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Factors Affecting Educators' Psychological Wellbeing Amid Covid-19 Pandemic: A Quantitative Approach

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Abstract

Covid-19 pandemic has dramatically transformed the traditional business process, especially in education sector. Due to the social distancing, compulsory lockdown changes the way teacher conduct class in a regular basis. Education sector has embraced technological innovation immediately after the announcing lockdown worldwide. This mediate enforce lecturer switching their traditional classroom to online classroom. Many related studies identified that this dramatic shift negatively affect lecturer's not only productivity but also psychological wellbeing. In fact, many prior studies utterly agreed there is a lack of understanding on how do these changes affect lecturer's psychological wellbeing. Hence, this study investigates the causes of lecturers' psychological wellbeing in the Job demand and control model. A conceptual model was tested which consisted of three independent, one moderating and dependent variables. Four hypotheses were proposed based on the conceptual model. Quantitative and cross-sectional approach were used to test and collect primary data. A structured questionnaire was developed adopting from prior studies and distributed to the lecturers from different private and public universities across West Malaysia. Based on two-month effort, this study managed to get 431 respondents, which considered a valid sample size for conducting any statistical techniques. Findings of this study confirmed that high job demand and control has significant negative effect on lecturers' psychological wellbeing, especially during pandemic. Institutional support, however, significantly improves and elevates lecturers' psychological wellbeing. Findings also confirms that social support during covid 19 significantly moderate the relationship between job demand and control with lecturer's psychological wellbeing. In other words, social supports help mitigating negative effect of job demand and control on lecturers' psychological wellbeing. This study is one of the limited studies emphasizing on lecturers instead of employees in general. These findings help educational institutions understanding the dark side of high job demand and control on their lecturers' psychological wellbeing, subsequently design an effective work life balance environment for their lecturer.

Keywords: Covid-19, Psychology wellbeing, Job Control, Job demand, Social support, Institutional support, Lecturer

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Introduction

Hundreds of thousands of people have been infected by the coronavirus infection (COVID-19) pandemic that began in December 2019 (Mehta & Sharma, 2021; Stephan et al., 2020; Treuren & Fein, 2021). Lockdowns, institution and corporate closures, and social segregation rules were used by governments to prevent the spread of the disease until vaccines or treatments were available. Workplaces, the economy, and the lives of individual employees are all affected by these regulations. Many people have been forced to work from home because of the closure of businesses and educational institutions. They must balance the many demands of family and job, especially if children are involved. COVID-19 has resulted in significant work and personal obligations for employees. Individual energy reserves can be depleted over time due to very high expectations and lack of resources. The COVID-19 pandemic, we argue, raises new issues for employee mental health that go beyond the scope of previous studies on resource demands. For example, many professionals have the challenge of working from home while caring for children and limiting social engagement with close friends and family members, which can be difficult. As a vital aspect in protecting against mental health issues, distant work and social distance regulations limit the amount of available social support (Karimikia et al., 2021; A. Rai & Chawla, 2021; Teo et al., 2021). The pandemic, in addition to job-related changes, offers other challenges to psychological well-being, such as concerns about one's own health and the health of loved ones, frustration, loneliness, and financial losses.

Because of the epidemic's wide-reaching global impact. Countries around the world are taking precautions to prevent the spread of diseases like COVID 19 by quarantining large parts of the population. To prevent the spread of COVID-19, several governments restricted people's movement within cities and internationally, and various ways were used to control the sickness, including social isolation, working and studying at home and self-isolation. At an increasing rate, educational institutions across the globe are closing or shifting their course delivery from face-to-face to online (Irawan et al., 2020; Lischer et al., 2021; Sundarasan et al., 2020). Many professors and students expressed skepticism about online education because of their lack of training in the field. Students' well-being may be harmed as well by the mounting fear and anxiety that comes with an increasing number of sick people, as well as by the disruption of classes in higher education, social isolation, and home quarantine. Previous studies have shown that a global pandemic has a significant impact on mental health (Krick et al., 2021; Kumpikaite-Valiunien- et al., 2021; Sundarasan et al., 2020). Therefore, it is imperative to determine the many ways in which the COVID-19 pandemic could affect humans. They decided to look at teachers' mental, social, and physical well-being throughout the quarantine period because of this background.

There had never been a situation like this previously in the vast majority of educational institutions. Giorgi et al., (2020) found that roughly 20% of countries polled employed digital learning tools in the classroom, albeit in only a small number of schools. no country has a standardized digital curriculum for teaching and learning, according to the World Bank (Data.europe.eu, 2020). There were a lot of first-time electronic teachers in this situation who encountered unexpected difficulties. It was during the COVID-19 shut down that many of the traditional boundaries between work and personal life were broken down. Many teachers started delivering assignments and virtual lectures from home, as well as taking place in various locations, such as kitchens and bathrooms as well as corridors or even in moving vehicles (Guidetti et al., 2018; Hu et al., 2020; Liu et al., 2021). It's becoming increasingly common for people to feel the need to be online at all times, and this means that their old job and personal life patterns have to be re-evaluated. Thus, new work–life balance

(WLB) challenges have emerged that are directly linked to well-being, as Kumpikaite-Valiunien et al., (2021) noted. Second, academic and classroom instructors were caught off guard by this sudden shift. As a result of this, the curriculum was reworked so that students could work from home, use video conferencing to deliver lectures, and get help from instructors via virtual environments.

This year's COVID conference highlighted the importance of reducing obstacles to educators' access to the internet, online technology and other resources. Educators also need aid with technological and informational resources, as well as advice on how to complete their teaching responsibilities, during this unplanned move to online teaching. There is no doubt that instructors have adopted digital technology with little or no organizational assistance. For example, Krick et al., (2021) points out the existence of a Facebook group for university professors called 'Pandemic Pedagogy,' which has attracted over 30,000 members and serves as a support network for educators. Educators had to adapt to a new work environment on their own and with limited support from their organizations. Consequently, the expectations for educators in terms of preparation, adaptability, and effort have risen. JDR theory states that job demands are those aspects of work that require energy, such as workload or complex tasks, effort, and relevant skills; and job resources are those characteristics of physical, psychological, social, or organizational nature that are required to meet job demands and achieve goals. For instructors' success during COVID-19, researchers used the JD-R model and found that those who had all of the resources they needed to succeed performed the best. In addition, administrative support from JD-R was crucial for COVID-19, as found in the same study (Dhiman, 2021; Jnaneswar & Sulphey, 2021; Krick et al., 2021; Kumpikaite-Valiunien- et al., 2021; Meyer et al., 2021).

Employees' mental health has been the topic of numerous work and organisational research for many years. Prior to this shift in focus, a majority of studies focused on negative employment outcomes. Job demands and job resources have been the focus of a large body of work and organisational psychology research over the past few decades in an effort to predict and explain workplace-related outcomes such as job stress and employee well-being (Barney et al., 2021; Kashive et al., 2021; Kloutsiniotis et al., 2021; Pak et al., 2021; Stephan et al., 2020; Treuren & Fein, 2021). There are a lot of things that go into a profession that need a lot of effort. Job resources can be characterized as a wide range of assets that can be used as tactical options for action, including physical, psychological, and organisational assets. In the workplace, employees are the company's most valuable asset. It is common for employees who are unhappy with their professions or lives to show a drop in performance, commitment, and attention to both work and family. More and more research shows the link between employee well-being, lower turnover, better health, and higher productivity (Ahmetoglu et al., 2020; Kim et al., 2019). Research on Malaysian university lecturers' well-being necessitates identifying clear predictors of employee well-being because low levels of employee wellbeing can have a negative impact on both people and their organisations. Work-family conflict, self-efficacy, feeling of coherence and self-esteem, psychosocial work environment and organisational culture have all been shown to have an impact on employee well-being. Few studies have attempted to develop a comprehensive model that can forecast employee happiness.

Using the Job Demand-Control (JDC) and Job Demand-Control-Support (JDCS) models, this study explores various main factors of employee well-being among Malaysian employees. University administrators can use this study's findings to improve the well-being of their employees. Social counsellors may be prepared to play a vital role in assisting those in need of aid. As a reminder to educational institutions, the COVID 19 epidemic can be

addressed by forming a task force that includes faculty, human resources, facility administration, student services, and the information technology department.

Literature Review

Theoretical Underpinning and Conceptual Model

Job Demand and Control Model

In the Job Demand-Control paradigm, both job demands and job control are taken into consideration while creating a work environment. Job expectations are operationalized primarily in terms of time pressure and role conflict, and they refer to the amount of work an employee is expected to do. People are able to govern their work activities when they have job control or choice latitude. There are two types of decision latitude: skill judgement and authority to make decisions. There has been a recent shift away from combining these components into a single measure, which was common in earlier research. An important theoretical paradigm for examining the relationship between job features and health and well-being is the Job Demand-Control model. Among the most prominent models in the field of occupational health psychology since the 1980s, JDC identifies key factors of health and happiness at work (Barney et al., 2021; Kim et al., 2019; Kloutsiniotis et al., 2021; Mehta & Sharma, 2021; Pak et al., 2021; Treuren & Fein, 2021). Job demand and control are central to this model's analysis of workplace dynamics. Additionally, the JDC model hypothesises the buffer hypothesis (a combination effect of job demands and job control) in which job control can mitigate the negative effects of job demands on strain and well-being, in addition to their independent and additive contributions.

Additionally, the learning hypothesis is included in the model, which asserts that the passive or active nature of a job might influence an employee's learning or growth. Employees with active jobs (jobs with high demands and control) were more productive and learned new skills. Workers in jobs classified as passive had little influence over their work and were subjected to few demands. Employees in this category had difficulties addressing problems or meeting challenges, and they lacked the enthusiasm to take part in company events as a whole (Ahmetoglu et al., 2020; Artz, 2018; Farivar & Esmaelinezhad, 2020; Kashive et al., 2021; Stephan et al., 2020). The current study, on the other hand, does not go into great detail on the differences between active and passive work because it is primarily concerned with predicting wellbeing. Numerous research uses the JDC and JDCS models to test the strain hypothesis rather than the learning hypothesis. JDCS model The JDCS model, like the JDC, predicts the primary, additive, and interaction effects of the many predictors. Predictors having positive or negative correlations to the outcome variable are referred to as main effects. JDC and JDCS models are tested using the key predictor effects as the basis for assessing workers' well-being or degrees of job strain. It is necessary to investigate the additive and interaction effects of numerous predictors in a prediction model. The concept of a "additive effect" refers to the evaluation of numerous indicators in the prediction model that work together to help forecast employee happiness and productivity (Davidescu et al., 2020; Jawaad et al., 2019; Nagel, 2020; Palumbo, 2020).

For the most part, the outcomes measured by Del Pozo-Antúnez et al., (2018) in their assessment of studies utilizing JDC and JDCS from 1979 to 1997 were concerned with people's overall psychological well-being and work performance. In terms of assessing psychological wellbeing and job satisfaction, burnout, and work-related psychological distress, both the JDC and JDCS models supported the strain and iso-strain hypothesis over the buffer hypothesis. Strain and iso-strain hypotheses were most frequently supported by cross-sectional study with a larger sample, including blue-collar worker samples and male

or mixed samples, per the data. For Boxall et al., (2019), the JDC and JDCS models have recently been assessed for their applicability. Papers of all research methodologies, including longitudinal studies, were evaluated in this review without assigning a quality criterion. More than 30 studies from 2018 to 2021 were reviewed, and the findings mirrored those of previous studies in the area. There is some evidence that job demands, control, and social support have an additive effect on general psychological well-being; b) there is much more assistance for the multiplicative impact of job demands, control, and social support on employment well-being in cross-sectional studies than in longitudinal studies; and c) there is limited evidence for the buffer hypothesis of JDC and JDCS mods (Al-Sabbah et al., 2021; Boxall et al., 2019; Dhiman, 2021; Gastearena-Balda et al., 2021; Holm et al., 2019; Khatri & Gupta, 2019; Lin & Wang, 2021; Liu et al., 2021; Zahoor, 2020).

In the Job Demand-Control paradigm, both job demands and job control are taken into consideration while creating a work environment. Job expectations are operationalized primarily in terms of time pressure and role conflict, and they refer to the amount of work an employee is expected to do. People are able to govern their work activities when they have job control or choice latitude. There are two types of decision latitude: skill judgement and authority to make decisions. There has been a recent shift away from combining these components into a single measure, which was common in earlier research (Al-Sabbah et al., 2021; Del Pozo-Antúnez et al., 2018; Guidetti et al., 2018; Hu et al., 2020; Meyer et al., 2021). The Job Demand-Control model is an essential theoretical framework for examining the relation between job aspects and health and well-being. When it comes to occupational health psychology, JDC is a well-known model that looks at aspects that influence health and happiness at work. This model's explanation of workplace dynamics focuses on the importance of job demand and control. A buffer hypothesis is also proposed by the JDC model, in which job control can minimize the negative impact of job demands on stress and well-being (Bhumika, 2020; Monte, 2019; Morikawa, 2020; Nappi et al., 2020). This model also includes the learning hypothesis, which says that the passive or active character of a job might impact an employee's learning or progress. They were much more productive and learnt new skills if they had active employment. Workers in passive employment had little control over the way and were subjected to a limited number of requests. They were unable to deal with problems or challenges, and they had little interest in participating in the company's events as a whole (Matikiti et al., 2019; Zhang et al., 2020). However, the current study would not go into considerable detail on the distinctions between proactive and reactive jobs because it focuses on predicting wellbeing. JDC and JDCS models are frequently used to test the strain assumption instead of the learning hypothesis in a number of studies. In the JDCS framework, Predictors in the JDCS model are predicted to have both additive and interdependent effects, just like they do in the JDC model. What we call "main effects" are predictors that have a positive or negative association to the outcome variable. Key predictor impacts of JDC and JDCS models are used to assess workers' well-being or levels of job strain. Many variables in a prediction model must be studied to determine the additive and interdependent effects they have on the model. Additive effect refers to the assessment of multiple factors that interact together to predict employee satisfaction and productivity (Aguinis et al., 2018; Bahmani et al., 2020; Wesana et al., 2019).

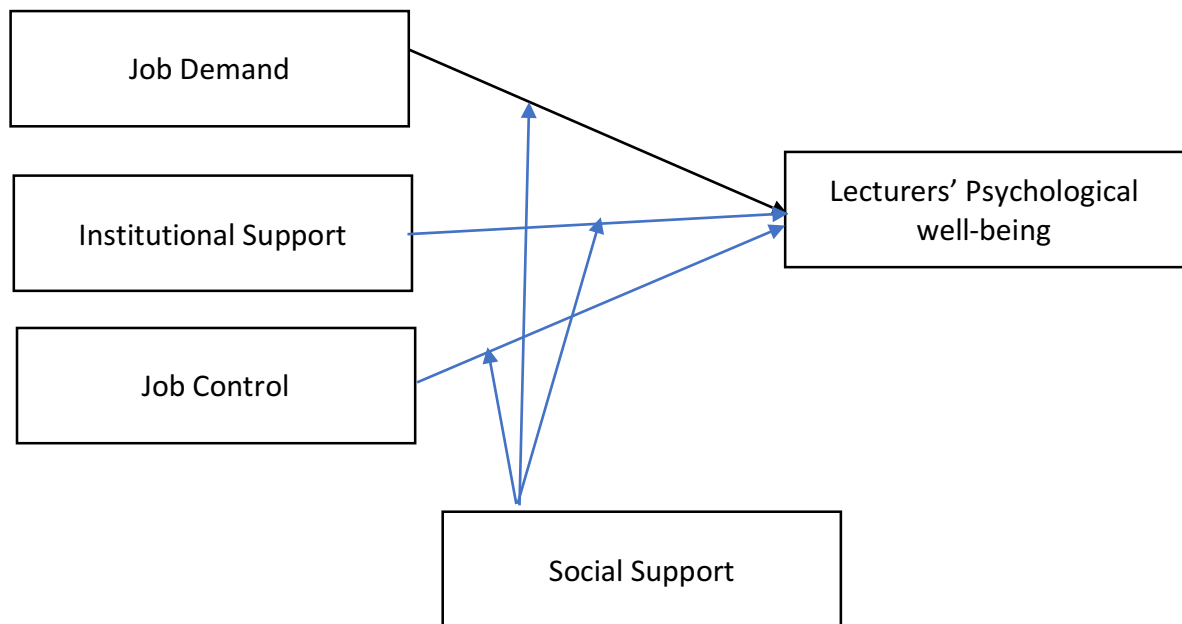


Figure 1: Conceptual Framework

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Employees in this category had difficulties addressing problems or meeting challenges, and they lacked the enthusiasm to take part in company events as a whole. The current study, on the other hand, does not go into great detail on the differences between active and passive work because it is primarily concerned with predicting wellbeing (Cano, 2020; Ollo-López et al., 2020; Rachmayanthy, 2016). Numerous research uses the JDC and

JDCS models to test the strain hypothesis rather than the learning hypothesis. JDCS model The JDCS model, like the JDC, predicts the primary, additive, and interaction effects of the many predictors. Predictors having positive or negative correlations to the outcome variable are referred to as main effects. JDC and JDCS models are tested using the key predictor effects as the basis for assessing workers' well-being or degrees of job strain. It is necessary to investigate the additive and interaction effects of numerous predictors in a prediction model. The concept of an "additive effect" refers to the evaluation of numerous indicators in the prediction model that work together to help forecast employee happiness and productivity.

In a review of studies from 2018 to 2021 that employed JDC and JDCS, Al-Sabbah et al., (2021) found that the majority of the examined studies focused on the outcome of general psychological well-being and job satisfaction. There was consistent support for the strain and iso-strain hypothesis when comparing it to the buffer hypothesis of both the JDC and JDCS models when it came to assessing psychological wellness and job satisfaction, burnout and work-related psychological distress. Most of the evidence supporting the strain and iso-strain hypotheses came from studies that were cross-sectional in design, with large samples, including a blue-collar worker sample and a male or mixed sample. Teo et al., (2021) recently reviewed the applicability of JDC and JDCS models. Without establishing a quality threshold, this review assessed papers of all research approaches, including longitudinal investigations. There were 31 papers included in the evaluation, which spanned the years 2018-2020, and the conclusions are nearly identical to those of prior reviews. For (Teo et al., 2021) in general, there is support for a multiplier effect of job demands, control, and social support; in cross-sectional research, the multiplier effect of job demands, control, and social support is more pronounced than in longitudinal studies; JDC and JDCS models' buffer hypothesis is supported by poor evidence.

Effect of Job demand, Job Control and Institutional Support on Psychological well-being

An individual's well-being can be defined as encompassing their sense of well-being as well as their overall sense of well-being. According to (Stephan et al., 2020), determining well-being is a challenging task. To the ILO (2020), workplace well-being includes all aspects of working life, including how employees feel about work, their environment, the prevailing mood in the office, and the actual tasks they perform. An employee's occupational well-being can be achieved by providing him or her with adequate resources to complete his or her job responsibilities. As a result, according to Bakker and Demerouti, job satisfaction is on the upswing. According to Dodge et al., well-being can be defined as the point of equilibrium between an individual's resources and the obstacles he or she encounters. An employee's subjective assessment of his or her own well-being is a common way to gauge workplace well-being. Russell defines subjective well-being as a combination of physical health and psychological well-being, as well as the ability to perform well in social situations. Positive functioning is comprised of social well-being and psychological well-being, while emotional well-being is comprised of these two components. A person's well-being might be boosted if he or she is actively involved in their work. Well-being is also linked to a greater sense of self-confidence, as well as more trust in one's interactions with others. A negative sense of well-being can arise for employees who experience negative feelings at work, such as a lack of support from coworkers or managers or a lack of contribution to the business, according to (Giorgi et al., 2020). Changes in technology are also claimed to have an impact on well-being.

Previous studies have focused on employee well-being because changes in employee well-being can have a negative impact on both workers and their organisations. Individualist and rich countries tend to report better levels of employee well-being than poorer countries, according to a number of studies (Dhiman, 2021; Gastearena-Balda et al., 2021; Lin & Wang, 2021; Zahoor, 2020). This is vital because evidence reveals that the sense of well-being is influenced by country and culture, so it is important to build a framework for investigating this topic in Malaysian society. It is believed that the outcomes of this study will help us better understand the impact of cultural and geographic differences on worker well-being. Page and Vella-Brodrick (2009) established a model of employee mental health that the current study used as a starting point for their investigation of employee well-being. According to (Barney et al., 2021) an organization's overall well-being includes more than just a single construct of work satisfaction. For the sake of this study, their model integrates the subjective and objective judgements of individuals that reflect total employee well-being. Being well-being is defined by (Pak et al., 2021) as satisfaction or strain in the primary areas of one's life. According to research on employee well-being, the absence of negative effects, such as emotional tiredness and a positive psychological state, is assumed to be the same as the presence of happiness in the workplace. As a result, in order to grasp the concept of employee well-being, a broader definition must be examined (Wesana et al., 2019). When it comes to occupational wellbeing, emotional well-being was determined to be the most important factor, even more so than professional, social, cognitive, and psychosomatic well-being. As far as measuring job satisfaction goes, the sole valid method previously used by (Zhang et al., 2020) was to examine the affective state of employees. It's important to note, however, that recent research have increased our understanding of positive and negative affective states, and added life satisfaction as a predictor of employee well-being.

An employee's subjective assessment of his or her own well-being is a common way to gauge workplace well-being. Subjective well-being, according to (Swain et al., 2020), encompasses feelings of contentment and efficiency. Having a sense of well-being is defined as having a sense of life satisfaction and a balance between positive and negative feelings (Keyes, 1998). A person's well-being might be boosted if he or she is actively involved in their work. Well-being is also linked to a greater sense of self-confidence, as well as more trust in one's interactions with others. (Diab-Bahman & Al-Enzi, 2020; Hashim et al., 2020; Lee, 2021) emphasize that employees who experience unpleasant feelings in their work—such as a lack of support from colleagues or managers, or a perception that their work is meaningless—can have a poor outlook on life. Changes in technology may also have an impact on people's well-being, according to some experts. Aside from the physical, emotional and mental tiredness that follows from long-term involvement in work conditions that are emotionally taxing, regular stress can lead to burnout. In (St-Onge et al., 2020).

Prior to the pandemic, teaching was frequently referred to as a highly stressful profession in which many instructors faced major mental difficulties as a result of their work. Teachers have been found to suffer significant levels of stress and burnout, according to a number of studies. It has been shown that teacher burnout and stress affect the well-being of both teachers and students, according to a new study by (Hendri, 2019). Teachers' feelings, burnout, and general wellbeing were all affected by the sudden change from face-to-face instruction to online instruction brought on by COVID-19. Teacher burnout is more common among those who see their profession as high-demanding but low-control, as found in the (Novitasari et al., 2020; Sahni, 2020) study. The COVID-19 situation has a detrimental impact on the well-being of early childhood educators, as shown in a study by (Davidescu et al., 2020). The well-being and stability of educators, according to (Kashive et al., 2021),

is directly linked to the well-being of their students. The rapid change brought on by COVID-19 resulted in burnout for many educators, as reported by Daumiller et al. In their investigation of the JD-R theory, (Dhiman, 2021) found that modern technology can raise demand and lead to job overload. It was also found that during the COVID-19 lockdown, educators experienced heightened stress and burnout due to a lack of resources as well as challenges providing assistance to kids. To better understand the factors that contribute to teacher burnout. Variables such as adjustments in WLB, that can be defined as an employee's responsibilities in diverse disciplines of personal time, family care, and work in order to avoid competing pressures from various roles, were examined by (Zahoor, 2020).

Researchers have used a variety of approaches to operationally define the idea of work-life balance (WLB). On the one hand, it may interfere with one's personal life, but on the other, it may enhance one's professional and personal lives. This is according to (Hu et al., 2020). We followed (Jnaneswar & Sulphrey, 2021) advice and obtained first hand assessments of the positive and negative equilibrium and imbalance in this investigation. (Lin & Wang, 2021) proposed that working from home could lead to greater work-life balance by increasing the flexibility of working arrangements. However, other studies suggest that WLB can be minimized. It was pointed out by (Gastearena-Balda et al., 2021) that educators' ability to carry out their various duties and activities was compromised as a result of the global pandemic due to a loss of life-work balance. When a result, educators reported significant levels of stress, and some teachers showed signs of burnout as their stress levels rose beyond their ability to manage.

Social Support moderating effect on Job demand, Control, institutional Support and Educators' Psychological wellbeing

There should be further research on the role of social support in the JD-CS buffer hypothesis, according to (Zahoor, 2020). More research is needed to determine whether social support has a favourable impact on health outcomes. A similar study by (Dhiman, 2021) indicated that informal social support somewhat mediated the link between job stresses and depression. Inconsistencies in the outcomes of these research may be due to cultural variations. Societal support systems may be structured differently in different cultures according to (Bhaduri, 2019). Cultural distinctions depending on nationality, such as power distance and individualism-collectivism, have been taken into account by the current study, which implies that future research into social support in the Malaysian setting, an example of a more collectivist culture, is warranted. Researchers found that Israeli workers' social support networks were more integrated than those of workers in the United States, who were more individualistic. Support from superiors, co-workers, and fellow employees is more important in a collectivistic society than more individualistic goals like job pleasure. In addition to cultural differences, it is possible that the findings were influenced by differing perspectives about the sources of social support, which could explain the discrepancies. As an example, (Mohammed et al., 2020) concentrated on the support of supervisors rather than the support of co-workers or other people. Their research focused on how supervisors and subordinates communicated as a kind of social support in their study. When non-work-related communication was used as a moderator, significant results were observed. Both spousal and occupational support were examined in the study by (Tlaiss, 2020). They employed a questionnaire developed by House (1981) in which respondents scored the same questions that measured various sources of support, and the results were consistent. According to the questionnaires, it may have been assumed that only one source of support, either spousal or work-related, was available to respondents. For example, (Liu et al., 2021)

employed the seven questions devised by (Lin & Wang, 2021) to measure support supplied by family members, friends and neighbors; as well as co-workers, in their study.

There is no evidence that inadequate social support, along with limited job control and high demands, is linked to higher job discontent as predicted by the JDCS model, according to (Meyer et al., 2021). Job dissatisfaction is connected with higher levels of job demands and increased job control, contrary to the model's predictions. Specifically, in high social support environments, workers were harmed by excessive control. It's also worth noting that (Krick et al., 2021) observed that the three-way interaction between demand, control, and social support has no effect on employees' psychological distress or job satisfaction.

Hypothesis

H1: Job demand has significant negative effect on lecturer's psychological wellbeing amid of Covid 19 pandemic.

H2: Institutional support has significant positive effect on lecturer's psychological wellbeing amid of Covid 19 pandemic.

H3: Job control has significant negative effect on lecturer's psychological wellbeing amid of Covid 19 pandemic.

H4: Social support significantly moderate the relationship between job demand, and control and institutional support and lecturer's psychological wellbeing amid of Covid 19 pandemic.

Research Design and Approach

In this study, we are looking at how the criterion variable is affected by the predictor factors. During this quantitative research approach, survey questionnaires are employed to collect data. Previous studies on well-being used the survey method and quantitative research. For this study, cross-sectional research was used, and the data was acquired quickly. A cross-sectional study collects data from a single point in time. Cross-sectional studies differ from longitudinal studies in that they collect data from a random sample of people at a single point in time rather than collecting data from the same respondents throughout time. Due to time constraints, this study had to utilise a cross-sectional design because of its focus on correlation rather than causality.

Data Collection and Sampling Strategy

This survey includes educators from both private and public universities on Peninsula Malaysia's east and west coasts. In this research, a larger number of universities from Peninsula Malaysia's West Coast are included because the region is more industrialized and home to more educational institutions. Krejcie and Morgan (1970) produced a sampling table that was utilised to create this figure (2003). However, due of the quantity of industrial facilities, this is no longer a concern. Informed consent was gained from respondents after we informed them of our university's privacy and data protection policy. Volunteers were able to engage in extra surveys by entering their email address, which we kept away from the data from the initial questionnaire. A pseudonym code was required for each participant in order to match data across the three waves of the study. The delivery of questionnaires was significantly time-stamped. With 5 reminder, this study obtained 421 responses from various public and private universities around Malaysia.

Instrument Development

An English-to-Malay translation check was performed on the Malay translations to ensure their accuracy. The Malay handwritten questionnaire was retranslated into English by a professor who is fluent in both Malay and English. The survey instrument was divided into six components based on previously published scales. Respondents' demographics were elicited in Section A. Predictor variables were the job of job demand, institutional support, and managerial control. As measurements of well-being were reviewed. For this reason, all variables are generated by a comprehensive literature review. Thus, the things have been thoroughly tried and verified to be dependable over a period of time. As a result, the researchers in this study conducted content validity testing on a variety of measures before implementing them in the field. Because of their content validity, the questionnaires were approved for distribution to final respondents following pre- and pilot-testing with volunteers. To ensure the study's findings were genuine, an experimentation factor analysis was used to identify the dimensions and items that made up each of the constructs.

Results and Discussions

Respondents Attributes

Over eighty-one-and-a-half percent of those who took the survey are employed at private universities, with the remainder working at public ones. In total, 71.46 percent of all responders were females, which aligns with the typical statistics of educators in Malaysia. In all, 69.84 percent of the respondents are married and roughly 58.34 percent have children at home. In relation with taking class online, 76.73 percent of those surveyed said that they are not familiar with any virtual meeting platform and 46.78 percent of the respondents do not even have high speed internet at home.

Exploratory Factor Analysis

The scales were subjected to factor analysis to see if the underlying factor structure differed from that found in earlier studies, the majority of which were undertaken in Western countries (Noor, 2004). This means that the items on a scale should be checked to see if they tap into the same factors as those found in Western studies. The construct validity of the instruments was evaluated using exploratory factor analysis, despite the fact that all of the measures were modified from conventional questionnaires. In establishing the statistically significant results of factor loadings, this study utilises guideline depending on a sample size suggested by Hair et al. (2010). Varimax rotation with 50 loadings was utilised in this investigation because the sample size exceeded 350. Descriptions of the factor analysis of each measure, namely, job demand, job control, institutional support and social support are described next. According to the (David & Abukari, 2020) acceptable range, the Kaiser-Meyer-Olkin (KMO) sample adequacy measure had an acceptable value of .802, showing that the data were suitable for further factor analysis.

Table 1: Exploratory Factor Analysis

	JD	JC	IS	SS	Alpha	Initial Eigenvalues
JD 1	.907				0.921	6.321
JD 2	.874					
JD 3	.824					
JD 4	.804					
JC 1		.844			0.879	2.665
JC 2		.802				
JC 3		.768				
JC 4		.639				
IS 1			.909		0.872	1.641
IS 2			.792			
IS 3			.789			
IS 4			.621			
SS 1				.908	0.825	1.280
SS 2				.863		
SS 2				.804		
SS 2				.766		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy 0.802						
Extraction Sums of Squared Loadings 74.423						

Table 1 displays the findings of exploratory factor analysis performed on 16 items in the Questionnaires. The results demonstrated four latent structures which explain 74.42 percent of the variation in the psychosocial health of educators. Factor 1 comprises of four items relating to an individual's capacity to control his or her tasks (job control) (job control). Job control loadings in a band from .904 to .804. Four components of job control inserted into Factor 2 varying from .844 and .639. The third factor consists of four items, which accounted approximately 10.25 percent of the variation in educators' psychological wellness. All procedural components of institutional support loaded with values between .90 and .62. The fourth element shows the social support that weighted between .90 and .76. Hence, future analysis takes into account all these four components, namely job needs, job control, institutional support and social support). Models such as Job Demands-Control and Job Demands-Control Support (JDCS) are in agreement with this.

Hypotheses Testing

Preliminary to hypothesis testing, the multicollinearity assumptions were tested and the information were found to not break the requirements of regression analysis. By utilising hierarchical regression analysis, we tested the hypotheses of the primary effect and the moderating effect (Howard & Irving, 2021). Two interactions were constructed by multiplying standard variables in order to evaluate the moderating effect of social support on behaviour. The interaction impact can be better understood, according to ((Brian) Joo et al., 2020; Toledo et al., 2019), when the components are standardised before moderating analysis. In earlier studies, researchers have used standardised variables to look for moderating effects. Standardized predictor and moderator variables were included in this study to examine their effect on lecturer well-being. The investigation focused on two-way interactions, which were shown to have moderating effects. Three interaction terms were

built using the standardised significant factors to examine the moderating effects of the three interactions. A moderator effect can be represented by two-way or three-way predictors, in which the predictive contribution of a predictor is modified by another predictor. When the interaction effect reaches statistically significant, the aspect is confirmed. A statistically significant joint predictor of moderation can be demonstrated by the presence of an interaction term.

The effectiveness of a typical multiple regression model can be seen in the cumulative additive effect of all predictor variables. How much of a dependent variable's variance can be explained by many predictors? A total of 69.2 percent of the variance in predicting Lecturers' Psychological well-being as a whole was found after all of the predictor factors were entered in Step 2. The current study examines the major effect contribution of each predictor following the addition effect. Each predictor's direct contribution to explaining changes in a predictor variable has the most influence. The major effect of this study was to examine the impact of each of the three predictor variables (work demands, institutional support, and job control) on Lecturers' Psychological well-being. There were statistically significant results for all of the predictive factors of Lecturers' psychological well-being. Some examples of these variables are the need for new jobs ($\beta = -0.42$, $p < .000$), institutional support ($\beta = -0.32$, $p < .000$), and employer control of new hires. Strong job expectations and high job control were found to have a negative impact on Lecturers' Psychological wellbeing, whereas high institutional support was found to have a positive impact.

Table 2: Hierarchical multiple regression analysis predicting Lecturers' Psychological Wellbeing

Standardised coefficient β				
	Step 1	Step 2	Step 3	Step 4
	<i>Additive Model</i>		<i>Interactive Model</i>	
<i>Control variables</i>				
Social Support	0.145***	0.121***	0.213***	0.186***
<i>Predictor variables</i>				
Job Demand (JD)		-0.42***	-0.35***	-0.24***
Institutional Support (IS)		0.34***	0.29***	0.31***
Job Control (JC)		-0.28***	-0.16***	-0.10**
<i>Two-way interaction</i>				
JD×SS			-0.101***	-0.128***
JD×SC			-0.151***	-0.124***
IS×SC			0.131***	0.114***
<i>Three-way interaction</i>				
JD×IS×JC				0.004
Adjusted R ²	0.163***	0.692***	0.544**	0.241***
p<.01; * p<.001				

A basic multiple regression model may be shown to be effective by looking at the combined effect of all of its factors. How much of a dependent variable's variance can be accounted by much more than a predictor? A total of 69.2 percent of the variance in predicting Lecturers' Psychological well-being as a whole was found after all of the predictor factors were entered in Step 2. The current study examines the overall main impact contributions of each predictor

following the additive effect. Each predictor's direct contribution to explaining the variation in a predictor variable is the most important factor in determining its impact. The major effect of this study was to examine the impact of each of the three predictor variables (work demands, institutional support, and job control) on Lecturers' Psychological well-being. There were statistically significant results for all the predictive factors of Lecturers' psychological well-being. Some examples of these variables are the need for new jobs, institutional support, and employer control of new hires. Strong job expectations and high job control were found to have a negative impact on Lecturers' Psychological wellbeing, whereas high institutional support was found to have a positive impact.

This study examined the moderating influence of social support after performing additive and main effect analyses. The interacting impacts of social support showed a moderating effect in the analysis. This moderating analysis enables estimates of the interactive influence of predictors' contributions in predicting Lecturers' Psychological wellbeing. Consequently, in Step 3 (Table 2), cross-product factors were added to the equation, which explained an extra 54.4 percent of total variation in predicting Lecturers' Psychological wellness. However, among cross-product predictors, all the three interacting effects were statistically significant in predicting job Lecturers' Psychological wellbeing.

Contributions, Limitations and Further Study

The current study found that Malaysian lecturers' psychological well-being can be predicted by a combination of job demands, job control and institutional support. Furthermore, these new results show that the estimator component social support also made a difference and contributed to the overall influence on Lecturers' Psychological well-being, which is consistent with the assertions made by (Casserley & Critchley, 2010) as well as (Tripathi et al., 2020). Only psychosocial work variables were considered in Karasek's model and no other components of the workplace or non-work environment. For example, earlier research has focused on different variables such as psychosocial work environment, organisational justice and work-family conflict and the independent impact of each of these variables to employee well-being. Since just a small number of studies have examined the effects of all of these variables on lecturers, very little is known at this time. It is thus possible to predict the well-being of Malaysian educators, based on the outcomes of this study.

This study's findings confirm the premise that JDCS components are the most important factors impacting the psychological well-being of teachers. The importance of workplace expectations and social support in supporting psychological wellness at work was observed by both European and Malaysian professors, as well as workers in other countries. Therefore, employers, especially those participating in the current study, should monitor these job traits in addition to the other two pairs of predictors to ensure that they do not jeopardize the well-being of lecturers. Findings demonstrate that job control and social support are important predictors of lecturers' mental health.

For example, job demand, job control and institutional support were found to have a significant impact on well-being in the current study. The current study found evidence to support the negative impact of increasing job demands on worker well-being and the positive impact of social support and job control on worker well-being. Work-related well-being was linked to job demands and social support in the same way as (Franco & Antunes, 2020; Turner et al., 2019; Vince & Pedler, 2018) found in Western cultures. Job demands, in particular, were deemed to have a detrimental impact on Malaysian professors' wellbeing tied to work, but not on wellbeing outside of work. Job control here was associated to psychological well-being, which is contrary to Western findings. In Malaysian universities,

job control appears to have a lower impact on work-related well-being than previously thought. Lecturers' well-being is influenced by factors such as job demands, job control, and institutional support. The concept of job qualities in diverse cultures and the significance of these different features to employee well-being has sparked a great deal of debate. For example, (Joo & Lee, 2017) shows that cultural disparities about work categories and work processes can alter people's views of job attributes. Because of this, it is reasonable to infer that people from different cultural origins value different aspects of their jobs.

As part of the current study, social support was also examined as a mediator. Lecturers' psychological well-being was shown to be improved to some extent by social support, as this study confirmed in part. In predicting psychological well-being, this was a significant predictor, but it was not important in predicting the other indicators of overall well-being. This study indicated that social support had a significant moderating influence on the relationship among job demands and well-being. (Bhuiyan et al., 2020; Golubovskaya et al., 2019) further corroborated these findings in great detail, showing that data on the relevance of social support for supporting buffering hypotheses was in fact contradictory. Inconsistencies in findings may be due to different approaches to measuring social support. Social support was explored in this study by focusing on both supervisor and coworker supports in the setting of the workplace and then going further into evaluating quasi-work social support. For example, when it comes to social support, (Nienaber & Martins, 2020) found that it has a considerable moderating influence when it comes to interactions between supervisor and subordinates.

As you can see, there are a few problems and possible future possibilities for this project. Firstly, because this study used a cross-sectional methodology, all of the data was collected within the limited time frame of the surveys. For this reason, a longitudinal study improves the ability to draw clear findings and outcomes relating to the determinants of lecturer well-being. Using this method, researchers in Malaysian institutions may be able to learn more about what factors are most important to the well-being of their teachers. External factors were the focus of this study; however, character was not included because it is a constant construct of humans. Individual character may account for the remaining unexplained percentage of well-being, although this is not being explored at the moment. Research should incorporate all internally and externally components in order to produce a more accurate portrayal of employee well-being.

Finally, this study found that focusing on job demands, job control, and institutional support improved the well-being of lecturers. Using a collection of criteria including job demands, job control, institutional support, and social support, this study investigated the prediction model for indicators of lecturers' well-being. We also looked at the consider possible of each predictor variable and the moderating role of job control and social support on the psychological well-being of university professors. There was a positive correlation between lecturer psychological well-being and the model variables of job demands, job control, and institutional support, according to the data. Professors' psychological well-being is protected by social support, which acts as a moderating force.

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