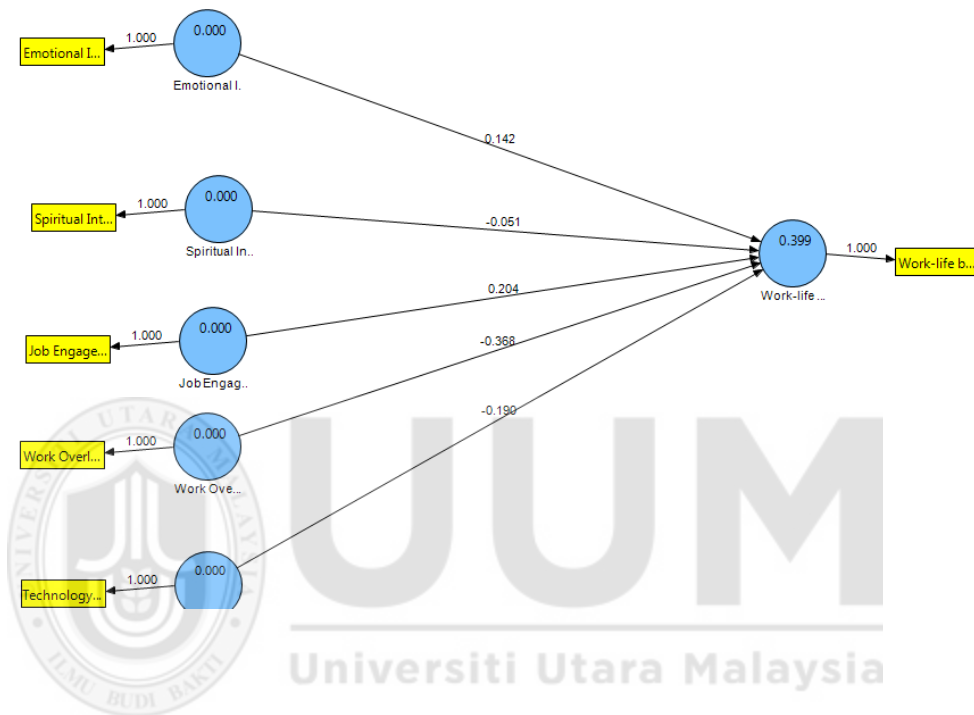
Transcendental Awareness	0.599859	0.856882		0.777356	0.599859	
Use of Emotion	0.699843	0.903144		0.857148	0.699843	
Vigor	0.611275	0.862749		0.788181	0.611275	
Work Overload	0.675507	0.925715		0.903551	0.675507	
Work interference with personal life	0.705570	0.922507		0.893491	0.705570	
Work personal life enhancement	0.640684	0.876510		0.820237	0.640683	
Work-life balance	0.407058	0.880407	1.000000	0.857497	0.407058	

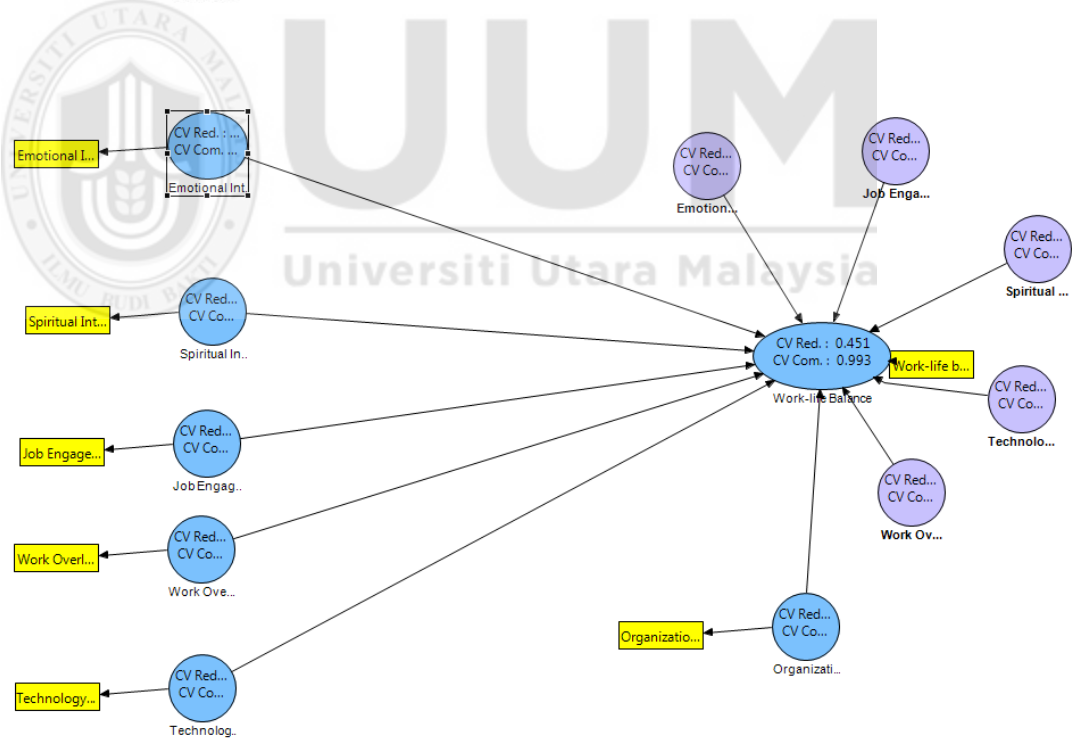
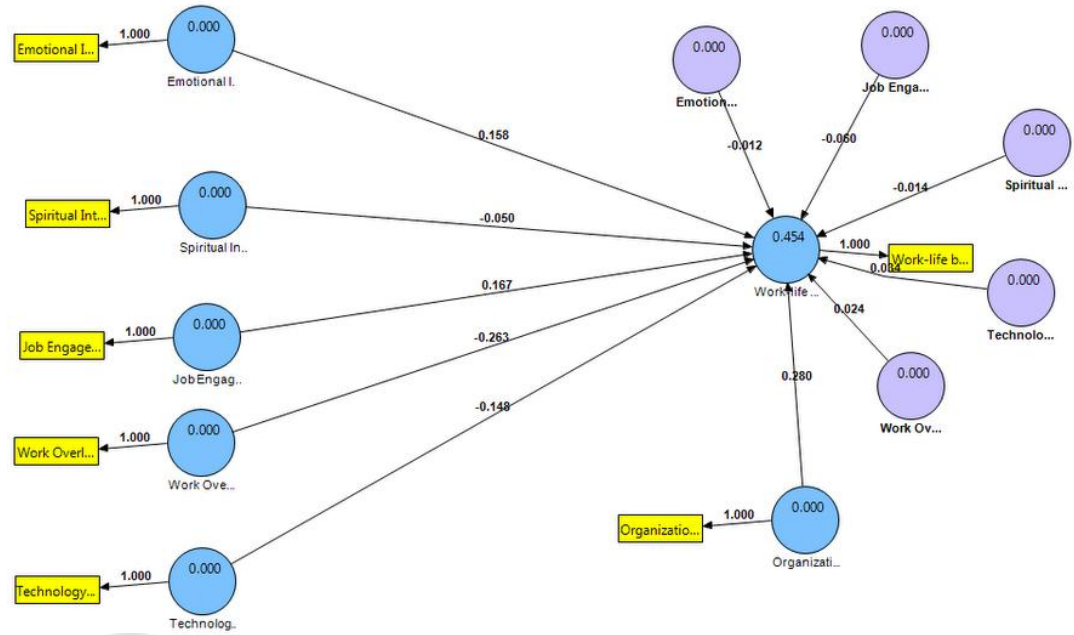


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Appendix 5

SmartPLS Output – Moderating Effect





Appendix 6

Decision on PhD Proposal Defense by the Panel Reviewers' Committee



Pusat Pengajian Pengurusan Perniagaan
Universiti Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman, Malaysia
Tel: (604) 928 7101
Faks: (604) 928 7117
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KEDAH AMAN MAKMUR • BERSAMA MEMACU TRANSFORMASI

UUM/COB/SBM/A-3/10
12 January 2014

Mokana d/o Muthu Kumarasamy (93692)
College of Business
Universiti Utara Malaysia

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Dear Madam,

PROPOSAL DEFENCE Ph.D. - MOKANA D/O MUTHU KUMARASAMY (93692)

We refer to your proposal defence presentation on 8 January 2014. Based on your presentation, the Panel Reviewer Committee has decided that :


1. You are given the status of **Pass with major revision**.
2. You may now proceed with the data collection. Attached herewith is the feedback from the Panel Reviewer Committee for your further action.

Congratulations and we wish you all the best in pursuing your Ph.D.

Thank you.

"BERKHIDMAT UNTUK NEGARA"
"ILMU BUDI BAKTI"

Yours sincerely


PROF. DR. RUSHAMI ZIEN YUSOFF
Dean
School of Business Management
UUM COB

C.C : Assoc. Prof. Dr. Faizuniah Pangli
Dr. Mohd Faizal Mohd Isa
(Supervisors)
Dr. Siti Zubaidah Othman
Dr. Wan Shakizah Wan Mohd Noor
(Reviewers)



Universiti Pengurusan Terkemuka