EXPLORING THE RELATIONSHIP BETWEEN WORK-LIFE BALANCE AND ORGANIZATIONAL COMMITMENT AMONG ACADEMIC STAFF

Nurjianah binti Affridin[1] & *Nurul Hudani Md Nawi[2]

Faculty of Psychology and Education, Universiti Malaysia Sabah, 88400, Kota Kinabalu, Sabah, Malaysia

*Corresponding email:nurul@ums.edu.my

Abstract: Undeniably, the digitalization era brings many opportunities and benefits to human resources. However, it also comes with challenges for it to be implemented firmly into policies. As a result, academic staff in Malaysia facing new challenges, because along with the needs to achieve one's institute's Key Performance Index (KPI), it is also incumbent upon them to adapt quickly to the new technology. The obstacles would impact the level of organizational commitment since academic staff need to carry out their duties as usual and simultaneously adapt to the new norm of the digitalization era. To ensure the continuity and success of an educational institution during this era, the organisation must carry out a study to explore which factors play the most crucial role in determining the level of organizational commitment. Therefore, this study was conducted to identify the direct relationship between work-life balance and organizational commitment, in addition to measuring differences in organizational commitment based on position. The study used a quantitative approach with a survey method to obtain the data needed from 101 academic staffs at University of Malaysia Sabah (UMS). From the findings, the analysis has shown that work-life balance was moderately correlated with organizational commitment, where it has been proven to have a significant and positive correlation with organizational commitment. The position, on the other hand, shows no significant difference statistically with organizational commitment. It can be concluded that examining the level of work-life balance could be helpful to measure organizational commitment so that it can easily be used as a catalyst in increasing organizational commitment among academic staff.
Keywords: Academic Staff, Work-Life Balance, Organizational Commitment

INTRODUCTION

The fundamental feasibility of a splendid educational institution consists of a quality curriculum that is systematically organized, sufficient physical facilities, competent academic and administrative staff, and many more. As for the academic staff, they are the key vital to academic institutions' success and growth since their importance to an educational environment and institutional covering many aspects such as academic excellence, research and innovation, community and industrial involvement, professional development, institutional leadership and administration, cultural and social contributions, and economic impact.

Nevertheless, following the transition from Industrial Revolution 3.0 (IR 3.0) which is based on digital to Industrial Revolution 4.0 (IR 4.0) which is based on the concepts of Artificial Intelligence (AI), Internet of Things (IoT), big data, robotics, blockchain and also automation, has resulted the implementation of various new policies in Malaysia which focuses on the development of technology in the digital era so that the country is able to move along with the current development, especially from the point of view of technological progress. And one of the most focused fields is the education system. To be precise, the digitalization era has made drastic and constant changes towards the educational system standards which used to be served in a conservative way, but resulted from the transition of the new era, the pedagogical approach has been transformed into modern pedagogy to align with the advance technologies in teaching and learning. Because of that, the sudden and drastic transition of pedagogy has speeded up the digitalization process (Amel AlAdwani & Anam AlFadley, 2022).

GuiXia & Abdullah Mat Rashid (2022) argued that to compete in today's increasingly complicated and competitive world, higher education institutions must embrace rapid technological growth necessary. Furthermore, the COVID-19 pandemic outbreak in early 2020 also to some extent has accelerated the applicability of digital modernization. In fact, according to Mathew & Chung (2020), the implementation of open and distance learning in universities around the world has only increased further since the COVID-19 pandemic early year 2020. Although, it cannot be denied that the digitalization era has opened wider opportunities for human resources to be more advanced in technology to face the job market, however that is, many obstacles need to be faced because of the sudden transition and for the purpose

of adapting to the technology as quickly as possible. This is due to the boundaries between human and technology, so it is not easy to face the change in digital learning style (Afandi Ahmad, 2020). Not to mention, this is because the readiness of academic staff in terms of digitalization skills and knowledge hasn't been completely prepared.

With the existing job tasks that need to be done by academic staff, the need to achieve many new Key Performance Index and to adapt to the new policies of modern digitalization would affect their commitment to organisation in a negative way. Moreover, the difficulties for those modern technologies to be implemented holistically during a fleeting period has resulted the emotional stress among lecturers (Shazarina Zdainal Abidin et al., 2020). Emotional stress that resulted in the workplace also will cause the organizational commitment level to decrease. Not just that, GuiXia & Abdullah Mat Rashid (2022), agreed that the lower level of organizational commitment among academic staff in tertiary education would have a serious impact on many aspects of higher education. According to Sakiru et al., (2022), one of the most serious issues in any organisation is the low level of organizational commitment. Thus, a deeper study regarding academic staffs' organizational commitment in the modern digitalization era should be focused on.

Organizational commitment is one of the most well-known concepts in the field of psychology and significantly developed and popularized by various scholars over time. Organizational commitment can be defined as a situation in which workers have a tendency towards organization's goals and values (Nahak & Ellitan, 2022). Syamsul Hadi et al., (2023), describe that organizational commitment is a key requirement for each organisation. There are three fundamental dimensions in organizational commitment according to Meyer & Allen (1984 & 1991), which are the affective commitment, continuance commitment and normative commitment.

Affective commitment can be delineated as employees' sense of belonging to their organisational and it would result the willingness of the employees to do more than their basic job tasks to achieve the organization's goals. Meanwhile, continuance commitment can be seen as a commitment towards an organisation that lasts longer because the employees think that they won't find a secure job as much as their current job is, so that is why they are willing to stick with the organisation even though they do not feel any emotional

attachment to their organisation. And lastly there is normative commitment, which can be described as the employees' loyalty towards the organisation based on the fundamental responsibilities that have been assigned to the employees, they are not willing to do more than their basic tasks for the organisation. In addition, in the simplest definitions according to Abebe & Assemie (2023), affective commitment is an employee's emotional attachment to the organisation; continuance commitment is an employee's attachment to the organisation as they perceive leaving is costly; normative commitment is the feeling of employees' obligation to stay with the organisation.

Other than the factors that have been mentioned above, according to past studies, there are also other components that have been proven to be correlated with organizational commitment. Among those is the work-life balance. Now, it is essential for higher education institutions to keep an eye on the work-life balance among academic staffs because a positive and significant correlation between the work-life balance and organizational commitment has been proven to exist (Reza Lidia Sari & Ali Nina Liche Seniati, 2020). Work-life balance can be defined as the coordination and balance between the responsibilities at one workplace and their personal involvement such as in community role, leisure activities and through family duties that results in the personal satisfaction following one excellency in both aspects (Syamsul Hadi et al., 2023). One of the most widely used models of work-life balance is by Geurts et al., (2005), there are four interactions based on the model, namely negative work-home interaction (negative WHI), positive work-home interaction (positive WHI), negative home-work interaction (negative HWI) and positive home-work interaction (positive HWI). According to Rost & Mostert (2007), negative work-home interaction refers to the negative load reactions created at work would later inhibits functionality at home, whereas positive work-home interaction is the opposite one in which referring to the positive load reactions generated at work facilitates functionality at home, the third one is the negative home-work interaction signifies the negative loads which formed at home leads to the dysfunctionality at work, and vice versa the fourth interaction which is the positive home-work interaction indicates to the positive load reactions produced at home that eases the functionality at work.

Among studies that have shown that a relationship between the work-life

balance and organizational commitment to be significantly positive are the studies by Akter et al., (2019), Stefanus Rumangkit & Z Zuriana (2019), and Lugiani & Yuniarsih (2018). Lugiani & Yuniarsih (2018), stated in their findings that the higher the work-life balance score, the higher the score of the organizational commitment. Not to mention, according to Berk & Gundogmus (2018), the imbalance of work-life would follow to the lower score of organizational commitment. Therefore, it can be said that there is a synchronized relationship and a statistically significant correlation between the work-life balance and organizational commitment, as per the past studies have recorded in their research findings. Although many studies also reported various relationships between the work-life balance with each of the dimensions of the organizational commitment, most of the studies showed that those relationships still considered as significant. So, it is also a need to see what kind of correlation each of the organizational commitment's dimensions has with work-life balance's interactions.

The difference in score of organizational commitment based on position also needs to be discussed because past studies have shown opposite findings of position as the demographic variable on measuring the organizational commitment score. Based on the tertiary education system context, position is the official status that is possessed by academic staff which also corresponds to their ranks respectively, for example from lower to higher rank started from a lecturer, senior lecturer, associate professor and professor. A position held not only symbolizes qualifications, experience and decision-making authority, but also reflects responsibilities and commitment that need to be taken into consideration to fulfill each of their scopes of work. Moreover, all these aspects differ in terms of seniority, which means higher hierarchies are often associated with a broader scope of work and heavier workload, and vice versa. Which suggests that the nature of higher ranks position also demands a higher level of commitment towards organization, and a lower ranks position might likely to perceive a low level of commitment since they do not associate with a broader involvement to the organization such as the ones with higher ranks position.

For example, Suri & Petchsawang (2018), through their research have found that the higher the rank or one hierarchy in the organisation, the higher the level of organizational commitment one possesses. Liu et al., (2021), also have found that position certainly influences organizational commitment among

employees, which means that the higher one rank the higher the score of organizational commitment is. On the other hand, Than Soe Oo (2018), has proven through his research that there was not any significant relationship between the position and each of the dimensions of organizational commitment. Because of the various findings on how position differentiates the score of organizational commitment, research should be conducted to explore how different qualifications, experience, decision-making authority, responsibilities and commitment play roles in determining the level of organizational commitment among academic staff in higher education institutions. Which suggested that each position as one of the fundamental internal factors in organization also might offer deeper insights that would be shaping the score of three dimensions of organizational commitment, since different positions certainly have different natures, and concurrently it will be able to assist the administration in designing the intervention needed specifically by each targeted position.

Theoretically, this study is crucial to be conducted to seek which interaction of work-life balance is the best indicators to determine the organizational commitment, and afterwards this study will offer a new view and insight regarding the relationship of those four interactions mentioned above towards organizational commitment among academic staff in the tertiary education system. Thus, it is mandatory for educational institutions to carry out an investigation to examine which interaction has the strongest relationship with the organizational commitment. The results will not only further enrich the official source of reference of the literature reviews in the field of industrial and organisational psychology, particularly regarding organizational commitment's indicators. Moreover, practically this study also could benefit the human resource, the administrative and the policy makers on enhancing their performance management systems by conducting training and development which are consistent with the employees' type of work-life balance's interactions. If those parties concerned manage to do that, it would ensure the excellency of employee's performance that leads to a more sustainable organizational commitment among educators and concurrently advancing a more robust tertiary education system to better satisfy the contemporary needs, especially in technology. In a nutshell, the main objective of this study is to examine the relationship between the work-life balance and academic staff's organizational commitment at University Malaysia Sabah, along with measuring the differences in organizational

commitment based on position.

Literature Reviews
Organizational Commitment

Commitment may be defined as dedication and loyalty towards things, people, ideologies or even an organisation. While organisation is a group entity that consists of a combination of several individuals or more with the aims to achieve the organisation goals and objectives. Thus, organizational commitment can be defined as a psychological attachment and loyalty towards organisation which leads to the willingness to stay with the organisation and the determination to achieve the organisation goals. There are also many definitions of organizational commitment by past scholars, and one of it was according to Husein Ilham Rosyadi & Michael Emanuel Bayudhirgantara (2021), which they have stated that organizational commitment is defined as a term that includes individual loyalty to the organization, psychological and moral sharing in the organization, prioritizing organizational goals over personal goals, making efforts for the organization, and seeing the organization succeed. Organizational commitment also can be defined as an individual's attitude in the direction of their loyalty to their organization which is considered as a continuous process in which they express their interest for their organization long-term success (Bahdin Nur Tanjung & Elfrianto, 2022).

Organizational commitment is one of the most essential elements in establishing the value of an organization. This statement is also supported by Syamsul Hadi et al., (2023), which stated that organizational commitment is considered as the main requirement for every organization. Which means, organizational commitment also plays a vital role in ensuring the effectiveness and the long-term success of higher education institutions. Not to mention, a well-established organizational commitment score leads to a lower number of turnovers, a higher level of job satisfaction, and a well maintain work-life balance which indirectly contributes to the higher education institutions development and improvement. Moreover, a well-coordinated operation of organizations such as higher education institutions tends to be specified by the high or low levels of organizational commitment of the academic community (Bahdin Nur Tanjung & Elfrianto, 2022).

One of the most widely used organisational commitment models is a tri-dimensional model by Allen & Meyer (1984 & 1991). And, as per GuiXia et

al., (2019), this three-dimensional structure is supported by many empirical studies. The dimensions are known as the affective commitment, continuance commitment and normative commitment. Affective commitment is defined as a form of commitment based on emotional attachment, identification and involvement which are manifested through a willingness to enhance their efforts on achieving organization goals, and often their efforts are more than their given basic job descriptions. Psychologically, it can be defined as a great sense of emotional bond to their organization because they possess a high level of sense of belonging. Also, affective commitment can be stated as a psychological reinforcement that an individual may have towards the organization (GuiXia et al., 2019). According to Mohsen Darbanyan et al., (2014), affective commitment is defined as an emotional attachment and devotion to work and an urge to stay in an attempt to continue working in an organization.

Continuance commitment is described as a commitment involving the loss and profit concept, which means an individual only stay at the current organization because they lack alternative job opportunities other than their current job is, that is why they tend to be loyal or willing to remain with their current tenure, rather than because of they are experiencing a great sense of belonging towards their organization. Moreover, continuance commitment also indicates that an individual who is aware of the costs that might emerge with leaving the organization, they are also aware of the contributions or the investments that they have made for the organization which leads the possibility of leaving the organization is minimal (Mohsen Darbanyan et al., 2014). In other words, the reason why those individuals with higher level of continuance commitment choose to be committed to the organization is because of the benefits that they are still able to have access to in the organization (GuiXia et al., 2019).

Normative commitment is classified as a form of commitment that demands loyalty from individuals to the organization out of sense of obligation and responsibility and it is not because of emotional bond. An individual who possesses a high level of normative commitment often only carries out their duties based on the basic job descriptions given that align with their personal values, social norm or organization culture, and possibly does not want to do more than those descriptions to achieve organization goals. Normative commitment is also described as a commitment which an individual tends to

have faith if they perceive and continue to treat their job out of the sense duty and responsibilities, at the end they can satisfy their basic liabilities to their organization (Mohsen Darbanyan et al., 2014).

The presence of a skilled and experienced academic staff not only will lead to the excellence of any academic institution, but strong and unwavering commitments also are demanded from academic staff to make sure that the organization's goals can be achieved. Moreover, organizational commitment is the fundamental base for the higher education institution performance holistically (Dedeng Abdul Gani Amruloh et al., 2021). Not to mention, organizational commitment is a multidimensional concept that may shape many essential factors in organizations that possibly bring out its heterogeneous positive influences for an organization and its employees (Mohsen Darbanyan et al., 2014). By that, it is essential to maintain, establish and enhance the organizational commitment among academic staff since this construct is closely related to the success of higher education institutions.

Work-life Balance
Work-life balance refers to the stability a person may possess in managing their performance excellently both in their professional obligations and their personal life as well, by optimizing their potential without neglecting any of the responsibilities. Generally, work-life balance is a person's ability to allocate time excellently inside and outside their workplace. Furthermore, according to Mengistu & Worku (2020), work-life balance is a broad concept that addresses the efforts of employees to divide their time and energy among work and the other important aspects of their lives.

Basically, according to Guerts et al., (2005), the work-life balance is based on four interactions of home-work which are the negative work-home interaction, positive work-home interaction, negative home-work interaction and positive home-work interaction. The first interaction, which is the negative work-home interaction (negative WHI) occurs when the workloads or long working hours at the workplace exceeded the minimum requirements which would make the individual experiencing emotional stress at the workplace and afterwards negatively affect their functionality at home. And oppositely, the positive work-home interaction (positive WHI) happens when the healthy and supportive environment such as accomplishment or receiving rewards at the workplace can facilitate and benefit the functionality of an employee in their

personal life or at home. Thirdly, the negative home-work interaction (negative HWI), which this interaction might happen when the negative emotions that resulted from the pressures that occurred at home that might be caused by overload house chores or dysfunctionality from one's family institution or even personal conflict affecting employees' functionality, productivity or their moods at their workplace. And lastly, the positive home-work interaction (positive HWI), which indicates that the supportive, loving or well-established family's institution or even an organized home for those who are not married also leads to the excellent at their functionality at the workplace and arises the job satisfaction that leads to a higher level of organizational commitment.

One of the factors that leads to the employees' organizational commitment to be increased is the work-life balance (Mengistu & Worku, 2020). A well-established work-life balance will affect organizational commitment in a positive way (Honorata Ratnawati Dwi Putranti, 2018). In addition, Berk & Gundogmus (2018), has proven a statistically significant relationship exists between the work-life balance with the organizational commitment.

Position

For any organization to be able to operate and function properly, an organized organizational structure within the organization itself needs to be implemented. This is to ensure that every aspect will be monitored and managed specifically by specific authorized departments or individuals without interference from those who are not in charge, since the authority will be exclusively and officially granted to them. More precisely, along with the division of the organizational units into several departments, each department should also be led either by a leader such as a coordinator or a manager. Generally, this concept is referred to as a position in which every institution or organization will appoint each person with a specific task to ensure that the organization will be operated smoothly.

For example, in the organizational context within the university, specifically among academic staff, each department, research unit or program center usually will be led by either a program coordinator, deputy dean, academic advisor, head of program or director. This is to establish leadership, administrative and strategic planning processes. Moreover, usually those positions are held by senior lecturers, associate professors or even professors,

meanwhile junior lecturers will act as subordinates in assisting their leaders respectively. The relationship between the senior and the junior lecturers is reciprocal and interdependent, whereby the senior lecturers provide supervision, guidance and direction to the junior lecturers, meanwhile the junior lecturers compliment their leaders by providing the operational support by carrying out the daily tasks, offering new ideas and insights. This shows the interrelation between all those positions demands a solid commitment towards organization to guarantee that the operational systems, along with the academic and administrative functions, to be conducted effectively.

To put it differently, there are many factors that contribute to the organization's feasibility which corresponds to the higher score of organizational commitment, and past studies also supported that one's position can significantly differentiate the organizational commitment level, even more so when considered from any position held by employees. For instance, research conducted by Vit (2015), showed that there was a moderate correlation between position hold and organizational commitment, specifically the affective commitment. Nevertheless, Liu et al., (2021), stated in their study that one's position does not significantly affect the organizational commitment. But a study by Wang et al., (2019), found that lecturers with lower positions such as assistant lecturers showed a lower level of organizational commitment compared to higher-level lecturers such as lecturers, senior lecturers or even professors, lecturers with those positions exhibit a significantly higher and stronger level of organizational commitment, especially the affective and normative commitment.

Research Objective
1. To investigate the relationship between the work-life balance and the organizational commitment.
2. To determine whether there is a difference in organizational commitment based on position.

METHOD
Research Design
In this study, a quantitative approach was implemented and was conducted through a survey via two methods. The first one is a face-to-face survey in which the respondents need to fill out the hard copy of the questionnaire, on the other hand, the other method was through an online survey, which the

respondents need to fill in the Google Form. The instructions before answering the questionnaire were briefly explained by the researcher to the respondents before the research was carried out, and at the same time the instruction also was written on the first page of the questionnaire.

Research population and sampling

Research Population

The population of this research were the academic staffs at University of Malaysia Sabah in Kota Kinabalu, Sabah. This research was conducted at UMS because of several reasons that align with the objectives of the study. The first reason is to limit biases and variability that might exist because of different organization's backgrounds, policies, work cultures or even administration structures if the study were focused on multiple institutions at the same time. As a result, this study was only conducted among UMS academic staff to allow a more specific and in-depth analysis within a single academic institution. Thus, a consistent administrative pattern and cultural environment should be taken into consideration when conducting research to reduce the vulnerabilities and weaknesses of the results findings, meaning to say that although UMS comprises numerous faculties, institutions or centers, those organizations still practicing similar administrative structures under the same blueprint to operate. The second reason is that the selection of UMS as the only research location also because of its geography proximity, which makes it more accessible and feasible for the researcher when considering data collection, and moreover to ensure that the data needed will be collected within the timeframe and resource limitations. Apart from that, conducting a data collection within a single institution also is more efficient in terms of engaging with the research respondents generally, since some of the respondents were needed longer time to fill in the questionnaire, hence it is easier for the researcher to do the follow-up afterwards. What is more that the researcher is able to minimize unnecessary budget allocation and time setbacks. And lastly, the result findings on how organizational commitment related to internal and external factors such as the work-life balance and position in terms of tertiary education system context would encourage further research in other higher education institutions as well since UMS can be a blueprint on how organizational commitment patterns generally works in higher education institutions.

//

According to the Higher Education Statistics 2022 report issued by the Ministry of Higher Education and updated until December 31, 2022, the total number of academic staff population at UMS in 2022 is 1068 people, i.e., 1008 academic staffs are among citizen-level academic staff, which are each represented by a total of 477 male academic staffs and a total of 531 female academic staffs. To ensure that those data were obtained accurately, a purposive sampling was chosen as the sampling method. This is because the criteria of the research sample should be the academic staff that have been working with UMS for one year and above, they must be permanent and full-time workers, and their education level must be bachelor's degree level and above.

Research Sample
The data needed for the research were obtained from a total number of 101 academic staffs from University of Malaysia Sabah, which includes the tutors, research assistant and lecturers. As stated by Krejcie & Morgan (1970), the bigger the research population, it means the smaller the percentage of the population needed to obtain a representative sample. Therefore, only a small group of academic staff needed to participate in this study.

Research Instruments
Instruments that were used in this study consisted of two psychometric instruments, which are The Organizational commitment Questionnaire (OCQ) by Meyer & Allen (1997) and The Survey Work-home Interaction-NijmeGen by Geurts et al., (2005). And those instruments have been merged into one form to make it easier to be answered by the respondents.

The Organizational commitment Questionnaire (OCQ) by Meyer & Allen (1997)
The Organizational Commitment Questionnaire (OCQ) by Meyer & Allen (1997) is one of the most widely used instruments on measuring the organizational commitment score. According to Meyer & Allen (2014), the instrument was created to evaluate the three dimensions of organizational commitment, namely the affective commitment, normative commitment, and continuance commitment. There are 18 items in this research instrument, and it is a self-report instrument, which each dimension was represented by 6 items respectively, and those responses were rated using a 5-point Likert scale (Brown, 2003), starting from 1 = "strongly disagree", 2 = "disagree", 3 =

"neither agree or disagree", 4 = "agree" and 5 = "strongly agree".

The Survey Work-home Interaction-NijmeGen by Geurts et al., (2005)

The Survey Work-home Interaction-NijmeGen or commonly known as SWING among the psychology community developed by Geurts et al., (2005). It is an instrument that measures the interaction between work and home in both directions, whether it is a home-to-work interaction or vice versa, which is the work to home interaction in both qualities, i.e., positive and negative ways. According to Moshoeu (2017), SWING consists of twenty-two scale items in which those items were measured the four interactions that might exist from a working person's perspective which were the negative work-home interaction, positive work-home interaction, negative home-work interaction and positive home-work interaction. Those items are measured using the 4-points Likert scale, 0 = "never", 1 = "sometimes", 2 = "often" and 3 = "always".

Procedure

This study used a quantitative descriptive design, which the author has employed two different approaches through survey method to obtain data on understanding how the work-life balance correlates to the organizational commitment among academic staff, and if there are differences of organizational commitment score based on position. The first approach was by distributing the questionnaire manually to the participants and the second approach was by filling in Google Form online. There was only one phase conducted for data collection to reduce the possibility of bias existing.

The sample population were 101 academic staffs from University of Malaysia Sabah, and they were selected through purposive sampling based on the criteria: (1) Working at University of Malaysia Sabah for at least one year and above, (2) Permanent or temporary academic staff from University of Malaysia Sabah, and (3) The participants' education level must be minimum a bachelor's degree holder.

Once the data needed for data analysis has been completely obtained, next the data were analyzed using the Statistical Package for Social Science (SPSS) version 26.0. And lastly, the outcomes of the quantitative integrations have shown that the correlation between the work-life balance and organizational commitment does exist and significantly relates to one another, while the

position does not bring any significant difference on the organizational commitment score.

Analysis

The data collected were analyzed using Statistical Package for Social Science (SPSS) version 26.0. Inferential statistics such as the Pearson correlation coefficient (r) to evaluate the relationship between the work-life balance and organizational commitment, and ANOVA (Analysis of Variance) to assess the differences of organizational commitment score based on position were employed.

RESULTS

A total of 101 academic staff participated in this study. This research was conducted with the objective of exploring the pattern of organizational commitment level among academic staff in UMS in the digitalization era. Further, to be more specific, the research objectives can be divided into two as follows:

1) To investigate the relationship between the work-life balance and the organizational commitment.
2) To determine whether there is a difference in organizational commitment based on position.

The results are based on Table 1.1 and Table 1.2:

Table 1.1: Analysis of the General Correlation Between the Organizational Commitment and Work-Life Balance

Independent variable	Correlation with dependent variable
Work-life balance	0.337**

Note: * Significant at .05 level, ** Significant at .01 level.

As per the general findings of the study, the relationship between work-life balance constructed based on Allen & Meyer (1991) and organizational commitment have been identified to have a statistically significant relationship. The Pearson Correlation coefficient value between work-life balance and organizational commitment is r = 0.337, this value represents a moderate positive relationship, which means the higher the work-life balance, the organizational commitment will tend to be higher as well but in a subtle

rise because both variables don't have a strong relationship with one another. The p value found between the work-life balance and the organizational commitment identified as p < 0.01 which the p value is 0.000, it indicates a highly significant statistical correlation between the observed relationship. The Sig. (2-tailed) value (.000) is much smaller than the typical significance level of 0.01, signifying that the result is statistically significant at the 0.01 level, and this implies the presence of a valuable connection between work-life balance and organizational commitment and there is a very slight possibility that this correlation happened randomly. In short, the relationship between work-life balance and organizational commitment are as follows, (r = 0.337, p < 0.01), even though the relationship between the variables considers moderate but the result found the correlation to be statistically significant.

Table 1.2: Analysis of General Differences in Organizational Commitment Scores by Position

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.000	7	.000	.000	1.000
Within Groups	2470.118	93	26.560		
Total	815	100			

Note: * Significant at .05 level, ** Significant at .01 level.

And lastly, the result found out that the organizational commitment differences based on position have been proven to be statistically not significant. This result was gathered through a one-way analysis of variance (ANOVA), to compare the effects of position on organizational commitment. The results are shown as follows, F (7, 93) = 0.000, p = 1.000. The between group sum of squares is 0.000 with a mean square 0.000, meanwhile the within group sum of squares is 2470.118, with a mean square 26.560. The p-value of which is p > 0.05, where p = 1.000 reveals that a highly non-significant difference between the group means has been identified. By that, from the study, it can be stated that one's position does not bring any differences to the organizational commitment among academic staff in UMS, and if any differences occur in the means, they have highly likely happened due to the random variation instead of a solid effect.

The Relationship Between Each Subdimension of Work-Life Balance to

Each Domain of Organizational Commitment

Comprehensively, the work-life balance significantly correlates with organizational commitment, even though it has a moderate positive relationship with one another. Yet, upon a keen observation into each of the relationships between the work-life balance's interactions with the domains of the organizational commitment, a thorough finding has been observed and has proven to exist specifically. Table 1.3 shows the accurate results of the nature of the relationship between the work-life balance's interactions with the organizational commitments' domains:

Table 1.3: Frequency and Percentage Distribution on Respondents' Academic

Work-life Balance domains	Affective commitment	Continuance commitment	Normative commitment
Negative Work-home Interaction (WHI)	0.187	0.123	-0.158
Positive Work-home Interaction (WHI)	0.116	0.249*	0.362**
Negative Home-work Interaction (HWI)	0.374**	0.148	-0.060
Positive Home-work Interaction (HWI)	-0.181	0.308**	0.332**

Note: * Significant at .05 level, ** Significant at .01 level.

As per the results above, the negative WHI does not demonstrate any significant correlation at all with the affective commitment, continuance commitment and normative commitment. While the affective commitment ($r = 0.187$, $p > 0.05$, p-value is 0.062) and continuance commitment ($r = 0.123$, $p > 0.05$, p-value is 0.221) possess a weak positive relationship with the negative WHI, the normative commitment ($r = -0.158$, $p < 0.05$, p-value is 0.114), on the other hand proved to have a negative weak relationship with the negative WHI. All those relationships do not have a statistically significant correlations with one another, which indicates that the increase or decrease of one variable does not affect the other variable to be increase or decrease, since the relationships were so minimal and can be considered as random chance. Hence, to be more specific, the negative WHI does not correlate with any of the organizational commitment's domains significantly.

Conversely, the positive WHI exhibited a more statistically significant correlations with the two of the organizational commitment domains, which both relationships also demonstrated a positive relationship with one another, and those domains are the continuance commitment ($r = 0.249$, $p < 0.05$, p-

value is 0.012) and the normative commitment ($r = 0.362$, $p < 0.01$, p-value is 0.000). While the continuance commitment exhibited a weak positive relationship with the positive WHI, the normative commitment, on the contrary, exhibited a moderate to strong positive relationship with the positive WHI, which means the increase of the positive WHI tends to increase the normative commitment level as scale and those relationships were considered meaningful and weren't due to the random chances.

Further, the work-life balance interaction which exhibited the highest number of correlations with the organizational commitment's domains is the negative HWI. Firstly, the negative HWI demonstrates a highly statistically significant correlation with the affective commitment ($r = 0.374$, $p < 0.01$, p-value is 0.000), the relationship also considered to be a positive moderate relationship with each other. That means, the higher the level of the negative HWI, the higher the level of the affective commitment as well, and vice versa. Therefore, it can be concluded that the relationship is not due to coincidence and could be viewed as a meaningful and solid relationship. Secondly, a positive and weak relationship found between the negative HWI with the continuance commitment ($r = 0.148$, $p > 0.05$, p-value is 0.140), apparently this correlation was not statistically significant and any changes in other variable either the increasing or decreasing level probably due to random chances instead of been affected solidly by the other variable. And lastly, a negatively weak relationship had been found between the negative HWI with the normative commitment ($r = -0.060$, $p > 0.05$, p-value is 0.551), those values mean both the negative HWI, and the normative commitment does not correlate at all significantly to one another, as the increase or decrease level of the negative HWI does not necessarily affect the normative commitment level and vice versa. Therefore, it can be summarized that the relationship was merely due to coincidence.

As a final point, the positive HWI also exhibited the same correlations with all domains of the organizational commitment just like the positive WHI does. A negative and statistically not significant correlation had been found between the positive WHI with the affective commitment ($r = -0.181$, $p > 0.05$, p-value is 0.07), which means the higher the positive HWI level, the lower the affective commitment is and vice versa, yet this relationship is too minimal and the changes in the variables probably because of random chances only. Subsequently, a highly significant correlations statistically were found within

the relationship between the positive HWI with the continuance commitment (r = 0.308, p < 0.01, p-value is 0.002) and the normative commitment (r = 0.332, p < 0.01, p-value is 0.001) respectively. Both relationships demonstrated to be a moderate positive relationship, and the presence of the relationships were not due to random chance, since the p-values of both relationships were smaller than the significance level at 0.01 level.

In the final analysis, the negative WHI has been proven to not correlate at all with any of the organizational commitment domains. On the other hand, the positive WHI and the positive HWI are both considered to have very reliable correlations with the continuance and normative commitment respectively, and both interactions also were not significantly correlated with the affective commitment among academic staff in UMS. Finally, the negative HWI only found to be significantly correlated with the affective commitment, while there were not any correlations that have been seen between the variable with the two remaining domains of organizational commitment, which were the continuance commitment and normative commitment.

The Organizational Commitment Differences Based on Position
Generally, there is no significant difference in organizational commitment based on the position of the academic staff. The result is also supported by the specific results of each of the organizational commitments' domains, namely the affective commitment, the continuance commitment and the normative commitment. Table 1.4 below shows the significant values by each domain:

Table 1.4 Analysis of Differences in Organizational Commitment Scores Based on Position

		Sum of Squares	df	Mean Square	F	Sig.
Affective Commitment	Between Groups	.897	7	.128	.058	1.000
	Within Groups	205.983	93	2.215		42.2
	Total	206.881	100			4.2
Normative Commitment	Between Groups	3.918	7	.560	.076	.999
	Within Groups	686.205	93	7.379		
	Total	690.123	100			
Continuance Commitment	Between Groups	26.191	7	3.742	.484	.844
	Within	719.262	93	7.734		

Groups		
Total	745.452	100

Apparently, all the three domains possess a statistically non-significant difference with the position. Based on the result findings as shown above, the affective commitment found to have a F value (7, 93) = 0.058, meanwhile the normative commitment found to have a F value (7, 93) = 0.076, and finally the continuance commitment to have a F value (7, 93) = 0.484. Moreover, according to Table 4 shown above, there are clearly much higher significance levels than the common alpha level at 0.05 by those three domains which p > 0.05, which it also indicates that there were no differences significantly between the means of the groups by those three domains respectively. Thus, since the ANOVA results were not statistically significant, it is reasonable to suggest that all the different groups in this study also do not differ in all their affective commitment, continuance commitment and normative commitment scores. In brief, the position does not have a meaningful association with the organizational commitment.

DISCUSSION

The research analysis taken to observe the relationship between the work-life balance and organizational commitment also proved to be a statistically significant correlation. This was also supported by a study by Berk & Gundogmus (2018), which exhibited a positive and significant correlation between the work-life balance and the organizational commitment. Not to mention, according to Salihu Sule Khalid & Abu Bakar Tijjani Ibrahim (2018), work-life balance found out have a positively significant correlation with the affective, continuance and normative commitment. However, research by Onah Caleb et al., (2020), showed that work-life balance does not significantly correlate to organizational commitment. The current study suggests that academic staff with a positive interaction be it from their workplace or home tend to have a higher level of organizational commitment, and vice versa the negative interactions from either workplace or home would affect the organizational commitment scores in a negative way. Employees with a positive work-life balance may possess a well management of their personal and professional responsibilities which afterwards will lead to a sense of fulfilment and personal satisfaction and subsequently will enhance their commitment towards their organisation. Not to mention, organisational support and a supportive partner or family also contributes to the emotional stability and psychological well-being, since those supports indirectly will

fosters better relationships either at workplace or at home which further secure a healthy mental state and will reduce the possibility of experiencing stress related work-home and burnout.

As the final consideration, the finding has shown that there is no significant difference in organizational commitment score based on position. This finding is also consistent with the study by Than Soe Oo (2018), which also has proven that position does not have any significant differences with organizational commitment scores. Despite that, research conducted by Suri & Petchsawang (2018), found that position has a significant difference in organisational scores based on position. However it is, this study has statistically proven that the position does not differ the oganisational commitment among academic staff in UMS based on position. This is probably because academic staff has a strong essence of a professional identity especially in education regardless of their position, instead of feels forced to carry out their duties, especially in doing research, teaching, community services or student supervision, they are motivated to do their duties willingly because of the sense of obligation. Thus, in return it does not matter to academic staff which rank they are currently holding for as long as they serve their institution with full responsibility. Apparently, this research finding indicates that the academic staff across all ranks shares an average score of organizational commitment score, despite there is a higher and lower ranks, and this exhibits that the higher ranks academic staff probably face difficulties on inspiring their subordinates since their organizational commitments scores do not differ significantly based on position. By that, it is essential for the management or the administration department to take incentives in dealing with and improving their management policies by providing recognition or motivation to boost their higher-ranked academic staff, so that in future there will be a clear gap between the organizational commitment score based on position.

CONCLUSION

Understanding the factors which have the biggest impact on the organizational commitment level of academic staff is considered as one of the most important aspects that need to be highlighted in the era of digitalization. There are many elements that have been proven to have a significant correlation with organizational commitment, and among those elements is the work-life balance, as this relationship is also supported by many past studies. Finally,

after a keen observation regarding those relationships, the general findings can be stated as follows:

To recap, the results of this study can be summarized as stated: 1) The work-life balance generally and specifically for each dimension only has a moderate relationship with organizational commitment. That means, it is safe to briefly conclude that the work-life balance does not have a substantial relationship with organizational commitment, since the changes in one variable do not affect the other variable strongly. Nevertheless, future research may explore other work-life balance theories, such as work-life conflict or any related theories. 2) Position does not have any correlation at all with all three organizational commitments, namely the affective commitment, continuance commitment and the normative commitment. To summarize, position is not a reliable indicator on seeking the difference of organizational commitment score based on demographic variable. By that, future research may consider exploring other demographic variables such as age, gender, marital status, ethnicity, tenure, the level of education or other related demographic elements.

In terms of sample size, a larger sample size of respondent should be applied onto future research to gather more solid results regarding the pattern of the relationship between the work-life balance and organizational commitment. Other than that, in terms of the sample population, future researcher might as well focusing only on whether lecturer or teacher with confirmed positions and not for those who is still in their probationary period, since the nature of one employment and commitment can vary from person to person when it comes to their status with the current organisation, beside this is to minimize bias in results findings concerning the sample population.

Informed Consent Statement
All participants that have participated in this research were well explained by the author about the nature of the research, and the data obtained from them will not be exposed and remain restricted to others except for the author. The participants also were informed that their participation is voluntary, and they have the right to withdraw at any time.

Conflict of Interest
The researcher does not encounter any conflict of interest during conducting the research.

Ethic Statement

Authors' Contributions

Funding

Acknowledgement

Data Availability Statement

The data supporting this research are yet to be available due to the findings of this study have not been published or made publicly.

REFERENCES

Abebe, A. & Assemie, A. (2023). Quality of work life and organizational commitment of the academic staff in Ethiopian universities. *Elsevier*. https://doi.org/10.1016/j.heliyon.2023.e15139

Afandi Ahmad. (2020, December 29). Pengajaran, pembelajaran ketika pandemik

bukan mudah. *Berita Harian*. https://www.bharian.com.my/rencana/komentar/2020/12/769924/pen gajaran-pembelajaran-ketika-pandemik-bukan-mudah

Amel AlAdwani & Anam AlFadley. (2022). Online learning via Microsoft TEAMS during the Covid-19 pandemic as perceived by Kuwaiti EFL learners. *Journal of Education and Learning, 11*(1), 132-146. https://doi.org/10.5539/jel.v11n1p132

Arifa Akter, Mohammad Awal Hossen, & Md. Nazrul Islam. (2015). Impact of work life balance on organizational commitment of university teachers: Evidence from Jashore University of Science and Technology. *International Journal of Scientific Research and Management, 7(*4), 1073–1079. https://doi.org/https://doi.org/10.18535/ijsrm/v7i4.em01

Bahdin Nur Tanjung & Elfrianto. (2022). The effects of academic experience, organizational commitment and motivation on work readiness in the era of the Industrial Revolution 4.0. *Webology, 19*(1), 2695-2707. https://doi.org/10.14704/web/v19i1/web19179

Berk, C. & Gundogmus, F. (2018). The effect of work-life balance on organizational commitment of accountants. *Management International Conference, 13*(2), 137-159. https://doi.org/10.26493/1854-4231.13.137-159

Caleb, O., Ogwucheb, C. H & Howellc, D. R. (2020). Work-life balance and self-efficacy as predictors of organisational commitment among bankers in Benue State, Nigeria. *Journal of Educational Sciences and Psychology, 10*(1), 110-119.

Dedeng Abdul Gani Amruloh, Hm. Sidik Priadana, Heru Setiawan & Zainudin Abu Bakar. (2022). Evaluating lecturer's organizational commitment and organization citizenship behavior and performance through servant leadership model. *Studies of Applied Economics, 40*(2). https://doi.org/10.25115/eea.v40i2.6378

Fried-Buchalter, S. (1992). Fear of success, fear of failure, and the imposter phenomenon: a factor analytic approach to convergent and discriminant validity. *Journal of Personality Assessment, 58*, 368–379. https://psycnet.apa.org/doi/10.1207/s15327752jpa5802_13

Geurts, S. A. E., Taris T. W., Kompier M. A. J., Dikkers, J. S. E., Van Hooff M. L. M. & Kinnunen, U. M. (2005). Work-home interaction from a work psychological perspective: Development and validation of a

new questionnaire, the SWING. *An International Journal of Work, Health & Organisations, 19*(4), 319-399. https://doi.org//10.1080/02678370500410208

GuiXia, W., & Rashid, A. M. (2022). Job satisfaction as the mediator between a learning organization and organizational commitment among lecturers. *European Journal of Educational Research, 11*(2), 847-858. https://doi.org/10.12973/eu-jer.11.2.847

GuiXia, W., Basri, R., & Jusoh, R. (2019). The relationship between job satisfaction and organizational commitment among lecturers in Heilongjiang province, China. *International Journal of Academic Research in Business and Social Sciences, 9*(11), 99-118.

Honorata Ratnawati Dwi Putranti. (2018). Organizational commitment of hospital nurses: an empirical study on work-life balance and burnout management. *European Researcher Series A 9*(3), 235-248. https://doi.org/10.13187/er.2018.3.235

Husein Ilham Rosyadi & Michael Emanuel Bayudhirgantara. (2021). The effect of flexible working arrangements and social support on organizational commitment with work-life balance as a mediation variable. *International Journal of Economics, Business and Management Research, 5(*9), 61-73.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*(3), 607–610.

Liu, T., Gao, J., Zhu, M. & Jin, S. (2021). Women's work-life balance in hospitality: examining its impact on organizational commitment. *Frontiers in Psychology, 12 (625550),* 1-12. https://doi.org/10.3389/fpsyg.2021.625550

Lugiani, T & Yuniarsih, T. (2018). The influence of work life balance on the organizational commitment of female employees. *Advances in Economics, Business and Management Research, 65,* 184-187. https://www.atlantis-press.com/proceedings/icebef-18/125908058

Mathew, V. N., Chung E. (2020, December). University students' perspectives on open and distance learning (ODL) implementation amidst Covid-19. *Asian Journal of University Education (AJUE), 16*(4).
https://doi.org/DOI 10.24191/ajue.v16i4.11964

Mengistu, A. B. & Worku, M. M. (2020). Effect of work-life balance on organizational commitment in commercial bank of Ethiopia. *Journal of Strategic Human Resource Management, 9*(1), 17-29.

Meyer, J. P., & Allen, N. J. (1984). Testing the side-bet theory of organizational commitment: some methodological considerations. *Journal of Applied Psychology, 69*, 372–378.

Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review, 1*, 61–89.

Meyer, J. P., & Allen, N. J. (1997). Commitment in the workplace: Theory, research, and application. *Thousand Oaks*, CA: Sage.

Mohsen Darbanyan, Hossein Samavatyan, Hamid Reyza Oreyzi, & Seyyed Majid Mousavirad. (2014). Simple and multiple relationships between the five-factor model of personality and organizational commitment. *Advances in Natural and Applied Sciences, 8*(14), 12–17. http://www.aensiweb.com/old/anas/November%202014/12-17.pdf

Nahak, M & Ellitan, L. (2022). Organizational commitment and organizational sustainability. *International Journal of Trend in Scientific Research and Development, 6*(4), 604-609. www.ijtsrd.com/papers/ijtsrd50052.pdf

Nur Farah Syazwani binti Said. (2023). *Pengaruh kecerdasan emosi dan tret personaliti terhadap kejelekitan kelompok kerja dalam kalangan pemain bola sepak di Malaysia* (master's thesis). University of Malaysia Sabah.

Reza Lidia Sari & Ali Nina Liche Seniati. (2020). The role of job satisfaction as mediator between worklife balance and organizational commitment among lecturers. *Psychology and Education, 57*(2), 106-110.

Rost, I. & Mostert, K. (2007). The interaction between work and home of employees in the earthmoving equipment industry: Measurement and prevalence. *SA Journal of Industrial Psychology, 2007, 33*(2), 54-61. https://www.researchgate.net/profile/Karina-Mostert/publication/47739692_The_interaction_between_work_and_home_of_employees_in_the_earthmoving_equipment_industry_measurement_and_prevalence/links/55dd670508ae3ab722b1c042/The-interaction-between-work-and-home-of-employees-in-the-earthmoving-equipment-industry-measurement-and-prevalence.pdf

Salihu Sule Khalid, & Abu Bakar Tijjani Ibrahim. (2018). Relationship between work-life balance and employee commitment among professionals in Nigeria: A study on radio journalists in Kano. *International Journal of Business and Tehnopreneurship, 8*(3), 257-268. https://ijbt.unimap.edu.my/images/stories/Volume%208,%20No.%203,%20Oct%202018/IJBT_Vol_8_Oct_2018_1_257-268.pdf

Sakiru, O. K., Busayo (Nee Adekanye), T. & Amer Hamzah Jantan. (2022). Factors affecting organizational commitment among academicians of tertiary institutions. *IOSR Journal of Humanities and Social Science, 27*(7). https://doi.org/10.9790/0837-2707064753

Shazarina Zdainal Abidin, Suziana Hanini Sulaiman, Suhana Mohamed Lip, Norshilawani Shahidan, Natasha Ariffin, Mohamad Fuad Ishak & Sapie Sabilan. (2020, Novemvber). Tekanan emosi pensyarah dalam melaksanakan pengajaran dan pembelajaran atas talian di era pandemik Covid-19. *Seminar Antarabangsa Isu-Isu Pendidikan*, Selangor, Malaysia.

Stefanus Rumangkit, & Z Zuriana. (2019). Work-life balance as a predcitor of organizational commitment: A multidimensional approach. *Diponegoro International Journal of Business, 2*(1), 18–22. https://doi.org/10.14710/dijb.2.1.2019.18-22

Suri, M & Petchsawang, P. (2018). Relationship between job satisfaction, organizational commitment and demographic factors in private banking sector in Bangkok. *UTCC International Journal of Business and Economics (UTCC IJBE), 10*(2), 167-190.

Syamsul Hadi, Efni Pebrianti & Kusuma Chandra Kirana. (2023). Analysis of the effect of work-life balance, self-esteem and work motivation on organizational commitment moderated by organizational justice on workers in Yogyakarta. *Journal of Education, Teaching, and Learning, 8*(1), 7-14.

Than Soe Oo. (2018). Relationship between demographics variables and organizational commitment of employees in ten private banks in Yangon. *Journal of the Myanmar Academy of Arts and Science, 16*(8), 49-66.

Vit, V. V. (2015). Demographic Factors Affecting Organizational Commitment of Lecturers. *VNU Journal of Science: Education Research*, *31*(4).