



Faculty of Cognitive Sciences and Human Development

**The Mediating Effect of Proactive Behaviour in the Relationship between
Quality of Work Life and Career Success among Married Academicians in
Selected Public Institutions of Higher Learning in Sarawak**

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The Mediating Effect of Proactive Behaviour in the Relationship
between Quality of Work Life and Career Success among Married
Academicians in Selected Public Institutions of Higher Learning in
Sarawak

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A thesis submitted

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DECLARATION

I hereby declare that the work entitled “The Mediating Effect of Proactive Behaviour in the Relationship between Quality of Work Life and Career Success among Married Academicians in Selected Public Institutions of Higher Learning in Sarawak” is my original work. I have not copied from any other students’ work or from any other sources except where due reference or acknowledgement is made explicitly in the text, nor has any part been written for me by another person. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

Name of Student: Ling Nyuk Ping

Date: 25 June 2018

DEDICATION

This thesis is dedicated with deepest love to my family, especially to my mother and sister.

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ABSTRACT

This study examined the mediating effect of proactive behaviour in the relationship between quality of work life (QWL) and career success. Self-administered questionnaires were employed for data collection among 304 married academicians from two selected Public Institutions of Higher Learning in Sarawak. Data were analysed by using Analysis of Moment Structures (AMOS) for Structural Equation Modelling (SEM). Results indicated that there were positive significant effects between QWL, proactive behaviour, and career success. A partial mediation effect of proactive behaviour was established on the relationship between QWL and career success. Findings can be used by management of academic institutions and human resources practitioners to design and implement appropriate initiatives to promote career development of academicians. The study offers a new insight into how proactive behaviour plays a positive role in mediating the relationship between QWL and career success among academicians in the Malaysian context. Therefore, it can be concluded that QWL can positively influence career success among academicians. However, if they also have proactive behaviours, they will be urged to achieve higher levels of career success.

Keyword: Quality of Work Life, Career Success, Proactive Behaviour

Kesan Pengantara Perilaku Proaktif dalam Hubungan antara Kualiti Kehidupan Bekerja dan Kejayaan Kerjaya dalam Kalangan Ahli Akademik Berkahwin di Institusi Pengajian Tinggi Awam Terpilih di Sarawak

ABSTRAK

Kajian ini bertujuan untuk mengkaji kesan pengantara perilaku proaktif dalam hubungan antara kualiti kehidupan bekerja dan kejayaan kerjaya. Soal selidik yang dikendali sendiri telah digunakan untuk mengumpul data dalam kalangan 304 orang ahli akademik yang berkahwin dari dua buah Institusi Pengajian Tinggi Awam terpilih di Sarawak. Data telah dianalisis dengan menggunakan “Structural Equation Modelling (SEM)” dengan bantuan program aplikasi “Analysis of Moment Structures (AMOS)”. Hasil analisis ini menunjukkan bahawa terdapat kesan yang positif dan signifikan antara kualiti kehidupan bekerja, perilaku proaktif, dan kejayaan kerjaya. Perilaku proaktif memberi kesan perantara separa dalam hubungan antara kualiti kehidupan bekerja dan kejayaan kerjaya. Dapatan kajian ini boleh digunakan oleh pihak pengurusan institusi akademik dan pengamal sumber manusia untuk mereka bentuk dan melaksanakan inisiatif yang sesuai bagi mempromosikan pembangunan kerjaya ahli akademik. Kajian ini memberikan pandangan baru tentang bagaimana perilaku proaktif memainkan peranan yang positif dalam mengantara hubungan antara kualiti kehidupan bekerja dan kejayaan kerjaya dalam kalangan ahli akademik dalam konteks Malaysia. Justeru itu, dapat disimpulkan bahawa kualiti kehidupan bekerja dapat mempengaruhi kejayaan kerjaya secara positif dalam kalangan ahli akademik. Sekiranya mereka juga mempunyai perilaku yang proaktif, mereka akan menjadi lebih bersemangat untuk mencapai tahap kejayaan kerjaya yang lebih tinggi.

Kata kunci: *Kualiti Kehidupan Bekerja, Kejayaan Kerjaya, Perilaku Proaktif*

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LIST OF ABBREVIATIONS

AMOS	Analysis of Moment Structures
AVE	Average Variance Extracted
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CS	Career Success
D ²	Mahalanobis Distance
EFA	Exploratory Factor Analysis
GOF	Goodness-of-Fit
IFI	Incremental Fit Index
MCAR	Missing Completely at Random
ML	Maximum Likelihood
PB	Proactive Behaviour
PNFI	Parsimony Normed Fit Index
QWL	Quality of Work Life
RMSEA	Root Mean Square Error of Approximation
SCCT	Social Cognitive Career Theory
SEM	Structural Equation Modelling

SPSS	Statistical Package for the Social Sciences
TLI	Tucker-Lewis Index
UiTM	Universiti Teknologi MARA
UNIMAS	Universiti Malaysia Sarawak
χ^2	Chi-Square
χ^2 / df	Normed Chi-Square

CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter presents the scope of the Master thesis entitled “The Mediating Effect of Proactive Behaviour in the Relationship between Quality of Work Life and Career Success among Married Academicians in Selected Public Institutions of Higher Learning in Sarawak”. The research study reported herein, and it is divided into eight sections. The first section provides the issues related to the background of the study. Section 1.2 discusses the problem statement. The third section introduces the research objectives and the fourth section identifies the research hypotheses. Section 1.5 discusses about the scope of the study. Section 1.6 and Section 1.7, respectively explains the definition of terms used and the contributions of the study. Finally, the summary is presented in the Section 1.8.

1.1 Research Background

Universities are organisations which generate scientific knowledge in contributions to the development of society. University performance is important to be the evaluation on the level of economic development in a country. It is also the ability for the citizens to compete in the global economy which can affect the productivity of the country. Thus, it is necessary to maintain and improve the levels of the quality of work life (QWL) for academicians so that they serving as the bedrocks of every academic institution are able to exhibit high performance. As a result, this may increase the sustainable economic development. Spending about more than one-third of their lives at their workplaces, people nowadays are having

more concerns on the concept of QWL (Horst, Broday, Bondarick, Serpe, & Pilatti, 2014). A review of the past studies on QWL shows that QWL do influence employees' organisational behaviours include organisational commitment, job satisfaction, career advancement, and work performance (Acheampong, Muhammed, & Agyapong, 2016; Asfar, 2014; Fatehi, Amini, Karimi, & Azizi, 2015; Huang, Lawler, & Lei, 2007; Kermansaravi, Navidian, Rigi, & Yaghoubinia, 2015; Lee, Singhapakdi, & Sirgy, 2007; Muindi, 2016; Ojedokun, Idemudia, & Desouza, 2015; Parsa, Idris, Abu Samah, Abdul Wahat, & Parsa, 2014; Sirgy, Efraty, Siegel, & Lee, 2001, Sirgy, Reilly, Wu, & Efraty, 2008; Tabassum, 2012). QWL plays a prominent part in motivating individuals and improving job satisfaction among people (Royuela, Jordi, & Jordi, 2009). When employees receive good QWL, they experience greater self-esteem, greater growth and development, improved job satisfaction, involvement, and performance besides showing stronger commitment to the goals of organisation. As a result, this decreases the rate of absenteeism and turnover as well as boost the overall effectiveness of the organisations. Therefore, it can be said that QWL provided by the management of academic institutions to academicians plays a significant role for academicians to perform their roles well at universities.

Human capitals are the most crucial assets in organisations as people are perfectly capable of contributing to the success of the organisations (Varghese & Jayan, 2013). Achieving career success among employees is a primary concern for both individuals and organisations. This is because individuals' personal success contributes to positive outcomes, such as developing human resources and achieving organisational success (Ng, Eby, Sorensen, & Feldman, 2005; Richard, 2005). In literature, career success has been found to be influenced by individual difference factors, including demographic background, cognitive ability,

dispositional traits, human capital, social capital, motivation, career commitment, proactive behaviour, and networking behaviours (Gattiker & Larwood, 1988; Grimland, Vigoda-Gadot, & Baruch, 2012; Judge & Kammeyer-Mueller, 2007; Judge, Klinger, & Simon, 2010; Ng & Feldman, 2010; Poon, 2004; Seibert, Crant, & Kraimer, 1999; Traavik & Richardsen, 2010; Wolff & Moser, 2009). Situational determinants also play an important role in contributing to career success, such as supervisor-subordinate relationship, career mentoring, and employer support for development (Maurer & Chapman, 2013; Wayne, Liden, Kraimer, & Graf, 1999; Whitely, Dougherty, & Dreher, 1991). Furthermore, Feldman and Ng (2007) found out that non-work context can also influence career success, such as family support and societal constraints (Juntunen et al., 2001; Lirio et al., 2007). Within the Malaysian context, there is some limited evidence that both individual and situational factors contributed to career success. For example, employees attribute their career success to factors such as education, career centrality, health consciousness, religiosity, and institutional support (Ismail, Mohd Rasdi, & Abdul Wahat, 2005). Based on Rasdi, Ismail, and Garavan's study (2011), demographic and human capital factors have been found to predict objective career success whereas subjective career success is predicted by demographic, individual, and structural factors. Therefore, given the growing empirical support for explaining the determinants of career success, it is an important to have more complete understanding of how QWL and proactive behaviour contribute to academicians' career success in this study.

Social cognitive career theory (SCCT) provides a theoretical framework for understanding career development of academicians. SCCT acts as a foundation for forging linkages between QWL and career success through the mediating effect of proactive behaviour.

SCCT is an expansion of Bandura's (1986) social cognitive theory, which emphasises on the reciprocity and interactions between individuals' cognitive process and their environment. This means that people, their behaviours, and their environment act as interlocking mechanisms that interact and influence each other bi-directionally. There is great empirical support for using SCCT in explaining the relations of self-efficacy beliefs and outcome expectations to vocational interests and personal goal formation for career-related pursuits (Gainor & Lent, 1998; Lent, Brown, Nota, & Soresi, 2003; Nauta & Epperson, 2003; Townsend, Busenitz, & Arthurs, 2010). As such, SCCT focuses on how the core social cognitive-person variables (self-efficacy beliefs, outcome expectations, and personal goals) interact with other person, behaviour, and contextual variables (predispositions, gender, ethnicity, social supports, and barriers) to shape the course of career development. Therefore, in this study, it can be understood in terms of SCCT, person inputs (proactive behaviour) and contextual influences (QWL) contribute to subsequent performance attainments (career success).

There are numerous challenges and demands on academic institutions due to increased knowledge and specialisation, interdisciplinary collaboration, advancement in technology, sophistication of university education have important roles to play. All these trends affect the teaching profession and skill requirement as well as organizational commitment and work performance. In view of this, academicians should exercise their personal agency with greater independence so that they can act proactively to achieve success in career. Therefore, it is important to determine the mediating role of proactive behaviour on the path of QWL and career success among academicians, particularly given the trend that academicians should be involved in career self-management process. Most of studies merely examined the

direct relationship between independent variables (QWL and proactive behaviours) and career success (Acheampong et al., 2016; Fatehi et al., 2015; Fuller & Marler, 2009; Kermansaravi et al., 2015; Kim, Hon, & Crant, 2009; Li, Harris, Boswell, & Xie, 2011; Muindi, 2016; Ng et al., 2005; Parsa et al., 2014; Seibert & Kraimer, 2001; Spurk, Volmer, Hagmaier, & Kauffeld, 2013; Tabassum, 2012; Tan, Yahya, Othman, & Pangil, 2013; Thomas, Whitman, & Viswesvaran, 2010). Furthermore, past study revealed that personality had a moderating effect on the relationship between QWL and job satisfaction (proxy measure of career success) (Muindi, 2016). It can be seen that previous empirical researches have paid negligible attention on the mediating hypothesis. Hence, this study intends to examine the mediating effect of proactive behaviour in the relationship between QWL and career success among married academicians.

1.2 Problem Statement

Within the career development literature, SCCT has wide applicability as it has been studied within various domains and contexts such as computer science, general occupational choice, career goals and aspirations, vocational interests, and other career outcomes (Brown, Garavalia, Fritts, & Olson, 2006; Gore & Leuwerke, 2000; Luzzo, Hasper, Albert, Bibby, & Martinelli, 1999; Rottinghaus, Gaffey, Borgn, & Ralston, 2006). This is because of its integration of multiple constructs under one theoretically-sound and unifying framework (Lent & Savickas, 1994). Most studies have highlighted the importance of SCCT's propositions such as self-efficacy and outcome expectations on corresponding vocational interests and other career outcomes (Gainor & Lent, 1998; Lent, et al., 2003; Nauta & Epperson, 2003; Townsend et al., 2010). However, less is known about person inputs and

contextual influences that contribute to career development outcomes. SCCT specifically focuses on cognitive and contextual factors to explain the web of connections between people and their careers (Lent, Brown, & Hackett, 2002). Therefore, it is important to apply SCCT in a comprehensive manner by exploring how contextual factors interface with person inputs (such as predispositions) to shape the career development trajectories of married academicians.

A review of the literature of QWL demonstrates that there is a link between QWL and organisational commitment (Asfar, 2014; Ojedokun et al., 2015; Sirgy et al., 2001). A good management of QWL makes employees become more committed to show considerable effort in performing their duties and responsibilities (Asfar, 2014). In addition, it has been found out that there is a link between QWL and job satisfaction (proxy measure of career success) (Fatehi et al., 2015; Kermansaravi et al., 2015; Muindi, 2016; Tabassum, 2012). Good QWL can improve employees' morale so that they can have better motivation and satisfaction in the workplace as they have great places to work without stress. As a result, employees exhibit proactive effort at work in order to cope with work dynamics, including global competition, faster innovation, and new changes in the nature of work. Nevertheless, very little is known about how QWL influences proactive behaviour. Thus, in the present study, it is necessary to explore the linkage between QWL and proactive behaviour in order to reach a deeper understanding on how QWL is related to proactive behaviour.

Furthermore, an extensive literature review on career success is mainly focusing on viewing career success in objective terms only. Most of the past studies are emphasising on success in terms of extrinsic and visible measurements for determining how much financial

attainments or power people have, such as salaries, ranks, occupational statuses or numbers of promotions (Hall, 2002; Ng et al., 2005; Shockley, Ureksoy, Rodopman, Poteat, & Dullaghan, 2016). For those people who are extrinsically successful, it leads people think that they have achieved success in today's society. However, they still do not feel satisfied and proud with their career attainments sometime in spite of the fact that they received high salary, hierarchical levels, and regular promotions (Hall, 2002; Heslin, 2005). They feel regret and personal failure, especially when they have sacrificed family relationships and other affiliations in order to pursue the objective form of career success. Thus, it is important to emphasise on subjective measures of career success by looking at academicians' perception and evaluation of their accomplishments from various aspects of their careers in order to ensure their career goals and strategies are consistent with personal values and beliefs.

A deficient measure of the subjective career success construct such as using job satisfaction or career satisfaction only. The majority of the literature on career success shows that only job satisfaction (Boudreau, Boswell, & Judge, 2001; Murrell, Frieze, & Olson, 1996) or career satisfaction (Greenhaus, Parasuraman, & Wormley, 1990; Seibert & Kraimer, 2001) has been used as subjective measure of career success. Greenhaus et al. (1990) developed career satisfaction scale which is often used to evaluate career satisfaction. Such measures have acceptable levels of internal consistency, but it has been criticised for their lack of broadness as it is insufficient to validly evaluate respondents' subjective career success. Besides, as mentioned by Heslin (2005), the career satisfaction scale includes items (such as satisfaction with income and advancement goals) which may not be the most important

criteria used by individuals to assess their career success. This is because when high satisfaction strikes demands on a high price in terms of family relationships, health, and other important personal values from them, it does not essentially result in subjective career success. Thus, it is important to emphasise on using more inclusive measurements of subjective career success which cover all possible dimension people may use to define career success, including performance, advancement, self-development, creativity, security, satisfaction, recognition, cooperation, and contribution, as developed by Dries, Pepermans, and Carlier (2008).

Prior studies on career success have been done in Western countries, such as those in the United States (Eby, Butts, & Lockwood, 2003; Seibert & Kraimer, 2001) and the Belgium (Dries et al., 2008). Besides, the exploration of the SCCT in Malaysian context has not been widely investigated among married academicians. Although the academic context is a big and growing sector, there are only few research works on the career success of academicians being done (Ismail et al., 2005; Kaderli, Muff, Stefenelli, & Businger, 2011; Riordan & Louw-Potgieter, 2011). It appears that the majority of studies in this area focuses more on other categories of workers, including public sector managers (Mohd Rasdi, Garavan, & Ismail, 2012), entrepreneurs (Ahmed et al., 2010), engineers (Guerrero, Jeanblanc, & Veilleux, 2016), accountants (Kirchmeyer, Reinstein, & Hasselback, 2000), and military officers (Rodriquez, 2009). In the light of this, the present study aims to play greater attention on married academicians' career success in Malaysian context.

Past studies typically place particular emphasis on the direct relationship between independent variables (QWL and proactive behaviours) and career success (Acheampong et

al., 2016; Fatehi et al., 2015; Fuller & Marler, 2009; Kermansaravi et al., 2015; Kim et al., 2009; Li et al., 2011; Muindi, 2016; Ng et al., 2005; Parsa et al., 2014; Seibert & Kraimer, 2001; Spurk et al., 2013; Tabassum, 2012; Tan et al., 2013; Thomas et al., 2010). As a result, the dynamic role of employee proactive behaviour as an important mediating variable that may enhance the effect of organisational support on career success is largely ignored in career development programs (Crant, 2000; Wan Aishah, Azman, & Raja Rizal Iskandar, 2015). It can be seen that little attention has been given to the role proactive behaviour played within the relationship between QWL and career success. Therefore, it is necessary to understand and integrate proactive behaviour into such relationship in order to provide new insights of the role that proactive behaviour plays in the workplace. In sum, to fill these above-mentioned gaps, this study intends to examine how proactive behaviour intervenes the linkage between QWL and career success based on the Public Institutions of Higher Learning in Malaysian context so that academicians can focus on their career management in order to prompt excellent career development.

1.3 Research Objectives

This research aims to determine the mediating effect of proactive behaviour in the relationship between QWL and career success among married academicians in selected Public Institutions of Higher Learning in Sarawak. In order to address the above stated research problem, this research intends to achieve the following four objectives.

- i. To examine the relationship between QWL and career success.
- ii. To examine the relationship between QWL and proactive behaviour.
- iii. To examine the relationship between proactive behaviour and career success.

- iv. To examine the mediating effect of proactive behaviour in the relationship between QWL and career success.

1.4 Research Hypotheses

The following are the hypotheses that are formulated for this research:

- H_{a1}. QWL has a positive and significant effect on career success.
- H_{a2}. QWL has a positive and significant effect on proactive behaviour.
- H_{a3}. Proactive behaviour has a positive and significant effect on career success.
- H_{a4}. Proactive behaviour mediates the relationship between QWL and career success.

1.5 Scope of the Study

With the changing nature of careers and the shift of career management from universities to individual responsibility, it can be viewed that academicians are largely in greater control of their career progression. Thus, this study aims to focus on gauging the perception of academicians on QWL, proactive behaviour, and career success to examine relationships among these variables and the mediating effect of proactive behaviour, which can help to strengthen the quality of academicians as well as contribute towards the advancement of the universities. Besides, exploring SCCT in this study will result in a clear understanding of how contextual influences (QWL) and person inputs (proactive behaviour) contribute to subsequent career outcomes (career success). Furthermore, the research concentrates on the academicians of selected Public Institutions of Higher Learning in Sarawak. Since Sarawak is the largest state in Malaysia with a rapidly growing economy, it is important to highlight on the demand of ensuring high quality of academicians in Sarawak in order to move

Malaysia forwards to become a fully developed nation and equipped as a knowledge society. Moreover, only married academicians have been chosen to reveal a clear and concrete picture of the current public university set up. Married academicians have low tendency to leave the jobs as compared to unmarried academicians (Choong, Keh, Tan, & Tan, 2013; Irfanullah, Allah, Farhatullah, Hamid, & Naseem, 2013; Iverson & Buttigieg, 1999). It can be seen that married academicians tend to stay longer at the organisations which may cause some of them reach plateau in their careers as they maintain the same position for a long time (Ismail, 2008; Nachbagauer & Riedl, 2002). Therefore, the study sample consists of married academicians in order to understand more on their career development, career values, and aspirations.

1.6 Definition of Terms

1.6.1 Quality of Work Life (QWL)

1.6.1.1 Conceptual Definition

- i. QWL is the integration of needs and well-being of an employee to improve productivity and commit greater work involvement besides achieving higher levels of job satisfaction and other areas of life satisfaction (Sirgy et al., 2001).
- ii. QWL is a process of thinking individuals, work, and organisations to improve working conditions to promote a sense of fulfilment among employees as well as achieving a high productivity, a sustainable growth, and an overall effectiveness of organisations (Khetavath, 2015).

- iii. QWL is defined as a set of objective organisational conditions and practices include job enrichment, democratic supervision, employee involvement, and safe working conditions (Bora, 2015).

Therefore, it can be summarised that QWL is a combination of strategies, procedures and ambiance related to a workplace that aims to promote employees satisfaction as well as achieve organisational objectives.

1.6.1.2 Operational Definition

In this study, QWL is operationalised as academicians' perceptions in which the work environment meets the full-range of their needs for their well-being at work, including social needs (having positive social interactions at work and leisure time off work), esteem needs (being recognised and appreciated for doing good work), actualisation needs (realising potential as an expert) , knowledge needs (learning new things), aesthetics needs (perceiving opportunities to be creative), health and safety needs (being protected from ill health and injury at work), and economic and family needs (providing adequate wages and enough time to attend to family needs).

1.6.2 Proactive Behaviour

1.6.2.1 Conceptual Definition

- i. Proactive behaviour is described as an individual's anticipatory action and initiatives in bringing about the required changes or the developing current circumstances (Crant, 2000; Den Hartog & Belschak, 2012; Frese, Fay, Hilburger, Leng, & Tag, 1997; Grant & Ashford, 2008; Parker, Williams, & Turner, 2006).

- ii. Proactive behaviour is individual's ability to take the initiative and responsibility for their actions as it drives them to be more inclined toward initiatives, innovations, creativity, as well as taking up opportunities to further their careers (Abu Said, Mohd Rasdi, Abu Samah, Silong, & Sulaiman, 2015).

Therefore, it can be seen that proactive behaviour is explained as having an active orientation toward change for fulfilling one's responsibilities, goals, or aspirations.

1.6.2.2 Operational Definition

In this research, the proactive behaviour is defined operationally as academicians' self-directed work behaviours such as personal initiative that aims to bring about change and improve current circumstances in order to achieve personal objectives and career goals.

1.6.3 Career Success

1.6.3.1 Conceptual Definition

- i. Career success is a means to satisfy an individual's needs and desires through achievements, accomplishments and power acquisition (Lau & Shaffer, 1999).
- ii. Career success is defined as the accumulated positive psychological and work-related outcomes or desired personal and professional achievements that result from individual work experiences (Arthur, Khapova, & Wilderom, 2005; Ng et al., 2005; Rasdi et al., 2011; Seibert & Kraimer, 2001; Verbruggen, 2012).
- iii. Career success is known as social construction that concerns with personal values, individual choices, and expectations with structural and contextual forces (Dries et al., 2008; Dries, Van Loo, & Pepermans, 2009).

Therefore, it can be viewed that the definitions of career success have evolved from individual hierarchical development to the psychological attainments.

1.6.3.2 Operational Definition

In this study, career success is known as academicians' perceptions and evaluation of their accomplishments from different aspects of their careers, such as personal satisfaction (success in terms of feeling satisfaction and happiness at home as well as at work), financial security (success in terms of fulfilling financial needs), job security (success in terms of being able to meet employment needs), recognition (success in terms of being respected and appreciated for efforts and talents), cooperation (success in terms of working well together with others at work), contribution (success in terms of making tangible contribution to the organisations as well as society), performance (success in terms of getting verifiable outcomes and reaching goals), advancement (success in terms of experiencing opportunities for career progression), self-development (success in terms of achieving personal growth and development through learning experiences and challenges of self-management), and creativity (success in terms of accomplishing innovative and extraordinary ideas).

1.7 Contribution of the Research

From the theoretical perspective, this present study contributes towards SCCT as it extends literatures both empirical and theoretical on the career success of married academicians. Using SCCT, it helps to explore and provide a better understanding on how contextual influences (QWL) contribute to career outcomes (career success) through person inputs (proactive behaviour). Besides, the prior studies have only emphasised on utilising job satisfaction as a proxy for subjective view of career success (Boudreau et al., 2001; Murrell

et al., 1996). Therefore, the current study emphasised on using more specific facets of measurements of subjective career success to fully explain the scope of career success at the individual level. This can contribute to the development of the empirical and the theoretical research in the field of career development.

For the practical perspective, the framework of this study offers the valuable information and the new perspectives to human resource practitioners in higher education institutions to fully understand how elements of proactive behaviour influence career success among academicians in particular. This may help human resource practitioners implement new ways to customise careers to individual needs and aspirations in order to better manage the careers of talented academicians as well as foster academicians' career success. Throughout this study, academicians can have a greater understanding of the strategies and behaviours they should perform to actively promote their own career success. Thus, in today's turbulent and chaotic environment, academicians should equip themselves with positive behaviours and attitudes, so they will be able to seize opportunities provided by the organisations in order to facilitate the experience of career success.

Furthermore, the present study is useful for the effective management of the academicians. It suggests that academicians' high QWL may trigger positive behaviours in achieving career success. Hence, the administration of academic institutions should provide favourable work environment, equal opportunity for growth, the balance between work and non-work life, good interpersonal relationship, strong social and psychological support which are highly valuable for the academicians, whereby all these would assist academicians in implementing their academic roles by cultivating proactive career behaviours among them. As a result,

this may encourage academicians to behave proactively in managing their career development, achieving desirable career outcomes, and working more effectively.

1.8 Summary

This chapter discusses the issues related to the research topic under investigation, such as the mediating effect of proactive behaviour in the relationship between QWL and career success among married academicians, particularly in Malaysian context. The research background, the problem statement of the research, the objectives and the hypotheses of the research, the scope of the study, the definitions of terms used, and the research contributions were explained in this chapter. The following chapter describes a review of literature related to this research.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature related to the hypothesised relationship between constructs. This review is organised into seven sections. Section 2.1 discusses about the concept on QWL. The following two sections are then devoted to discuss the concepts on proactive behaviour and career success. Section 2.4 presents the theory related to this study. Section 2.5 explains the conceptual framework for this study. Section 2.6 explains the empirical evidences in the past research studies to support the hypotheses of this research study. Lastly, Section 2.7 summarises this chapter.

2.1 Concept on Quality of Work Life (QWL)

The idea of QWL was first introduced by Louis Davis at the International Labors Relation Conference in New York in 1972, which aimed to create the circumstances for a humane working life (Bora, 2015). Since then, QWL has steadily growing importance as it focuses on humansation of dimensions of work and improvement of working environment for employees (Rathi, 2009). A review of the literature on QWL shows that there are divergent views about conceptual definition of QWL. QWL refers to a philosophy or a set of principles which keep that human capitals are the most crucial assets in organisations as they are responsible and competent to make valuable contribution and they should be considered and treated with honour (Straw & Heckscher, 1984). The basic elements of a good QWL are consisting of safe work environment, equitable wages, equal employment opportunities and opportunities for advancement (Mirvis & Lawler, 1984). Cummings and Worley (2005)

explained QWL as a generic concept that involves a concern for employee well-being by considering employee feelings about every dimension of work. Lau, Wong, Chan, and Law (2001) described QWL as favourable working environment that provides people with rewards, job security, and career growth opportunities in order to promote satisfaction. Sirgy et al. (2001) defined QWL as employee satisfaction with a variety of needs through available resources and activities provided by the organisation in the workplace. Therefore, from the literature, it can be summarised that the nature of QWL is viewed as latent, multidimensional and need based construct that covers the physical, social, psychological and environmental dimensions of an individual.

There are some criteria for measuring QWL, namely adequate and fair compensation, fringe benefits and welfare measures, job security, safe and healthy working environment, work load, opportunity to use and develop human capacities, opportunity career growth, autonomy, involvement in decision making, reward and penalty system, social integration in the work organisation, constitutionalism in the work organisation, work and total life space, social relevance of work, and image of organisation in the society (Hamid, Zolfa, & Karimi, 2012; Havlovic, 1991; Saklani, 2003; Walton, 1975). Gadon (1984) suggested five indicators of QWL include the areas of personal professional development, work redesign, team building, work scheduling, and total organisational change. Morton (1977) also explained QWL in terms of six major dimensions, which are compensation, hours and work schedules, the nature of the job, physical aspects of the work environment, internal and external institutional aspects of work setting, and economic, social and political factors affecting life of the job. Moreover, Hsu and Kernohan (2006) listed that there are six dimensions of

measuring QWL, including socio-economic relevance, demography, organisational aspects, work aspects, human relation aspects, and self-actualisation. According to Bora (2015), the concept of QWL can be measured using 15 dimensions, including education, housing, health, employment and work conditions, income, clothing, food, transportation, communication, fuel and electricity, water supply and sanitation, environment and pollution, recreation, social security, and habits.

As discussed by Sirgy et al. (2001), QWL is conceptualised as need based and categorised into two major categories, namely lower-order needs and higher-order needs. The lower-order needs comprise of economic and family needs as well as health and safety needs whereas the higher-order needs comprise of actualisation needs, aesthetic needs, esteem needs, knowledge needs, and social needs. These two categories reflect the combination of different satisfaction of needs from the organisations. QWL can be equated with employees perceptions that they feel they are safe, relatively well satisfied, and are able to grow and develop as human beings. This indicates that QWL is related to the extent of which the full range of human needs is fulfilled. Thus, the present study used the seven need approach that conceived by Sirgy et al. (2001). It seems that a spillover effect occurs when QWL determined upon satisfaction of these needs with several dimensions, which becomes an important factor and determinant in an individual's QWL as well as his or her job satisfaction, other areas of life and general life satisfaction. It is believed that there is a positive spillover when employees have high satisfaction with various needs generated in one domain are transferred to another domain by which it leads to positive outcomes. For instance, good QWL meets various needs of academicians and it acts as a trigger to get them

started behave proactively in achieving career goals, thereby contributing to intrinsic feelings of success besides achieving the satisfaction of work.

2.2 Concept on Proactive Behaviour

Proactive behaviour starts to play an important role for determining organisational success, especially when working conditions become more dynamic, uncertain, and decentralised (Crant, 2000; Griffin, Neal, & Parker, 2007; Kanten, 2014). Employees are expected to exhibit proactive behaviours in all work processes because it is seen as a tool to gain competitive advantage and as a way differentiating from rivals. As explained by Bateman and Crant (1993), proactive behaviour refers to the behaviours of people towards work are motivated and change-focused. Crant (2000) also defined proactive behaviour as taking initiative for improving present conditions by challenging the status quo rather than passively adapting current circumstances. A growing body of literature has found that proactive behaviour has been operationalised at the individual level, team level, and organisational level (Ashford & Tsui, 1991; Belschak & Hartog, 2010; Kickul & Gundry, 2002; Simard & Marchand, 1995). Individual proactive behaviour is defined as personal objectives and career goals of an individual (Belschak & Hartog, 2010). Those people who exhibit such behaviour are mainly thinking about the future and their interest. Career management, socialisation behaviour, networking behaviour, innovative behaviour, taking initiative, and seeking feedback can be used to examine scope of individual proactive behaviour. Moreover, co-workers oriented behaviour is characterised as a discretionary behaviour that focuses on colleagues (Belschak & Hartog, 2010). Generally, co-worker oriented proactive behaviour is considered as an extra-role behaviour or organisational citizenship behaviour. Scope of

co-worker oriented behaviour can be examined through helping behaviour, issue and selling, and social networking behaviour. Furthermore, organisational oriented proactive behaviour is explained as anticipatory actions that carried out by employees to affect and change their work environments (Belschak & Hartog, 2010). Such behaviour is dependent on how employees engaged their roles in organisations. Seeking feedback, whistle-blowing, voice behaviour, and innovative behaviour can be seen in scope of organisational proactive behaviour. Hence, the present study put particular emphasis on individual-level proactive work behaviour. Individual-level proactive behaviour focuses on self-initiated, change-oriented, and future-focused action that intend to facilitate change and improvement of the situation or oneself (Bindl & Parker, 2010; Crant, 2000; Unsworth & Parker, 2003).

Proactive behaviour is dependent on individual and organisational antecedents (Kanten, 2014). Individual antecedents have been characterised as proactive personality, personal initiative, big five personality, self-efficacy, learning orientation, and positive mood (Crant, 2000; Parker et al., 2006). Meanwhile, organisational antecedents have been considered as organisational climate, perceived organisational support, empowerment, job autonomy, job characteristics and leadership (Bindl & Parker, 2010; Crant, 2000; Wu & Parker, 2011). Frese et al. (1997) defined personal initiative as a behavioural pattern which involves an active approach to work. Personal initiative focuses on self-starting by doing something without being told or without an explicit role requirement. Personal initiative is also a proactive action which involves having a long-term focus and anticipating future demands and preparing for them as well as preventing problems. People attempt to receive feedback, develop plans to actively prevent future problems from happening. Personal initiative also emphasises on persistent by overcoming barriers to bring about change. When employees

implement long-term goals, they always face new problems, barriers, and setbacks. They tend to experience difficulties, especially when new suggestions for work improvement and new procedures to do things have not been tried before. If they do not overcome difficulties or they tend to give up quickly in the face of barriers, thus there is no initiative. This implies that people will deal with obstacles actively and persistently by having personal initiative. In this study, proactive behaviour was examined in accordance to Frese et al. (1997)'s classification because initiative plays a critical role for academicians to self-starting and engage themselves in managing their own career progression.

2.3 Concept on Career Success

Most of the people set themselves main goals which are achieving career success in their lives. First, the term “career” refers to a person’s occupational life course and some changes may occur throughout his or her working life, including getting promotion prospects, further education as well as experiencing job changes, relocations, and unemployment (Super, 1990). It is also an assessment of a person’s upward growth and climbing to the top of his or her profession within a single organisation. Success refers to an outcome that an individual has achieved. It is also explained as a positive assessment of dynamic career development and how well its progress is. The composite term of “career success” is described as positive work-related outcome or psychological attainments that have been accumulated by individuals in their jobs and work experiences over time (Arthur et al., 2005; Rasdi et al., 2011; Seibert & Kraimer, 2001). Career success construct also refers to the outcomes of a more or less unpredictable sequence of experiences in an individual’s unfolding career, such as desirable attainments or prosperous achievements. It is believed that career success goals

may change over time and vary across different people and cultures because the conceptualization of career success can be done in variety of ways (Dries et al., 2008). Furthermore, career success can influence how individuals perceive their career development and respond it within organizations. Since many people may have perceptions on their past accomplishments and future potential career prospects, thus they make judgments about success of their careers that have been achieved so far as well as in the future in order to evaluate career success (Pan & Zhou, 2015).

The nature of career success is operationalised into two components such as objective and subjective career success. On the one hand, there is objective career success, defining as how the society see individuals to be successful in their careers (Hennequin, 2007). Career success from the objective perspective is publicly observable which is closely associated with an individual's social role and official position (Hennequin, 2007), such as getting higher salary and gaining hierarchical position or opportunities for advancement. Hence, an established definition of objective career success can be explained as relatively tangible and verifiable career attainments during the course of an individual's work life career. The indicators of career success employed in the term of objective career achievements are job title, total compensation, salary growth, promotions, status such as educational attainment, occupational category, and managerial level, and other tangible trapping of accomplishment (Hall, 2002; Ng et al., 2005; Shockley et al., 2016). These indicators can be used in terms of society's assessment of accomplishment that reflect societal norms based on how much power, fame, and fortune an individual has. For those employees who gaining objective achievements such as receiving better salary and are being promoted very quickly, they are

being considered as getting great success in their careers (Hennequin, 2007; Ng et al., 2005). However, objective career constructs should not be highlighted exclusively. It is prominent to focus on subjective evaluations of career success in order to reflect the true feelings of individuals because sometimes people may not emphasise hierarchical promotions and they may be more concerned with family and work balance.

On the other hand, there is subjective career success, describing as the inner apprehension and assessment of a person's profession throughout any aspect that is vital to him or to her (Van Maanen, 1977). It is a construct that occurs only in individuals' minds (Aryee, Chay, & Tan, 1994; Gattiker & Larwood, 1986). People make their own perceptions, interpretations, and judgements about their success and accomplishments based on their internal standards. They evaluate different facets of their careers and objective attainments in order to identify the subjective sides of career success. Thus, it can be summarised that the subjective view of career success has been explained in terms of individuals' personal values, satisfaction, and perceptions of accomplishment in their careers over their life courses. A growing body of literature on subjective career success shows that most of researchers use the scales of other constructs to measure subjective career success, including job satisfaction, career satisfaction, marketability and career commitment (Eby et al., 2003, De Vos, De Hauw, & Van der Heijden, 2011; Greenhaus et al., 1990; Seibert, Kraimer, & Crant, 2001). Nevertheless, most of prior studies focus on using job satisfaction as a sole proxy for subjective view of career success (Boudreau et al., 2001; Murrell et al., 1996). Job satisfaction has been defined as satisfaction with respect to working circumstances (Abele, Spurk, & Volmer, 2011). It is believed that job satisfaction could be possibly contributed to

subjective outcomes of career success. However, most of the people may not think that their careers are successful despite they are highly satisfied with their career attainments such as gaining high salary, status, and regular promotions, particularly they need to meet enormous demands on their time and energy. As the same time, they may experience alienation at work and home as well as psychological failure and depression. Hence, job satisfaction should not be used as a sole proxy for subjective career success. Moreover, Dries et al. (2008) highlighted that subjective career success can be explained in a two-dimensional configuration (affect-achievement versus intrapersonal-interpersonal), which consisting of 10 regions such as performance, advancement, self-development, creativity, financial security, job security, personal satisfaction, recognition, cooperation, and contribution. Since different people tend to hold various standards and values on the criteria of construing their career success in a subjective way, therefore, the present study adopted the subjective career measures that conceived by Dries et al. (2008) as they encompasses various dimensions people use to evaluate career success.

With the progression to a knowledge-based economy, career success of academicians plays a fundamental role in moving Malaysia forwards to become a knowledge-based society with high income economy. Thus, the current study aims to place a great emphasis on career success of academicians. Traditionally, the indicators of career success employed in the term of academicians' objective career attainments are salary growth, promotions, recognition, job security whereas career satisfaction has been utilised to measure subjective career success of academicians in higher learning institutions. For example, Finkestein (1984) used hierarchically ordered measurements in the study of academicians' career success, including having job security, getting promotion and higher salary, and receiving recognition for

contribution in the field of study. Markus (1987) has viewed indicators of achieving academicians' career success as educating students until they are successful in their academics, experiencing career satisfaction, contributing to the community, balancing work and family lives as well as having personal values. Then, Amey (1993) argued that the number of promotions are very important in the traditional academic reward system as it can satisfy a need fulfilment at a very basic level for academicians and thus this indicator can be used to evaluate objective career success of academicians. After that, researchers have identified that research productivity, reputation, recognition, and promotion as indicators of academicians' career success at higher learning institutions. This is consistent with Wenzel's (1996) measures of academicians' career success that include getting promoted, increasing research publications, and achieving career satisfaction. More recently, the measurement of academicians' career success begins to shift to the success in producing good quality of academic research. It is evident that Kaderli et al.'s (2011) study in which indicated that the quality of research is crucial as the indicator of academicians' performances. Besides, Riordan and Louw-Potgieter (2011) found out that career satisfaction could be used as subjective measurement of career success whereas academic qualification, research work that have been published in indexed journals, the number of papers presented at international seminars, research grants gained, teaching evaluations, professional services as well as contributions to the administration and community should be utilised to evaluate academicians' objective career success. In short, for the measurements of academicians' career success, there has been a shift of emphasis from getting financial rewards and chances of being promoted to producing high quality of research work.

In Malaysian Public Institutions of Higher Learning context, academicians' objective career success is evaluated based on some criteria such as teaching and learning, involvements in faculty administration, research grants, research publications, thesis or post graduate supervisions, and professional services (Ministry of Higher Education, 2005). From subjective perspective of career success, it is argued that subjective career success of academicians does not only look at satisfaction, but also focusing on determination, persistence, hard work, having career focus and target, health consciousness, and a sense of religiosity in order to measure their success in both personal and professional lives. According to Ismail et al. (2005), the career centrality is an important factor contributing to success in academia. It can be characterised by some components, such as determination, hardworking, persistence, and possessing career focus and target in which these components can influence academicians' behaviours towards attaining their career goals as well as achieving their career stability. Academicians also put high a priority on their health consciousness by taking care of their health so that they can perform well. The importance of the sense of religiosity to career success is to fulfil a need of self-actualisation in their current job positions to develop their success in careers. Hence, it is important for academicians to highlight on the subjective interpretation of career development in order to excel in academia. Therefore, the main focus of the current study is using the different facets measurements of subjective career success that conceived by Dries et al. (2008) because academicians have different career aspirations, standards and values for evaluating success in their career life.

A number of researchers have found out that employees who are married are more committed to the organisations as compared to those employees who are still single (Choong et al., 2013; Irfanullah et al., 2013; Iverson & Buttigieng, 1999). They tend to stay in organisations as they consider the family is a social support system which will not appear to be a barrier for them to achieve success. Employees with greater kinship or family responsibilities are more reliant on the organization to fulfil their financial needs, family needs as well as needs of job stability and job security within the organisations (Choong et al., 2013; Irfanullah et al., 2013; Iverson & Buttigieng, 1999). Besides, they are more likely have higher levels of affective and continuance commitment because not only have greater family responsibilities but at the same time they have higher psychological bond with the organisation (Abdulla & Shaw, 1999). However, unmarried people tend to seek more freedom and emphasise on satisfying with their desire job. As a result, they will work in different organisations until they feel stable and secured with their job. Since married academicians have tendency to stay longer at the organisations, some of them may experience plateauing if they are still holding the same position without any vertical mobility for a long period of time (Ismail, 2008; Nachbagauer & Riedl, 2002). Hence, in this study, it is important to give proper attention to the career growth of married academicians because some of them stuck on the same position and plateau occurs.

2.4 Theory Related to the Study

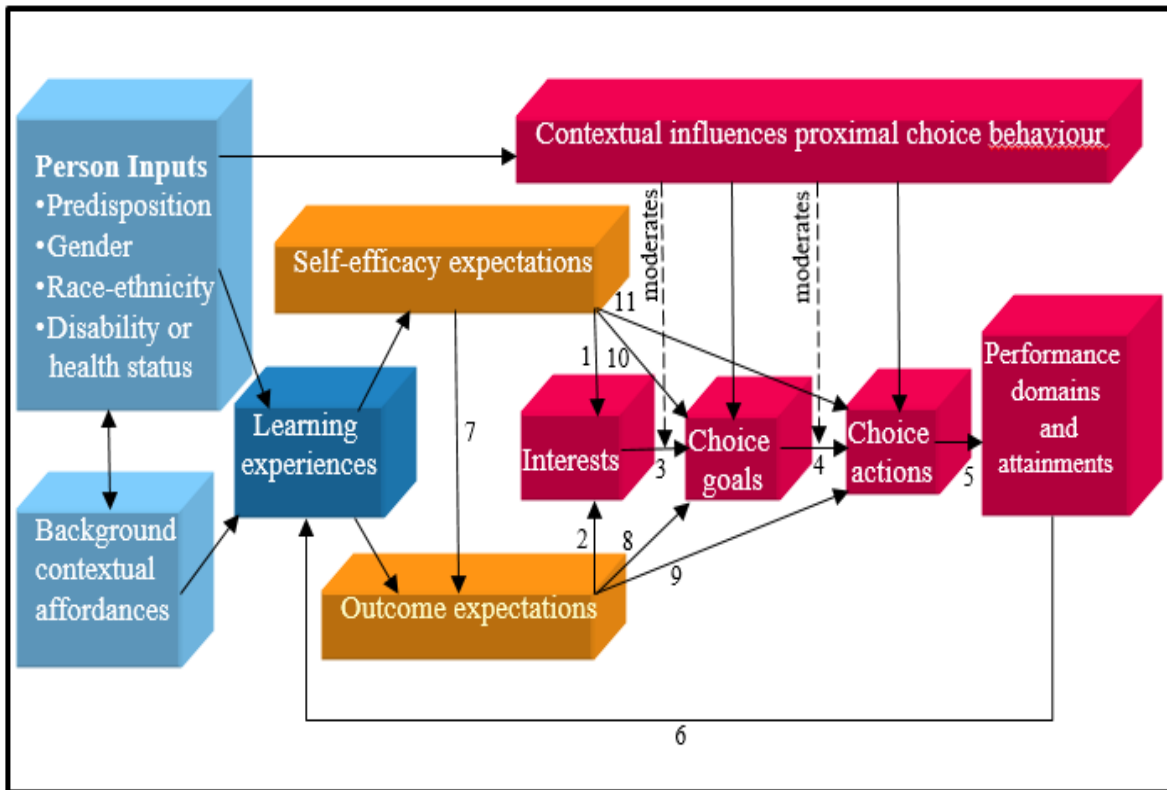


Figure 2.1: Social cognitive career theory (SCCT).

Note. Adapted from "Toward a Unifying Social Cognitive Theory of Career and Academic Interest, Choice, and Performance," by R. W. Lent, S. D. Brown, and G. Hackett, 1994, Journal of Vocational Behavior, 45(1), p.93.

The dominant theoretical perspectives in this study is social cognitive career theory (SCCT). SCCT is first developed by Lent, Brown, and Hackett (1994). SCCT stems directly from social cognitive theory (Bandura, 1986), highlighting the importance of cognitive, self-regulatory, and motivational processes that go beyond basic issues of learning and conditioning. SCCT focuses on the specific cognitive mediators through which learning experiences guide career behaviour. It also highlights on the manner in which variables such as interests, abilities, and values interrelate to affect career outcomes. Besides, it gives emphasis on the ways by which people exercise personal agency in their career development.

SCCT reflects the dynamic nature of person-environment transactions and thus people's capacity to change, develop, and self-regulate will not be underestimated. SCCT also conceptualises causal influences among persons, their environments, and behaviour. Based on the nature of the person-environment (P-E) interaction, personal attributes, external environmental factors, and overt behaviour operate as interlocking mechanisms that influences one another bidirectionally over time (Brown, 2002). For instance, when people influenced by external environmental factors that, in turn, affect their thoughts, emotions, attitudes, and subsequently behaviour.

SCCT represents a comprehensive theoretical framework for understanding vocational interest development, career aspirations and choice behaviours, and career performance attainments (Brown, 2002). SCCT incorporates self-efficacy, outcome expectations, and personal goals which are seen as basic determinants of career development. In the SCCT view, these three central variables also represent as key mechanisms by which people are able to exercise personal agency. Self-efficacy is individuals' self-beliefs about their capabilities to perform tasks to attain particular performance domains (Brown, 2002). It interacts in a complex way with other person, behaviour, and environmental factors to achieve designated types of performances. Outcome expectations refer to personal beliefs about the response outcomes, for instances beliefs about getting extrinsic rewards for successful task performance, filling oneself with pride for learning and mastering a challenging task, and absorption in the task itself (Brown, 2002). Outcome expectations are acquired through learning experiences. Goals are the determination to involve in a particular activity or to affect a particular future outcome (Brown, 2002). Goals are considered as an

important mechanism for self-empowerment through which people tend to organise and sustain their own behaviour in order to set their personal goals. SCCT focuses on the interplay among goals, self-efficacy, and outcome expectations in guiding career development. Self-efficacy and outcome expectations influence the self-directed goals and the effort that made in achieving their goals. By attaining personal goals, which in turn affect the development of self-efficacy and outcome expectations.

Figure 2.1 demonstrates that an overview of how selected person, contextual, and learning-experiential variables are hypothesised to influence both the social cognitive variables and subsequent career development outcomes. SCCT further posits that person inputs and background contextual affordances contribute to career-relevant learning experiences such as personal performance accomplishments, vicarious learning, social persuasion, and physiological and affective states, which are considered experiential sources of corresponding self-efficacy beliefs and outcome expectations (Brown, 2002). Personal attainments are considered as the most potent source of self-efficacy (Brown, 2002). This is because when individuals experience the feeling of success with a given task which tends to increase self-efficacy, however repeated failures lower them. As depicted in Figure 2.1, the effects of person inputs (predispositions) on career interest, choice, and performance are conceived as operating largely through the differential learning experiences that shape self-efficacy and outcome expectations. Person inputs (predispositions) factors are also intimately linked to the opportunity structure or environmental context within which career goals are framed and implemented. Moreover, as illustrated in Figure 2.1, contextual influences affect people's ability or willingness to transform their career interests into goals

and their goals into actions. Since many SCCT studies do not focus on person inputs and contextual variables (Lent et al., 2005; Rogers, Creed, & Glendon, 2008), thus SCCT is more concerned with the specific theoretical paths by which person and contextual factors influence career outcomes in the current study. It also emphasises on personal agency or self-direction in individual career behaviour. Hence, it can be viewed that people act as active agents in shaping their career development. Given that career success represent subsequent performance attainments, it can be understood in terms of SCCT, wherein career success would be affected by contextual influences (for example, QWL) through person inputs such as proactive behaviour.

2.5 Conceptual Framework

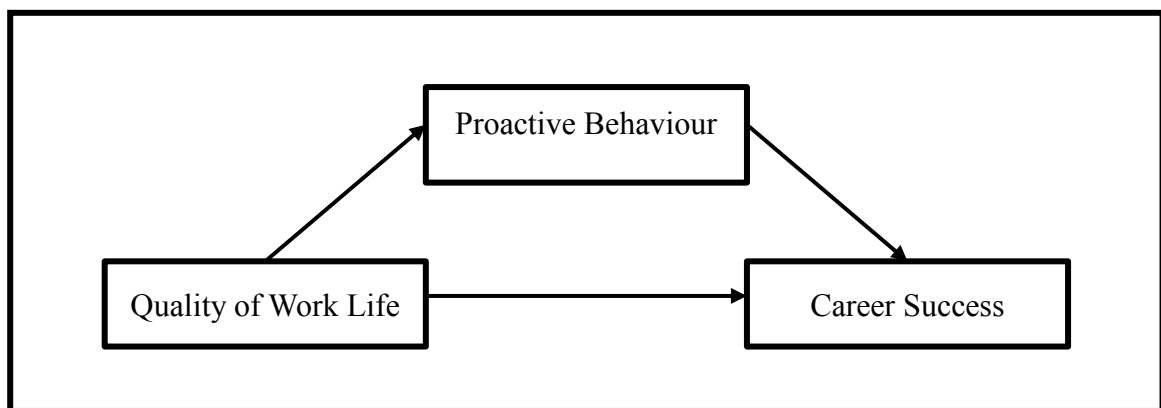


Figure 2.2: Conceptual framework.

A conceptual framework as shown in Figure 2.2 explains the mediation model in order to manifest the extent to which proactive behaviour mediates the relationship between QWL and career success. The first component of the conceptual framework is QWL, which is considered as independent variable. QWL is measured through seven dimensions, such as actualisation needs, aesthetic needs, esteem needs, knowledge needs, health and safety

needs, economic and family needs as well as social needs (Sirgy et al., 2001). Proactive behaviour is considered as a mediator in the formation of career success and it is measured through personal initiative as conceived by Frese et al. (1997). Career success is considered as dependent variable and it is measured through 10 dimensions, including personal satisfaction, financial security, job security, recognition, cooperation, contribution, performance, advancement, self-development, and creativity (Dries et al., 2008; Dries et al., 2009). As implied by SCCT, individuals possess the capacity to influence their own actions to produce certain results. SCCT focuses on cognitive appraisal processes in guiding behaviour, whereby it postulates that if there is contextual influences (such as QWL) provided in favourable terms, it influences individuals predisposition (such as proactive behaviour) they possess in taking actions, and thus altering subsequent career development outcomes (such as career success).

2.6 Past Research Findings

2.6.1 Quality of work life (QWL) and Career Success

QWL focuses on how people establish a dynamic balance between their careers and other facets of life, including family life, home life, financial life, social life, education and leisure time (Kermansaravi et al., 2015). It is in accordance with various needs of individuals' well-being in the workplace, which may promote career success. Numerous studies have revealed that organisations should emphasise on high QWL which can help organisations achieve high performance and increase profitability (Azril et al., 2010; Deb, 2006). Thus, it is vital to evaluate QWL of employees so that the management clearly knows about the well-being and welfares of the employees, including general health, job security, job satisfaction, home-

work interface, and work-related stress. A good QWL produces productive human resources who are considered as qualified so that they show hard work and dedication to their jobs which may result in greater employee productivity. A high QWL also creates a climate in which people treat and understand each other with mutual respects and dignity. By contrast, poor QWL leads to dissatisfaction and maladjusted behaviours among employees. Consequently, this may lead to an increased absenteeism rate, a higher labour turnover as well as a reduced productivity and efficiency.

There is a robust evidence to demonstrate that better QWL is related with more job satisfaction (Fatehi et al., 2015; Kermansaravi et al., 2015; Muindi, 2016; Tabassum, 2012). For instance, Tabassum's study (2012) showed that there is a positive relationship between all aspects of QWL and job satisfaction of faculty members in Bangladesh. According to Tabassum (2012), the key elements of QWL include adequate and fair compensation, safe and health working condition, opportunity for continued growth and security, opportunity to use and develop human capacities, social integration in the work organisation, constitutionalism in the work organisations, work and total life space, and social relevance of the work in the life. By improving the dimensions of QWL, it enhances job satisfaction among employees, which in turn reduces the turnover rate of employees as well as increases the productivity of the organisations. Recent empirical research done by Kermansaravi et al. (2015) has also found similar result that QWL has a significant and positive relationship with the job satisfaction. QWL components such as social integration is the best predictors of job satisfaction among employees (Kermansaravi et al., 2015). When employees are satisfied about the work space, they tend to be motivated for doing their duties and responsibilities.

As a result, they have a sense of belonging to the organisations through appropriate and positive working climate. Thus, it is necessary to change and manipulate the components of QWL in order to increase job satisfaction as well as improve organisational growth.

It is important for organisations to create conducive working environments for employees in order to improve all aspects of their QWL. Consequently, employees are able to demonstrate their abilities and creativities in order to achieve their career success. They also involve in teamwork which can boost their morale in the positive environments created by each other's trust besides instilling a sense of belongingness to each other in the unit. This helps them in building good networking with others, which lead to career advancement. As discussed by Parsa et al. (2014), there is a positive relationship between employees' QWL and career advancement. When the organisational environment meets the employees' needs for their well-being at work, they tend to learn new ideas, concepts, and facts as well as demonstrate strong personalities such as high self-efficacy in order to cope with conflicts and constraints (Parsa et al., 2014). They also have strong individualities and networking behaviours that are related significantly to higher career advancement. Consequently, they meet their personal career goals and expectations which can facilitate the experience of career success besides boosting the productivity and success of organisations. The above discussion, thus, leads to the following hypothesis:

Hypothesis 1. QWL has a positive and significant effect on career success.

2.6.2 Quality of Work Life (QWL) and Proactive Behaviour

QWL efforts focus on the development of employee skills, providing equitable reward systems, reduction of occupational stress, participation in decision-making scenario as well as improvement of employee job security and satisfying careers (Ahuja, 2015). The organisations should provide improved QWL to the workers, especially for those who are from dual career families. Once people manage to meet their work and family obligations effectively, this will boost the morale and motivation of employees in the positive environments. Past research has demonstrated a link between QWL and organisational commitment (Sirgy et al., 2001). Happy employees are considered as dedicated and loyal to their jobs and they complete their tasks more productively (Sirgy et al., 2001).

It is becoming increasingly clear in the 21st century that organisations nowadays expect employees to exhibit proactive behaviours. Proactive individuals take the initiatives to act on the opportunities they have in order to improve the status quo and challenge the current circumstances rather than slowly adapting to the present conditions (Crant, 2000). Prior study done by Kanten (2014) indicated that QWL measurements bring an impact on employees by cultivating employees' positive organisational behaviours towards their work which can improve their productivity and increase their intrinsic motivation. They become much motivated to show proactive behaviours in order to exert their best efforts and work efficiently. As a result, this increases the effectiveness of the organisations. To date, there is little previous evidence to support the proposed relationship between QWL and proactive behaviour. Thus, the linkage between QWL and proactive behaviour is needed to be further explored and investigated. This study argued that QWL has a profound influence on

academicians' behaviours. It is suggested that academicians with high QWL are more likely to facilitate the development of high proactive behaviours. Thus, it is hypothesised that:

Hypothesis 2. QWL has a positive and significant effect on proactive behaviour.

2.6.3 Proactive Behaviour and Career Success

Many organisations consider proactive behaviours as an absolute necessity in the role requirement for employees to perform their tasks (Campbell, 2000; Seibert et al., 2001; Thomas et al., 2010). As mentioned by Bateman and Crant (1993), the concept of proactive behaviour is described as an individual showing a stable disposition towards taking his or her own initiative to influence and change his or her work environment. People with a high proactivity are more likely to take an active role to manage and develop their own careers. They always initiate situations and create favourable working environments as well as coming up with innovative solutions to the problems they have identified. As a result, they become more successful as they are able to perform well in their work-related situations. In contrast, less proactive individuals show the opposite patterns of behaviours (Crant, 2000). They prefer to adapt to the present conditions rather than intentionally and directly changing them (Crant, 2000). They fail to identify and seize opportunities to change their existing situations (Crant, 2000). They feel very depressed and lose focuses when they encountered issues. Thus, they are considered as passive and presented a reactive behaviour against any career obstacle.

Individual differences act as the main antecedents of proactive behaviour in the workplaces, like personal initiative and proactive personality (Crant, 2000; Seibert et al., 2001). Personal initiative refers to a behaviour syndrome that can be explained as individuals work and

exceed official job-based requirements on their long-term goals (Frese et al., 1997). They demonstrate their personal initiatives in facing obstacles by identifying issues and resolving them. They also actively seek information and feedback by means to improve their current work conditions to achieve their ultimate outcomes of improving career success. Furthermore, proactive personality is defined as individuals who are being limited without any situational constraint. Based on Crant's study (2000), employees with high proactive personalities are more active in seeking positive chances, having initiatives grabbed with both hands, challenging and improving the status quo as compared to those with low proactive personalities. As a result, this may facilitate career success in the boundaryless career (Eby et al., 2003; Seibert et al., 1999). It is clearly showed in the literature that there is a positive relationship between proactive personality and career success (Tan et al., 2013). A body of knowledge has also indicated that the construct of proactive personality is positively associated to subjective success outcomes, such as career satisfaction (Fuller & Marler, 2009; Ng et al., 2005; Seibert & Kraimer, 2001; Spurk et al., 2013), performance (Li et al., 2011; Thomas et al., 2010), and employee creativity (Kim et al., 2009). As the increasingly emergence of boundaryless or protean careers, people need to behave proactively to achieve success in their careers (Spurk et al., 2013). People who behave on a more proactive way can govern their work-non-work roles so that they can involve themselves in different challenging activities. As a result, they develop new skills, maintain work-life balance as well as gain a sense of achievement in their careers. They also behave proactively to set career goals, initiate effort as well as achieve psychological success, which can contribute to higher levels of subjective career success. The above discussions conclude

that proactive behaviour brings a positive impact to academicians' career success. Therefore, it is hypothesised that:

Hypothesis 3. Proactive behaviour has a positive and significant effect on career success.

2.6.4 Proactive Behaviour as a Mediator in the Relationship between Quality of Work Life (QWL) and Career Success

It is not enough for employees to have only knowledge and skills required to achieve career success. It is very important for employees to also possess positive personalities and the right attitudes so that they endeavour to do their best in gaining positive career outcomes. The main factor in achieving career success is that employees should possess positive traits, such as proactive career behaviours. Thus, proactive behaviour has become a fundamental concept because it brings a vast amount of impacts on organisations (Crant, 2000). Proactive individuals initiate changes rather than passively accepting and adapting to the changes made. They challenge the difficulties met and seek for ways to transform such obstacles into useful opportunities that can prepare them to be more successful in their careers. The previous study done by Barnett and Bradley (2007) indicated that proactive behaviour mediates the relationship between organisational support and career success. Another research work conducted by Abu Said et al. (2015) also found out that proactive behaviour is a supportive mechanism for career success. Thus, the features of proactive behaviour may contribute significantly in mediating the relationship between QWL and career success. Most studies to date have emphasised on the direct relationship between QWL and job satisfaction (Fatehi et al., 2015; Kermansaravi et al., 2015; Muindi, 2016; Tabassum, 2012). Nevertheless, the effect of QWL on other measurements of career success may be indirect.

Proactive behaviours is, in turn, expected to contribute to career success. In this study, proactive behaviour is viewed as a potential mediator of the relationship between QWL and career success. It is argued here that a better QWL for academicians is more likely to develop more proactive behaviours, which then leading to desirable career outcomes, such as subjective feelings of success. Hence, the following hypothesis is made:

Hypothesis 4. Proactive behaviour mediates the relationship between QWL and career success.

2.7 Summary

This chapter provides an overview of the existing theories associated with the present research, such as SCCT that has been used in investigating the relationship between QWL and career success through the mediating effect of proactive behaviour. It also discusses about the relevant literature associated with the constructs that form the conceptual framework. These constructs are QWL, proactive behaviour, and career success. The following chapter explains the methodology used to test the four hypotheses.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter aims to explain the methodology used in this research. It highlights the process of data collection and statistical analysis techniques employed in order to attain the objectives of this study. A detailed description of the methodology employed is divided into the following sections. Section 3.1 explains positivist approach adopted in this research. Section 3.2 explains about the research design. Section 3.3 discusses the sampling strategy. Next, Section 3.4 gives an account of the sampling employed in this study. Then, Section 3.5 explains sample size of this study and Section 3.6 mentions the unit of analysis of this study. Section 3.7 describes the procedure of data collection. Section 3.8 explains about the details of survey questionnaire. Section 3.9 reports pre-test and pilot study involved. Section 3.10 explains procedures and methods of the data analysis. Section 3.11 describes the factor analysis and Section 3.12 explains Structural Equation Modelling (SEM) analytical techniques applied in this study. Section 3.13 discusses the ethical consideration related to this research. Lastly, Section 3.14 summarises this chapter.

3.1 Positivist Approach

The present research was conducted to examine the relationship between QWL and career success through the mediating effect of proactive behaviour. The conceptual framework of this study was derived from SCCT in the field of career development. This survey research adopted the positivist approach to test the hypotheses in the conceptual framework. The positivist approach refers to a scientific and quantitative method. The positive paradigms

look at the world as an objective reality which can be measured by an unbiased researcher (Gall, Gall, & Borg, 2007; Lichtman, 2006). Researchers need to use the language of theories, hypotheses, and variables while using this approach. Being a scientific approach, this approach depends on a large number of scientific ways that can generate alphanumeric and numeric data. In other words, it applies statistical tools for analysing data and it organises data into quantifiable variables. In this research paradigm, it focuses on quantitative research which contributes to study natural phenomena. This method is conducted according to deductive reasoning. The process of data collection is important for testing the validity of the hypotheses. Besides, researchers who use positivist approach should not get involved with research participants under the inquiry of study in order to remain neutral and objective. Therefore, in the present study, the researcher focused on epistemology to use the objective approach by trying to be disinterested throughout the observation in order to eliminate her biases, detach herself from emotionally involved as well as maintain distance from the research participants.

There are many reasons for this research used the positivist approach. First and foremost, the hypotheses are generated after having a comprehensive study of literature in the field. These hypotheses will be tested through the process of data collection by using self-administered questionnaires. Besides, this approach is appropriate because the researcher remains neutral for the whole of the research process by detached herself from the problem domain. Moreover, it is more economical to collect data when using positivist approach. Finally, this approach provides a clear theoretical focus of the study. Thus, it can be said that the domain of positivist approach was involved in this research for determining the

relationship between QWL and career success through the mediating effect of proactive behaviour.

3.2 Research Design

A research design refers to a research plan which is important for defining settings of the research, identifying the unit of analysis, and describing sorts of investigations that have to be conducted (Copper & Schindler, 2014). The research designs used in this present study are exploratory, descriptive, and explanatory designs. In the first stage of this study, the exploratory design was applied to gather information related to the research problem and formulate hypotheses based on the literature. Therefore, the researcher identified constructs and formulated hypotheses through a thorough investigation of the previous empirical studies. The researcher also made research problem crystal clear and it is clear that this study aims to test the hypotheses, which determine relationship between QWL and career success through the mediating effect of proactive behaviour among married academicians. For the next stage, the researcher employed a descriptive design for giving a detailed description of the respondents' characteristics. It also helped to find out the mean, standard deviations, percentages, and frequencies of the constructs identified in this study. Since descriptive research design could not provide explanations for the association between the constructs of the model, and thus explanatory research was also applied for this study to describe the relationship between variables. Figure 3.1 depicts the design of this study.

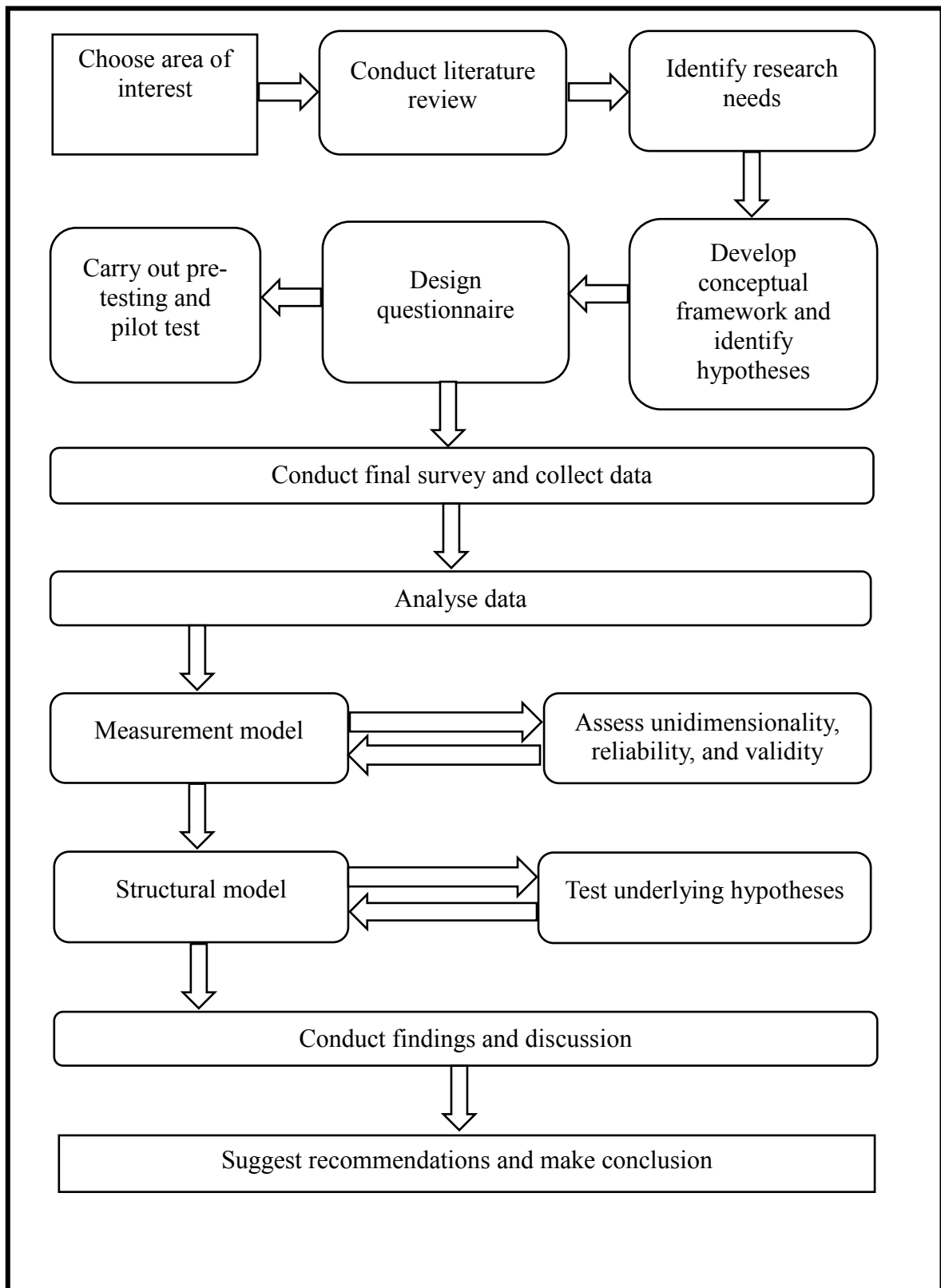


Figure 3.1: Research design.

This study emphasised on using a quantitative data collection method. A cross-sectional study using a questionnaire approach was applied because it was relatively efficient to collect information as it can deal directly with the respondents' opinions and feeling. It is also efficient and economical instrument in research process. Moreover, the researcher employed survey method because it provides more precise ways of assessing information about the sample involved in this research. As a result, the researcher can be able to make conclusion regarding generalising the findings from sample to population. SEM analysis which comprises of two-step method was employed in this study. Firstly, the assessment of measurement model was carried out to evaluate the unidimensionality, reliability, and validity of the underlying variables by performing confirmatory factor analysis (CFA). During the second step of SEM analysis, the procedure of the structural model was applied to test the hypothesised relationships between the variables.

3.3 Sampling Strategy

The sampling refers to a process of selecting a sample from the entire population. The population is a larger number of respondents from which the sample is obtained. In this study, the member of the population comprised of all of the married academicians from the selected Public Institutions of Higher Learning in Sarawak. There are 13 Public Institutions of Higher Learning in Sarawak, including 2 public universities, 1 public university college, 2 public polytechnics, 4 community colleges, and 4 teacher training institutes. Universiti Malaysia Sarawak (UNIMAS) has largest total population of 571 married academicians, followed by Universiti Teknologi MARA (UiTM) Sarawak has total population of 385 married academicians out of these 13 institutions, thus UNIMAS and UiTM Sarawak are

chosen for this study as there is a very high possibility for truly representative of the population of married academicians as a whole. There are data available for identifying the subjects for this study as the names of the married academicians in UNIMAS and UiTM Sarawak are obtained from the registrar offices of their respective universities. However, it is generally impossible for researchers to approach all members of the population by distributing questionnaire survey as they do not have the time and money to undertake. Thus, sampling techniques are commonly recommended in quantitative survey research. It can be carried out by using two categories of the sampling method either non-random (non-probability) or random (probability) sampling.

3.4 Sampling

Sampling describes as the process of choosing a number of people which will represent the characteristics of a larger population to which they belonged. It intends to acquire data about the population by employing the sample as its subgroup (Gay & Airasian, 2000). The greater the number of sample chosen to represent the entire population, the more the results can be generalised to the whole population. The sampling procedure in this study falls into probability sampling. Tashakkori and Teddlie (2003) stated that probability sampling technique involves “selecting a relatively larger number of units from a population, or from specific subgroups (strata) of a population, in a random manner where the probability of inclusion for every member of the population is determinable” (p. 713). Since this research is quantitative in nature, hence it has primarily emphasised on using the probability sampling technique such as random sampling so that the sample can accurately represent all members of the population. Based on Tashakkori and Teddlie (2003), two approaches can be

employed in random sampling, namely truly random sampling and systematic sampling. In the truly random sampling, the sample is selected randomly without taking any factors into consideration, including age, gender, or ethnic origin. On the other hand, a researcher selects the subjects based on some simple rules for using systematic random sampling. The advantage of using the systematic random sampling is when there is a large number of population, this method still can ensure the selected sample represents the target population. This type of sampling also enables every married academican at UNIMAS and UiTM Sarawak has an equal possibility of being part of the sample in this research. Therefore, systematic random sampling was employed in this study.

3.5 Sample Size

Sample size plays a very critical role in all statistical analysis in any research. In this study, the requirement of sample size needed was determined based on SEM that used as the statistical analysis technique. Kline (2010) recommended that it is necessary to get a sample size of 200 or greater for a very complicated path model. The minimum sample size should be at least 200 as suggested by Hair, Anderson, Tatham, and Black (1998) in order to guarantee robust SEM. However, they further highlighted that the SEM analysis becomes sensitive when there is a sample size of exceeding 400 to 500 respondents. This may cause goodness-of-fit measure to demonstrate poor fit if any difference is detected. Hence, it is important to require a sample of minimum 200 respondents for giving parameter estimates with any degree of confidence. In the current study, the primary concern of the researcher was to get a minimum of 200 usable responses in order to fulfil the above assumptions. Therefore, 500 questionnaires were distributed to the respondents from UNIMAS and UiTM

Sarawak in order to obtain the required minimum sample size as well as get reliable estimates.

3.6 Unit of Analysis

The unit of analysis is the degree to which the level of aggregation or the level of investigation of collected data emphasises specifically on an entity, such as entire organisation, department, groups, activity or individuals (Sekaran, 2003; Zikmund, 2000). Therefore, the unit of analysis in the present study is focusing on individuals, which are married academicians because they are independent of each other due to random sampling. Besides, it is important to know perceptions of married academicians regarding how they perceive QWL, their proactive work behaviour, and their career success in order to understand more on career development trajectories of married academicians.

3.7 Data Collection Procedure

The purpose of data collection is to collect useful information and opinions from target respondents regarding the research topic. There are various methods that can be used to collect data, for example, meet respondents face to face, make telephonic calls, use postal services, send email, or a combination of these approaches (Cooper & Schindler, 2014; Zikmund, 2000). In the current study, the researcher used questionnaires to collect the data through face-to-face self-administered method. The researcher administered questionnaires through face to face contacts with respondents by visiting the selected Public Institutions of Higher Learning. After identifying respondents from the name lists provided by the registrar offices of selected Public Institutions of Higher Learning, the researcher distributed questionnaires among the respondents. Some of the respondents completed questionnaires

during time of distribution while the others had been giving some time to fill in at their convenience by dropping their emails or contact number to be contacted later.

The questionnaires were distributed uniformly in the selected Public Institutions of Higher Learning in Sarawak. 250 copies of questionnaires were distributed among the married academicians of each selected Public Institution of Higher Learning. In overall, a total of 500 research questionnaires were randomly distributed. There was a uniform distribution of questionnaires in each selected Public Institution of Higher Learning, but the response rate was different from one another as shown in Table 3.1.

Table 3.1: Questionnaire distribution and response rate.

Name of the selected Public Institutes of Higher Education	Questionnaires distributed	Questionnaire returned	Response rate in %
UNIMAS	250	200	62.5
UiTM Sarawak	250	120	37.5

There is a higher response rate in UNIMAS because UNIMAS has largest population as compared to UiTM Sarawak. In total, 320 questionnaires were collected back out of 500 distributed, which consisted of 64.0% of response rate of the original sample. Nevertheless, 16 questionnaires were discarded among those returned questionnaires due to various reasons. For instance, two questionnaires were partially answered, three questionnaires were answered by given the same answers on all the Likert scale items, and 11 questionnaires were left completely blank. Thus, remaining 304 usable responses were used for final analysis that accounted for 60.8% of the response rate.

3.8 Instrument: Survey Questionnaire

The researcher adopted a quantitative cross-sectional survey method in this study. Survey questionnaire is a very important, economical, and efficient instrument in research process for collecting the required data. In the current study, the researcher attached a covering letter to the survey questionnaire, which explained about the research project. Besides, the respondents were explained that their responses were kept strictly confidential at all time and used particularly for this research only. They were further informed that their participation in filling the questionnaire was completely voluntary. Moreover, the researcher's contact information includes e-mail address and contact number were given to them in case they wished to make relevant enquiry or get the results of the research.

Respondents were asked to answer questionnaires based on their working experience in the selected Public Institutions of Higher Learning. The survey questionnaire has four main parts. Firstly, the participants were asked to answer demographic questions, such as age, gender, highest academic qualification, ethnicity, religion, job status, total employment experience to date, total employment experience in current university, and gross monthly income. In the second part, the respondents had to respond to question items for construct of QWL. Next, the respondents had to answer question items for construct of proactive behaviour in the third part. Lastly, the respondents were asked to provide answer about question items for construct of career success.

The questionnaire was administered to the respondents by meeting them face to face, as mentioned earlier. It was attached with a covering letters which described the details of

research. Every respondent was given souvenir after filled in the questionnaire in order to appreciate their participation in the survey.

3.8.1 Development of Survey Questionnaire

It is necessary to design the questionnaire in a way to get accurate information related to the research problem besides motivating the participants to take part in the survey questionnaire. The question items are adopted from the previous published literature (Dries et al., 2008; Dries et al., 2009; Frese et al., 1997; Sirgy et al., 2001) and some wording of items in the questionnaire was adapted as necessary in order to ensure the items are unambiguous and simple. Consequently, this may enable the respondents to understand the questions easily as well as minimise their chances of misunderstand the items.

There are a number of steps for the process of design a well-organised questionnaire in the current study. First of all, the study's aims and objectives were explained with clarity. Thereby enabling the questionnaire contained necessary formation required to test the hypotheses in the study. After reviewing a thorough knowledge of the published literature, the researcher referred to similar studies and compared them in order to design the questionnaire in this quantitative research. It is necessary to pre-test the preliminary version of the questionnaire before conducting actual fieldwork. During pre-testing, comments from experts in the field were solicited on the questionnaire. In addition, a pilot study was carried out to analyse the data before conducting the survey on a larger scale.

3.8.2 Response Formatting

The items in the questionnaire was based on the working experience of respondents in current workplace towards the research topic. Closed-ended question using scale response

format have been used in this study because it can provide a set of standardised answers for the respondents to choose (Moy & Murphy, 2016). This can decrease the amount of effort and thinking needed by participants to complete the survey questionnaire. As a result, this may encourage respondents to take part in the study besides eliminating response bias. Moreover, scaled response questions were employed as it focuses on scale measurement which can be used to indicate participants' degree of agreement with the items. It can also facilitate the solicitation of responses for this study and reduce the time the survey questionnaire generally takes (Moy & Murphy, 2016). In this research study, all questionnaire items were evaluate using a five-point response scale. Thus, the items in the questionnaire were designed by using proper response formatting. Thereby this motivates respondents to give accurate answer as well as achieve relevance and accuracy in data analysis.

3.8.3 Scale Development

In this study, there are three scales used include nominal, ratio, and ordinal with Likert scale. The use of nominal scales were limited to questionnaire items related to the demographic profile of respondents, such as gender, highest academic qualification, ethnicity, religion, and job status. In addition, ratio scale were used for questions that asked respondents' age, total employment experience to date, total employment experience in current workplace, and gross monthly income. Likert scales were used for questions that examined respondents' opinions and perceptions regarding the aspects of their QWL, their proactive behaviour, and their level of career success.

The five-point response scale was employed in the present research. This is because a five-point scale has been most recommended that it appears to be less confusing which decreases the respondents' frustration level and facilitates response rate as well as increases response quality (Babakus & Mangold, 1992; Devlin, Dong, & Brown, 1993; Hayes, 1992; Sachdev & Verma, 2004). With a five-point scale, it is readily comprehensible to respondents as they can easily understand the complete list of scale descriptors and express their view (Dawes, 2008). Therefore, the questionnaire was developed based on the research hypotheses and the instruments from previous studies as well as the guidelines recommended in order to achieve better response outcome.

3.8.4 Operationalisation of Variables

In this study, the theoretical constructs were operationalised by adopting validated items from previous studies (Dries et al., 2008; Dries et al., 2009; Frese et al., 1997; Sirgy et al., 2001). The adopted items were validated and some wording of items that measure constructs of the proposed framework was made so that the instruments are tailored to the purposes of the research. Therefore, the operationalisation of questionnaire items for each variable is explained in more detail as follows.

i. Operationalisation of quality of work life (QWL)

The current research used QWL scale developed by Sirgy et al. (2001) in order to measure QWL among academicians. The scale conceptualises satisfaction of employees with seven needs, including economic and family needs (QWL14-QWL16), health and safety needs (QWL11-QWL13), actualisation needs (QWL5-QWL6), aesthetic needs (QWL9-QWL10), esteem needs (QWL3-QWL4), knowledge needs (QWL7-QWL8), and social needs (QWL1-

QWL2). The operationalisation of QWL was based on a five-point response scale with 1 = very untrue of me and 5 = very true of me. The scale consisted of 16 items with regard to the satisfaction of these seven areas of needs. The items are shown in Table 3.2.

Table 3.2: Operationalisation of quality of work life (QWL).

	Items
QWL1.	I have good friends at work.
QWL2.	I have enough time away from work to enjoy other things in life.
QWL3.	I feel appreciated working at this university.
QWL4.	People at this university and within my profession respect me as a professional and an expert in my field of work.
QWL5.	I feel that my job allows me to realise my full potential.
QWL6.	I feel that I am realising my potential as an expert in my line of work.
QWL7.	I feel that I am always learning new things that help me do my job better.
QWL8.	This job allows me to sharpen my professional skills.
QWL9.	There is a lot of creativity involved in my job.
QWL10.	My job helps me develop my creativity outside of work.
QWL11.	I feel physically safe at work.
QWL12.	My job provides good health benefits.
QWL13.	I do my best to stay healthy and fit.
QWL14.	I am satisfied with what I am getting paid for my work.
QWL15.	I feel that my job at the university is secure for life.
QWL16.	My job does well for my family.

ii. Operationalisation of proactive behaviour

The respondents had to respond to items based on a five-point response scale with 1 = very untrue of me and 5 = very true of me. The operationalisation of proactive behaviour was based on seven items developed by Frese et al. (1997). Proactive behaviour has personal initiative (PB1-PB7) as its component. The items are shown in Table 3.3.

Table 3.3: Operationalisation of proactive behaviour.

	Items
PB1.	I actively resolve problems.
PB2.	Whenever something goes wrong, I search for a solution immediately.
PB3.	Whenever there is a chance to get actively involved, I take it.
PB4.	I take initiative immediately even when others do not.
PB5.	I use opportunities quickly in order to attain my goals.
PB6.	Usually I do more than I am asked to do.
PB7.	I am particularly good at realising ideas.

iii. Operationalisation of career success

In order to measure career success, this study used career success scale developed by Dries et al. (2008) and Dries et al. (2009). The scale is comprised of ten different dimensions of subjective career success, such as personal satisfaction (CS1-CS8), financial security (CS9-CS13), job security (CS14-CS18), recognition (CS19-CS23), cooperation (CS24-CS28), contribution (CS29-CS35), performance (CS36-CS42), advancement (CS43-CS47), self-development (CS48-CS56), and creativity (CS57-CS61). The operationalisation of career success was measured using a five-point response scale, ranging from very low to very high. The scale has included a total of 61 items to measure these ten different dimensions of career success. The items are shown in Table 3.4.

Table 3.4: Operationalisation of career success.

Items	
CS1.	I am satisfied with my work-life balance.
CS2.	I am happy with all that I have and with all the possibilities present.
CS3.	I feel healthy and happy, at home as well as at work.
CS4.	I am capable of letting my family play a significant role in my life alongside my career.
CS5.	I experience satisfaction and fulfilment brought about by my own personal achievements.
CS6.	I feel good; I often experience a warm and fuzzy feeling on the inside.
CS7.	I am proud of myself and my achievements.
CS8.	I pursue independence as a major source of happiness.
CS9.	I have the freedom to buy what I desire.
CS10.	I do not experience financial restrictions.
CS11.	I feel financially secure.
CS12.	I make a good living.
CS13.	My income allows me to take good care of my household.
CS14.	I experience stability.
CS15.	I experience job security.
CS16.	I am not worried about losing my job.
CS17.	I feel confident that I will always have a job when I want one.
CS18.	I am confident that I can keep my current job as long as I want.
CS19.	I am recognised for my accomplishments.
CS20.	I can prove what I am worth at work.

Table 3.4 continued

	Items
CS21.	I am respected and appreciated by my co-workers.
CS22.	I receive a good, equitable compensation package.
CS23.	I get a fair compensation package, in line with my performance.
CS24.	I have a good understanding with my employer – one that does not always require words.
CS25.	I emphasise people over other resources as I believe that people make the difference in this university.
CS26.	I am often amongst other people and cooperate with them.
CS27.	I cooperate well with others at work.
CS28.	The team atmosphere at work is good.
CS29.	I contribute personally to the welfare of this university-and as such, to that of society as a whole.
CS30.	I believe to have achieved positive matters, in an ethical way.
CS31.	I think that one person can make a world of difference in this university.
CS32.	I am seen as a valuable asset by my university.
CS33.	I can steer a work team into a self-perpetuating cycle of motivation, action, results and growth.
CS34.	I am able to exert power or influence, to make my mark.
CS35.	I am an important link in the process that leads to university success.
CS36.	I successfully achieve envisioned goals.
CS37.	I am in a self-perpetuating cycle of motivation, actions, results and growth.
CS38.	I perform well, put in efforts and get results.
CS39.	It shows that I do a good job.
CS40.	I go to great lengths to achieve good things.
CS41.	I stay motivated and driven, and continuously pursue new goals.
CS42.	I stand out from the masses; I am the best at what I do.
CS43.	I am well under way to reach my career ambitions.
CS44.	I am progressing in my career.
CS45.	I experience plenty of opportunities to build a career, to grow within this university.
CS46.	I am a candidate for promotion.
CS47.	I can see myself climbing the ladder.
CS48.	I have accomplished my own goals.
CS49.	I go through personal growth and development as a result of work experiences.
CS50.	I achieve personal development by on-the-job learning and through various experiences.
CS51.	I continuously learn in various ways so that I can continue to develop as a person and get ahead.
CS52.	I acquire many experiences, inside my job and out.
CS53.	I acquire knowledge on an ongoing basis.
CS54.	I am able to express myself through work and accomplishment.
CS55.	I am able to manage and shape my own career; achieve everything single-handedly.

Table 3.4 continued

Items
CS56. I create opportunities in life.
CS57. I work creatively.
CS58. I can accomplish innovative, extraordinary ideas at work.
CS59. I can express my creativity in my work.
CS60. My work allows for creative solutions.
CS61. I apply creative thinking when I am at work.

3.9 Pre-test and Pilot Study

Based on Sekaran (2003), it is necessary to conduct pre-test and pilot study before actual data collection in order to validate research instrument as well as identify ambiguities and errors. Hence, the researcher carried out one pre-test and a pilot study before collecting actual data. As a result, it can avoid misinterpretations and confusions among respondents besides ensuring the questionnaire is free of ambiguities and errors.

3.9.1 Pre-testing the Questionnaire

Sekaran (2003) stated that pre-testing refers to an initial evaluation of questionnaire with a group of participants that can identify whether the participants have any problem in understanding questions as well as detect biased or ambiguous questions. It can also help to identify and detect problems in the contents, wording, and design of the survey instrument. Thus, in the current study, the researcher conducted the pre-test by distributing questionnaires to four researchers who are experts in different fields at one selected university in Sarawak. All questionnaires were returned, meaning that it was an excellent response rate. During the pre-testing, a forward-backward translation procedure was carried out to translate the original items. This procedure helped to detect problems related to poor translations as well as assess and ensure the quality of the translation. The content

equivalence of the items was examined by those four previous bilingual researchers who are fluent in both English and Bahasa Melayu languages. First, the two bilingual researchers translated each English item accurately into Bahasa Melayu independently (forward translation). Then, based on the wording of each item, the translated and original questionnaires were examined and discussed until resolving inconsistencies and reaching a consensus. After that, another two bilingual researchers who were unaware of the original questionnaire translated the proposed Bahasa Melayu items back into English (backward translation). This translation was reviewed and compared in order to determine whether every item was fundamentally the same as the English originals. However, after getting feedback from pre-test, it is suggested that dual language was not necessary as respondents were educated enough to understand English items. Therefore, only English items would be provided during actual data collection.

Moreover, those four previous researchers highlighted problems about the design of questionnaire. The pre-test was successful in gaining comments from them in order to improve the survey questionnaire. For example, they mentioned the problem regarding the use of wording and thus some wording was changed as necessary that can be easily understood by the respondents in the Malaysian context. This helped to minimise respondents' biases and measurement errors as well as provide adequate responses. Therefore, the survey questionnaire was revised slightly based on suggestions given by the participants in the pre-test.

3.9.2 Pilot Study

It is necessary to carry out a pilot test so as to identify weakness in the design of questionnaire and determine the reliability of the questionnaire. The researcher conducted pilot study by distributing the questionnaires to the participants with brief description about the survey. The researcher also provided her contact information in case any enquiry and for the purpose of follow up. In total, 40 questionnaires were distributed to the selected Public Institution of Higher Learning. After that, 31 questionnaires were collected back with response rate of 77.5%. The duration of pilot survey was one month, starting from 17 September 2016 to 17 October 2016. For this pilot test, basic statistical analysis was conducted by employing SPSS statistical software version 23 which was Statistical Package for the Social Sciences.

i. Demographic profile of pilot study respondent

Table 3.5: Demographic information of pilot study participants (N = 31).

Variable	Category	Frequency	%
Age	≤ 30 years old	0	0
	31 - 40 years old	9	29.0
	41 - 50 years old	9	29.0
	51 - 60 years old	13	41.9
	≥ 61 years old	0	0
Gender	Male	16	51.6
	Female	15	48.4
Highest academic qualification	PhD or equivalent	22	71.0
	Master or equivalent	9	29.0
	Others	0	0
Ethnicity	Malay	17	54.8
	Indian	1	3.2
	Bidayuh	2	6.5
	Melanau	2	6.5
	Chinese	4	12.9
	Iban	2	6.5
	Others	3	9.7
Religion	Islam	21	67.7
	Buddhism	1	3.2
	Hinduism	1	3.2
	Christianity	7	22.6
	Others	1	3.2

Table 3.5 continued

Variable	Category	Frequency	%
Job status	Permanent	25	80.6
	Contract	6	19.4
Total employment experience to date	≤ 5 years	8	25.8
	6 - 10 years	6	19.4
	≥ 10 years	17	54.8
Gross monthly income	< RM 5,000	3	9.7
	RM 5,000 - RM 10,000	20	64.5
	> RM 10,000	8	25.8

In the pilot study, 31 usable responses were collected. The descriptive analysis of 31 responses were determined by applying the SPSS statistical software version 23. Table 3.5 presents about the demographic details of the respondents during the pilot test, for example, age, gender, highest academic qualification, ethnicity, religion, job status, total employment experience to date, and gross monthly income. Based on Table 3.5, among 31 respondents, most of participants were in the age range from 51 to 60 years old ($n = 13$, 41.9%), followed by those between 31 - 40 years of age ($n = 9$, 29.0%) and 41 - 50 years of age ($n = 9$, 29.0%). The pilot study also showed that male was in a majority ($n = 16$, 51.6%) whereas the remaining were female ($n = 15$, 48.4%).

In the pilot study, majority of the respondents had a PhD or equivalent qualifications ($n = 22$, 71.0%) while those who had master or equivalent qualification were second highest in numbers ($n = 9$, 29.0%). Moreover, the pilot study indicated that majority of the participants were Malay ($n = 17$, 54.8%) while those with second highest in numbers for ethnicity were Chinese ($n = 4$, 12.9%), followed by other ethnicity ($n = 3$, 9.7%), Bidayuh ($n = 2$, 6.5%), Melanau ($n = 2$, 6.5%), Iban ($n = 2$, 6.5%), and Indian ($n = 1$, 3.2%). Results of pilot study also revealed that majority of respondents practised their own religion were Islam ($n = 21$,

67.7%), followed by Christianity (n = 7, 22.6%), Buddhism (n = 1, 3.2%), Hinduism (n = 1, 3.2%), and other religions (n = 1, 3.2%).

80.6% of the respondents were permanent workers while the remaining were contract workers (n = 6, 19.4%). Furthermore, most of the respondents who had ≥ 10 years of total employment experience to date (n = 17, 54.8%), followed by those who had ≤ 5 years were second highest in number (n = 8, 25.8%), and those who had 6 - 10 years of total employment experience to date were lowest in numbers (n = 6, 19.4%). The majority of respondents received gross monthly income were within RM 5,000 to RM 10,000 (n = 20, 64.5%), followed by those who received gross monthly income more than RM 10,000 (n = 8, 25.8%), and those who received gross monthly income less than RM 5,000 were lowest in numbers (n = 3, 9.7%). The response rate of 77.5% achieved in the pilot study. Therefore, the sample size was adequate for doing further analysis to test the reliability of the instrument.

ii. Reliability of the instrument

In the pilot study, Cronbach's alpha values of all constructs were determined to evaluate the reliability of the instrument besides ensuring the consistency of the participants respond to all the measures items. Sekaran (2003) pointed out that if Cronbach's alpha estimate value less than 0.6 is poor, if the reliability value is in 0.7 is considered as acceptable, and if the value is above 0.8 is good. Thus, the nearest the Cronbach's alpha value to +1.0, the reliability of the instrument was high or vice versa. Table 3.6 reveals the reliability test result by presenting Cronbach's alpha coefficient for all constructs in the pilot test.

Table 3.6: Cronbach's alpha coefficients for all constructs obtained in pilot study.

Construct	Cronbach's Alpha
Quality of Work Life (QWL)	.823
Proactive Behaviour	.864
Career Success	.953

In the pilot study, all the items included in the questionnaire revealed good reliability with higher Cronbach's alpha values. For instance, Cronbach's alpha value for construct of QWL showed 0.823 that was considered to be good while Cronbach's alpha value for construct of proactive behaviour was 0.864 that was considered to be good too. Lastly, the Cronbach's alpha value construct of career success showed Cronbach's alpha value as 0.953 that was very good. Therefore, the instruments used in this research were reliable.

3.10 Data Analysis

The main purpose of the study was to determine the relationship between QWL and career success through the mediating effect of proactive behaviour. There are two statistical software tools were employed in the current research, namely Statistical Package for the Social Sciences (SPSS) and Analysis of Moment Structures (AMOS) for Structural Equation Modelling (SEM). SPSS was applied to analyse the preliminary data. AMOS was used for doing the assessment of measurement model as well as structural model in order to test the proposed hypothesised framework.

3.10.1 Preliminary Data Analysis

In this research study, SPSS version 23 was employed as it is an important tool to analyse the quantitative data collected. In the present study, it has been applied to screen the data in

terms of dealing with missing data, identifying outliers, and finding out data normality. Moreover, SPSS statistical software was utilised to descriptive statistics include mean values, standard deviations, frequencies, and percentages. This can help to get preliminary information of the data by analysing each variable as well as summarise the demographic profile of respondents.

i. Missing data

As mentioned by Hair, Black, Babin, and Anderson (2013), missing data is a very common issues as it decreases the ability of statistical test in implying a link in the data analysis as well as generates biased parameter estimates. Tabachnick and Fidell (2007) also stated that missing data can lead to some potential effects, depending on the total amount of missing data and the pattern of missing data as well as the causes for missing data. For instance, when the pattern of missing observations are systematic, then any method employed to treat such missing data may cause biased results (Hair et al., 2013). However, when the data is missing at random with no distinct pattern, any remedy to deal with this missing data could possibly produce acceptable results (Hair et al., 2013). Thus, the first step to deal with missing data in this study is investigating the frequency of occurrence of missing data, followed by investigating the pattern of missing data, and lastly using suitable method to handle incomplete data, which suggested by Byrne (2010).

ii. Outliers

Outliers refers to cases with scores with a unique combination of characteristics that are particularly distinct from the remaining observations (Hair et al., 2013). Two main types of outliers that affects the statistical analysis, namely univariate and multivariate outliers. Kline

(2010) mentioned that a univariate outlier is a case with an extreme value on a single variable. A multivariate outlier refers to a case that has a unique combination of values on more than two variables (Kline, 2010). As suggested by Hair et al. (2013), based on rule of thumb, outliers are cases with standard scores of 4 for larger sample sizes. Thus, the data values need to be converted to standard scores with a mean value of 0 and a standard deviation of 1 (Hair et al., 2013). It is easy to compare across variables since the values are expressed in a standardized format. Nevertheless, the researcher should detect only those distinctly different observations and designate these observations as univariate outliers (Hair et al., 2013). This is because some observations may fall normally outside the range of the distribution (Hair et al., 2013). Thus, the presence of univariate outlier was checked in the present study by examining the observations on each of the variables individually. As a result, univariate outliers were not identified.

On the other hand, Mahalanobis distance (D^2) test was employed to identify the presence of multivariate outliers in a dataset. It refers to a multivariate evaluation of each observation across an entire set of variables by measuring each observation's distance in standard deviation units compared with the mean of all observations (Hair et al., 2013). As suggested by Hair et al. (2013), conservative statistical significance test includes $p < 0.005$ or $p < 0.001$ is applied as the threshold value to designate a multivariate outlier. A certain number of observations can be designated as multivariate outlier if they have a D^2/df value above 3 or 4 in large samples. Thus, the researcher conducted a multivariate assessment with D^2 measure.

iii. Normality

Hair et al. (2013) explained that normality is the “shape of the data distribution or an individual metric variable and its correspondence to the normal distribution, which is the benchmark for statistical methods” (p. 69). It is important to check data normality for variables because these particular variables should be normality distributed for SEM analysis. When there is a violation of normality, it may affect the results interpretation in SEM analysis by increasing the chi-square value or causing standard errors of parameter estimates and fit indices to be underestimated. Normality can be diagnosed by graphical analyses include normal probability plot and histogram that compare the observations values with a distribution. When the distribution of the observed data largely follow the diagonal lines, it is considered as normal (Hair et al., 2013).

Moreover, two multivariate indexes can be used to inspect normality, namely skewness and kurtosis. The skewness depicts the symmetry of distribution whereas the kurtosis measures the heaviness of the tails of a distribution when compared with the normal distribution (Hair et al., 2013). When the observed distribution is exactly normal, values for skewness and kurtosis are not significant. The skewness and kurtosis scores of a normal distribution are zero. If the score of skewness is outside the range of ± 1 , there is a substantially skewed distribution (Hair et al., 2013). Kline (2010) suggests that skewness scores more than 3.0 is extremely skewed while kurtosis scores from 8.0 to 20.0 above is extreme kurtosis. Therefore, the acceptable value of skewness is up to ± 1 and kurtosis value is up to ± 3 in the present study.

3.11 Factor Analysis

According to Hair et al. (2013), factor analysis can be used to analyse the correlation structure of a large set of variables by defining these measurement items in terms of common underlying dimensions, which known as factors. At first, the underlying structure of the data need to be identified. Then, the extent to which each factor explains the measurement item is determined. After that, summarisation and data reduction can be conducted by either exploratory factor analysis (EFA) or CFA. As a result, a large set of measurement items can be reduced using a smaller set of factors. In the present research, the researcher did not conducted EFA since all of research instruments were adopted from prior studies (Dries et al., 2008; Dries et al., 2009; Frese et al., 1997; Sirgy et al., 2001) and the dimensions of each construct were examined before. Thus, the researcher conducted CFA for testing and confirming relationships among all constructs that was hypothesised.

3.12 Structural Equation Modelling (SEM)

SEM examines interrelated relationships among multiple latent variables. SEM can also be used to examine the measurement model and the structural model by determining the relationships among multiple latent constructs simultaneously (Hair et al., 2013; Tabachnick & Fidell, 2007). SEM provides a systematic mechanism which can validate relationships among variables and indicators as well as determine relationships between variables in single model (Hair et al., 2013). It also provides rigorous and powerful analytical techniques for dealing with complex models (Hair et al., 2013; Tabachnick & Fidell, 2007). Therefore, in the present study, SEM techniques were used as it can explain multiple constructs relationships that were hypothesised in the proposed framework. SEM software package

called Analysis of Moment Structures (AMOS) version 23 was employed for data analysis in order to determine statistical relationships among the factors of independent variable (QWL), dependent variable (career success), and mediator variable (proactive behaviour). In SEM, measurement model is used to validate relationships among these variables and indicators while structural model is employed to test relationships between these variables.

i. Measurement model

The measurement model shows how set of measured variables represents and defines constructs (Hair et al., 2013). CFA is very important technique of SEM as it can confirm the relationships between indicators and their respective latent variables. In order to evaluate the measurement model using CFA, the goodness-of-fit (GOF) criteria indices is determined as well as the reliability and validity of measurement model are assessed. In short, the measurement model was used to evaluate the unidimensionality, reliability, and validity of the measures.

ii. Goodness-of-fit indices

The fit measure indices used in SEM, namely absolute fit indices, incremental fit indices, and parsimony fit indices (Hair et al., 2013). As explained by Hair et al. (2013), absolute fit indices are a direct measure of evaluating the ability of the overall model fit, such as the likelihood ratio statistic chi-square (χ^2), root mean square error of approximation (RMSEA), and normed chi-square (χ^2 / df). The incremental fit indices evaluate how fit is the proposed model compared with some baseline model, for instance, comparative fit index (CFI), incremental fit index (IFI), and Tucker-Lewis index (TLI) (Hair et al., 2013). The parsimonious fit indices are designed specifically to examine whether the proposed model is

simpler. To improve this fit indices, it is necessary to specify fewer estimated parameters or ensure a better fit (Hair et al., 2013). This indices include parsimony normed fit index (PNFI) which is used to compare models of varying complexity. Table 3.7 presents fitness index and their recommended level.

Table 3.7: Goodness-of-fit statistics in structural equation modelling (SEM).

Index	Abbreviation	Type of fit measure	Recommended criteria	References
Chi-square	χ^2	Absolute fit	$\chi^2, df, p > 0.05$	Byrne (2010); Hair et al. (2013)
Normed chi square	χ^2/df	Absolute fit	$1.0 < \chi^2/df < 3.0$	
Root mean square error of approximation	RMSEA	Absolute fit	< 0.05 good fit < 0.08 acceptable fit	
Comparative fit index	CFI	Incremental fit	> 0.90	
Incremental fit index	IFI	Incremental fit	> 0.90	
Tucker-Lewis index	TLI	Incremental fit	> 0.90	

iii. Model estimates

It is necessary to use other standardised estimates to evaluate the measurement model besides using the goodness-of-fit criteria. For instance, critical ratio estimates criteria and standardized regression weight (factor loadings). The minimum threshold recommended by researchers for these estimates was used in this research study as follows. According to Hair et al. (2013), the factor loadings value should be at least 0.5 and preferably 0.7. The values of critical ratio should be above 1.96 (Byrne, 2010; Hair et al., 2013). These criteria are shown in Table 3.8.

The measurement model determines the interrelationships between manifest constructs and latent constructs by confirming which indicator variables associate with its corresponding

underlying latent variables. Thus, CFA was applied to determine and confirm the pattern by which indicator variables were loaded onto a particular variable (Hair et al., 2013). The maximum likelihood (ML) estimation method in the AMOS software was utilized to assess the measurement model. This estimation procedure is the most widely employed estimator in SEM analysis as it minimises the difference between covariance and observed matrices which can improve the parameter estimates (Hair et al., 2013; Tabachnick & Fidell, 2007). Hence, the maximum likelihood estimation method was employed to assess the measurement model in the present study.

Table 3.8: Measurement model estimates.

Estimates	Recommended values	References
Factor loadings	> 0.5 acceptable > 0.7 good	Hair et al. (2013)
Critical ratio (t-value)	> 1.96	Byrne (2010); Hair et al. (2013)

3.12.1 Reliability

As mentioned by Sekaran (2003), reliability refers to an evaluation of the degree of the reproducibility, consistency, and stability of measurement results. It can determine the effect of inconsistencies on the measurement results. When every construct has multiple measurements items, internal reliability should be emphasised as suggested by Bryman and Cramer (2005). In the present study, there are multiple items for all measurements. For instance, 16 items were employed for measuring QWL, 9 items for measuring proactive behaviour, and 61 items were used to measure career success. Thus, the reliability of the measurement items was assessed by determining the consistency of the participant's responses given to all the questions in every measure. The internal consistency of each measure was measured by using the composite reliability. The composite reliability refers to

reliability measures that derived from CFA. The composite reliability of 0.7 or greater show acceptable internal consistency, as recommended by Hair et al. (2013). Hence, in the present study, the threshold of 0.7 for composite reliability was used in order to examine the overall reliability of every latent construct included in the proposed framework.

3.12.2 Validity

Validity refers to the degree to which measurement indicators accurately represent the construct they were intended to assess (Hair et al., 2013). It also examines the degree to which a measure and its corresponding measurement items are associated. It is associated with the accuracy of measures (Hair et al., 2013). If the theoretical latent construct fits measured items, then validity is established. Therefore, in this study, validity of the construct is evaluated in terms of convergent, discriminant, and nomological validity.

i. Convergent validity

Convergent validity refers to the degree to which manifest variables of a particular construct converge the variance in common with a higher proportion (Hair et al., 2013). It is assessed by using factor loadings of construct, average variance extracted (AVE), and construct reliability estimation (Hair et al., 2013). In order to demonstrate adequate convergent validity of each of the constructs in the present study, the minimum threshold for standardised factor loadings estimates should equal or exceed 0.5, AVE estimates should be at least 0.5, and reliability estimates should be greater than 0.7, as recommended by Hair et al. (2013).

ii. Discriminant validity

Discriminant is the degree to which a variable is truly different from other variables (Hair et al., 2013). It can be evaluated by comparing the AVE for any two constructs with the

corresponding square of the correlation estimate (Hair et al., 2013). To support discriminant validity of the constructs, the AVE estimate should be larger than the squared correlation estimate (Hair et al., 2013). Thus, in the present study, this procedure was applied to evaluate the discriminant validity of the construct.

iii. Nomological validity

According to Hair et al. (2013), nomological validity is the test of validity that determines whether the constructs correlations in the measurement model make sense or not. To support the nomological validity of the framework, it is necessary to demonstrate the CFA latent constructs are associated with other latent constructs in the model. All constructs in the model proposed were defined as significant and positive in the present study. Hence, the latent constructs should be positively associated to show nomological validity. The nomological validity of the model was evaluated by employing the construct correlations (estimates).

3.12.3 Structural Model Evaluation and Hypothesis Testing

In the present study, SEM analysis with a two-step method was applied. Firstly, CFA was employed to assess the measurement model for determining unidimensionality, reliability, and validity of variables. Then, the structural model was evaluated to test the hypothesised relationships among the latent constructs. As discussed by Byrne (2010), the structural model specifies which constructs directly or indirectly affect other constructs in the model.

3.13 Ethical Considerations

It is very essential for researchers to understand the basis of ethical research and solve ethnical issues. As discussed by Busher (2002), ethical codes are different from individual

to individual and from culture to culture. This is because something acceptable in a situation may be identified as unethical in another. Thus, researchers need to be sensitive to identify an ethical issue. At the same time, they should have a strong sense of responsibility to feel committed in order to take appropriate action in regard to address ethical issues.

In order to ensure the integrity of research, the researcher emphasised on considering ethical issues throughout the research process. Before conducting the fieldwork, the researcher sought approval for accessing to the potential respondents. First of foremost, the researcher was prepared formal letter, which was signed by the researcher. After that, it was approved by the supervisor of the researcher and then sent to the academic programme office to get ethnics approval for conducting the study. After approved, a detailed memorandum about this research have been prepared and signed by faculty dean. The researcher submitted the memorandum to every faculty involved for ethics approval.

Furthermore, a covering letter was accompanied with the survey giving brief description about the research projects in order to conform to the ethics requirements. It also incorporated the name of the researcher and university so that respondents can know with whom they were dealing. Only aggregate results were reported in this study to ensure the confidentiality and privacy of the participants. The respondents' information was treated in the strictest confidence as their personal information would not be exposed in any study findings. Moreover, the data collected in this study was only utilised for the purpose of academic research in order to fulfil the requirements of a Master thesis.

3.14 Summary

In this study, a quantitative (positivist) method was implementing as it was consistent with the research topic. In order to collect data, this study emphasised on using a cross-sectional quantitative method with a survey tool. The survey questionnaire was adopted from the prior studies' instruments and validated scales. The questionnaire was then administered to the respondents by meeting them face-to-face. A pre-test and pilot study were carried out before actual data collection in order to validate instruments. The data collected were analysed by applying SPSS version 23. SEM software package AMOS version 23 was also applied to determine statistical relationships between the factors of independent variable (QWL), mediator variable (proactive behaviour) and dependent variable (career success). Lastly, this chapter discussed about the addressed ethical issues. In next chapter, main findings of the present study are reported.

CHAPTER 4

RESEARCH FINDINGS

4.0 Introduction

The results of the data analysis are presented in this chapter. It has been divided into six sections. The response rate achieved in this study is presented in the first section. This is followed by a section provides demographic characteristics of participants of the survey questionnaire. The third section explains descriptive statistics of constructs items involved in this study. The fourth section describes the procedures applied for screening the data. The fifth section reports findings of SEM analysis. Lastly, the final section summarises the chapter.

4.1 Response Rate

In this study, the data collection process conducted in November 2016 and it is finished in February 2017. The survey conducted was distributed to 500 respondents in two selected Public Institutions of Higher Learning (250 questionnaires in each university). 320 research questionnaires were returned, which indicated a response rate of 64.0% of the original sample. Nevertheless, 16 responses were discarded among those returned questionnaires. This is because three participants provide the same answers on all the Likert scale items, 11 questionnaires were returned completely blank, and two questionnaires were partially answered as more than 25% of the questions were left blank. Hence, only 304 usable questionnaires were employed for the purpose of the final analysis that accounted for 60.8% of the response rate.

4.2 Demographic Characteristics of Respondents

Table 4.1: Demographic characteristics of survey respondents (N = 304).

Variable	Category	Frequency	%
Age	≤ 30 years old	35	11.5
	31 - 40 years old	150	49.3
	41 - 50 years old	81	26.6
	51 - 60 years old	35	11.5
	≥ 61 years old	2	0.7
	Missing	1	0.3
Gender	Male	116	38.2
	Female	188	61.8
Highest academic qualification	PhD or equivalent	123	40.5
	Master or equivalent	176	57.9
	Others	5	1.6
Ethnicity	Malay	168	55.3
	Indian	9	3.0
	Bidayuh	15	4.9
	Melanau	11	3.6
	Chinese	52	17.1
	Iban	22	7.2
	Others	27	8.9
Religion	Islam	196	64.5
	Buddhism	30	9.9
	Hinduism	2	0.7
	Christianity	71	23.4
	Others	5	1.6
Job status	Permanent	269	88.5
	Contract	35	11.5
Total employment experience to date	≤ 5 years	55	18.1
	6 - 10 years	73	24.0
	≥ 10 years	176	57.9
Total employment experience in current university	≤ 5 years	73	24.0
	6 - 10 years	101	33.2
	≥ 10 years	130	42.8
Gross monthly income	< RM 5,000	55	18.1
	RM 5,000 - RM 10,000	204	67.1
	> RM 10,000	45	14.8

This section describes the details about demographic characteristics of the participants. Results of respondents' age, gender, highest academic qualification, ethnicity, religion, job status, total employment experience to date, total employment experience in current university, and gross monthly income are shown in Table 4.1. The majority of respondents were aged between 31 - 40 years with 49.3% of the total respondents, followed by those who

aged between 41 - 50 years, 51 - 60 years, ≤ 30 years, and ≥ 61 years with 26.6%, 11.5%, 11.5%, and 0.7% of the respondents respectively. Next, 116 respondents were male (38.2%) and 188 were female (61.8%), and thus it is no doubt that women are currently entering academic careers in increasing numbers. It can be seen that only 40.5% of the respondents with PhD or equivalent qualifications out of total respondents of 304. However, those respondents with Master or equivalent qualifications is the highest number with 57.9% of the respondents. This implies that most of academicians evaluate their career success as high by focusing more on the subjective perspective of career success rather than emphasising on success in terms of extrinsic measurements such as academic qualifications.

Besides, 55.3% of the respondents were Malay, followed by Chinese, other ethnicity, Iban, Bidayuh, Melanau, and Indian with 17.1%, 8.9%, 7.2%, 4.9%, 3.6%, and 3.0% of the respondents respectively. The highest number of the respondents practised their own religion was Islam with 64.5% of the respondents while 23.4% of respondents practised Christianity religion, followed by Buddhism, other religions, and Hinduism with 9.9%, 1.6%, and 0.7% of the respondents respectively. Moreover, 88.5% of the respondents were permanent employees while the remaining were contract employees with 11.5% of the respondents. This implies that most of academicians are more likely to experience job security as they are permanent staff members. However, some of them may feel insecure because they are being employed on contract basis. As a result, this influences how people perceive their career success. Results also revealed that the largest number of respondents had total employment experience to date was ≥ 10 years with 57.9% of the respondents whereas respondents who had 6 - 10 years of total employment experience to data were second highest number of respondents with 24.0% of the respondents, followed by 18.1% of the respondents who had

≤ 5 years of total employment experience to date. It seems that total employment experience to date is beneficial to many academicians as it helps them to develop skills, knowledge, attributes, and capabilities, which can lead to positive work-related outcomes.

In addition, most of respondents who had ≥ 10 years of total employment experience in current university with 42.8% of the respondents, 33.2% of the respondents who had 6 - 10 years of total employment experiences in current workplace were second highest in numbers, followed by 24.0% of the respondents who had ≤ 5 years of total employment experiences in current university. Furthermore, the majority of respondents received gross monthly income within RM 5,000 to RM 10,000 were 67.1% of the respondents, followed by those who received gross monthly income less than RM 5,000 and more than RM 10,000 with 18.1% and 14.8% of the respondents respectively. This implies that although receiving moderate level of salaries, most of academicians tend to stay longer in organisations due to passionate interest in their careers. It can be viewed that the majority of academicians are more likely to pursue more on subjective career outcomes (such as a sense of meaning and purpose from their careers, work-life balance, career enjoyment, and career fulfilment) as they do not place great emphasis on observable career accomplishments (such as salary).

4.3 Descriptive Statistics of Construct Items

The details about descriptive statistics of measured construct items are presented as follows.

4.3.1 Quality of Work Life (QWL)

Table 4.2: Descriptive statistics of measured items of quality of work life (QWL) construct.

	Mean Statistic	Standard Deviation Statistic	Variance Statistic	Skewness Statistic	Kurtosis Statistic
QWL1	4.151	.742	.551	-.786	1.285
QWL2	3.385	.985	.970	-.291	-.426
QWL3	3.625	.862	.743	-.376	-.039

Table 4.2 continued

	Mean Statistic	Standard Deviation Statistic	Variance Statistic	Skewness Statistic	Kurtosis Statistic
QWL4	3.822	.646	.417	-.554	1.299
QWL5	3.852	.767	.589	-.536	.452
QWL6	3.849	.742	.551	-.577	.690
QWL7	4.046	.734	.539	-.525	.230
QWL8	4.040	.735	.540	-.615	.785
QWL9	3.891	.795	.632	-.478	.159
QWL10	3.737	.881	.775	-.511	.052
QWL11	4.089	.755	.570	-.797	1.073
QWL12	3.711	.868	.754	-.437	-.111
QWL13	3.924	.799	.638	-.724	.832
QWL14	3.704	.870	.757	-.809	.795
QWL15	3.678	.905	.820	-.687	.375
QWL16	3.921	.749	.561	-.628	1.034

Note: All items were measured using 5-point Likert scale. QWL = quality of work life.

The respondents were asked to indicate their perceptions about satisfaction of needs from aspects of QWL. This construct was measured using 16 items on a five point Likert scale with 1 = very untrue of me to 5 = very true of me. Table 4.2 shows the results of the participants' ratings for this construct. The mean scores ranged between 3.385 ($\pm .985$) and 4.151 ($\pm .742$) as illustrated in Table 4.2. The average mean scores of all items is 3.839 ($\pm .802$) indicating that the participants moderately agree with QWL components provided by their respective universities. Based on the analysis in Table 4.2, highest score was recorded on QWL1 (mean = 4.151, SD = .742), followed by QWL11 (mean = 4.089, SD = .755), QWL7 (mean = 4.046, SD = .734) and QWL8 (mean = 4.040, SD = .735). QWL2 was rated least (mean = 3.385, SD = .985). This analysis implied that married academicians are generally agreeing that social needs, knowledge needs, and health and safety needs are offered and available at their respective universities. However, they are moderate on aspects of having enough time away from work to enjoy other things in life.

4.3.2 Proactive Behaviour

Table 4.3: Descriptive statistics of measured items of proactive behaviour construct.

	Mean Statistic	Standard Deviation Statistic	Variance Statistic	Skewness Statistic	Kurtosis Statistic
PB1	4.016	.652	.425	-.447	.750
PB2	4.122	.631	.398	-.338	.432
PB3	3.816	.730	.534	-.313	-.007
PB4	3.681	.784	.614	-.325	.222
PB5	3.786	.720	.518	-.563	.741
PB6	3.862	.732	.535	-.186	-.291
PB7	3.821	.758	.574	-.150	-.160

Note: All items were measured using 5-point Likert scale. PB = proactive behaviour.

The descriptive statistics of measured items for the construct of proactive behaviour was reported in Table 4.3. To measure this construct, 7 items on a five point response scale ranging from very untrue of me to very true of me were employed. The average mean scores of this construct was 3.872 ($\pm .715$). All items had mean greater than the neutral point (3). Thus, it can be said that the participants were agreeable to the measurement of proactive behaviour construct. PB2 had the highest score (mean = 4.122, SD = .631), followed by PB1 (mean = 4.016, SD = .652). The lowest mean score was recorded in PB4 (mean = 3.681, SD = .784). This analysis implies that most of married academicians are more likely to engage in proactive problem solving by searching possible solutions to problems. However, there is also some element of taking initiatives to make changes among married academicians.

4.3.3 Career Success

Table 4.4 presents the descriptive statistics of the items measuring the construct of career success. This construct was measured using 61 items on a five point response scale, ranging from very low to very high. The mean score of all items was 3.730 ($\pm .742$), which indicated that respondents' agreement with the measured variables. CS53 had the highest score with a

mean score of 4.105 and a standard deviation of .565, followed by CS27, CS30, CS51, and CS52 with mean score of 4.079, 4.069, 4.066, and 4.053 and standard deviation of .501, .573, .576, and .627 respectively. CS46 had the lowest mean score (mean = 3.171, SD = .932). This analysis implies that married academicians think they are more successful in terms of self-development through on-the-job learning and various experiences, in terms of cooperation by working well with others as well as in terms of making contributions by achieving positive matters in an ethical way. However, some academicians are evaluating their own career success as low in terms of progressing and growing. This may be because some of them still stay on the same position for a long period of time due to fewer advancement opportunities. It is worth noting that the standard deviation in CS16 was above 1. This means that there was no consensus in the views of the participants on aspect of job security. This could be attributed to some academicians are working as contract workers which make them getting insecure and tend to be worried about losing their jobs as compared to those permanent staff members.

Table 4.4: Descriptive statistics of measured items of career success construct.

	Mean Statistic	Standard Deviation Statistic	Variance Statistic	Skewness Statistic	Kurtosis Statistic
CS1	3.572	.817	.668	-.709	.277
CS2	3.796	.756	.572	-.747	.824
CS3	3.704	.807	.651	-.663	.634
CS4	3.859	.652	.425	-.640	1.529
CS5	3.865	.674	.454	-1.007	2.562
CS6	3.628	.738	.545	-.772	.757
CS7	3.872	.745	.554	-.561	.918
CS8	3.898	.670	.448	-.278	.190
CS9	3.638	.948	.898	-.508	-.074
CS10	3.260	.913	.833	-.119	-.327
CS11	3.441	.921	.848	-.654	.454
CS12	3.678	.789	.622	-.295	-.044
CS13	3.770	.792	.627	-.650	.633
CS14	3.730	.735	.541	-.429	.116

Table 4.4 continued

	Mean Statistic	Standard Deviation Statistic	Variance Statistic	Skewness Statistic	Kurtosis Statistic
CS15	3.740	.793	.629	-.381	.045
CS16	3.322	1.088	1.183	-.358	-.359
CS17	3.391	.941	.886	-.472	.190
CS18	3.592	.911	.830	-.632	.608
CS19	3.615	.860	.739	-.832	.953
CS20	3.898	.694	.481	-.757	2.213
CS21	3.832	.681	.464	-.788	2.279
CS22	3.609	.671	.450	-.534	1.328
CS23	3.546	.678	.460	-.615	1.488
CS24	3.599	.798	.637	-.875	1.354
CS25	3.888	.645	.416	-.337	.935
CS26	3.967	.602	.362	-.170	.357
CS27	4.079	.501	.251	-.005	1.623
CS28	3.753	.768	.589	-.958	1.879
CS29	3.849	.648	.419	-.579	1.408
CS30	4.069	.573	.329	-.101	.454
CS31	3.612	.989	.978	-.871	.683
CS32	3.457	.807	.652	-.561	.733
CS33	3.711	.700	.490	-.461	.921
CS34	3.487	.775	.600	-.491	.482
CS35	3.464	.816	.665	-.415	.336
CS36	3.635	.681	.464	-.467	.893
CS37	3.691	.706	.498	-.387	.442
CS38	3.908	.638	.407	-.532	1.522
CS39	3.859	.677	.458	-.719	2.258
CS40	3.951	.625	.390	-.456	1.537
CS41	3.891	.654	.427	-.886	2.644
CS42	3.612	.771	.595	-.510	.805
CS43	3.704	.734	.539	-.680	1.207
CS44	3.796	.752	.566	-.864	1.291
CS45	3.694	.830	.688	-.738	.878
CS46	3.171	.932	.868	-.199	-.053
CS47	3.431	.927	.860	-.534	.399
CS48	3.671	.760	.578	-.502	.270
CS49	3.915	.649	.422	-.789	2.084
CS50	3.993	.569	.323	-.218	.886
CS51	4.066	.576	.332	-.103	.414
CS52	4.053	.627	.393	-.362	.707
CS53	4.105	.565	.319	-.090	.531
CS54	3.905	.661	.436	-.310	.319
CS55	3.612	.817	.667	-.529	.293
CS56	3.730	.744	.554	-.291	.173
CS57	3.809	.687	.472	-.226	.019
CS58	3.694	.714	.510	.087	-.426

Table 4.4 continued

	Mean Statistic	Standard Deviation Statistic	Variance Statistic	Skewness Statistic	Kurtosis Statistic
CS59	3.783	.739	.547	-.370	.319
CS60	3.740	.700	.490	-.406	.558
CS61	3.895	.641	.411	-.356	1.024

Note: All items were measured using 5-point Likert scale. CS = career success.

4.4 Data Screening

It is important to conduct screening for missing data, outliers, and normality before doing further statistical analysis. This can ensure the data have been correctly entered and the distribution of variables in the analysis are normal so that the data is useable, reliable, and valid for testing causal theory (Coakes, 2006).

4.4.1 Missing Data

When a participant did not provide answer on one or more questionnaire items, this leads to the presence of missing data. Tabachnick and Fidell (2007) suggested two ways to investigate the degree to which there are missing data, including evaluating the amount of missing values and assessing the pattern of missing data. Therefore, the amount of missing data is identified in the present study. After that, randomness of missing values is examined. Then, technique used to handle with missing data is explained.

i. The amount of missing data

Table 4.5: Missing data statistics.

Variables		Valid N	Missing Values	
Construct	Item		Count	%
Quality of Work Life (QWL)	QWL1	304	0	0.0
	QWL2	304	0	0.0
	QWL3	304	0	0.0
	QWL4	304	0	0.0
	QWL5	304	0	0.0
	QWL6	304	0	0.0

Table 4.5 continued

Variables		Valid N	Missing Values	
Construct	Item		Count	%
Proactive Behaviour	QWL7	304	0	0.0
	QWL8	304	0	0.0
	QWL9	304	0	0.0
	QWL10	304	0	0.0
	QWL11	304	0	0.0
	QWL12	304	0	0.0
	QWL13	304	0	0.0
	QWL14	304	0	0.0
	QWL15	304	0	0.0
	QWL16	304	0	0.0
	PB1	304	0	0.0
	PB2	304	0	0.0
	PB3	304	0	0.0
	PB4	304	0	0.0
	PB5	304	0	0.0
	PB6	304	0	0.0
Career Success	PB7	301	3	0.9
	CS1	304	0	0.0
	CS2	304	0	0.0
	CS3	304	0	0.0
	CS4	304	0	0.0
	CS5	304	0	0.0
	CS6	304	0	0.0
	CS7	304	0	0.0
	CS8	304	0	0.0
	CS9	304	0	0.0
	CS10	304	0	0.0
	CS11	304	0	0.0
	CS12	304	0	0.0
	CS13	304	0	0.0
	CS14	304	0	0.0
	CS15	304	0	0.0
	CS16	304	0	0.0
	CS17	304	0	0.0
	CS18	304	0	0.0
	CS19	304	0	0.0
	CS20	304	0	0.0
	CS21	304	0	0.0
	CS22	304	0	0.0
	CS23	304	0	0.0
	CS24	304	0	0.0
	CS25	304	0	0.0
	CS26	304	0	0.0
	CS27	304	0	0.0
	CS28	304	0	0.0
	CS29	304	0	0.0
	CS30	304	0	0.0
	CS31	304	0	0.0
	CS32	304	0	0.0
	CS33	304	0	0.0
	CS34	304	0	0.0

Table 4.5 continued

Variables		Valid N	Missing Values	
Construct	Item		Count	%
	CS35	304	0	0.0
	CS36	304	0	0.0
	CS37	304	0	0.0
	CS38	304	0	0.0
	CS39	304	0	0.0
	CS40	304	0	0.0
	CS41	304	0	0.0
	CS42	304	0	0.0
	CS43	304	0	0.0
	CS44	304	0	0.0
	CS45	304	0	0.0
	CS46	304	0	0.0
	CS47	304	0	0.0
	CS48	304	0	0.0
	CS49	304	0	0.0
	CS50	304	0	0.0
	CS51	304	0	0.0
	CS52	304	0	0.0
	CS53	304	0	0.0
	CS54	304	0	0.0
	CS55	304	0	0.0
	CS56	304	0	0.0
	CS57	304	0	0.0
	CS58	304	0	0.0
	CS59	304	0	0.0
	CS60	304	0	0.0
	CS61	304	0	0.0

Note: N = 304 for all items. All items were measured using 5-point Likert scale. QWL = quality of work life; PB = proactive behaviour; CS = career success.

Table 4.5 shows the number of missing data occur in the present study. After screening the data, it found out that missing value only occurred for item PB7 that accounted for 0.9%, which was considered low and acceptable. Therefore, it is not required to evaluate the pattern of missing data. Nevertheless, the researcher investigated the randomness of missing data for ensuring there was no systematic error in the response.

ii. Randomness of missing data

Table 4.6: Little's MCAR test results.

Chi Square (χ^2)	df	Sig.
135.511	174	.986

Before conducting inferential analysis, the randomness of missing values was evaluated. The researcher applied chi-square statistics, as recommended by Little (1998) to assess the randomness of missing data. Based on this chi-square statistics, the pattern of missing values is assumed to be missing completely at random (MCAR) when the p value is not significant (Little, 1998). As shown in Table 4.6, the MCAR test is not significant ($p = .986$). Therefore, the missing data was missing completely at random and it can be analysed further in this study.

iii. Handling with missing data

There was only a minimal number of missing values and these missing values were missing in completely randomly, as discussed earlier. Thus, the researcher replaced missing data with the variable mean responses, which is most widely used method. This method was considered to be most appropriate because it can replace missing values with the mean values based on valid responses (Hair et al., 2013). Listwise deletion for variables with missing values could lead to a considerable loss of the total sample size since variables in this study are grouped in factors (Tabachnick & Fidell, 2007). The researcher also used median replacement for those with Likert-type data because means are less meaningful in these situations (Lynch, 2007).

4.4.2 Outliers

The distribution of observations for all variables in the analysis are examined to detect univariate outliers. For those cases falling outside the range of the distribution, they are considered as outliers. Nevertheless, there are no univariate outliers identified in the present study. In addition, the multivariate outliers were identified by using D^2 test. SPSS version

23 was used to measure D^2 by comparing it with the critical Chi-square (χ^2) value and the degrees of freedom. $p < .001$ was used as the threshold value to designate multivariate outliers in this study. The case can be identified as an extreme value if it has a higher D^2 value at the probability of $p < .001$. However, results showed that there are no multivariate outliers in the present study as all cases with D^2 values were at the probability of $p > .001$.

4.4.3 Data Normality for Individual Item

One of methods can be used to check any actual deviation from normality is to use skewness and kurtosis. The skewness and kurtosis statistics are presented in Table 4.2, Table 4.3, and Table 4.4. There was no deviation from data normality in this study as all values for skewness were below than ± 1 and kurtosis were less than ± 3 . Besides conducted the inspection of skewness and kurtosis values, the researcher also visually evaluated normal probability plots. When the values clustered around the straight line, it can be said that there was no severe deviation from normality as the data were normally distributed. Thus, it is not necessary to make any adjustments like data transformation.

4.5 Structural Equation Modelling (SEM) Analysis

In this study, the proposed research framework was tested by using the SEM. CFA is very important technique of SEM as it validates the measurement model (Hair et al., 2013). Next, the structural model was tested to examine the hypothesised relationships between the latent variables in the proposed framework (Hair et al., 2013). AMOS version 23 with the maximum likelihood estimation technique was applied in order to examine the strength of relationships among constructs as well as measure the model suitability in this research study.

4.5.1 Test of the Measurement Model

The fit indices were used to measure the overall fit of the measurement model in this study. The results showed that except for the measure, all values slightly satisfied the recommended level of acceptable fit, such as $\chi^2 = 5550.123$ ($p < 0.05$), the ratio of χ^2 to its degree of freedom (χ^2/df) = 2.034, comparative fit index (CFI) = .802, incremental fit index (IFI) = .804, Tucker-Lewis index (TLI) = .793, and root mean square error and approximation (RMSEA) = .058. As the sample size exceeded 200, thus the χ^2 measure indicated significant differences (Hair et al., 2013). Therefore, the results were considered to be demonstrating a good fit for the measurement model and yielding significantly a better fit for the data. Figure 4.1 shows the measurement model in the present study.

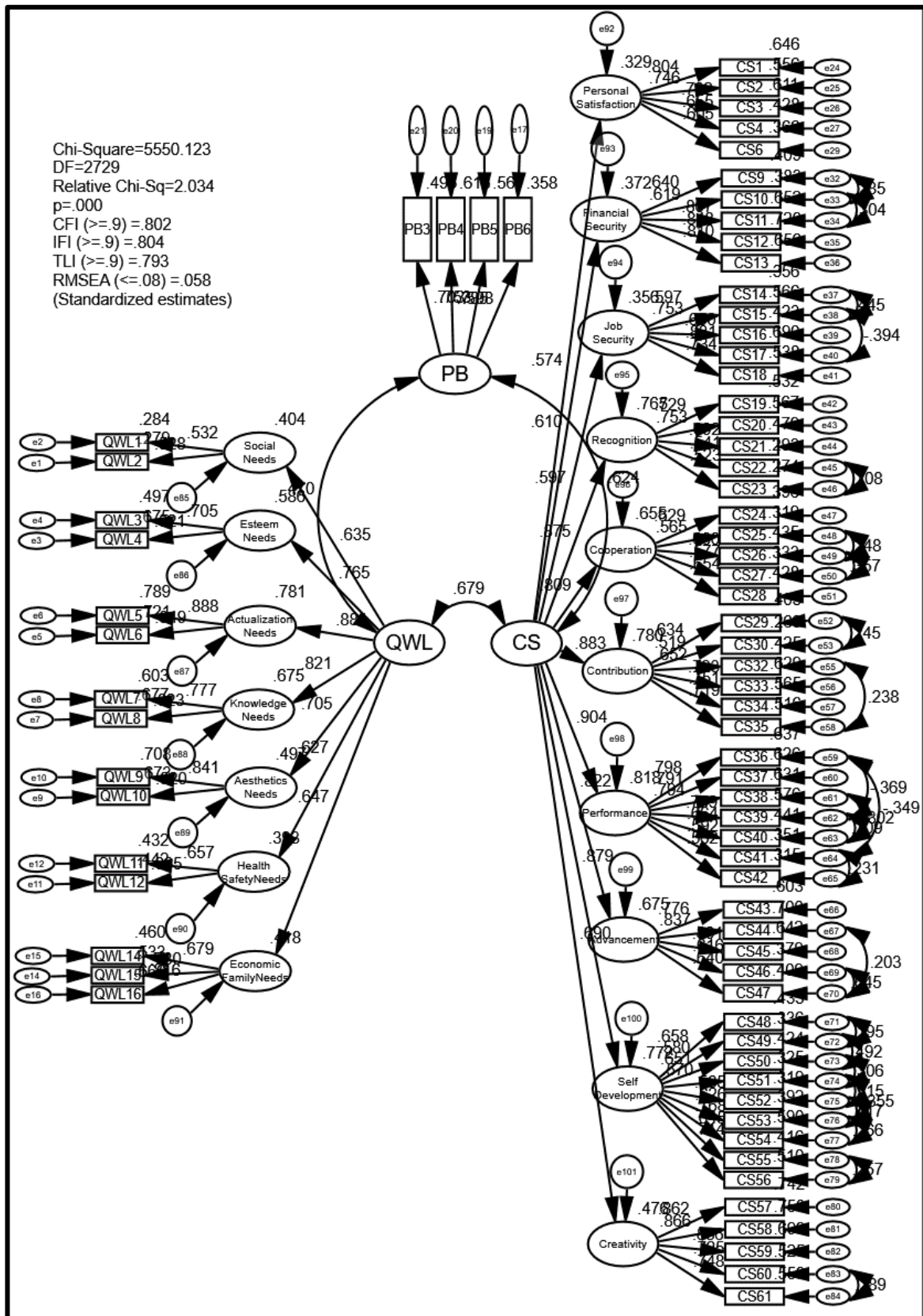


Figure 4.1: The measurement model.

4.5.1.1 Convergent Validity

Table 4.7: Convergent validity of the measurement model.

Measures	Items	Factor Loading (>0.5)	AVE (>0.5)	CR (>0.7)
Quality of Work Life (QWL)	QWL1	.532	.536	.888
	QWL2	.528		
	QWL3	.705		
	QWL4	.821		
	QWL5	.888		
	QWL6	.849		
	QWL7	.777		
	QWL8	.823		
	QWL9	.841		
	QWL10	.820		
	QWL11	.657		
	QWL12	.665		
	QWL14	.679		
	QWL15	.730		
	QWL16	.816		
Proactive Behaviour	PB3	.703	.509	.804
	PB4	.785		
	PB5	.753		
	PB6	.598		
Career Success	CS1	.804	.600	.936
	CS2	.746		
	CS3	.782		
	CS4	.655		
	CS6	.605		
	CS9	.640		
	CS10	.619		
	CS11	.807		
	CS12	.848		
	CS13	.810		
	CS14	.597		
	CS15	.753		
	CS16	.650		
	CS17	.831		
	CS18	.734		
	CS19	.729		
	CS20	.753		
	CS21	.692		
	CS22	.541		
	CS23	.523		
	CS24	.629		

Table 4.7 continued

Measures	Items	Factor Loading (>0.5)	AVE (>0.5)	CR (>0.7)
	CS25	.565		
	CS26	.660		
	CS27	.577		
	CS28	.654		
	CS29	.634		
	CS30	.519		
	CS32	.652		
	CS33	.793		
	CS34	.751		
	CS35	.719		
	CS36	.798		
	CS37	.791		
	CS38	.794		
	CS39	.759		
	CS40	.664		
	CS41	.592		
	CS42	.562		
	CS43	.776		
	CS44	.837		
	CS45	.801		
	CS46	.616		
	CS47	.640		
	CS48	.658		
	CS49	.580		
	CS50	.651		
	CS51	.570		
	CS52	.565		
	CS53	.626		
	CS54	.768		
	CS55	.645		
	CS56	.714		
	CS57	.862		
	CS58	.866		
	CS59	.836		
	CS60	.725		
	CS61	.748		

Note: QWL13, PB1, PB2, PB7, CS5, CS7, CS8, and CS31 were deleted due to low factor loadings. AVE = average variance extracted; CR = composite reliability.

The convergent validity was tested to confirm the validity and the reliability of the measurement model. As discussed by Hair et al. (2013), the convergent validity of the items for each construct should be assessed by using factor loadings of construct, average variance extracted (AVE), and composite reliability (CR). The CFA findings of this study revealed that the standardised factor loadings of all items were more than 0.50 and were significant at the level of 0.01 as shown in Table 4.7. This indicates that the measurement model had good item reliability. The AVE value for each construct was also greater than the threshold of 0.50 (see Table 4.7). The composite reliability (CR) for all constructs exceeded the threshold value of 0.70 (see Table 4.7), and that shows a satisfying internal consistency reliability of the measurement model (Hair et al., 2013). Hence, the results demonstrated satisfying convergent validity of the latent constructs used in the proposed framework.

4.5.1.2 Discriminant Validity

Table 4.8: Convergent and discriminant validity coefficients.

Constructs	AVE	PB	QWL	CS
PB	0.509	0.713		
QWL	0.536	0.470	0.732	
CS	0.600	0.624	0.679	0.775

Note: Average variance extracted (AVEs) are shown (in bold) on diagonal. AVE = average variance extracted; QWL = quality of work life; PB = proactive behaviour; CS = career success.

Discriminant validity refers to the extent to which latent constructs are distinct from one another (Hair et al., 2013). As suggested by Hair et al. (2013), the discriminant validity can be measured by comparing the AVE estimates with the corresponding squared correlations among other constructs. The findings of this study revealed that the estimates for all constructs are strongly associated with their own measures compared with any other

constructs in the model. Based on Table 4.8, the bolded or diagonal elements represent the AVE estimates and the non-bolded or off-diagonal elements represent the inter-correlation value among constructs. In order to achieve a discriminant validity of the construct, all the diagonal elements should be larger than off-diagonal elements. The results showed that there was a high level of the discriminant validity as all the off-diagonal elements were lower than the diagonal elements. This provided a strong support for the constructs in the proposed framework to be considered as adequate as they had obtained the convergent validity and the discriminant validity.

4.5.1.3 Nomological Validity

Table 4.9: AMOS output- covariances.

	Estimate	S.E.	C.R.	p
QWL <--> CS	.084	.019	4.365	.000
PB <--> QWL	.068	.017	4.045	.000
PB <--> CS	.103	.018	5.630	.000

Note: S.E. = standard error; C.R. = critical ratio; p = significance value; QWL = quality of work life; PB = proactive behaviour; CS = career success.

Table 4.10: AMOS output- construct correlations.

	Estimate
QWL <--> CS	.679
PB <--> QWL	.470
PB <--> CS	.624

Note: QWL = quality of work life; PB = proactive behaviour; CS = career success.

As mentioned by Hair et al. (2013), the nomological validity of the model was tested to determine whether the constructs correlations in the measurement model make sense or not. It was evaluated by using the construct correlations (estimates). As illustrated in Table 4.9 and Table 4.10, the correlations between constructs were positive and significant. This supports the nomological validity as the correlations were consistent with the theoretical

framework. In short, it can be concluded that there is an adequate validity in terms of convergent, discriminant, and nomological validity for the measures employed in the measurement model.

4.5.1.4 Test of Normality

Table 4.11: AMOS output- assessment of normality.

Variable	Skew	Kurtosis
QWL1	-.782	1.244
QWL2	-.290	-.439
QWL3	-.374	-.058
QWL4	-.551	1.259
QWL5	-.533	.425
QWL6	-.574	.659
QWL7	-.523	.206
QWL8	-.612	.752
QWL9	-.476	.137
QWL10	-.508	.031
QWL11	-.794	1.036
QWL12	-.435	-.129
QWL14	-.805	.763
QWL15	-.684	.349
QWL16	-.625	.998
PB3	-.312	-.027
PB4	-.323	.198
PB5	-.560	.710
PB6	-.185	-.306
CS1	-.706	.253
CS2	-.744	.791
CS3	-.659	.604
CS4	-.636	1.485
CS6	-.768	.725
CS9	-.505	-.092
CS10	-.118	-.341
CS11	-.651	.427
CS12	-.294	-.062
CS13	-.647	.603
CS14	-.427	.094
CS15	-.379	.025
CS16	-.357	-.373
CS17	-.470	.167
CS18	-.629	.579
CS19	-.827	.917
CS20	-.753	2.158
CS21	-.784	2.222
CS22	-.531	1.286

Table 4.11 continued

Variable	Skew	Kurtosis
CS23	-.612	1.444
CS24	-.871	1.312
CS25	-.335	.900
CS26	-.170	.332
CS27	-.005	1.577
CS28	-.953	1.829
CS29	-.576	1.366
CS30	-.101	.427
CS32	-.559	.701
CS33	-.459	.886
CS34	-.489	.455
CS35	-.413	.310
CS36	-.464	.859
CS37	-.386	.415
CS38	-.530	1.477
CS39	-.716	2.201
CS40	-.454	1.492
CS41	-.882	2.581
CS42	-.507	.772
CS42	-.677	1.167
CS44	-.860	1.250
CS45	-.735	.844
CS46	-.198	-.072
CS47	-.531	.373
CS48	-.499	.246
CS49	-.785	2.030
CS50	-.217	.852
CS51	-.103	.387
CS52	-.360	.676
CS53	-.089	.503
CS54	-.308	.294
CS55	-.526	.269
CS56	-.290	.150
CS57	-.225	-.001
CS58	.087	-.439
CS59	-.368	.294
CS60	-.404	.529
CS61	-.354	.988

Note: QWL = quality of work life; PB = proactive behaviour; CS = career success.

Normality is the shape of distribution of the data for individual measured item (Hair et al., 2013). In order to assess data normality, the skewness and kurtosis statistics were performed

using AMOS version 23 as shown in Table 4.11. The skewness value should be between -2 to +2 (Tabachnick & Fidell, 2007) while the kurtosis value should be between -7 to +7 (Byrne, 2010). Results showed that data was considered to be normal as all values for the skewness and kurtosis of the items were within the normal range.

4.5.1.5 Test of Outliers

Table 4.12: Observations farthest from the centroid (Mahalanobis distance).

Observation Number	Mahalanobis D ²
123	189.576
181	184.960
124	174.778
200	170.821
134	168.523
183	157.123
90	155.999
91	155.599
163	151.510
205	148.749
165	143.411
5	141.177
55	140.918
45	139.593
241	139.032
131	138.665
28	137.875
157	135.911
186	132.438
83	131.281
41	130.999
88	125.764
178	125.289

D² test was performed using AMOS version 23 as presented in Table 4.12. Based on Table 4.12, there were a few potential outliers. In order to designate multivariate outliers, D² was divided by degree of freedom (number of items). According to Hair et al. (2013), for a total response rate of higher than 200, if the value is greater than 4, then it is considered as multivariate outlier. For instance, for case 123, D² of 189.576 was divided by degree of

freedom ($df = 76$), and then the value was 2.494. Since the value is less than 4, thus no multivariate outlier was identified in the present study.

4.5.2 Test of the Structural Model

Table 4.13: Results of SEM on effect of quality of work life (QWL) and proactive behaviour on career success.

Construct	Estimate	S.E.	β	C.R.	p
QWL	.566	.130	.496	4.346	.000
PB	.337	.066	.391	5.098	.000

Note: Estimate = regression weight; S.E. = standard error; β = standardized regression weights; C.R. = critical ratio; p = significance value; QWL = quality of work life; PB = proactive behaviour.

Table 4.14: Results of SEM on effect of quality of work life (QWL) on proactive behaviour.

Construct	Estimate	S.E.	β	C.R.	p
QWL	.622	.145	.470	4.277	.000

Note: Estimate = regression weight; S.E. = standard error; β = standardized regression weights; C.R. = critical ratio; p = significance value; QWL = quality of work life.

Table 4.15: Model comparison.

Model	Chi-Square (CMIN)	Parsimony Normed Fit Index (PNFI)	Akaike Information Correction (AIC)	Sig- χ^2
Full Mediation Model	5550.123	.647	5944.123	.000
Indirect Model	5613.836	.643	6005.836	.000

Table 4.16: Results of mediation test for proactive behaviour on relationship between quality of work life (QWL) and career success.

Construct	Estimate	S.E.	β	C.R.	p
<i>Direct Model</i>					
QWL $\longrightarrow$ CS	.790	.168	.683	4.708	.000
<i>Mediation Model</i>					
QWL $\longrightarrow$ CS	.566	.130	.496	4.346	.000
QWL $\longrightarrow$ PB	.622	.145	.470	4.277	.000
PB $\longrightarrow$ CS	.337	.066	.391	5.098	.000

Note: Estimate = regression weight; S.E. = standard error; β = standardized regression weights; C.R. = critical ratio; p = significance value; QWL = quality of work life; CS = career success, PB = proactive behaviour.

In the present study, the fit measure indices were used to evaluate the overall fit of the structural model. The results demonstrated that except for the χ^2 measure, all values slightly achieved the recommended level of acceptable fit, such as $\chi^2 = 5550.123$ ($p < 0.05$), the ratio of χ^2 to its degree of freedom (χ^2/df) = 2.034, comparative fit index (CFI) = .802, incremental fit index (IFI) = .804, Tucker-Lewis index (TLI) = .793, root mean square error and approximation (RMSEA) = .058. As mentioned by Hair et al. (2013), since the sample size exceeded 200, the χ^2 measure showed significant differences. Thus, the result indicated an adequate overall fit for the structural model. Overall, the model explained 58.1 per cent of the variance of married academicians' career success. Therefore, it can be said that the proposed theoretical model fits the sample data.

This research study aimed to determine the mediating effect of proactive behaviour in the relationship between QWL and career success. In order to achieve the objective, the direct and the indirect influences of QWL and the proactive behaviour towards career success were tested. In overall, a total of four hypotheses were tested in this study. The first was a test for

the direct effect between variables while the second and third were tests for the indirect effects between variables, and the fourth was a test for the mediation effect.

H_{a1}. QWL has a positive and significant effect on career success.

H_{a1} tests the direct effect of QWL on career success. According to Table 4.13, the results provided a strong support that a positive significant effect was found between the relationship of QWL and career success ($\beta = 0.496$, CR = 4.346, $p = .000$). This implied that higher QWL lead to higher career success.

H_{a2}. QWL has a positive and significant effect on proactive behaviour.

H_{a2} investigates the indirect effect of QWL on proactive behaviour. For H_{a2}, the results show that QWL had a positive and significant effect on proactive behaviour ($\beta = 0.470$, CR = 4.277, $p = .000$) (see Table 4.14), implying that married academicians who perceive high QWL are more likely to facilitate the development of high proactive behaviour.

H_{a3}. Proactive behaviour has a positive and significant effect on career success.

H_{a3} tests the indirect effect of the proactive behaviour on career success. Findings found that the proactive behaviour had a positive and significant effect on career success ($\beta = 0.391$, CR = 5.098, $p = 0.000$) (see Table 4.13). This implied that married academicians who behave on more proactive ways, they were more likely to experience higher levels of career success.

H_{a4}. Proactive behaviour mediates the relationship between QWL and career success.

It is necessary to demonstrate that full mediation model is better than indirect model for establishing a mediation effect in the overall model. Mediation model was compared with indirect model as shown in Table 4.15. According to Kline (2010), there are three measures used to assess the better model, including χ^2 and sig χ^2 , parsimony normed fit index (PNFI), and Akaike Information Correction (AIC). Lower value of χ^2 and sig- χ^2 indicates a better model fit while higher value of PNFI indicates a better model fit, and smaller value of AIC indicates a better model fit. The results indicated that full mediation model is better than indirect model as shown in Table 4.15. Besides, in the model comparison text output, when sig- χ^2 for indirect model $< \alpha$, it refers to full mediation is better (Kline, 2010). In the present study, sig- χ^2 for indirect model = .000, which smaller than α . It can be concluded that full mediation model is better than indirect model, in which QWL has both direct and indirect relationship on career success. Hence, it can proceed to test of mediation.

H_{a4} tests the mediation effect of the proactive behaviour on the relationship between QWL and career success. The indirect effect of QWL on career success via proactive behaviour was found to be significant ($p < 0.05$). In order to test this mediation effect, the mediation model is compared with the direct model. The main purpose of this comparison is to determine whether the beta (β) and the significance of the direct path in the direct model (QWL $\rightarrow$ career success) would be reduced and become insignificant in the mediation model. The result indicated that the beta (β) in the mediation model of 0.496 was lower and become significant compared to the beta (β) in the direct model of 0.683 as shown in Table

4.16. Thus, a partial mediation effect of proactive behaviour was established on the relationship between QWL and career success. Figure 4.2 demonstrates the path coefficients of the proposed model.

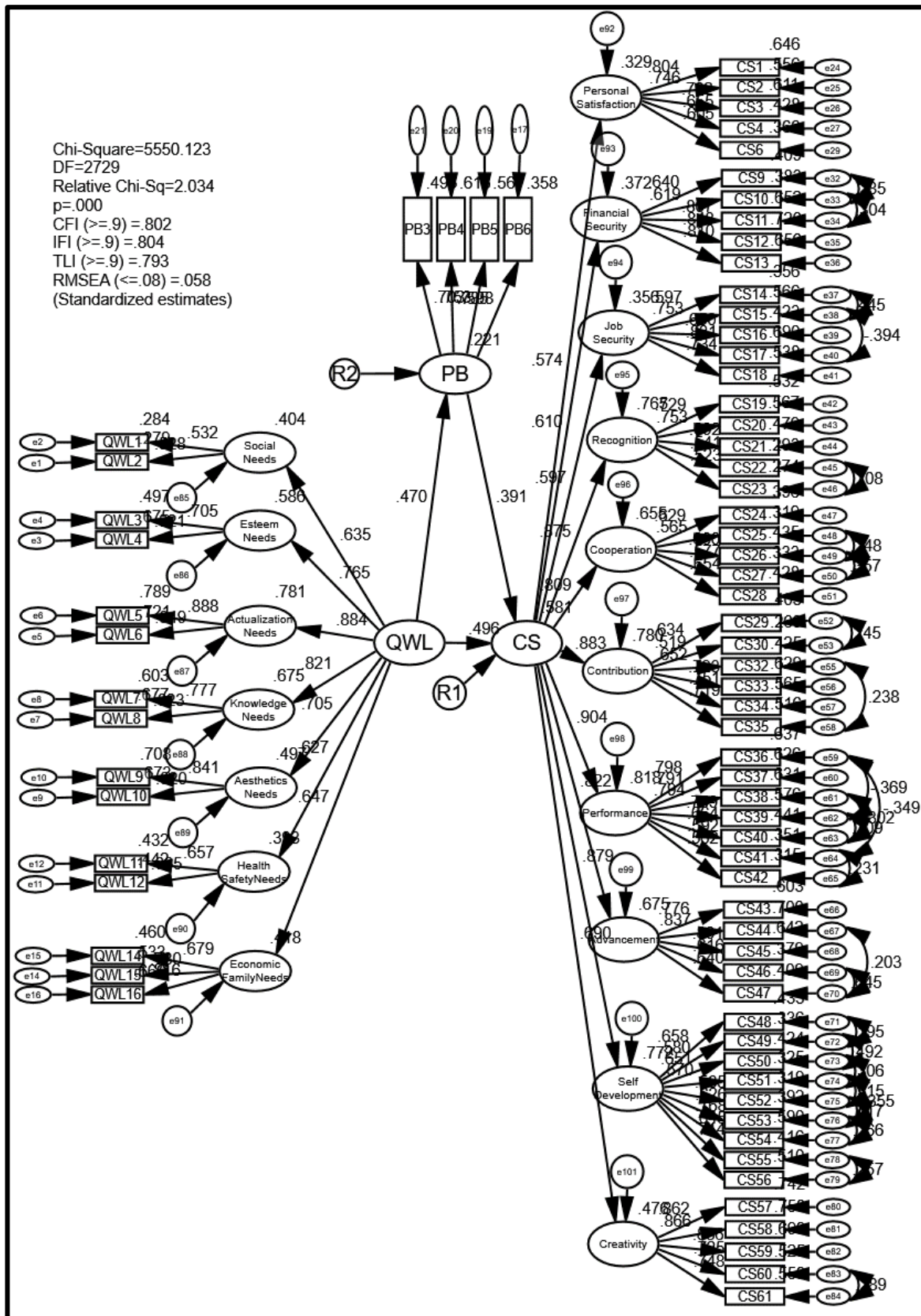


Figure 4.2: Results of testing the proposed model (mediation model).

4.6 Summary

In this chapter, the results of this study were presented. In order to address the problems of missing values, outliers, and normality, it is necessary to screen the data using several statistical procedures. It found out that the amount of missing data occur in this study was considered low and these missing values were missing completely at random (MCAR). The researcher implemented mean and median replacement method to handle missing data issues. Moreover, there were no outliers in the data after testing D^2 . Besides, data normality was tested using skewness and kurtosis. Results revealed that the data were normally distributed.

The measurement and structural model were tested by using SEM. In order to assess the measurement model, the researcher applied CFA. The reliability and validity of constructs were measured. Latent constructs were reliable and they possessed adequate convergent, discriminant, and nomological validity. Furthermore, the hypothesised relationships between constructs were tested to assess the structural model. A total of four hypotheses (H_{a1} , H_{a2} , H_{a3} , and H_{a4}) were tested in this study. These four hypotheses were statistically significant and thus they were failed to reject. The next chapter will discuss in more detail about the results of this study.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Introduction

In this chapter, the main findings with regard to the research objectives are presented. It is divided into six sections. The findings of this study are discussed in Section 5.1. The next section describes implications of the research findings, including theoretical and managerial. Section 5.3 summarises contributions of the study. Section 5.4 presents limitations of this thesis. Directions for future research are detailed in Section 5.5. The last section concludes the discussion of the main findings in this study.

5.1 Discussion

This study contributed to the career literature by explaining the direct relationship between QWL and career success among married academicians. This study also examined the indirect effect of QWL on married academicians' proactive behaviours as well as the indirect effect of the proactive behaviour on their career success. Evidence was also provided wherein proactive behaviour partially mediates the relationship between QWL and career success. Thus, all four research objectives of this study were achieved and explained in more detail as follows.

5.1.1 Relationship between Quality of Work Life (QWL) and Career Success

The first objective of this study was to examine the relationship between QWL and career success. The present study confirmed that QWL exerted a significant direct effect on married academicians' perception of career success at Public Institutions of Higher Learning in

Sarawak. The result is consistent with the findings of the other researchers (Fatehi et al., 2015; Kermansaravi et al., 2015; Muindi, 2016; Tabassum, 2012) which found that QWL has a positive and significant effect on job satisfaction. Job satisfaction is one of measurements of subjective outcomes of career success (Dries et al., 2008). QWL is the workplace environment, operations, and strategies that aims to develop jobs and working conditions that are excellent for employees in order to promote and maintain their satisfaction (Tabassum, 2012). When employees perceive higher levels of QWL, they feel good about their work, their colleagues, and the organisation as a whole (Muindi, 2016). As a result, they are happy doing their work. They tend to be more satisfied and productive when they enjoy the work conditions and environments, which leads to efficient and profitable organisations (Fatehi et al., 2015; Muindi, 2016). As mentioned by Kermansaravi et al. (2015), job satisfaction can be increased by changing and manipulated QWL components. This means that indeed QWL contributes to job satisfaction. Moreover, the result of the current study is also consistent with past studies which demonstrated that QWL has an overall positive association with work performance (Acheampong et al., 2016; Azril et al., 2010; Madlock, 2008). Work performance is also one of measurements of subjective view of career success, as suggested by Dries et al. (2008). Madlock (2008) found out that interpersonal communication which is one of aspects of QWL (such as respecting others, sharing information, and working together) does have a positive impact on work performance among employees. Besides, Azril et al. (2010) identified that QWL (such as individual and family life) has significant and positive relationship with work performance. Acheampong et al. (2016) also stated that perceived QWL was found to explain 75% of the

variation in work performance among academicians, which indicated that when employees positively perceive their QWL, their level of work performance are improved.

The result of the present study suggests that the higher the perception of the married academicians' QWL is then the greater their perception of career success that they achieved. SCCT also highlights contextual factors (QWL) influence performance attainments (career success). Thus, it can viewed that married academicians have higher work values to expend the effort in pursuing career goals when they receive higher QWL that can meet their various needs, including health and safety needs (such as safe and healthy physical environment), knowledge needs (such as opportunities for learning), economic and family needs (such as adequate pay and job security), social needs (such as collegiality at work), esteem needs (such as recognition of work), actualisation needs (such as realisation of one's potential), and aesthetics needs (such as creativity at work). Consequently, this leads to achieving career success outcomes, such as gaining recognition of their success and contributing towards greater job satisfaction. This highlights the importance of QWL in academic settings. As previously mentioned in career success literature, most of prior studies only emphasise on using the construct of job satisfaction to measure subjective outcomes of career success (Boudreau et al., 2001; Murrell et al., 1996). Therefore, the present study extends previous study by using various facets of measurements to define inner experience of success, such as self-development, advancement, creativity, recognition, performance, contribution, cooperation, security, and satisfaction. When university management provides good QWL for married academicians, married academicians are more likely to give positive responses to their own personal goals and organisations' goals. They also tend to have self-esteem, self-governance, responsibility, and a sense of ownership over their own careers. As a result,

they are able to achieve career success in terms of intrinsic outcomes, such as success in terms of acquiring knowledge and achieving personal growth and development, success in terms of achieving career ambitions, success in terms of applying innovative and extraordinary ideas in work, success in terms of being recognised for accomplishments, and the list goes on. This reflects what married academicians really pursue in their careers besides achieving personal satisfaction in the family and work domain. Hence, it is important to improve QWL as it concerns with well-being and welfares of married academicians that can lead them to achieve career success.

5.1.2 Relationship between Quality of Work Life (QWL) and Proactive Behaviour

The second objective of this study was to examine the relationship between QWL and proactive behaviour. The present study found out that QWL had a positive and significant effect on married academicians' proactive behaviours. This is in line with prior research which partially supported that QWL affects individual proactive behaviours (Kanten, 2014). As discussed by Kanten (2014), some of the dimensions of QWL appear to be effective on individual proactive behaviours, such as working conditions and total life space dimensions. QWL comprises of working environments such as monetary and nonmonetary benefits, health and safety issues, development opportunities, and working relationship with colleagues (Kanten, 2014). When employees feel comfortable with their work conditions, they are able to perform for achieving both individual and organisational goals. They also feel more satisfied with their work life when they strike a balance between their increasing job demands and family demands. Consequently, this facilitates employees' positive attitudes and behaviours such as proactive. They proactively engage in behaviours that

cultivate the socialisation process, such as seeking for feedback and building good working relationships (Crant, 2000). They have a sense of purpose as they tend to show great perseverance in the face of challenges. They also have a strong sense of responsibility towards their own career development by continuously learning new skills to master the various tasks so that their value in the marketplace can be increased (Crant, 2000). As mentioned by Sirgy et al. (2001), employees with higher QWL are also full of motivation for work and feel positive about the organisations they work for, which can result in organisational commitment and positive organisational behaviours. Nevertheless, when there is poor working conditions and no spare time provided for employees, they cannot exhibit proactive behaviours due to the failure of gaining career satisfaction and personal development (Kanten, 2014).

In the present study, QWL determined upon satisfaction of needs becomes a critical factor and determinant in married academicians' proactive behaviours. Good QWL components control over the career psychology in which they affect the dimensions of attitudinal, emotional, and cognitive, thus facilitate and promote proactive behaviours among married academicians. They are more likely to demonstrate positive behaviours when they perceive QWL responds to their various needs and satisfies their expectations in which they feel themselves pleasant, safe, and comfortable. For instance, when QWL provides for the balanced relationship among work and family aspects of life, this helps to minimise roles overload among married academicians and help them to have a more satisfying working life. As a result, they show more willingness to carry out their work roles and tend to act in a proactive manner. SCCT also explains that contextual factors (QWL) influence person inputs (predispositions such as proactive behaviour). Therefore, it can be seen that as various needs

of married academicians are satisfied through better QWL, they tend to experience more self-esteem and demonstrate proactive behaviours, which acts a buffer against negative life events. They tend to be motivated to actively take advantage on the opportunities they have to benefit their career progression. They also seek for approaches to challenge the obstacles rather than accept their roles passively. For those who exhibit proactive behaviours, they are more likely to take personal initiatives in pursuing and attaining their goals and organisational goals. Hence, organisations should provide QWL that supports married academicians work and family life in order to encourage them to demonstrate positive attitudes and behaviours such as proactive which are fundamental in today's working life.

5.1.3 Relationship between Proactive Behaviour and Career Success.

The third objective of this study was to examine the relationship between proactive behaviour and career success. The result showed that proactive behaviour had a positive and significant effect on career success, and thus proactive behaviour was considered as an important factor contributing to career success among married academicians. This result is supported by past research conducted by Tan et al. (2013), which found out that employees are more likely to gain career success, especially for those who possess proactive characteristics. This is because proactive individuals do not feel depress and lose focus when they faced with the career obstacles. Meanwhile, they will continuously look for different approaches for self-improvement. Employees' positive traits are also positively associated with career success outcomes, such as success in terms of achieving personal satisfaction derived from their career (Fuller & Marler, 2009; Ng et al., 2005; Seibert & Kraimer, 2001; Spurk et al., 2013), success in terms of creating something extraordinary and innovative (Kim et al., 2009), and success in terms of achieving set goals (Li et al., 2011; Thomas et al.,

2010). They engage in behaviours that positively affect the working environments and easily adapt themselves to change in work roles (Seibert et al., 1999; Seibert et al., 2001). As a result, they possess high self-efficacy and feel confident in their capacity to achieve personal career goals.

In this study, it is found out that married academicians with highly proactive behaviours are more likely to increase their perception of career success that they achieved. This is because they tend to be future-oriented and persist in doing work and family roles demands until achieving their goals, which results in high levels of subjective success. Based on SCCT, it postulates that person inputs (proactive behaviour) influence performance attainments (career success) through development of self-efficacy beliefs and outcome expectations. Stronger self-efficacy beliefs, which help married academicians mobilise and sustain their proactive behaviour in relation to the dilemmas of managing multiple career life roles. They are more likely to take initiatives and actively scan the environments for opportunities that would serve their career goals. They are involved in anticipating, planning, dealing with all kinds of challenges and hardships as well as continuously thinking of new ways and acting on them in order to change and improve themselves or the present condition. This implies that married academicians who exhibit proactive behaviours are not passive in facing the working environments. For those who experience high levels of this positive traits, they also view themselves as competent in their work and they anticipate that carrying out the work will lead to valued and positive career outcomes, in turn, lead to particular performance outcomes, such as perceiving high levels of career success as well as increasing their passion in work which can advance their career progression. In short, highly proactive individuals are actively engaged in the behaviours that can bring a positive effect on their careers.

5.1.4 Mediating Effect of Proactive Behaviour in the Relationship between Quality of Work Life (QWL) and Career Success

The fourth objective of the study was to examine the mediating effect of proactive behaviour in the relationship between QWL and career success. The result indicated that proactive behaviour acted as a partial mediating variable in the relationship between QWL and career success. The result is in consonance with previous findings which has shown that organisational support acts as a drive for proactive behaviour and proactive behaviour is a precedence for career success (Abu Said et al., 2015; Barnett & Bradley, 2007). When employees have access to organisational support and resources related to the pursuit of their goals, they can self-manage their careers by creating favourable situations and initiating positive behaviours in order to achieve career success (Crant, 2000). Thus, organisations should provide formal programs and informal assistance to support their employees' career development in order to increase their employees' experience of career success besides attracting, motivating, and retaining their employees (Abu Said et al., 2015; Barnett & Bradley, 2007). This result is also supported by SCCT, which suggests that contextual factors (QWL) interface with person inputs (proactive behaviour) to determine performance outcomes. When married academicians experience good QWL, they are able to realise their full potential and accordingly set goals, which, in turn, act proactively and increase the effort expended in their goal pursuit. As a result, this lead to ultimate career outcomes such as attaining higher level of intrinsic feelings of success.

Specifically, QWL predicted career success not only directly but also indirectly through proactive behaviour. In the present study, married academicians with higher QWL are more likely to have proactive behaviours towards their careers and organisations, which then

increasing their perception of career success that they attained. QWL encompasses a variety of organisational activities, strategies, and management styles that provides people to a more authority, responsibility, and autonomy work condition besides emphasising on their well-being and various needs. By creating a high QWL for married academicians, they are prone to demonstrate positive behaviours much more efficiently and voluntarily. Those who exhibit proactive behaviours are more frequently to take part in decision making as well as solve the organisational problems on their own initiatives. They apply self-defined methods to prevent reoccurring problems. They also tend to take additional responsibilities and contribute ideas spontaneously in order to change their current circumstances. Consequently, this contributes to achieve higher levels of subjective view of career success as well as increase the overall organisation performance. Besides, QWL provides married academicians with positive working relationships, closer cooperation with colleagues, and good supervision, which facilitates them to exhibit proactive behaviours to socialise, communicate, and negotiate with others. As a result, this promotes teamwork spirit in working environments and thus leads to achieving career success in terms of intrinsic outcomes such as success in terms of cooperating closely and working well together with superiors, peers, and subordinates. Hence, good QWL allows people to exhibit proactive behaviours and they are more likely to possess an active orientation towards their environments which can achieve their career goals as well as make advances in their workplace. This may, therefore, facilitate a greater success for them.

5.2 Implications of the Research Findings

The findings of this study bring important implications for theory and management, which are discussed as follows.

5.2.1 Theoretical Implications

The framework used in this study was anchored based on SCCT. The findings of the study contribute to the existing literature by exploring how contextual influences (QWL) interface with person inputs (proactive behaviour) to affect the performance attainments (career success) of married academicians. In this study, SCCT reflects an increased emphasis on cognitive process, which highlights the interplay among person input (predispositions) and contextual factors in shaping career development process. SCCT postulates that by having environmental supports and resources in more favourable terms, it gives rise to strong and robust self-efficacy among individuals, which enables them to act proactively, sustain hard work, take challenges, and persist in pursuing their valued goals, which, in turn, lead to subsequent performance attainments. Results from this study provide a support for the SCCT, which indicated that married academicians tend to exhibit proactive behaviours if they perceive higher QWL, which, in turn, lead to career success outcomes. Therefore, a good management of QWL associated with needs of employees can facilitate their positive attitudes and behaviours, and, as a result, they are able to attain higher level of intrinsic feelings of success.

5.2.2 Managerial Implications

Results of the present study provide some managerial implications for the management of academic institutions and human resource practitioners as discussed below.

The results of this study shed some light on the effective management of the career development towards academicians. The results of this study has confirmed that QWL acts as an important factor in determining career success of employees. Better QWL is the main key to attract, motivate, and retain qualified employees that can possibly lead to enhance organisational performance. Thus, the management of academic institutions are advised to ensure employees experience positive QWL by providing favourable and pleasing working environments as well as emphasising on emotional wellbeing, interpersonal relations, social inclusion, personal development and autonomy in order to promote their satisfaction. As a result, they can concentrate more on work which may increase their productivity. When their needs are satisfied, they would be retained in the organisation, especially for those capable employees. Hence, the management of academic institutions should concern about the development of a good QWL for academicians, which will contribute to more desirable career outcomes.

Having good QWL may not sufficient for academicians to experience subjective career success. Special attention should also be given to the proactive behaviours of academicians as it appears to play a positive role in mediating the relationship between QWL and career success. This provides a valuable insight to human resource practitioners in designing career development programs which can empower academicians to engage in proactive behaviours. This may, therefore, achieve higher levels of subjective career success as well as boost the higher education outcomes. Specific characteristics of academicians should also be emphasised, such as having mature self-esteem, strong self-confidence, aspiring to move forward as well as being committed and dedicated in work, whereby all these traits would motivate them to engage in proactive behaviours. As a result, this increases the likelihood of

subjectively satisfying career. Therefore, human resources practitioners should provide particular programs for employees training and development, including self-confidence stimulation programs and motivational seminars which can contribute to individuals and organisational development.

Besides, human resource practitioners should emphasise on subjective perception of career success rather than focus completely on the measurement of objective career success among academicians. The present study provides strong evidence on the subjective side of the career development in academia. These findings should be taken into consideration in promotion, selection, and job rotation, especially for academicians. It is essential to know the degrees of subjective career success within different facets and the value of different dimensions of career success in order to select the right person for the right position. Human resource practitioners should also create alternative career paths that fulfil the academicians' needs and aspirations. For instance, the implementation of mentoring initiatives can lead to better career success outcomes such as enhanced emotional support.

5.3 Summary of the Research Contributions

This study contributes to the body of knowledge. First and foremost, previous researchers have identified that there is direct relationship between QWL and career success in terms of job satisfaction (Fatehi et al., 2015; Kermansaravi et al., 2015; Muindi, 2016; Tabassum, 2012). However, QWL may cause indirect effect on other measurements of career success. Thus, this study not only focuses on the measurements of career success in terms of satisfaction, but also in terms of security, recognition, cooperation, contribution, performance, advancement, self-development, and creativity. This research gap was also

addressed by using the mediation model that provided solid evidence. The inclusion of proactive behaviour as mediating mechanism contributes better understanding of explaining how QWL demonstrates its effects on career success.

Prior studies on the measures of three constructs have been done in Western countries, such as United States (Sirgy et al., 2001), Germany (Frese et al., 1997). Belgium (Dries et al., 2008). Therefore, the findings of this study fill research gap by extending these measurements in Malaysian context. Furthermore, numerous studies mostly focused on public sector managers (Mohd Rasdi et al., 2012), entrepreneurs (Ahmed et al., 2010), engineers (Guerrero et al., 2016), accountants (Kirchmeyer et al., 2000), and military officers (Rodriquez, 2009). Thus, this study examined the model with sufficient sample of married academicians, who worked in selected Public Institutions of Higher Learning.

In addition, the present study applied SEM techniques in order to evaluate the measurement model and the structural model that was proposed to examine the mediating effect of proactive behaviour in the relationship between QWL and career success. The measurement model validated the measures of the constructs (QWL, proactive behaviour, and career success) which adopted from prior studies. The structural model also indicated strong empirical support on the interrelationships between these constructs. Hence, this contributed to the knowledge in career development of academicians in particular.

5.4 Limitations

There are some limitations in this study that should be noted. Despite the significant findings revealed by this research, nevertheless, it is considered relevant only in the context of

academicians. Thus, the results of this study may not be generalised to all types of organisations that have different dimensions which might affect perceptions of employees towards QWL, proactive behaviour, and career success. Moreover, this was a quantitative study as the results of this study provided only numerical descriptions. Therefore, there is lack of information about the qualitative aspects of the measures.

Assessing the constructs using self-report measures is one of the limitations found in this study. This means common-method variance might be an issue as some respondents may provide socially desirable answers rather than describe what they actually experience. Nevertheless, if significant relationships are explained by common-method variance, there is no reason for assuming a significant relationship at one level but not on another (Brockner, Seigel, Day, Narin, & Tyler, 1997). Therefore, it is seen that common method variance is not a main threat as there are significant interactions in the present study.

Furthermore, some fit indices values slightly satisfied the recommended level of acceptable fit when assessed the overall fit of the measurement model and structural model, such as Tucker-Lewis index (TLI), incremental fit index (IFI), and comparative fit index (CFI). This is because some items of measures may not be presumed accurately by respondents. Since the measures of constructs are adopted from Western context, some respondents may misinterpret measurement items due to culture variation. Besides, this research study only examined the mediating role of proactive behaviour in the relationship between QWL and career success among married academicians. Although proactive behaviour was found to explain the link between their perception of QWL and their career success, it only acted as a partial mediator.

5.5 Future Research

There are some suggestions for future research. Future researchers are encouraged to conduct study in private universities in order to evaluate the findings in a more comprehensive way. A comparative study could also be performed across different industries and areas of work in order to widen the scope of this study. Besides, it is recommended that future researchers should conduct qualitative study to provide qualitative aspects of human perception about this area of study. Since the data were collected from self-report measures, future studies should be further investigated by collecting data from respondents' co-workers and employers in order to strengthen the reliability and validity of results. Furthermore, future studies should translate the questionnaire items using bilingual language in order to minimise the culture variation issue. The findings of this study reveals that proactive behaviour acts as a partial mediator of the link between QWL and career success. Therefore, future research in this area should test other potential mediating variables such as organisational trust and work social support in order to provide a complete explanation of the relationship between QWL and career success.

5.6 Conclusion

Recent empirical work have explored the relationship between QWL and job satisfaction (Fatehi et al., 2015; Kermansaravi et al., 2015; Muindi, 2016; Tabassum, 2012). Job satisfaction is one of measurements of subjective outcomes of career success, as mentioned by Dries et al. (2008). And it is insufficient to use job satisfaction as a sole proxy for subjective measurement of career success as people have different career aspiration, standards, and values to define and evaluate their career success. Thus, this study makes a

significant contribution to the literature by using diverse measurements of career success. The results of this study indicated that QWL has a positive and significant effect on career success of employees. When married academicians experience good QWL, they are able to achieve career success outcomes and they evaluate their career success as high in terms of being appreciated for their efforts and talents, in terms of growing and progressing, in terms of accomplishing self-management of challenges and learning experiences, and in terms of cooperating closely and working well together with others besides in terms of achieving personal satisfaction.

Although previous studies have found a link between QWL and organisational commitment (Ojedokun et al., 2015; Sirgy et al., 2001), a link between QWL and job satisfaction (Fatehi et al., 2015; Kermansaravi et al., 2015; Muindi, 2016; Tabassum, 2012), the present study fills the gap existing in the QWL literature in which demonstrates that QWL is having has a positive and significant effect on proactive behaviours. This indicates that organisations should put more effort into implementing a good QWL in order to develop a high level of proactive behaviour among employees. This study also found that proactive behaviour has a positive and significant effect on career success. This result gained support from SCCT, which highlights proactive behaviour as a dispositional concept that is closely related to seeking new experiences and activities as well as goal-oriented and persistence in achieving an objective, which, in turn, increase performance attainments. This implies that highly proactive married academicians strive to find positive opportunities and pursue them with grim determinations in order to achieve their goals. As a result, this helps to increase their intrinsic feelings of success. Therefore, it can be seen that proactive behaviour plays as an active agent in shaping career advancement among married academicians.

Given the growing empirical support for demonstrating the direct relationship between independent variables (QWL and proactive behaviours) and career success (Acheampong et al., 2016; Fatehi et al., 2015; Fuller & Marler, 2009; Kermansaravi et al., 2015; Kim et al., 2009; Li et al., 2011; Muindi, 2016; Ng et al., 2005; Parsa et al., 2014; Seibert & Kraimer, 2001; Spurk et al., 2013; Tabassum, 2012; Tan et al., 2013; Thomas et al., 2010), thus the dynamic role of proactive behaviour as a mediating variable is largely ignored in the areas of career development (Crant 2000; Wan Aishah et al., 2015). The current study fills the gap in existing literature by examining the mediating effect of proactive behaviour in the relationship between QWL and career success. It has been found that the relationship between QWL and career success was partially mediated by proactive behaviour. It can be said that married academicians will be able to perform their roles and tasks effectively and efficiently, especially when providing right ambience to them. As a result, they become committed and motivated to exhibit proactive behaviours with respect to their lives at work, which then increases their productivity and efficiency. It is clear that QWL can positively influence career success among married academicians. However, if they also have proactive behaviours, they will be urged to achieve higher levels of career success. Therefore, management of academic institutions should strategise instrumental actions and system which assist married academicians in implementing their academic and family roles. Such actions include providing adequate physical facilities, conducting appropriate training and offering mentoring system, whereby all these would encourage married academicians to initiate proactive career behaviour, which, in turn lead to their success in both professional and personal arenas.

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APPENDICES

Appendix A – Memorandum on Permission to Collect Data from Faculty of Medical and Health Sciences

Fakulti Sains Kognitif dan Pembangunan Manusia
Tel. Sambungan: 1569/1570

UNIVERSITI MALAYSIA SARAWAK
94300 Kota Samarahan

MEMORANDUM

Kepada : Dekan
Fakulti Sains Kognitif & Pembangunan Manusia
Fakulti Perubatan dan Sains Kesihatan
Fakulti Sains dan Teknologi Sumber
Fakulti Kejuruteraan
Fakulti Sains Komputer dan Teknologi Maklumat Prof. Dr. Haji Ahmad Hata Rasit
Pusat Pengajian Pra Universiti
Fakulti Ekonomi dan Perniagaan
Fakulti Sains Sosial
Fakulti Seni Gunaan dan Kreatif
Pusat Pembelajaran Gunaan dan Multimedia
Fakulti Pengajian Bahasa dan Pengajian Komunikasi

Melalui : Dr. Philip Nuli Anding
Timbalan Dekan (Pascasiswazah & Penyelidikan)

Tarikh : 3 November 2016

Perkara : Memohon Kebenaran untuk menjalankan pengumpulan data di UNIMAS

Dengan segala hormatnya perkara di atas dirujuk.

Dimaklumkan bahawa pihak penyelidik bagi projek yang bertajuk "Examining the Influence of Quality of Work Life on Career Success From the Proactive Behavior and Nonwork Orientation Perspectives", no. projek: RACE/e(1)/1248/2015(04) akan menjalankan pengumpulan data kajian pada 15 November 2016 – 31 Januari 2017.

Objektif secara umum bagi kajian ini adalah menentukan hubungan di antara kualiti hidup bekerja dan karier sukses: sikap proaktif dan orientasi bukan kerja adalah mediator. Responden kajian ini adalah pensyarah yang berkahwin di UNIMAS sahaja. Hasil dapatan kajian ini dijangka dapat merangka struktur kualiti hidup bekerja yang berkesan untuk mencapai karier sukses.

Semoga permohonan ini mendapat pertimbangan yang sewajarnya daripada pihak Tuan/Puan dan kerjasama saya dahului dengan ucapan terima kasih.

Sekian.

Masle Bin Terhim
Penolong Pendaftar Kanan
Pejabat Akademik
Fakulti Perubatan & Sains Kesihatan
Universiti Malaysia Sarawak

Dr. Nur Fatimah bt Abdullah, Bandar
Ketua Penyelidik
Research Acculturation Collaborative Effort (RACE) Grant Scheme

Pejabat Dekan
Fakulti Perubatan dan Sains Kesihatan
Universiti Malaysia Sarawak

☐ Untuk Makluman
☒ Untuk Tindakan
☐ Untuk Difaikan
☐ Diluluskan

Dr. Philip Nuli Anding
Timbalan Dekan (Pascasiswazah dan Penyelidikan)
Fakulti Sains Kognitif dan Pembangunan Manusia
UNIVERSITI MALAYSIA SARAWAK

23 NOV 2016
Academic Office
FPMHS, UNIMAS

25/11/16

**Appendix B – Memorandum on Permission to Collect Data from Faculty of Resource
Sciences and Technology**

**Fakulti Sains Kognitif
dan Pembangunan Manusia**
Tel. Sambungan: 1569/1570

**UNIVERSITI MALAYSIA
SARAWAK**
94300 Kota Samarahan

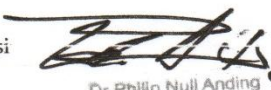
MEMORANDUM

Kepada : Dekan
Fakulti Sains Kognitif & Pembangunan Manusia
Fakulti Perubatan dan Sains Kesihatan
Fakulti Sains dan Teknologi Sumber
Fakulti Kejuruteraan
Fakulti Sains Komputer dan Teknologi Maklumat
Pusat Pengajian Pra Universiti
Fakulti Ekonomi dan Perniagaan
Fakulti Sains Sosial
Fakulti Seni Gunaan dan Kreatif
Pusat Pembelajaran Gunaan dan Multimedia
Fakulti Pengajian Bahasa dan Pengajian Komunikasi

Melalui : Dr. Philip Nuli Anding
Timbalan Dekan (Pascasiswazah & Penyelidikan)

Tarikh : 3 November 2016

Perkara : **Memohon Kebenaran untuk menjalankan pengumpulan data kajian di UNIMAS**


Dr. Philip Nuli Anding 4/11/2016
Timbalan Dekan (Pascasiswazah dan Penyelidikan)
Fakulti Sains Kognitif dan Pembangunan Manusia
UNIVERSITI MALAYSIA SARAWAK

Dengan segala hormatnya perkara di atas dirujuk.

Dimaklumkan bahawa pihak penyelidik bagi projek yang bertajuk *"Examining the Influence of Quality of Work Life on Career Success From the Proactive Behavior and Nonwork Orientation Perspectives"*, no. projek: RACE/e(1)/1248/2015(04) akan menjalankan pengumpulan data kajian pada 15 November 2016 – 31 Januari 2017.

Objektif secara umum bagi kajian ini adalah menentukan hubungan di antara kualiti hidup bekerja dan karier sukses: sikap proaktif dan orientasi bukan kerja adalah mediator. Responden kajian ini adalah pensyarah yang berkahwin di UNIMAS sahaja. Hasil dapatan kajian ini dijangka dapat merangka struktur kualiti hidup bekerja yang berkesan untuk mencapai karier sukses.

Semoga permohonan ini mendapat pertimbangan yang sewajarnya daripada pihak Tuan/Puan dan kerjasama saya dahului dengan ucapan terima kasih.

Sekian.


Dr. Nur Fatimah bt Abdullah Bandar
Ketua Penyelidik
Research Acculturation Collaborative Effort (RACE) Grant Scheme

Dr. Nur Fatimah bt Abdullah Bandar
08/11/16

Appendix C – Memorandum on Permission to Collect Data from Faculty of Engineering

Fakulti Sains Kognitif
dan Pembangunan Manusia
Tel. Sambungan: 1569/1570

UNIVERSITI MALAYSIA
SARAWAK
94300 Kota Samarahan

MEMORANDUM

Kepada : Dekan
Fakulti Sains Kognitif & Pembangunan Manusia
Fakulti Perubatan dan Sains Kesihatan
Fakulti Sains dan Teknologi Sumber
Fakulti Kejuruteraan
Fakulti Sains Komputer dan Teknologi Maklumat
Pusat Pengajian Pra Universiti
Fakulti Ekonomi dan Perniagaan
Fakulti Sains Sosial
Fakulti Seni Gunaan dan Kreatif
Pusat Pembelajaran Gunaan dan Multimedia
Fakulti Pengajian Bahasa dan Pengajian Komunikasi



Melalui : Dr. Philip Nuli Anding
Timbalan Dekan (Pascasiswazah & Penyelidikan)

Dr Philip Nuli Anding 4/11/2016
Timbalan Dekan (Pascasiswazah dan Penyelidikan)
Fakulti Sains Kognitif dan Pembangunan Manusia
UNIVERSITI MALAYSIA SARAWAK

Tarikh : 3 November 2016

Perkara : **Memohon Kebenaran untuk menjalankan pengumpulan data kajian di UNIMAS**

Diluluskan

Dengan segala hormatnya perkara di atas dirujuk.

Prof. Madya Ir. Dr. Al-Khalid Hi Othman
Dekan
Fakulti Kejuruteraan
UNIVERSITI MALAYSIA SARAWAK

16/11/2016

Dimaklumkan bahawa pihak penyelidik bagi projek yang bertajuk **"Examining the Influence of Quality of Work Life on Career Success from the Proactive Behavior and Nonwork Orientation Perspectives"**, no. projek: RACE/e(1)/1248/2015(04) akan menjalankan pengumpulan data kajian pada 15 November 2016 – 31 Januari 2017.

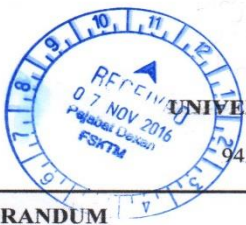
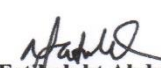
Objektif secara umum bagi kajian ini adalah menentukan hubungan di antara kualiti hidup bekerja dan karier sukses: sikap proaktif dan orientasi bukan kerja adalah mediator. Responden kajian ini adalah pensyarah yang berkahwin di UNIMAS sahaja. Hasil dapatan kajian ini dijangka dapat merangka struktur kualiti hidup bekerja yang berkesan untuk mencapai karier sukses.

Semoga permohonan ini mendapat pertimbangan yang sewajarnya daripada pihak Tuan/Puan dan kerjasama saya dahului dengan ucapan terima kasih.

Sekian.

Nur Fatimah bt Abdullah
Dr. Nur Fatimah bt Abdullah Bandar
Ketua Penyelidik
Research Acculturation Collaborative Effort (RACE) Grant Scheme

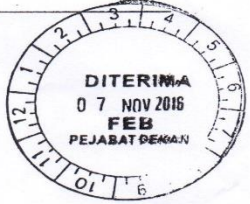
Appendix D – Memorandum on Permission to Collect Data from Faculty of Computer Science and Information Technology

Fakulti Sains Kognitif dan Pembangunan Manusia Tel. Sambungan: 1569/1570		UNIVERSITI MALAYSIA SARAWAK 94300 Kota Samarahan
MEMORANDUM		
Kepada :	Dekan Fakulti Sains Kognitif & Pembangunan Manusia Fakulti Perubatan dan Sains Kesihatan Fakulti Sains dan Teknologi Sumber Fakulti Kejuruteraan Fakulti Sains Komputer dan Teknologi Maklumat Pusat Pengajian Pra Universiti Fakulti Ekonomi dan Perniagaan Fakulti Sains Sosial Fakulti Seni Gunaan dan Kreatif Pusat Pembelajaran Gunaan dan Multimedia Fakulti Pengajian Bahasa dan Pengajian Komunikasi	
Melalui :	Dr. Philip Nuli Anding Timbalan Dekan (Pascasiswazah & Penyelidikan)	
Tarikh :	3 November 2016	
Perkara :	Memohon Kebenaran untuk menjalankan pengumpulan data kajian di UNIMAS	
	Dengan segala hormatnya perkara di atas dirujuk.	
	Dimaklumkan bahawa pihak penyelidik bagi projek yang bertajuk <i>"Examining the Influence of Quality of Work Life on Career Success From the Proactive Behavior and Nonwork Orientation Perspectives"</i> , no. projek: RACE/e(1)/1248/2015(04) akan menjalankan pengumpulan data kajian pada 15 November 2016 – 31 Januari 2017.	
Diluluskan,  5/11/16	Objektif secara umum bagi kajian ini adalah menentukan hubungan di antara kualiti hidup bekerja dan karier sukses: sikap proaktif dan orientasi bukan kerja adalah mediator. Responden kajian ini adalah pensyarah yang berkahwin di UNIMAS sahaja. Hasil dapatan kajian ini dijangka dapat merangka struktur kualiti hidup bekerja yang berkesan untuk mencapai karier sukses.	
Dr. Johari Bin Abdullah Dekan Fakulti Sains Komputer dan Teknologi Maklumat Universiti Malaysia Sarawak	Semoga permohonan ini mendapat pertimbangan yang sewajarnya daripada pihak Tuan/Puan dan kerjasama saya dahului dengan ucapan terima kasih.	
	Sekian.	
	 Dr. Nur Fatimah bt Abdullah Bandar Ketua Penyelidik Research Acculturation Collaborative Effort (RACE) Grant Scheme	

**Appendix E – Memorandum on Permission to Collect Data from Faculty of Economics
and Business**

Fakulti Sains Kognitif dan Pembangunan Manusia Tel. Sambungan: 1569/1570	UNIVERSITI MALAYSIA SARAWAK 94300 Kota Samarahan
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MEMORANDUM

Kepada :	Dekan Fakulti Sains Kognitif & Pembangunan Manusia Fakulti Perubatan dan Sains Kesihatan Fakulti Sains dan Teknologi Sumber Fakulti Kejuruteraan Fakulti Sains Komputer dan Teknologi Maklumat Pusat Pengajian Pra Universiti Fakulti Ekonomi dan Perniagaan Fakulti Sains Sosial Fakulti Seni Gunaan dan Kreatif Pusat Pembelajaran Gunaan dan Multimedia Fakulti Pengajian Bahasa dan Pengajian Komunikasi	
Melalui :	Dr. Philip Nuli Anding Timbalan Dekan (Pascasiswazah & Penyelidikan)	 Dr. Philip Nuli Anding Timbalan Dekan (Pascasiswazah dan Penyelidikan) Fakulti Sains Kognitif dan Pembangunan Manusia UNIVERSITI MALAYSIA SARAWAK
Tarikh :	3 November 2016	
Perkara :	Memohon Kebenaran untuk menjalankan pengumpulan data kajian di UNIMAS	

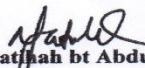
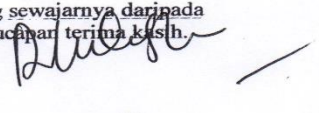
Dengan segala hormatnya perkara di atas dirujuk.

Dimaklumkan bahawa pihak penyelidik bagi projek yang bertajuk *"Examining the Influence of Quality of Work Life on Career Success From the Proactive Behavior and Nonwork Orientation Perspectives"*, no. projek: RACE/e(1)/1248/2015(04) akan menjalankan pengumpulan data kajian pada 15 November 2016 – 31 Januari 2017.

Objektif secara umum bagi kajian ini adalah menentukan hubungan di antara kualiti hidup bekerja dan karier sukses: sikap proaktif dan orientasi bukan kerja adalah mediator. Responden kajian ini adalah pensyarah yang berkahwin di UNIMAS sahaja. Hasil dapatan kajian ini dijangka dapat merangka struktur kualiti hidup bekerja yang herkesan untuk mencapai karier sukses.

Semoga permohonan ini mendapat pertimbangan yang sewajarnya daripada pihak Tuan/Puan dan kerjasama saya dahului dengan ucapan terima kasih.

Sekian.

 Dr. Nur Fatimah bt Abdullah, Bandar Ketua Penyelidik Research Acculturation Collaborative Effort (RACE) Grant Scheme	 Profesor Madya Dr. Mohd Nor Dekan Fakulti Ekonomi dan Perniagaan Universiti Malaysia Sarawak 94300 Kota Samarahan
--	---

Appendix F – Memorandum on Permission to Collect Data from Faculty of Social Sciences

Fakulti Sains Kognitif
dan Pembangunan Manusia
Tel. Sambungan: 1569/1570

UNIVERSITI MALAYSIA
SARAWAK
94300 Kota Samarahan

MEMORANDUM

FSS

Kepada : Dekan
Fakulti Sains Kognitif & Pembangunan Manusia
Fakulti Perubatan dan Sains Kesihatan
Fakulti Sains dan Teknologi Sumber
Fakulti Kejuruteraan
Fakulti Sains Komputer dan Teknologi Maklumat
Pusat Pengajian Pra Universiti
Fakulti Ekonomi dan Perniagaan
Fakulti Sains Sosial
Fakulti Seni Gunaan dan Kreatif
Pusat Pembelajaran Gunaan dan Multimedia
Fakulti Pengajian Bahasa dan Pengajian Komunikasi

Melalui : Dr. Philip Nuli Anding
Timbalan Dekan (Pascasiswazah & Penyelidikan)

Tarikh : 3 November 2016

Perkara : **Memohon Kebenaran untuk menjalankan pengumpulan data kajian di UNIMAS – Questionnaire**

Dr. Philip Nuli Anding
11/11/16

Dr. Philip Nuli Anding
Timbalan Dekan (Pascasiswazah dan Penyelidikan)
Fakulti Sains Kognitif dan Pembangunan Manusia
UNIVERSITI MALAYSIA SARAWAK

Dengan segala hormatnya perkara di atas dirujuk.

Dimaklumkan bahawa pihak penyelidik bagi projek yang bertajuk *"Examining the Influence of Quality of Work Life on Career Success From the Proactive Behavior and Nonwork Orientation Perspectives"*, no. projek: RACE/e(1)/1248/2015(04) akan menjalankan pengumpulan data kajian pada 15 November 2016 – 31 Januari 2017.

Objektif secara umum bagi kajian ini adalah menentukan hubungan di antara kualiti hidup bekerja dan karier sukses: sikap proaktif dan orientasi bukan kerja adalah mediator. Responden kajian ini adalah pensyarah yang berkahwin di UNIMAS sahaja. Hasil dapatan kajian ini dijangka dapat merangka struktur kualiti hidup bekerja yang berkesan untuk mencapai karier sukses.

Semoga permohonan ini mendapat pertimbangan yang sewajarnya daripada pihak Tuan/Puan dan kerjasama saya dahului dengan ucapan terima kasih.

Sekian.

Dr. Nur Fatimah bt Abdullah Bandar
Ketua Penyelidik
Research Acculturation Collaborative Effort (RACE) Grant Scheme

Appendix G – Memorandum on Permission to Collect Data from Faculty of Language and Communication

Fakulti Sains Kognitif
dan Pembangunan Manusia
Tel. Sambungan: 1569/1570

UNIVERSITI MALAYSIA
SARAWAK
94300 Kota Samarahan

MEMORANDUM

Disilahkan
ABR
Kepada : Dekan
Fakulti Sains Kognitif & Pembangunan Manusia
Fakulti Perubatan dan Sains Kesihatan
Fakulti Sains dan Teknologi Sumber
Fakulti Kejuruteraan
Fakulti Sains Komputer dan Teknologi Maklumat
Pusat Pengajian Pra Universiti
Fakulti Ekonomi dan Perniagaan
Fakulti Sains Sosial
Fakulti Seni Gunaan dan Kreatif
Pusat Pembelajaran Gunaan dan Multimedia
Fakulti Pengajian Bahasa dan Pengajian Komunikasi



Melalui : Dr. Philip Nuli Anding
Timbalan Dekan (Pascasiswazah & Penyelidikan)

4/11/2016
Dr. Philip Nuli Anding
Timbalan Dekan (Pascasiswazah dan Penyelidikan)
Fakulti Sains Kognitif dan Pembangunan Manusia
UNIVERSITI MALAYSIA SARAWAK

Tarikh : 3 November 2016

Perkara : **Memohon Kebenaran untuk menjalankan pengumpulan data kajian di UNIMAS**

Dengan segala hormatnya perkara di atas dirujuk.

Dimaklumkan bahawa pihak penyelidik bagi projek yang bertajuk *"Examining the Influence of Quality of Work Life on Career Success From the Proactive Behavior and Nonwork Orientation Perspectives"*, no. projek: RACE/e(1)/1248/2015(04) akan menjalankan pengumpulan data kajian pada 15 November 2016 – 31 Januari 2017.

Objektif secara umum bagi kajian ini adalah menentukan hubungan di antara kualiti hidup bekerja dan karier sukses: sikap proaktif dan orientasi bukan kerja adalah mediator. Responden kajian ini adalah pensyarah yang berkahwin di UNIMAS sahaja. Hasil dapatan kajian ini dijangka dapat merangka struktur kualiti hidup bekerja yang berkesan untuk mencapai karier sukses.

Semoga permohonan ini mendapat pertimbangan yang sewajarnya daripada pihak Tuan/Puan dan kerjasama saya dahului dengan ucapan terima kasih.

Sekian.

[Signature]
Dr. Nur Fatimah bt Abdullah Bandar
Ketua Penyelidik
Research Acculturation Collaborative Effort (RACE) Grant Scheme

Appendix H – Letter of Requesting Permission to Conduct Research in UiTM Sarawak

4 November 2016

Prof. Dato Dr. Jamil Hj Hamali
Rektor
Universiti Teknologi MARA (UiTM) Sarawak,
Jalan Meranek,
94300 Kota Samarahan

Melalui:

Dr. Philip Nuli Anding
Timbalan Dekan (Pascasiswazah dan Penyelidikan)
Fakulti Sains Kognitif dan Pembangunan Manusia
UNIMAS


Dr Philip Nuli Anding
Timbalan Dekan (Pascasiswazah dan Penyelidikan)
Fakulti Sains Kognitif dan Pembangunan Manusia
UNIVERSITI MALAYSIA SARAWAK
04/11/2016

Tuan,

PERMOHONAN MENJALANKAN KAJIAN/ SOAL SELIDIK DI UiTM SARAWAK

Dengan segala hormatnya saya ingin menarik perhatian pihak tuan merujuk kepada perkara di atas.

Adalah dimaklumkan bahawa saya Ling Nyuk Ping pelajar pascasiswazah secara penyelidikan dari Fakulti Sains Kognitif dan Pembangunan Manusia, Universiti Malaysia Sarawak (UNIMAS) dan di bawah seliaan Dr. Nur Fatimah binti Abdullah Bandar, sedang menjalankan kajian bertajuk "*Relationship between the Quality of Work Life and Career Success : The Mediating Effect of Proactive Behavior*".

Untuk makluman pihak tuan, responden bagi kajian ini ialah ilmuwan yang sudah berkahwin. Saya memohon agar pihak tuan dapat menyediakan senarai nama ilmuwan yang sudah berkahwin bagi urusan pengumpulan data kajian. Saya juga akan mengadakan lawatan untuk aktiviti pengumpulan data kajian dengan menggunakan borang soal selidik yang dijangka pada 15 November- 31 Januari 2017. Justeru, saya ingin memohon kebenaran pihak tuan untuk mengendalikan kajian ini.

Sebarang kemusykilan boleh berhubung secara langsung dengan saya di talian 016-8930059 atau emel kepada lingnyukping@gmail.com .Segala perhatian dan pertimbangan daripada pihak tuan amatlah dihargai dan didahului dengan ucapan setinggi-tinggi terima kasih.

Sekian.


Ling Nyuk Ping
Pelajar Pascasiswazah Secara Penyelidikan
Pembangunan Sumber Manusia
Fakulti Sains Kognitif dan Pembangunan Manusia, UNIMAS

Appendix I – Letter of Permission to Conduct Research in the Fulfilment of Postgraduate Degree

Fakulti Sains Kognitif dan Pembangunan Manusia
Faculty of Cognitive Sciences and Human Development

UNIMAS/NC-16.02/04-05 Jld. III (34)

04 November 2016

Prof. Dato Dr Jamil Hj Hamali
Rektor
Universiti Teknologi MARA (UiTM) Sarawak,
Jalan Meranek,
94300 Kota Samarahan

Dear Sir

Permission to Conduct Research in the Fulfillment of Postgraduate Degree

With reference to the above matter, I would like to request permission for the following student from the Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak, to conduct a survey by distributing questionnaires in UiTM Sarawak.

Student name	: Ling Nyuk Ping
Student number	: 15020847
Program	: Master of Science
Research title	: Relationship between the Quality of Work Life and Career Success :The Mediating Effect of Proactive Behavior.
Research phases	: Data Collection Stage
Principle supervisor	: Dr. Nur Fatimah binti Abdullah Bandar
Telephone	: 082-584595 / 019-2005015
Fax	: 082-581579
Email	: abnfatimah@unimas.my

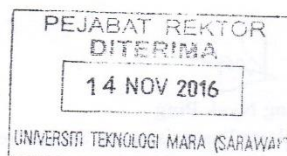
Her research is purely for academic purpose and all information will be kept secure and treated as strictly confidential. The support and cooperation given by your organization for the success of this research is highly appreciated.

Thank you.

Sincerely,



Dr Philip Nuli Anding
Deputy Dean (Postgraduate & Research)



94300 Kota Samarahan, Sarawak, MALAYSIA | Tel + 60 82 581 578 | Fax + 60 82 581 579



Appendix J – Letter of Permission to Conduct Research in UiTM Sarawak

Universiti Teknologi MARA (UiTM) Sarawak
Jalan Meranek, 94300 KOTA SAMARAHAN
Tel : +6082 - 677 200 Fax : +6082 - 677 300
www.sarawak.uitm.edu.my

40th Anniversary
1973 - 2013
mengubah dunia untuk bangsa

UNIVERSITI TEKNOLOGI MARA
SARAWAK

Rujukan Kami : 100-UiTMKS2 (RMU 5/1)Jld. 4
Tarikh : 23 Januari 2017

Dr. Philip Nuli Anding
Timbalan Dekan (Postgraduate & Research)
Fakulti Sains Kognitif dan Pembangunan Manusia
Universiti Malaysia Sarawak
94300 Kota Samarahan
Sarawak

Tuan

MEMOHON KEBENARAN UNTUK MENJALANKAN KAJIAN
"RELATIONSHIP BETWEEN THE QUALITY OF WORK LIFE AND CAREER SUCCESS:
THE MEDIATING EFFECT OF PROACTIVE BEHAVIOR"

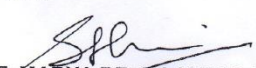
Surat tuan rujukan UNIMAS/NC-16.02/04-05 Jld III (50) bertarikh 4 November 2016 berkaitan perkara di atas dengan hormatnya dirujuk.

2. Sukacita dimaklumkan bahawa permohonan pengumpulan data untuk kajian di atas di UiTM Sarawak bagi pelajar Ling Nyuk Ping, No Pelajar: 15020847 adalah diluluskan bagi tempoh 13 hingga 24 Februari 2017. ✓

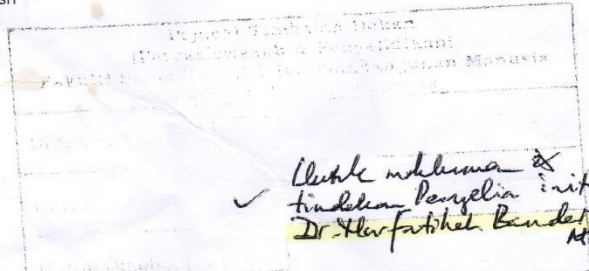
3. Untuk makluman pihak tuan, segala urusan pengumpulan data perlu diurus oleh pihak tuan sendiri dan mestilah memenuhi etika penyelidikan sedia ada. Penyelia dimohon untuk memastikan senaskah laporan berkaitan dihantar ke UiTM Sarawak bagi tujuan rekod. ✓

Sekian, terima kasih. ✓

Yang benar


PROF. MADYA DR. HAJJAH RASIDAH MAHDI
Timbalan Rektor (Penyelidikan & Jaringan Industri)
bp Rektor

HRM/sn


✓ *Uthirah mubtaman & inisiatif
tindakan Penyelidikan
Dr. Hefatohet Bander*
At 28/02/2017

Anugerah Kualiti
Naib Canselor 2010 & 2011
(Kampus Negeri)
Perancangan Strategik,
Pengukuran, Analisa &
Pengurusan Pengetahuan,
Pengurusan Proses &
Pengukuran

Pemenang
Anugerah Kualiti
Perkhidmatan Awam
Negeri Sarawak 2010

Anugerah
Inovasi &
Kreativiti
Setiausaha
Persekutuan
Sarawak 2010

Tempat Pertama
Anugerah ICT
Setiausaha
Persekutuan
Sarawak 2009

Persijilan
Persekitaran
Berkualiti
SS
2009

Pengiktirafan
Pengamal
Kualiti
Kualiti
(AKKMS 2008)

Anugerah
Emas
Invention
Innovation &
Design
(IID & ITEX 2007)

Pemenang
Anugerah Kualiti
Ketua Pengarah
MAMPU 2006

Pemenang
Anugerah Kualiti
Perkhidmatan Awam
Negeri Sarawak 2006

Pemenang
Anugerah Kualiti
UITM 2006
Anugerah Gemi

USAHA, TAQWA, MULIA

Appendix K – Survey Questionnaire



**Respondent
Number:**

--

**FACULTY OF COGNITIVE SCIENCES AND HUMAN
DEVELOPMENT (FCSHD)**

**Relationship between Quality of Work Life and Career
Success: The Mediating Effect of Proactive Behaviour**

**Public Institute of Higher
Education :**

--

Faculty/Institute/Centre:

--

Date :

--

Appendix K continued

Dear YBhg Prof/Assoc.Prof/Dr/Sir /Madam,

The purpose of the questionnaire is to examine the relationship between the quality of work life and the career success through the mediating effect of proactive behaviour. This research is conducted to fulfil the requirements for the degree of Master of Science in Career Development.

In answering the questions, kindly base your responses on your working experience in current university. It should take you about 20 minutes to complete the questionnaire. All responses shall be treated in the strictest confidence and used only for academic purposes. Your time and cooperation are highly appreciated.

Best regards,

Ling Nyuk Ping
Faculty of Cognitive Science and Human Development,
Universiti Malaysia Sarawak.
lingnyukping@gmail.com
016-8930059

Appendix K continued

Section A: Demographic Profile of Respondents	
Please fill in the necessary information or tick ✓ in the appropriate boxes.	
Age	Years
Gender	☐ Male ☐ Female
Highest Academic Qualification	☐ Ph.D. or equivalent ☐ Master or equivalent ☐ Others (Please state) _____
Ethnicity	☐ Malay ☐ Indian ☐ Bidayuh ☐ Melanau ☐ Chinese ☐ Iban ☐ Others (Please state) _____
Religion	☐ Islam ☐ Buddhism ☐ Hinduism ☐ Christianity ☐ Others (Please state) _____
Job Status	☐ Permanent ☐ Contract
Total Employment Experience to Date	☐ ≤ 5 years ☐ 6 – 10 years ☐ ≥ 10 years
Total Employment Experience in Current University	☐ ≤ 5 years ☐ 6 – 10 years ☐ ≥ 10 years
Gross Monthly Income	☐ ≤RM 5,000 ☐ RM5,000–RM10,000 ☐ ≥ RM10,000

Appendix K continued

Section B: Quality of Work Life							
Please read each statement carefully. Assess your response to each statement by ticking (✓) in the box that corresponds closely with how true that statement is reflective of you.							
1	2	3	4	5			
Very untrue of me	Untrue of me	Neutral	True of me	Very true of me			
Quality of Work Life			①	②	③	④	⑤
I have good friends at work.			①	②	③	④	⑤
I have enough time away from work to enjoy other things in life.			①	②	③	④	⑤
I feel appreciated working at this university.			①	②	③	④	⑤
People at this university and within my profession respect me as a professional and an expert in my field of work.			①	②	③	④	⑤
I feel that my job allows me to realise my full potential.			①	②	③	④	⑤
I feel that I am realising my potential as an expert in my line of work.			①	②	③	④	⑤
I feel that I am always learning new things that help me do my job better.			①	②	③	④	⑤
This job allows me to sharpen my professional skills.			①	②	③	④	⑤
There is a lot of creativity involved in my job.			①	②	③	④	⑤
My job helps me develop my creativity outside of work.			①	②	③	④	⑤
I feel physically safe at work.			①	②	③	④	⑤
My job provides good health benefits.			①	②	③	④	⑤
I do my best to stay healthy and fit.			①	②	③	④	⑤
I am satisfied with what I am getting paid for my work.			①	②	③	④	⑤
I feel that my job at the university is secure for life.			①	②	③	④	⑤
My job does well for my family.			①	②	③	④	⑤

Section C: Proactive Behaviour							
Please read each statement carefully. Assess your response to each statement by ticking (✓) in the box that corresponds closely with how true that statement is reflective of you.							
1	2	3	4	5			
Very untrue of me	Untrue of me	Neutral	True of me	Very true of me			
Proactive Behaviour			①	②	③	④	⑤
I actively resolve problems.			①	②	③	④	⑤
Whenever something goes wrong, I search for a solution immediately.			①	②	③	④	⑤
Whenever there is a chance to get actively involved, I take it.			①	②	③	④	⑤
I take initiative immediately even when others do not.			①	②	③	④	⑤
I use opportunities quickly in order to attain my goals.			①	②	③	④	⑤
Usually I do more than I am asked to do.			①	②	③	④	⑤
I am particularly good at realising ideas.			①	②	③	④	⑤

Appendix K continued

Section D: Subjective Career Success – Level					
Please read each statement carefully. Assess your response to each statement by ticking (✓) in the box that corresponds closely with the degree of success you perceive yourself to have relative to each statement.					
Subjective Career Success	Success Level				
	Very Low	Low	Neutral	High	Very High
I am satisfied with my work-life balance.	①	②	③	④	⑤
I am happy with all that I have and with all the possibilities present.	①	②	③	④	⑤
I feel healthy and happy, at home as well as at work.	①	②	③	④	⑤
I am capable of letting my family play a significant role in my life alongside my career.	①	②	③	④	⑤
I experience satisfaction and fulfilment brought about by my own personal achievements.	①	②	③	④	⑤
I feel good; I often experience a warm and fuzzy feeling on the inside.	①	②	③	④	⑤
I am proud of myself and my achievements.	①	②	③	④	⑤
I pursue independence as a major source of happiness.	①	②	③	④	⑤
I have the freedom to buy what I desire.	①	②	③	④	⑤
I do not experience financial restrictions.	①	②	③	④	⑤
I feel financially secure.	①	②	③	④	⑤
I make a good living.	①	②	③	④	⑤
My income allows me to take good care of my household.	①	②	③	④	⑤
I experience stability.	①	②	③	④	⑤
I experience job security.	①	②	③	④	⑤
I am not worried about losing my job.	①	②	③	④	⑤
I feel confident that I will always have a job when I want one.	①	②	③	④	⑤
I am confident that I can keep my current job as long as I want.	①	②	③	④	⑤
I am recognised for my accomplishments.	①	②	③	④	⑤
I can prove what I am worth at work.	①	②	③	④	⑤

Appendix K continued

Section D: Subjective Career Success – Level					
Please read each statement carefully. Assess your response to each statement by ticking (✓) in the box that corresponds closely with the degree of success you perceive yourself to have relative to each statement.					
Subjective Career Success	Success Level				
	Very Low	Low	Neutral	High	Very High
I am respected and appreciated by my co-workers.	①	②	③	④	⑤
I receive a good, equitable compensation package.	①	②	③	④	⑤
I get a fair compensation package, in line with my performance.	①	②	③	④	⑤
I have a good understanding with my employer—one that does not always require words.	①	②	③	④	⑤
I emphasise people over other resources as I believe that people make the difference in this university.	①	②	③	④	⑤
I am often amongst other people and cooperate with them.	①	②	③	④	⑤
I cooperate well with others at work.	①	②	③	④	⑤
The team atmosphere at work is good.	①	②	③	④	⑤
I contribute personally to the welfare of this university-and as such, to that of society as a whole.	①	②	③	④	⑤
I believe to have achieved positive matters, in an ethical way.	①	②	③	④	⑤
I think that one person can make a world of difference in this university.	①	②	③	④	⑤
I am seen as a valuable asset by my university.	①	②	③	④	⑤
I can steer a work team into a self-perpetuating cycle of motivation, action, results and growth.	①	②	③	④	⑤
I am able to exert power or influence, to make my mark.	①	②	③	④	⑤
I am an important link in the process that leads to university success.	①	②	③	④	⑤
I successfully achieve envisioned goals.	①	②	③	④	⑤
I am in a self-perpetuating cycle of motivation, actions, results and growth.	①	②	③	④	⑤
I perform well, put in efforts and get results.	①	②	③	④	⑤
It shows that I do a good job.	①	②	③	④	⑤
I go to great lengths to achieve good things.	①	②	③	④	⑤

Appendix K continued

Section D; Subjective Career Success – Level				
Please read each statement carefully. Assess your response to each statement by ticking (✓) in the box that corresponds closely with the degree of success you perceive yourself to have relative to each statement.				
Subjective Career Success	Success Level			
	Very Low	Low	Neutral	High
I stay motivated and driven, and continuously pursue new goals	①	②	③	④ ⑤
I stand out from the masses; I am the best at what I do.	①	②	③	④ ⑤
I am well under way to reach my career ambitions.	①	②	③	④ ⑤
I am progressing in my career.	①	②	③	④ ⑤
I experience plenty of opportunities to build a career, to grow within this university.	①	②	③	④ ⑤
I am a candidate for promotion.	①	②	③	④ ⑤
I can see myself climbing the ladder.	①	②	③	④ ⑤
I have accomplished my own goals.	①	②	③	④ ⑤
I go through personal growth and development as a result of work experiences.	①	②	③	④ ⑤
I achieve personal development by on-the-job learning and through various experiences.	①	②	③	④ ⑤
I continuously learn in various ways so that I can continue to develop as a person and get ahead.	①	②	③	④ ⑤
I acquire many experiences, inside my job and out.	①	②	③	④ ⑤
I acquire knowledge on an ongoing basis.	①	②	③	④ ⑤
I am able to express myself through work and accomplishment.	①	②	③	④ ⑤
I am able to manage and shape my own career, achieve everything single-handedly.	①	②	③	④ ⑤
I create opportunities in life.	①	②	③	④ ⑤
I work creatively.	①	②	③	④ ⑤
I can accomplish innovative, extraordinary ideas at work.	①	②	③	④ ⑤
I can express my creativity in my work.	①	②	③	④ ⑤
My work allows for creative solutions.	①	②	③	④ ⑤
I apply creative thinking when I am at work.	①	②	③	④ ⑤

Thank You for Your Cooperation

Appendix L – Permission to Use Instrument of Quality of Work Life (QWL)

Request for Permission to Adopt an Instrument

2 messages

ling nyuk ping <lingnyukping@gmail.com>
To: "Sirgy, Joseph" <sirgy@vt.edu>

Fri, Sep 9, 2016 at 12:14 AM

Dear Prof,

First and foremost, I would like to introduce myself. I am Ling Nyuk Ping, who is the postgraduate student in Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak (UNIMAS).

I came across your article in *Social Indicators Research*, Vol. 55, No. 3 (2001), entitled 'A new measure of quality of work life (QWL) based on need satisfaction and spillover theories. I am very interested to use the QWL measures in my present research. Thus, I would like to seek your permission to adopt such instrument in my present study entitled 'Proactive behaviour as a mediator in the relationship between quality of work life and career success supervised by Dr. Nur Fatimah binti Abdullah Bandar.

I would like to use and print your survey instruments under the following conditions:

- I will use these survey instruments only for my research study and will not sell or use them with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instruments.

I do really hope you can get back to me soon. Your assistance is highly appreciated. Thank you.

Sincerely,

Ling Nyuk Ping,
Master Candidate.

Sirgy, Joseph <sirgy@vt.edu>
To: ling nyuk ping <lingnyukping@gmail.com>

Fri, Sep 9, 2016 at 2:17 AM

Dear Mr. Ling Nyuk Ing,

You have my permission. However, please note that the QWL instrument is published in *Social Indicators Research*, an academic journal in the public domain (i.e., it is not proprietary). As such, you can use the instrument in any manner suited for your research as long as you cite the reference the source.

Regards, Dr. Sirgy

Appendix M – Permission to Use Instrument of Proactive Behaviour

Request for Permission to Adopt an Instrument

2 messages

ling nyuk ping <lingnyukping@gmail.com>
To: Michael Frese <obrhead@nus.edu.sg>

Fri, Sep 9, 2016 at 12:26 AM

Dear Prof,

First and foremost, I would like to introduce myself. I am Ling Nyuk Ping, who is the postgraduate student in Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak (UNIMAS).

I came across your article in Journal of Occupational and Organizational Psychology (1997), entitled 'The concept of personal initiative: Operationalization, reliability and validity in two German samples'. I am very interested to use the measures of self-reported initiative in my present research. Thus, I would like to seek your permission to adopt such instrument in my present study entitled 'Proactive behaviour as a mediator in the relationship between quality of work life and career success' supervised by Dr. Nur Fatimah binti Abdullah Bandar.

I would like to use and print your survey instruments under the following conditions:

- I will use these survey instruments only for my research study and will not sell or use them with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instruments.

I do really hope you can get back to me soon. Your assistance is highly appreciated. Thank you.

Sincerely,

Ling Nyuk Ping,
Master Candidate

Michael Frese <michfrese@gmail.com>
Reply-To: michfrese@gmail.com
To: ling nyuk ping <lingnyukping@gmail.com>

Fri, Sep 9, 2016 at 6:38 PM

no problem, please go ahead and use the measures.

Prof. Dr. Michael Frese
Head of Department of Management & Organisation,
NUS Business School,
Mochtar Riady Building
15 Kent Ridge Drive
Singapore 119245
Office Tel.: +65-6516 1500
e-mail: bizmf@nus.edu.sg or michfrese@gmail.com
AND
Institute of Management and Organization
Leuphana University of Luebeck
Universitaetsallee 1
D- 21335 Luebeck, Germany
Office Number: +49 4131 6772574
Private Tel via Skype in Germany: +49 6190 7493916
Homepage: www.frese.org

Appendix N – Permission to Use Instrument of Career Success

Request for Permission to Adopt an Instrument

2 messages

ling nyuk ping <lingnyukping@gmail.com>
To: nicky.dries@kuleuven.be

Tue, Sep 13, 2016 at 6:17 AM

Dear Prof,

First and foremost, I would like to introduce myself. I am Ling Nyuk Ping, who is the postgraduate student in Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak (UNIMAS).

I came across your article in Journal of Vocational Behavior (2008), entitled 'Career success: Constructing a multidimensional model'. I am very interested to use the measures of career success in my present research. Thus, I would like to seek your permission to adopt such instrument in my present study entitled 'Proactive behaviour as a mediator in the relationship between quality of work life and career success supervised by Dr. Nur Fatimah binti Abdullah Bandar.

I would like to use and print your survey instruments under the following conditions:

- I will use these survey instruments only for my research study and will not sell or use them with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instruments.

I do really hope you can get back to me soon. Your assistance is highly appreciated. Thank you.

Sincerely,

Ling Nyuk Ping,
Master Candidate.



Virus-free. www.avast.com

Nicky Dries <nicky.dries@kuleuven.be>
To: ling nyuk ping <lingnyukping@gmail.com>

Tue, Sep 13, 2016 at 4:37 PM

Dear Ling,

Yes, feel free to use it!

Best of luck with your research,

Nicky

Appendix O – List of Publication

1. Ling, N. P., Bandar, N. F. A., Halim, F. A., & Muda, A. L. A. (2017). Proactive behaviour as a mediator in the relationship between quality of work life and career success. *International Journal of Business and Society*, 18(4), 701-709.



International Journal of Business and Society (IJBS)

OUTSTANDING PAPER AWARD
presented to

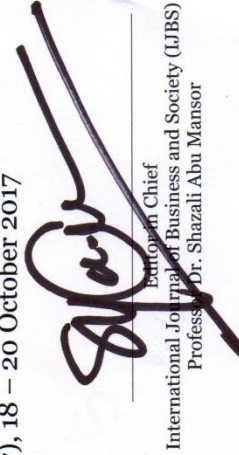
Ling Nyuk Ping, Nur Fatimah Abdullah Bandar,
Farida Abdul Halim and Agatha Lamentan Muda

For their paper entitled

Proactive Behavior as a Mediator in the Relationship between Quality of Work Life and Career Success

in Unimas Silver Jubilee Conference (USJC 2017), 18 – 20 October 2017


Managing Editor
International Journal of Business and Society (IJBS)
Associate Professor Dr. Evan Lau


Editor in Chief
International Journal of Business and Society (IJBS)
Professor Dr. Shazali Abu Mansor

Business where Society Matters

PROACTIVE BEHAVIOUR AS A MEDIATOR IN THE RELATIONSHIP BETWEEN QUALITY OF WORK LIFE AND CAREER SUCCESS

Nyuk-Ping Ling
Universiti Malaysia Sarawak

Nur Fatimah Abdullah Bandar*
Universiti Malaysia Sarawak

Farida Abdul Halim @ Alil
Universiti Malaysia Sarawak

Agatha Lamentan Muda
Universiti Malaysia Sarawak

ABSTRACT

Achieving career success among employees is a primary concern for both individuals and organisations. Career success acts as a powerful motivator for one to advance great progress, such as improving his or her job performance and achieving more success. Quality of work life is in accordance with various needs of individuals' well-beings in the workplace, which may promote career success. Additionally, instead of having knowledge and skills required, individuals should possess positive personalities and right attitude to ensure that they always exert their best endeavours to achieve career success. This study examined the mediating effect of proactive behavior on the relationship between quality of work life and career success. Self-administered surveys were employed for data collection among 304 married academicians from two selected Public Institutions of Higher Learning. Data were analysed by using Analysis Moment of Structures Software (AMOS) for Structural Equation Modelling (SEM). Results indicated that a partial mediation effect of proactive behaviour was established on the relationship between quality of work life and career success. It can be concluded that the quality of work life can positively influence career success among academicians. If they, however, also have proactive behaviour, they will be eagerly urged to achieve higher levels of career success.

Keywords: Quality of Work Life; Proactive Behaviour; Career Success.

1. INTRODUCTION

Achieving career success among employees is a primary concern for both individuals and organisations. This is because individuals' personal success leads to positive outcomes, including developing human resources and achieving organisational success. In Malaysian academic context, with the progression to a knowledge-based economy, academicians' performance plays a fundamental role in moving Malaysia forwards to become a knowledge-based society with high income economy. Some policies are being implemented by the government to emphasise on how

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Appendix O continued

important the quality of academic staff and their career success in education are today. For instance, the Malaysia Education Blueprint 2015-2025 (Higher Education) emphasises on talent excellence, in which academic staff can chart their own career success through alternative structured career pathways in order to excel in academic lives (Ministry of Education Malaysia, 2015). Besides, the management of academic institutions should maintain and improve the levels of the quality of work life in every academic institution so that academicians serving as the bedrocks of every academic institution are able to exhibit high performance. The quality of work life plays a prominent part in motivating individuals and improving job satisfaction among people. Employees, who receive proper wages, recognitions, and career developments, will feel that their contributions are valued by organisations because the autonomy and the trainings are provided to them. As a result, this may enhance their productivities, increase the quality of their working lives as well as boost the overall effectiveness of organisations. In addition, it is argued that proactive individuals are more successful in their careers. Highly proactive people strive to find positive opportunities and pursue them with grim determination to achieve their goals. Thus, this may help further their career success. However, once they fail to do so, they fall into negative emotions, such as dissatisfaction and depression because they have to face multiple stressful work roles and responsibilities as well as family and child-rearing responsibilities, and this may totally spoil their career lives. This could bring serious impacts on their psychological being and affect their desires to gain success. Therefore, positive thinking is important to promote academicians' motivations in order to achieve career success. This point is consistent with the suggestion that academicians should possess positive behaviour that will instigate them to act with optimism and find ways to ignite their motivations so as to achieve positive career outcomes (Seibert, Kraimer, & Crant, 2001). Hence, this study intends to examine how proactive behaviour intervene the linkage between quality of work life and career success based on the Malaysia public universities context so that academic staff can focus on their career managements in order to develop their effective career plans and prompt excellent career developments.

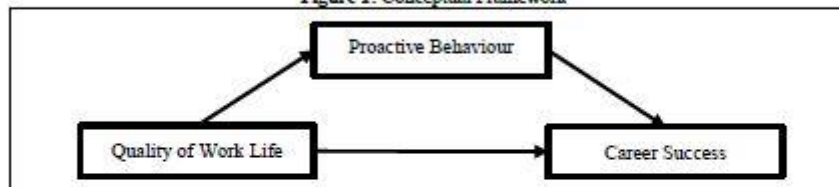
2. THEORY AND HYPOTHESES DEVELOPMENT

2.1. *Social cognitive career theory*

Social cognitive career theory (SCCT) can be used to explain career success of academicians by describing the influence of personality traits and features of work environments on career success. From the perspective of SCCT, learning experiences can be accumulated through the interaction between individuals and environments. Individuals' learning experiences can influence their career interests and their actions. Their career interests are oriented towards demonstrating proactive behaviour under supportive environmental situations which in turn benefit their career advancements. By having goal-specific environmental supports and resources, individuals will act proactively, exert efforts, and persist to achieve their career goals which may lead to ultimate success, such as increasing their job satisfactions. Apart from that, Lent and Brown (2006) stated that work features, environments, and outcomes have linkage with job satisfactions. People predict and assess their job satisfactions to the degree which the work condition encompasses characteristics to meet their needs. For instance, they have higher work values when they receive higher quality of work lives, including conducive work conditions, better health benefits, and greater rewards. This may lead to the expected career outcomes, such as contributing towards greater job satisfactions as the work environments become more favourable to their well-beings and their career growths. Thus, in this study, the research framework has been proposed according to the perspectives of SCCT exhibiting the

relationship between the quality of work life, the proactive behaviour, and the career success (see Figure 1).

Figure 1: Conceptual Framework



2.2. Proactive behaviour as a mediator of the quality of work life- career success relationship

Instead of having knowledge and skills required, individuals should possess positive personalities and the right attitude so that they endeavour to do their best in gaining positive career outcomes. The main factor in achieving career success is that employees should possess positive traits, such as proactive career behaviour. As mentioned by Bateman and Crant (1993), the concept of proactive behaviour is described as an individual showing a stable disposition towards taking his or her own initiative to influence and change his or her work environment. Proactive individuals initiate change rather than passively accepting and adapting to change made. They challenge the difficulties met and seek for ways to transform such obstacles into useful opportunities that can prepare them to be more successful in their careers. The previous study done by Barnett and Bradley (2007) indicated that proactive behaviour mediates the relationship between organisational support and career success. Thus, the features of proactive behaviour may contribute significantly in mediating the relationship between quality of work life and career success. Hence, the following hypothesis is made:

Hypothesis 1: Proactive behaviour mediates the relationship between quality of work life and career success

3. RESEARCH METHODOLOGY

This research study was carried out to examine the mediating effect of proactive behavior on the relationship between quality of work life and career success. The unit of analysis of this study consisted of married academicians in the Malaysian Public Institutions of Higher Learning. The selection of the sample was carried out through a systematic random sampling method to ensure that the sample of the study presented the target population. A self-administered research questionnaire was employed to collect the data of the study. In overall, a total of 500 research questionnaires were randomly distributed among the married academicians in the two selected Malaysian Public Institutions of Higher Learning and 320 were returned back. Nevertheless, only 304 usable questionnaires were used for the final analysis that accounted for 60.8% of the response rate. A Structural Equation Modelling (SEM) using the Analysis of Moment Structures (AMOS) software was used to perform the data analysis based on the conceptual framework of this research study. The main purpose of this statistical method is to model and predict relationships between constructs in the hypothesised manner. The research questionnaire employed in this study was adopted from the previous published literature. In specific, the quality of work life scale was adopted from Sirgy, Efraty, Siegel, and Lee (2001) that consisted of sixteen items;

Appendix O continued

the proactive behaviour scale was adopted from Frese, Fay, Hilburger, Leng, and Tag (1997) that consisted of seven items; and career success scale was adopted from Dries, Pepermans, and Carlier (2008) and Dries, Van Loo, and Pepermans (2009) that consisted of 61 items. All questionnaire items were evaluated using a five-point response scale.

4. RESULTS

4.1. Data analysis

The proposed research framework of the study was tested using the structural equation modeling (SEM). A confirmatory factor analysis (CFA) was first done to validate the measurement model as suggested by Hair, Black, Babin, and Anderson (2010). Next, the structural model was tested to examine the hypothesised relationships between the latent variables in the proposed framework (Hair et al., 2010). The AMOS 23.0 program with the maximum likelihood estimation technique was applied in order to examine the strength of relationships among constructs as well as to measure the model suitability in this research study.

4.2. Convergent validity

The convergent validity was tested to confirm the validity and the reliability of the measurement model. As discussed by Hair et al. (2010), the convergent validity of the items for each construct should be assessed by using factor loadings of construct, average variance extracted (AVE), and composite reliability (CR). The CFA findings of this study revealed that the standardised factor loadings of all items were more than 0.5 and were significant at the level of 0.01 as shown in Table 1. This indicates that the measurement model had good item reliability. The average variance extracted (AVE) value for each construct was also greater than the threshold of 0.50 (see Table 1). The composite reliability (CR) for all constructs exceeded the threshold value of 0.7 (see Table 1), and that shows a satisfactory internal consistency reliability of the measurement model. Hence, the results demonstrated satisfactory convergent validity of the latent constructs used in the proposed framework.

Table 1: Convergent Validity of the Measurement Model

Measures	Item	Factor loading (>0.5)	AVE (>0.5)	CR (>0.7)
Quality of work life (QWL)	Q1	0.536	0.523	0.882
	Q2	0.525		
	Q3	0.705		
	Q4	0.822		
	Q5	0.886		
	Q6	0.851		
	Q7	0.777		
	Q8	0.822		
	Q9	0.842		
	Q10	0.819		
	Q11	0.658		
	Q12	0.664		
	Q14	0.678		
	Q15	0.730		
	Q16	0.816		

Appendix O continued

Table 2: Convergent Validity of the Measurement Model (cont.)

Measures	Item	Factor loading (>0.5)	AVE (>0.5)	CR (>0.7)
Proactive behaviour (PB)	P3	0.704	0.533	0.818
	P4	0.787		
	P5	0.751		
	P6	0.597		
Career success (CS)	CS1	0.805	0.517	0.913
	CS2	0.744		
	CS3	0.783		
	CS4	0.654		
	CS6	0.603		
	CS9	0.638		
	CS11	0.806		
	CS12	0.849		
	CS13	0.812		
	CS15	0.668		
	CS16	0.700		
	CS17	0.773		
	CS18	0.811		
	CS21	0.578		
	CS22	0.900		
	CS23	0.867		
	CS25	0.622		
	CS26	0.814		
	CS27	0.708		
	CS28	0.589		
	CS29	0.637		
	CS32	0.647		
	CS33	0.807		
	CS34	0.753		
	CS35	0.715		
	CS36	0.720		
	CS38	0.834		
	CS39	0.772		
	CS40	0.761		
	CS41	0.547		
	CS43	0.765		
	CS44	0.863		
	CS45	0.798		
	CS47	0.680		
	CS49	0.587		
	CS51	0.715		
	CS52	0.729		
	CS53	0.826		
	CS54	0.750		
	CS57	0.867		
	CS58	0.871		
	CS59	0.825		
	CS61	0.749		

Notes: Q13, P1, P2, P7, CS5, CS7, CS8, CS10, CS14, CS19, CS20, CS24, CS30, CS31, CS37, CS42, CS46, CS48, CS50, CS55, CS56, and CS60 were deleted due to low factor loading. AVE= average variance extracted; CR= composite reliability.

Appendix O continued

4.3. Discriminant validity

As suggested by Hair et al. (2010), the discriminant validity can be measured by comparing the square root of constructs average variance extracted (AVE) with the corresponding correlations among other constructs. The findings of this study revealed that the estimates for all constructs were strongly associated with their own measures compared with any other constructs in the model. Based on Table 2, the bolded or diagonal elements represent the square roots of the AVE and the non-bolded or off-diagonal elements represent the inter-correlation value among constructs. In order to achieve a discriminant validity of the construct, all the diagonal elements should be larger than off-diagonal elements. The results showed that there was a high level of the discriminant validity as all the off-diagonal elements were lower than the diagonal elements. This provides a strong support for the constructs in the proposed framework to be considered as adequate as they have obtained the convergent validity and the discriminant validity.

Table 3: Convergent and Discriminant Validity Coefficients

Constructs	AVE	QWL	PB	CS
1. QWL	0.523	0.723		
2. PB	0.533	0.500	0.730	
3. CS	0.517	0.700	0.600	0.719

Notes: Average variance extracted (AVEs) are shown (in bold) on diagonal. AVE= average variance extracted; QWL=quality of work life; PB= proactive behaviour; CS= career success.

4.4. Test of the structural model

The fit indices were used to measure the overall fit of the structural model in this study. The results showed that except for the χ^2 measure, all values slightly satisfied the recommended level of acceptable fit, such as $\chi^2 = 3816.071$ ($p < 0.05$), the ratio of χ^2 to its degree of freedom (χ^2/df) = 2.112, root mean square error of approximation (RMSEA) = 0.061, comparative fit index (CFI) = 0.810, incremental fit index (IFI) = 0.812, and tucker lewis index (TLI) = 0.802. As the sample size exceeded 200, thus the χ^2 measure indicated significant differences (Hair et al., 2010). Therefore, the results were considered to be demonstrating a good fit for the structural model and yielding a significantly better fit for the sample data.

H1 tests the mediation effect of the proactive behaviour on the relationship between quality of work life and career success. The indirect effect of quality of work life on career success via proactive behaviour was found to be significant ($p < 0.05$). In order to test this mediation effect, the mediation model is compared with the direct model. The main purpose of this comparison is to determine

Table 3: Results of Mediation Test for Proactive Behaviour on Relationship between Quality of Work Life and Career Success

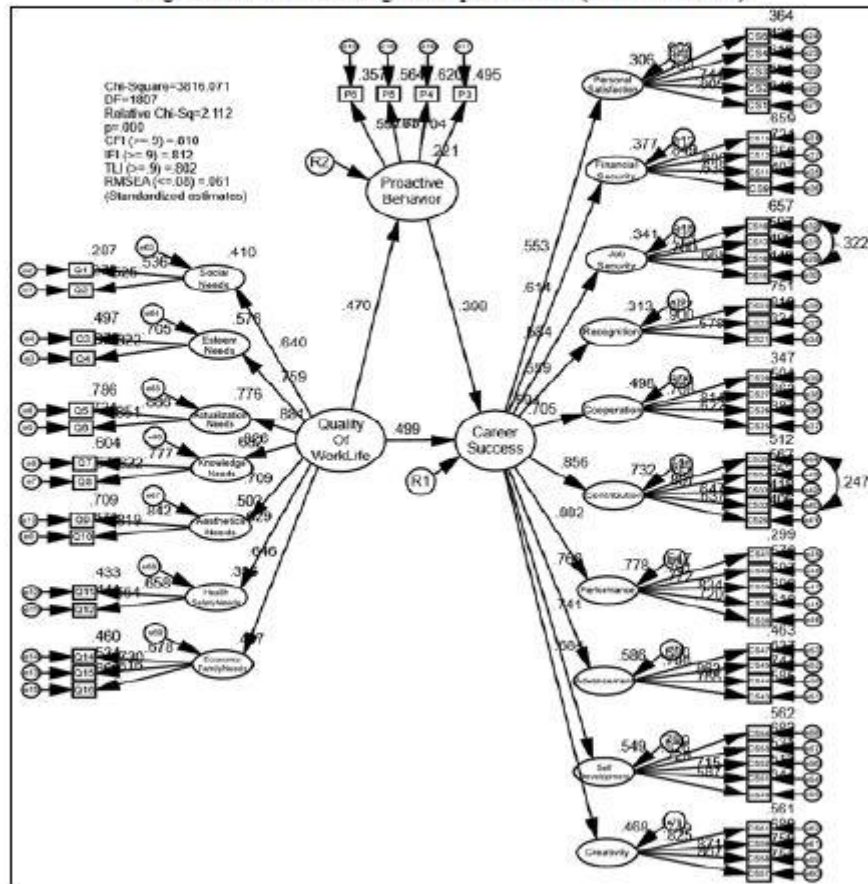
Construct	Estimate	S.E.	β	C.R.	p
<i>Direct Model</i>					
QWL → CS	0.667	0.144	0.692	4.624	.000
<i>Mediation Model</i>					
QWL → CS	0.469	0.110	0.499	4.248	.000
QWL → PB	0.877	0.196	0.470	4.480	.000
PB → CS	0.201	0.038	0.398	5.236	.000

Notes: Estimate=regression weight; S.E.= standard error; β = standardized regression weights; C.R.= critical ratio; p= significance value; QWL= quality of work life; CS= career success, PB= proactive behaviour.

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whether the beta (β) and the significance of the direct path in the direct model (quality of work life $\rightarrow$ career success) would be reduced and become insignificant in the mediation model. The result indicated that the beta (β) in the mediation model at 0.499 was lower and become significant compared to the beta (β) in the direct model at 0.692. Thus, a partial mediation effect was established as shown in Table 3.

Figure 1: Results of Testing the Proposed Model (Mediation Model)



5. DISCUSSION AND CONCLUSION

This study has contributed to the career literature by showing the proactive behaviour partially mediates the relationship between quality of work life and career success. A better quality of work

Appendix O continued

life for academicians is more likely to develop more proactive behaviour, which then leads to desirable career outcomes, such as career success. This result is consistent with the previous study conducted by Abu Said, Mohd Rasdi, Abu Samah, Silong, and Sulaiman (2015), which found out that the factor of proactive behaviour is a supportive mechanism for career success. This result also supports the SCCT which explains that highly proactive individuals are more likely to take active roles to manage and develop their own careers. This may, therefore, facilitate greater success for them.

This study provides a novel view of the relevance of quality of work life among married academicians' success via proactive behaviour. Higher education providers and practitioners should pay special attentions to academicians' proactive behaviour as this appears to play a positive role in mediating the relationship between quality of work life and career success. Thus, effective strategies pertaining to the best quality of work life programs should be implemented to assist the academicians in strengthening their academicians' roles. As a result, this may encourage academicians to behave proactively in managing their career development, achieving desirable career outcomes, and working more efficiently and effectively. They would also be more motivated to actively take advantage on the opportunities given to benefit their career progressions in order to deal with pressurised and consistently changing work environments. This can possibly lead to enhance organisational performance. It can be concluded that the quality of work life can positively influence career success among academicians. If they, however, also have proactive behaviour, they will be eagerly urged to achieve higher levels of career success. Despite the significant findings revealed by this research, nevertheless, it is considered relevant only in the context of academicians. Therefore, the researchers suggest that future research should be conducted to determine the relevance of proactive behaviour towards career success in other fields. Furthermore, this research study only examined the mediating role of proactive behavior in the relationship between quality of work life and career success among academic staff. Although the factor of proactive behaviour was found to explain the link between quality of work life and career success, it only acted as a partial mediator. Thus, future studies could examine other mediating variables such as organisational trust in order to provide a complete explanation of the relationship between quality of work life and career success.

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