

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF MANAGEMENT STUDIES
MBA PROGRAMME**

**LEADER-MEMBER EXCHANGE AND WORK-FAMILY
SPILLOVER OF ACADEMIC STAFF IN
MANDALAY TECHNOLOGICAL UNIVERSITY**

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EMBA - 21

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ACADEMIC YEAR (2018-2022)

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A Thesis submitted to the Board of Examiners in partial fulfillment of the requirements for the degree of Master of Business Administration (MBA)

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ACCEPTANCE

This is to certify that the thesis prepared by Win Thein Htun entitled “**Leader-Member Exchange and Work-Family Spillover of Academic Staff in Mandalay Technological University**” has been accepted by the Examination Board for awarding Master of Business Administration (MBA) degree.

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ABSTRACT

The aims of this paper are to examine the effect of Leader-member exchange (LMX) on work pressure of academic staff in Mandalay Technological University, to analyze the effect of Leader-member exchange on meaningfulness of work of academic staff in Mandalay Technological University and to analyze the effect of work pressure and meaningfulness of work on work-family spillover of academic staff in Mandalay Technological University. Primary data are collected from all of 134 academic staff who are currently serving at MTU and secondary data are collected from research papers, thesis papers, journals, websites, online sources and administrative department of MTU. Census sampling method is applied in this study. 117 academic staff out of 134 academic staff had responded in this survey. The study explores that the variable of mutual trust and respect has strongly significant effect on work pressure. The mutual trust and respect and leadership obligation have strongly significant effect on meaningfulness of work. Moreover, the work pressure and meaningfulness of work have strongly significant effect on work-family interference (work-family negative spillover). The meaningfulness of work has strongly significant effect on work-family facilitation (work-family positive spillover).

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LIST OF ABBREVIATIONS

B.Arch	Bachelor of Architecture
B.E	Bachelor of Engineering
CoE	Center of Excellence
ECIT	Computer Engineering & Information Technology
JICA	Japan International Cooperation Agency
LMX	Leader-member Exchange
MIT	Mandalay Institute of Technology
MTU	Mandalay Technological University
SWB	Subjective Well-being
WFF	Work-family Facilitation
WFI	Work-family Interference

CHAPTER 1

INTRODUCTION

Transition and Transformation are rapidly developing in economy, social media and education in every country. Thus, any organizations need good human resources, great leaders and followers in educational field to enable the leaders and followers work well in harmony, without which it will tend to have negative impact on teaching and learning process. Simplistic conceptions of leadership and outdated organizational models limit the capacity and/or ability of university leaders for handling the thorny issues they face in a daily basis in the 21st century (Hill & Martin, 2014). As academic staff are the core pillars of education system for all, the university needs expert academic staff who are passionately dedicated to the job of university with high capacity for improvement, development and achievement on the university sustainability.

Educational leadership and teacher-self efficacy in education industry, often differentiate between the leaders as either being transformational (high quality leader-member exchange relationships) or transactional (low quality leader- member exchange relationships).The transformational leadership tends to a more democratic and collaborative type of leadership whereas the transactional leadership tends to more align with authoritarian hierarchical style of leadership, (Burgess, 2002; Bass, 1990).

Rectors and teachers need to understand the shared vision and commitment, skillfulness and experienced at management, teaching and learning at universities, which called for teachers' leadership capacity. The progressing university has High leadership capacity with an administrator who can cooperate, collaborate and improve the university where all university teachers can gain the skills to modify the university's norm, vision, roles and taking accountability. That is for the teachers to share the vision and responsibility within university (Harris & Lambert, 2003). What effective and great leaders do is they invest and strengthen their teams even when some problem arises on the horizon (Horton, 2017). This can improve their teachers' leadership capacity, sustain school improvement and student achievement (Lambert, 2003). Teachers who have poor teaching skills and knowledge in education field will feel stress. But keeping the Organizational structure of interdependence, mutual respects, contributing within colleagues, mutual interests, rebuilding leaders and followers' relationship can be of help.

Besides, taking accountability of organization to complete the common bond that is kept, and is strengthening it in all aspects of job can reduce the stress (Moe, 2016). Teachers without sickness can have time to temporarily avoid from stress, and having a definite break-time allows teachers to continually solve the stressful work condition (Travers & Cooper, 1996). 'Develop skills necessary to deal with the source of stress that they face' is a major point for teachers to improve their competency to reduce mental and physical situations (Sur & Ng, 2014).

The functions of university academic staff include teaching and mentoring students and preparing papers and presentations for both class lectures and research conferences. The university academic staff have numerous responsibilities, such as teaching, conducting scientific research, and carrying out various types of social work. These responsibilities are placing an increasingly heavy burden on the academic staff. Academic staff have to perform nonacademic functions which include family life, social life, and community commitments. Given their numerous roles and responsibilities, and the intense demands and high expectations placed on them, many of university academic staff depression and work family conflict. experience significant levels of stress, and this leads to increased turnover intent, decreased job performance, decreased job satisfaction, increased anxiety. The cause of lower quality leadership in university can face job satisfaction and performance problems with faculty members (Sypawka et al., 2010). Other demographic factors, including gender and age, can affect the stress level of academic staff. Women scored significantly higher than men. Occupational stress differed between different ages. Finding reveals that professional ranking or career development was the greatest source of occupational stress. The years of experience in teaching also contributed to the stress levels of university teachers.

There are two difference views on the work overload of university academic staff. One view holds that the high-intensity work burden of university academic staff is self-imposed and based on the love of, and dedication to, the job. The other view considers this burden as the outcome of structural constraints under the expectations of universities. The nonacademic work, such as meeting the higher threshold for tenure, endless of the administrative affairs, preparing for and attending the conferences, external reviews, and considerable e-mailing, increases this burden. Working academic staff spend most of their hours on the job, and the characteristics of their jobs and work situations vary in systematic ways that contribute to their quality of life and well-being. Work also tends to

spillover into other family of life, which has additional implications for well-being and functioning in family and other life domains. Relatedly, there was increasing pressure in many societies to sacrifice family and leisure in order to respond to work-related pressures. Work-family interference is occurred when the individual experiences conflicting demands between work and family roles which cause participation in both roles to become very difficult. It is very important for organizations and individuals to understand the implications linked to work-family interference. Work-family interference is associated with increased job stress, occupational burnout, decreased health, organizational commitment and job performance. Currently, the university academic staff face challenges on the unstable condition of political in Myanmar. This often leads to overwhelming pressure, which consequently leads to stress and conflict.

The Mandalay Technological University (MTU) formerly known as the Mandalay Institute of Technology (MIT), located in Mandalay, is one of the senior engineering universities in Myanmar. The university offers six-year bachelor's degree, two-year master's degree, two-year doctoral degree, and one-year postgraduate diploma programmes in engineering disciplines to students. This study focused on leader-member exchanged and work-family spillover of academic staff in MTU.

1.1 Rationale of the Study

Study of academicians in the education industry is vital since they have direct links with industry and community: playing an important role in enhancing the national capacity to achieve in a volatile global knowledge economy (Lew, 2011).

A teaching job is a delicate job that requires specific behaviour in the classroom. Teachers need psychological, physical and spiritual balance. Our society expects teachers to be well equipped educationally and emotionally. But, teachers have experience a number of different kind of pressures and stressors such as: difficult students, difficult classes, taking work to home, pressure from parents, lack of administrative support, teachers' evaluation, social isolation, ongoing learning, job uncertainty, integration of intelligence and technology, students' and parents' bullying.

Academic staff have to manage scarce time and energy while meeting multiple commitments, both personally and professionally. Typically, they maintain a majority of household and family responsibilities. Moreover, duties of academic staff here at

Myanmar include administrative work, doing research papers, supervising students' term papers in addition to teaching which leads to long working hours and increasing pressure for accountability.

The university teachers' motivation and job satisfaction are fundamental not only for the quality of higher education but also for the human and the economic development of a nation. Universities prepare the professionals of tomorrow and the quality of the teaching offered managers, teachers, scientists, medical personnel, government officials, advisors and other professionals. Researchers found that university academic staff are high motivation to teach but they are unsatisfied on their pay, the pressures of administrative tasks and higher workload, the poor working conditions, the associated policies, protocols, and the administrative measures. Together, these create additional burdens that undermine teachers' physical and psychological well-being, and result in the dwindling of their motivation and enthusiasm to teach. Many factors affect the stress levels of university academic staff. Work overload can lead to high pressure which causes physical and emotional exhaustion.

Academic staff are challenged to manage their work and family roles. Although both roles can provide self-esteem, self-fulfillment, and happiness, they can also interfere with each other making it more difficult to fulfil work and family demands. That interference between work and family life is termed as work-family conflict. The interference within these work and family life leads to work-family conflict. Work-family conflict is affected the individuals suffering of families and employers. Academic staff in Myanmar usually encounter work life related issues such as several duties, many responsibilities and accountabilities in universities. Various working avenues, working environment, administrative system, the prevailing work culture, and work pressure are the major sources for work life imbalances of academic staff in Myanmar.

Other studies have investigated the impact of the increasing demands on staff stress and work-life balance. There are no studies about leader-member exchange and work-family spillover among the university academic staff in Myanmar. Therefore, this study aims to explore on the Leader-member exchange and work-family spillover of academic staff in Mandalay Technological University.

1.2 Objectives of the Study

The objectives for this study are

- (1) To examine the effect of leader-member exchange (LMX) on work pressure of academic staff in Mandalay Technological University (MTU).
- (2) To analyze the effect of leader-member exchange (LMX) on meaningfulness of work of academic staff in Mandalay Technological University (MTU)
- (3) To analyze the effect of work pressure and meaningfulness of work on work-family spillover of academic staff in Mandalay Technological University (MTU)

1.3 Scope and Method of the Study

This study focuses on leader-member exchange and work-family spillover of academic staff in MTU. In this study, quantitative research method is used. To achieve objectives, both the primary and secondary sources are applied in this study. Primary data are collected by using self-administered questionnaires and secondary data are collected from research papers, thesis papers, journals, websites, online sources and administrative department of MTU. The survey data are collected from 134 academic staff who are serving at MTU by using census sampling method. The questionnaires are distributed to all total of 134 academic staff. 117 academic staff out of 134 academic staff had responded in this survey. Data is collected during October to December, 2021.

1.4 Organization of the Study

This paper has been made up five different Chapters. Chapter one starts with an introduction chapter of this study which consists of the rationale of this study, objectives of this study, scope, methodology and organization of the study. Chapter two consists of theoretical background, leader member-exchange, work pressure, meaningfulness of work, work-family negative spillover (work-family interference), work-family positive spillover (work-family facilitation) and developed a conceptual framework of the study with a diagram. Chapter three presents the profile and work nature of MTU. Chapter four focuses on the effect of leader-member exchange and work-family spillover of academic staff in MTU. The chapter five is the conclusion section including discussion of finding, recommendation, suggestion and needs for further research.

CHAPTER 2

THEORETICAL BACKGROUND

This chapter consists of the theories and concepts of all different variable; those are leader-member exchange, work pressure, meaningfulness of work, work-family spillover, work-family interference and work-family facilitation. Moreover, previous study and the conceptual frame work are included in this study.

2.1 Leader-Member Exchange (LMX) Theory

In the twentieth century, several theories of leadership have been popular among researchers and practitioners, including trait theories (Ghiselli, 1963), least preferred co-worker (Fiedler, 1967), path-goal leadership (House, 1971), and behavioral approaches to leadership (Fleishman et al., 1955). Leader-member exchange (LMX) theory breaks from the line of thinking and developed the unique relationships between a leader and each individual member or follower.

LMX is a prevalent theory in the leadership literature that focuses on individual dyadic relationships between the supervisor and each of his or her subordinates (Dansereau et al., 1975). This relationship is either positively or negatively affected through the quality and quantity of exchanges of organizational information and responsibilities between the leader and the subordinate (Naidoo et al., 2011). LMX theory investigates the role-taking, role-making, and routinization of exchanges between leaders and their subordinates (Graen & Uhl-Bien, 1991). Leader-Member Exchange (LMX) theory, contends that effective leadership can be achieved through development of effective leadership relationships (Graen & Uhl-Bien, 1995). social exchange theory (Blau, 1964) constitutes a solid theoretical foundation for LMX as well.

The LMX is premised on social exchange and holds that leaders develop separate exchange relations over time with their followers which vary in quality (Alshamasi & Aljojo, 2016). The discussion on the LMX model held further that LMX typifies a variety of social exchanges between supervisors and their subordinates and the way these parties relate to another that affect organisational outcomes (Jha & Jha, 2013). LMX, according to Head (2014), is termed as a relationship-oriented approach to leadership because it

defines leaders as having a differentiating leadership style for each of their follower, grounded on the relationship that the leader and follower develop within the workplace.

LMX posits that a leader's effectiveness is determined by the relationship that the leader has with each of his or her subordinates. Moreover, LMX theory suggests that a leader develops different quality relationships with each subordinate. In another words, the leader develops high-quality relationships with some subordinates, but not all (Graen & Scandura, 1987). The relationships are not necessarily polarized, but differ on a continuum because no supervisor-subordinate relationship can be identical to another.

Dulebohn et al. (2012) stated that behaviors of either leaders or members can independently influence the formation of high-quality LMX. Apart from the independent impact of the leader's or the member's attributes, the dyadic similarity in terms of demographics and personality between the leader and the member are also influential in the LMX development process (Nahrgang & Seo, 2015). High-quality LMX leads to more frequent and better communications between the leader and the member (Sin & Morgeson, 2009). High-quality members accordingly are more influential in decision making and report higher psychological empowerment (Chen et al., 2007).

Some studies suggest that high-quality LMX might not be beneficial, and even harmful to employee social network under certain conditions. Member competence has shown to be one important factor that determines LMX quality (Dulebohn et al., 2012). And "it is quite common in the workplace that able men are always busy". High-quality LMX provides benefits to both leaders and members without doubt, yet it has a potentially dark side that high-quality LMX partners can experience relational tensions. These tensions can lead to higher stress, pressure and negative affect and negatively impact LMX partners' relationship attitudes and work behaviours. (Wu ,2018).

Most scholars have argued that high quality exchanges between leaders and followers are desirable because they lead to, for example, better job performance and lower withdrawal (Gerstner & Day, 1997). For example, at the highest levels of LMX the greatest levels of responsibility, obligation, and extra-role behavior are likely to be placed on the follower (Liden & Graen, 1980). Individuals high in positive affect tend to have an overall sense of well-being and view themselves as active and self-efficacious. These individuals find pleasure in engaging interpersonally and striving for achievement.

2.1.1 Mutual Trust and Respect

The development of high-quality LMX is based on distinctive of the working relationship (Graen & Uhl-Bien, 1995). High-quality of leader member exchange was “characterized by mutual trust, respect, and obligation that generate influence between the employee and supervisor” (Jha & Jha, 2013). Graen & Uhl-Bien. (1995) stated that the mutual trust and respect is referred to LMX partners’ assessments of each other regarding to their behaviors and professional capabilities, differing itself from the liking-based dimensions of the interpersonal attraction and bonding which suggested by personal relationships. The high-quality of LMX relationship was the one in which mutual affect or liking, loyalty, contribution, and professional respect existed between the supervisor and the subordinate (Liden & Maslyn, 1998). High-LMX relationships are founded in emotional support, trust, and respect and are considered ‘mutually beneficial’ for both parties (Gerstner & Day, 1997). Professional respect is referred to the perception of the degree to which each member of the dyad has built a reputation, within or outside the organization.

2.1.2 Leadership Obligation

Leader attributes such as being delegative, empathetic, and ethical are associated with higher LMX quality (Walumbwa et al., 2011). When the quality of LMX is increased, the supervisors provide more resources and to support their subordinates in various tasks that enhance career development (Chen et al., 2007). Those positive contributions essentially create obligations to the subordinate. Therefore, the subordinate pay back in one form of performing more effectively and directly to their leader which competently executing their job responsibilities to maintain the high quality of LMX relationship with mutual trust, respect, and obligation as the foundation (Uhl-Bien & Maslyn, 2003). Mutual obligation refers specifically to LMX partners’ assessments of each other regarding their professional capabilities and behaviors, differing itself from the liking-based dimensions of interpersonal attraction and bonding suggested by the personal relationships (Graen & Uhl-Bien, 1995). The higher mutual trust, respect and obligations arise out of LMX often raise performance expectations on both of the parties to the extent beyond their capabilities.

2.2 Work Pressure

Work pressure can be defined as a stressor originating from work role overload or conflicting work demands (Greenhaus et al., 1989). Work pressure is the provisionally conceived of a cognitive-energetic state of the person which produce the experience of strain or felt pressure and associated with the ongoing and anticipated execution of work tasks. At present it can best be understood as the subjective reflection of the person's psychological/ physiological state while carrying out work tasks. Obviously, this state can vary and work pressure can augment or decline, depending on the worker's expectation of the amount of work that remains to be done and assessment of the chance to accomplish the work successfully.

Work pressure is seemed to be a more enduring state which extend into people's leisure time. Conflicting and overly taxing work roles may create increased time and psychological demands within the work domain, which interfere with role requirements in the family domain. Hence, work pressure may increase work-family interference (Dolcos & Daley, 2009). Work pressure was indeed a factor negatively affecting worker health and well-being (Carayon & Lim, 1995).

Ill health and sickness absence, work-related stress has also been associated with reduced levels of job satisfaction, motivation and commitment, increased employee turnover, impaired job performance and creativity, and a range of counterproductive behaviours and workplace attitudes like as cynicism, incivility and sabotage (Kinman & Jones, 2008). The negative impact of work-related stress is also likely to 'spill over' into the home domain and limit opportunities for relaxation and recovery, leading to impaired health and job performance (Allen et al., 2000). The source of conflict may be time-based (i.e., time requirements of one role interfere with participation in the other), strain-based (i.e., stress or strain experienced in one role interferes with participation in the other).

2.3 Meaningfulness of Work

The meaningfulness of work concept is linking it to work and organizational sociology (particularly alienation studies) and work and organizational psychology (empowerment, job characteristics model engagement). The concept of meaningfulness is built on the alienation tradition which derived from the sociology of work and organization field. Alienation is broadly referred to the sense of social estrangement, the

absence of social support or the meaningful of social connection. Many sociologists focus on subjective work alienation: alienation as perceived by the worker (DeHart-Davis & Pandey, 2005).

The social scientists have been used the (subjective) alienation concept in various studies and the number of meanings have been attributed to the term. Seeman (1959) broke down into five alienation dimensions which were powerlessness, meaninglessness, normlessness, social isolation, and self-estrangement. Among all of these dimensions, meaningless and powerlessness are considered to be particularly important (Tummers, 2014).

The meaninglessness/meaningfulness of work concept can also be found in the work and organizational psychology field. Here, it is firstly related to literature on psychological empowerment literature. Meaningfulness of work is one of the four components of psychological empowerment (Spreitzer, 1995). It was described as the fitness between the requirements of a work role and one's own beliefs, behaviors and values. In a recent review by Maynard et al. (2012) there was four components of psychological empowerment, meaningfulness of work had the strongest relationship with job satisfaction. Overall, it was found that certain components of psychological empowerment are potential mediators between various work antecedents (such as leadership) and work outcomes (such as job satisfaction and organizational commitment).

Next, the concept of meaningfulness is also discussed in the job characteristics model of (Hackman & Oldham, 1980). The meaningfulness experienced in work is seen as a key. Humphrey et al. (2007) found that experienced meaningfulness was the primary mediator between the characteristics of job and outcomes

Work meaningfulness relates to the concept of work engagement although these concepts also notably differ. Schaufeli et al. (2002) defined engagement as “a positive, fulfilling of work-related mind which characterized by vigor, dedication, and absorption”. They state that engaged employees have a sense of energetic and effective connection with their work activities, and see themselves as able to deal well with the demands of their jobs.

On the one hand, both the meaningfulness and engagement concepts refer to work-related attitudes and both are positive psychological states. However, it must be stated that making a simple distinction between public organizations on the one hand, and

private organizations on the other, seems overly simplistic (Rainey & Bozeman 2000). Besides their public, semi-public, or private legal status, many characteristics influence organizations and their working environments such as size, location, environment, and function.

In the organization with goal complexity and ambiguity, it would be difficult for employees to understand the contribution of their specific work to the organization or to society or, in other words, to feel that their work is meaningful. On the other hand, many people chose to work in the public sector given that they aim to do meaningful work and contribute to society (Perry & Hondeghem, 2008). Hence, studying work meaningfulness and ways to improve it could be quite important in public sector setting. Followers feel that their work are meaningful, these will increase their organizational commitment and they will stay in their organization willingly (Pierce & Dunham, 1987).

2.4 Work-family Spillover

Work and family are fundamental aspects of life, and an individual must find a balance between both. Prioritizing one over the other can cause distress in one's life. Every individual plays an important role in their work and non-work/personal life with the aim of fulfilling their needs, but it's not always easy to find a balance, which may cause a conflict. The reasons behind this conflict vary according to different professional constraints such as working hours, work environment, nature of job, and interpersonal relations.

The terms work-life balance and work-family balance are often used interchangeably, but generally are applied to the same concept (Quick & Quick, 2004). Often work-life balance is defined as the absence of conflict between work and family or personal roles (Frone, 2003). Work-life balance is defined as the individual's ability to meet both their works and family's commitment as well as other nonwork responsibilities and activities. satisfactory work-life balance and low work-life conflict were also linked to non-work outcomes, such as life, family, marital and leisure satisfaction and family performance (Allen, et al., 2000). Stress is a common feature of a poor work-life balance. High levels of job stress have linked to decrease work-life balance and increased work-life conflict among different occupations (Wong & Lin, 2007).

Leadership at all organizational levels has the impact on employees' work-family experiences, immediate supervisors are especially influential as the most proximal representative of the organization (Kossek et al., 2011). Over the past two decades, researchers have increasingly incorporated traditional leadership theory to develop a better understanding of employees' work-family experiences (Major & Morganson, 2011).

Three competing theoretical mechanisms were originally developed to help explain the connections between works and families: (1) segmentation, (2) compensation, and (3) spillover (Edwards & Rothbard, 2000). The segmentation argues that work and family domains are independent of and, thus, do not relate to one another. Contrarily, the compensation suggests that employees compensate for dissatisfying experiences in one domain through increased involvement in the other. Finally, the spillover holds that experiences in one domain can carry over into the receiving domain such that changes in one domain leads to commensurate changes in the other. The spillover presumes that the two domains are interdependent. That is, participation in the family domain impacts the work domain, and vice versa. Work-family spillover can have both positive and negative effects on the receiving domain. For example, negative or positive experiences at home can spillover into the work domain and result in negative or positive experiences, respectively, at work.

The work-family literature has traditionally characterized work and family roles as competing for resources (Greenhaus & Parasuraman, 1999), and the tendency for some researchers to equate work-family balance with the absence of conflict has resulted in multiple and inconsistent construct definitions (Wayn et al., 2017). The work-family literature has traditionally characterized work and family roles as competing for resources (Greenhaus & Parasuraman, 1999), and the tendency for some researchers to equate work-family balance with the absence of conflict has resulted in multiple and inconsistent construct definitions (Carlson et al., 2009). The work-family interface has primarily been described in terms of *work-family spillover*, or the extent to which experiences, attitudes, and moods transfer between one's work and family roles. Work-family spillover can manifest as either positive or negative (Greenhaus & Beutell, 1985).

Conceptualizations of spillover theory hold that there are no boundaries between work and family life. Rather, people often bring their attitudes, behaviors, and emotions from one domain into the other (Zedeck & Moiser, 1990). Grzywacz and Marks.

(2000) indicated that there were four distinct work-family spillover experiences: negative and positive spillover from work to family and family to work. Most research on the work-family interface was focused on negative spillover between the two domains. This type of research takes a conflict perspective which assumes that individuals in multiple roles often experience stress due to a lack of time and energy to fulfill the obligations in all of the roles (Zedeck & Moiser,1990). However, more recently scholars have begun to focus on positive spillover that can occur between the work and family. Greenhaus and Powell (2006) argued that there were three ways which multiple roles can produce positive outcomes: 1) multiple roles can have additive effects on well-being; 2) roles can buffer the individual from stress from other roles; and 3) experiences in one role can lead to positive outcomes and experiences in another role. Based on recommendations in several recent reviews (Frone, 2003).

2.4.1 Work-family Interference

The work-family conflict construct is bi-directional in nature, such that work role demands can be interfered with family life (i.e. work interference with family; WIF) and familial or personal responsibilities can interfere with work life i.e. family interference with work (Netemeyer et al., 1996).

The intersection of the work with family is one of the primary stressors impacting workers' lives today (Galinsky & Sakai-O'Neill, 2013). The work-family interface has primarily been described in terms of work family spillover in which extent to experiences, attitudes, and moods transfer between one's work with family roles (Greenhaus & Beutell, 1985). Work-family spillover can manifest as either positive or negative, and that characterization is largely based upon whether participation in one life role facilitates or hinders performance in the other (Greenhaus & Powell, 2006).

Much of the extant work-family literature focuses on the conflict between work and family domain from an individual's perspective (Grzywacz et al., 2007). Work-to-family conflict is specifically defined as “a form of interrole conflict in which the role pressures from the work and family domains are mutually incompatible in some respect. That is, participation in the work (family) role is made more difficult by virtue of participation in the family (work) role” (Greenhaus & Beutell, 1985). Work-family

conflict is the basic mechanism by which work and family negatively influence one another.

The interface between work and other areas of life, especially family, contributes to worker Subjective well-being (SWB) beyond what happens at work. Work and family are to some degree mutually incompatible for many workers. The hours spent at work detract from the time workers can spend at home, and stressful work experiences can spill over and influence the quality of family life. Concurrently, work can provide positive affective experiences, skills, and self-beliefs that are instrumental toward a better family life. Therefore, via the work-family interface, work can influence both job satisfaction and family satisfaction, thus further contributing to overall SWB. Work-family conflict refers to the mutual incompatibility of work and family (Greenhaus & Beutell, 1985), has been theorized and shown to be bidirectional, with work stressors and demands making family life more difficult (i.e., work interference with family or WIF) and family stressors and demands making work life more difficult (i.e., family interference with work or FIW) (Frone & Cooper, 1992). Role stressors from work such as workload, long hours, and stressful social situations, predict higher levels of WIF, whereas family stressors and demands such as childcare responsibilities or marital discord predict higher levels of FIW (Byron, 2005). Furthermore, support from coworkers, supervisors, and the organization predicts lower levels of WIF, while that from family members predicts lower FIW (Byron, 2005).

If people are facing a lot of high demands in their job, their personal resources will be impeded (Ten & Bakker, 2012). If employees are unable to use personal resources, work-family conflict will arise. Employees can no longer adequately participate in the family role, which in turn, will result in decreased accomplishments in the family domain. Work-family conflict has several negative effects such as decreased family-related performance (Frone et al., 1997) and decreased family satisfaction (Kopelman et al., 1983). Greenhaus and Beutell (1985) proposed a three-dimensional work-family conflict structure (1) time-based; (2) strain based; and (3) behavior-based. Time-based conflict occurs when time spent in one role interferes with the ability to successfully meet the responsibilities of another role.

2.4.2 Work-family Facilitation

The positive view of the work-family interface and include individual enhancement, work-family positive spillover, work-family enrichment, and work-family facilitation, all of which are defined in more detail below. Unfortunately, many studies either have neglected to define their positive work-family constructs or have treated them as interchangeable (Hanson et al., 2006), which has contributed to a confusing array of research findings (Parasuraman & Greenhaus, 2002). Work-family positive spillover can lead to work-family facilitation either directly or indirectly through work-family enrichment (Wayne, 2009).

Work-family facilitation is rooted in role expansionist theory, which suggests that participation in multiple roles benefits the individual by facilitating the integration and management of the roles. “Work-family facilitation is not the bipolar opposite of work-family conflict” and compared with work-family conflict, “work-family facilitation is a theoretically distinct and empirically viable construct” Work-family spillover occurs when behaviors, moods, stress, and emotions from the work which transferred to the family domain.

Work-to-family facilitation occurs when resources from the former improve performance in or positively affect the latter. This study focuses on the affective dimension of work-to-family facilitation, that is “when involvement in work results in a positive emotional state or attitude which helps the individual to be a better family member” (Carlson et al. 2006). For instance, work-to-family facilitation occurs when you feel valued at work and, because of this, you are in a good mood at home.

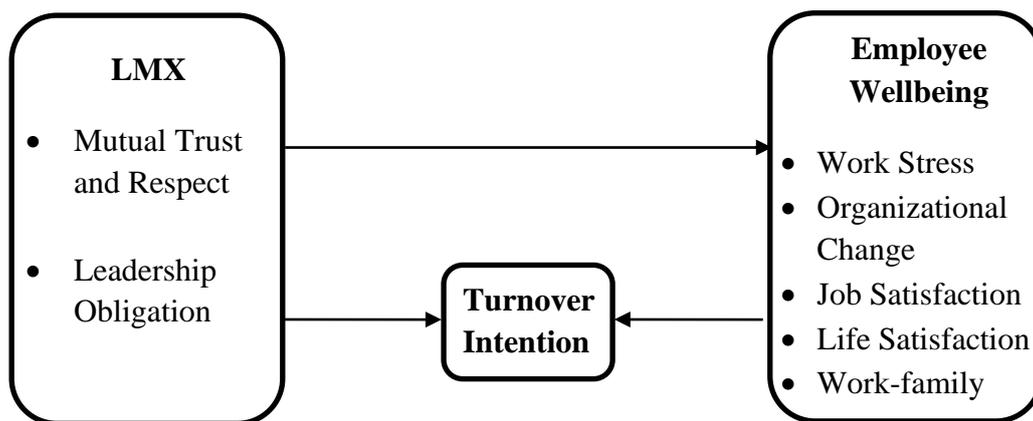
2.5 Empirical Studies

To develop the conceptual framework for this study, some relating papers are reviewed. The first review paper is by Kalsom Ali (2014) that entitled “The Effects of Leader-Member Exchange and Employee Wellbeing towards Employee Turnover Intention”. The study sought to clarify the impact of LMX and employees’ wellbeing on turnover intention among academicians in Malaysia. The aim of the study is to identify the influence between LMX and employees’ turnover intention, to identify the influence between LMX and employee wellbeing, to identify the influence between employee wellbeing and turnover intention and to examine whether the employee wellbeing

partially mediates the association between LMX and turnover intention. To examine these, data was collected from 1002 academicians in community colleges located in Peninsular Malaysia.

Researcher found that LMX and turnover have positive relationship and LMX has a significant impact on the wellbeing of employees. The relationship between employee wellbeing and turnover intention was significant with negative relation. The negative relationship reported in the study showed that the high practice in employee wellbeing led low turnover intention. Employee wellbeing had partially mediated the effect between LMX and turnover intention. LMX and turnover were having a direct effect on relationship. LMX and employee wellbeing relationship have an indirect effect and employee wellbeing and turnover intention relationship also have an indirect effect.

Figure (2.1)) Theoretical Framework by Ali



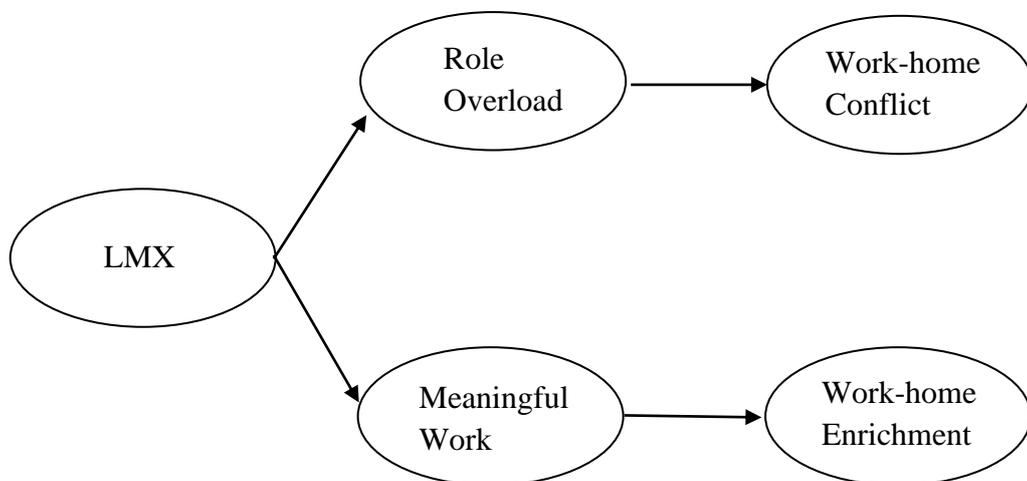
Source : Ali, 2014

The second paper reviewed is “Leader-membership exchange (LMX) impact on work home interference in South African commuter transport engineering company” by Jones (2018). The research objectives consist of a general objective and specific objectives. The objectives of the study were to examine the relationship between leader-member exchange (LMX) and work-home conflict and work-home enrichment and potential mediation effect of role-overload and meaningful work in a south African manufacturing and engineering company. To examine these, 120 employees from a South

African based manufacturing company in the Western Cape Province was selected with random sampling method.

The researcher found that there are positive relationships between the constructs of LMX, role-overload and work-family conflict. Most of the respondents, although in a high quality LMX relationship, do endure high levels of role-overload that all probability will cause improved level of work-home interference. The employees at the company are positive relationships with their supervisor but some do feel that their potential is not recognized and they do experience role-overload, notwithstanding LMX relationship presence of a high quality in the relevant company. The meaningful work is positively related to LMX and work-home enrichment. The respondents experience work-home enrichment which is facilitated by the high level of work-satisfaction, thus meaningful work is a significant facilitator between LMX and work-home enrichment, consistent with theoretical expectations.

Figure (2.2)) Theoretical Framework by Jones



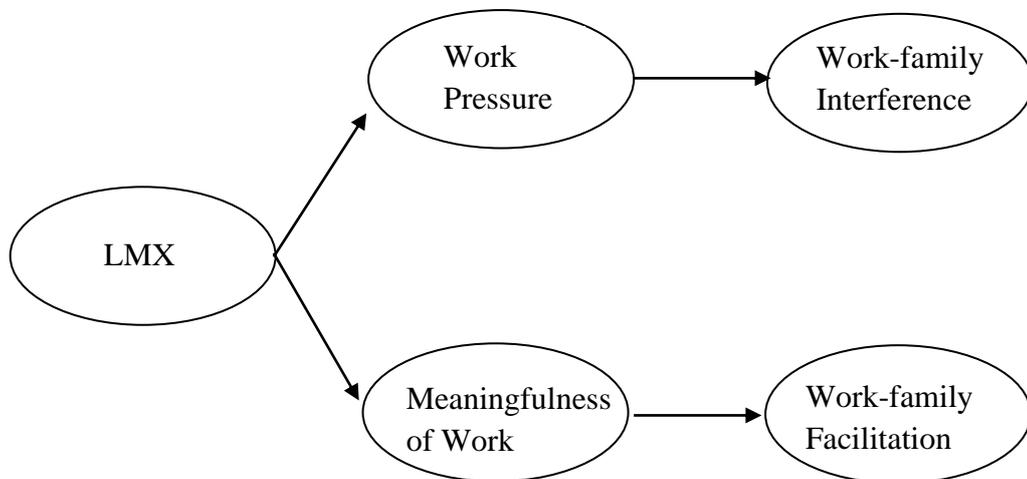
Source : Jones (2018)

The third paper reviewed is “The impact of Leader-membership exchange (LMX) on work- family interference and work- family facilitation” by Tummers & Bronkhorst (2014). This study analyzed the effects of leadership on work-family spillovers. Specifically, the relationships between LMX with one work-family negative spillover effect (work-family interference) and one work-family positive spillover effect (work-family facilitation) and LMX influences work-family spillover through different

mediators. To analyze these, researcher used cross sectional survey-based method and a sample of 1287 Dutch midwives via online survey using an introductory email (directly where possible, otherwise via the organization). The 790 respondents filled out the survey and only used 334 respondents who filled in the questions about leadership.

The researcher found that high quality LMX has negative relation to work-family interference, and mediated by work pressure. Furthermore, a good relation with leader is positive relation to meaningfulness of work, which in turn positively correlated to work-family facilitation. The influence of LMX on the positive spillover effect (work-family facilitation) is mediated by the meaningfulness of work. The good employee-supervisor relationships are very important for work-family spillovers. The good relationship with a supervisor can mitigate the degree to which an employee experience conflicts between the work and family domain via a decrease in work pressure. The researcher highlighted that the objective degree of work pressure might not have decrease or even increased. A managerial implication is that work pressure is important for work family interference.

Figure (2.3) Theoretical Framework by Tummers & Bronkhorst



Source : Tummers & Bronkhorst (2014)

Past LMX studies have documented and supported many positive outcomes for high-quality LMX subordinates, such as higher job satisfaction, organizational commitment, in-role and extra-role performance, and lower levels of work pressure. Thus, high LMX creates a positive emotional relationship between the employee and employer.

Lawrence & Kacmar. (2012) found that “high-quality LMX does not reduce role overload and time pressure for these individuals”. In fact, because employees feel so valued by their employers, they have stronger feelings of not wanting to produce any errors in their workload or let their supervisors down emotionally. For one to be a part of the in-group, they are more respected and trusted by their managers, and thus, are appointed a higher level of job involvement. However, “this increased emotional investment in the work role includes increased time and energy focusing on the work role and can include behaviors such as, taking work home or continuing to think about unfinished tasks at work and how they will be completed on the next day” (Lawrence & Kacmar, 2012). Thus, this level of increased obligation and commitment can have adverse impacts and be a large source of stress for these employees. High-quality LMX members felt that leaders have higher expectations for them to deliver high-quality work compared with other members. it does cause pressure for high-quality members.

Concerning work pressure and LMX, Hesselgreaves and Scholarios (2014) found high-quality LMX produced positive job experience that reduced stress in workers. High-quality LMX increased job strain in senior staff members in five United Kingdom hospitals. LMX reduced the job demands and strain in junior subordinates. But, both low and high quality of LMX led to greater strain for the senior subordinates which indicated the curvilinear relationship between LMX and strain. Moderate LMX quality would only succeed in limiting the effects of job demands for the LMX and strain relationship for the senior roles. Poor-quality relationships imply poor access to supervisor support, while high-quality implies greater exposure to some job demands as a function of higher levels of responsibility.

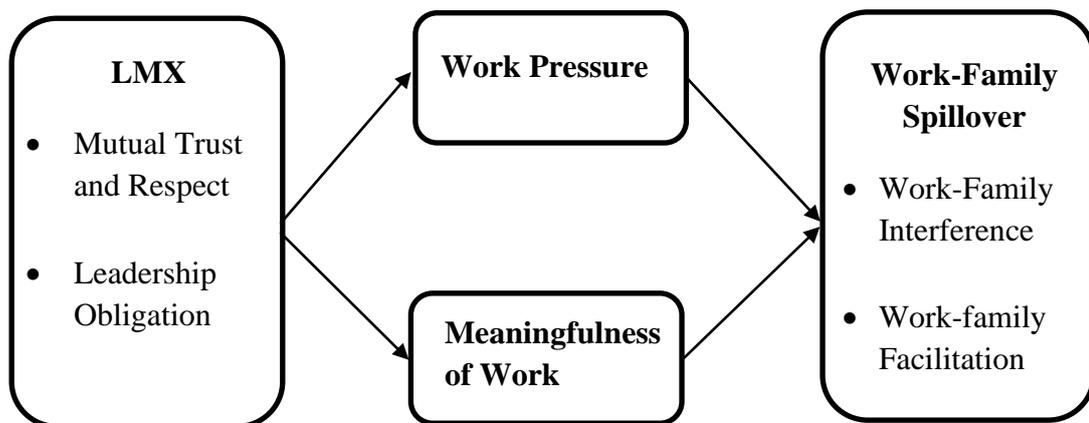
There are truly few positive outcomes to low-quality exchanges in an organization. These negative feelings are believed to be significant on both an individual and organization-wide level. In many ways, high-quality relationships are thought to have an exact opposite effect. They increase the availability of resources, role clarity, commitment, satisfaction, engagement, and so on among in-group employees. This is found to be accurate across a variety of studies. However, it is also clear that at a certain point, the positive relationship of a high-quality leader member exchange becomes overextended. At one point, employees are faced with information overload, too much pressure, and too high of obligations. Leader member exchanges that are too low or too high prove to yield similar results of increased stress, which is known to create several

additional consequences including psychological distress or turnover. Thus, some research recommends that leaders instead utilize “a moderately high level of LMX quality” (Harris & Kacmar, 2006).

2.6 Conceptual Framework of the Study

Conceptual of the work-family spillover is comprised work to family interference which can view from a negative perspective (work-family interference) and a positive perspective (work-family facilitation). The purpose of this study examines the leader-member exchange and work-family spillover of academic staff in Mandalay Technological university. Hence, the conceptual framework of this study examines the leader-member exchange and work-family spillover of academic staff in Mandalay Technological university.

Figure (2.4) The Conceptual Framework of the Study



Source: Adapted from Tummers & Bronkhorst (2014).

As shown in the framework, the dependent variables: work pressure and meaningfulness of work which rely on the independent variable LMX and dependent variable work-family spillover rely on work pressure and meaningfulness of work. Therefore, investigation of the effect of LMX, work pressure, meaningfulness of work on work-family spillover of academic staff in Mandalay Technological university is the central of the research.

CHAPTER 3

PROFILE AND WORK NATURE OF MANDALAY TECHNOLOGICAL UNIVERSITY

This chapter presents the profile and work nature of Mandalay Technological University (MTU). Research design is also presented in this chapter. Structural question design, sources of data and data collection method are explained in research design. Moreover, reliability analysis is measured to determine internal consistency of survey data. Demographic factors of respondents who are full-time academic staff of MTU is presented in this chapter. Demographic factors included age, gender, marital status, education, years of experience, monthly salary, department, position.

3.1 Profile of Mandalay Technological University

The Mandalay Technological University (MTU) formerly known as the Mandalay Institute of Technology (MIT), situated in Mandalay, is one of the senior engineering universities in Myanmar. The university was founded as Mandalay Institute of Technology on 1st October, 1991 under Ministry of education and became the 2nd university of engineering and technology founded in Myanmar after Yangon Institute of Technology (now Yangon Technological University). Mandalay institute of Technology (MIT) initially pursued undergraduate courses with six engineering departments: Civil Engineering, Electronics Engineering, Electrical Power Engineering, Mechanical Engineering, Chemical Engineering and Architecture in the fields of science and engineering industry.

On 1st July 1998, MIT was renamed to Mandalay Technological University (MTU). Since its foundation, the university has continued to grow and develop to meet the changing requirements of Science and Technology. Later, to offer a wider variety of degrees, MTU introduced post graduate programmes for talent and highly motivated graduates. The courses have been continued to expand in several emerging areas such as Mechatronic, Information Technology, Aerospace, Metallurgy, Textile, Petroleum, Mining, Biotechnology and Computer Engineering & Information Technology (ECIT). Starting from 2012-2013 Academic year MTU was accepted as the Center of Excellence (CoE) and reopened the undergraduate courses of Bachelor of Architecture (B.Arch.)

and Bachelor of Engineering (B.E). In each academic year, Mandalay Technological university (MTU) accepts around 300 fresher students and stands as one of the most popular technical universities in Myanmar.

On 18 January 2017 (Wednesday), the handover ceremony for laboratory equipment was held at MTU in Mandalay. The provision of the equipment was a part of "the Project for Enhancing Technological Universities in Myanmar", whose Exchange of Notes (E/N) was signed in July 2014 and the Grant Agreement (G/A) was signed in August 2014 between the Ministry of Education in Myanmar and Japan International Cooperation Agency (JICA). Equipment handed over to MTU includes over 200 different kinds of laboratory equipment and tools, that are enable the MTU students to apply practical experiments to their education and research activities. MTU also provides several academic and non-academic facilities and services to students including a library, as well as administrative services. The Departments of MTU are organized as (1) Engineering Departments. (2) Academic Departments. (3) Research Departments and (4) Supporting Departments.

MTU's Engineering Department are Department of Architecture, Department of Civil Engineering, Department of Biotechnology Engineering, Department of Chemical Engineering, Department of Electrical Power Engineering, Department of Petroleum Engineering, Department of Electronics Engineering, Department of Energy Technology (NT), Department of Mechanical Engineering, Department of Mechatronics Engineering, Department of Metallurgy Engineering, Department of Computer Engineering and Information Technology, Department of Mining Engineering and Department of Remote Sensing.

The academic departments include Department of English, Department of Burmese, Department of Engineering Mathematics, Department of Engineering Chemistry, Department of Engineering Geology, Department of Engineering physics and Department of Workshop Technology. The research departments consist of Electrical & Communication and Electrical Power Research center and Chemical Research Centre. The supporting departments involve Administration, Estate Engineering, Finance, Human Resources, International Relations, Quality Management, Students' Affairs and Workshop.

3.2 Research Design

The data source, sampling, questionnaire design and research approach are explained in this part. To achieve the objectives of this study, both primary and secondary data are used. Survey method is used to collect primary data by using questionnaire. Secondary data are obtained from research papers, thesis papers, journals, websites, online sources and administrative department of Mandalay Technological university. The sample size is calculated using census sampling method.

The primary data are collected from 134 academic staff who are currently serving at MTU. This research is carried out in quantitative research method by using the self-administered questionnaire survey.

The structure questionnaire is the research instrument for primary data collection. The questionnaire is developed with seven major sections: Demographic section, Leader-member exchange (Mutual Trust & respect), Leader-member exchange (leadership obligation), work pressure, meaningfulness of work, work-family interference and work-family facilitation. Demographic section consists of (age, gender, marital status, education, year of experience, monthly salary, department/section, position / role level) at MTU.

In each of section, self-administered Leader-member exchange scale (Firth et al. 2004; Mardanov et al. 2008), total 10 questions are included; 5 questions for LMX (mutual trust & respect), 5 questions for LMX (leadership obligation), and 9 questions for work pressure was measured using the "Chronic Work Related Stress Evaluation", 7 questions for meaningfulness of work was measured using the scale of (Mottaz, 1981), 5 questions for work-family interference was measured using the scale of (Carlson et al., 2000). and 9 questions for work-family facilitation was measured using the scale of (Carlson et al., 2006). All 40 questions are used in 5-point Likert scale. 5 questions of LMX (mutual trust & respect) which ranges from "never, rarely, occasionally, often, always." and the rest 35 questions range from "strongly disagree, disagree, neutral, agree, strongly agree". To collect the data for survey, contacted with administrative department of Mandalay Technological University and distributed the 134 Questionnaires and explained that the data were collected only for academic purpose and would be remained absolutely confidential. For data analysis, both descriptive and analytical methods are used. Descriptive method is applied to questions included in demographic section. With

analytical approach, Statistical Package for the Social Sciences (SPSS) (version 26) was used to analyse the leader-member exchange and work-family spillover of Academic staff in MTU.

3.3 Work Nature of Mandalay Technological University

The MTU offers six-year bachelor's degree, master's degree, doctoral degree, and postgraduate diploma programmes in engineering disciplines to the students. The undergraduate programme is six years programme. The programme is carefully designed to enable students to be competent in analyzing, solving, managing and taking responsibility for complex engineering problems and activities. The programme has a set of General Education courses in each discipline, mathematics and sciences, engineering courses, communications and management.

Undergraduate courses are taught in two semesters in a year. The first semester started in December and end in March. The second semester started in June and ends in September. The course structure and syllabus are designed carefully to ensure that students not only could grasp the fundamental concepts, but also have the critical thinking and problem-solving ability. This is achieved by properly design the course outcomes supported by the course learning and assessment activities according to the Bloom's Taxonomy level. Course outcomes are designed such that all three domains of Bloom's Taxonomy levels are covered in the courses of Year 1 to Year 6. Most of the courses have significant focus on the cognitive domain which emphasize on the application of fundamental engineering concepts and analysis of engineering problems whereas Low Bloom level which focus on memorizing and understanding is important as well therefore it takes up certain percentages in the courses throughout the study years. However, High Bloom level has incremental focuses from junior years to senior years. This is in line with university objectives to strengthen students' fundamental knowledge and forms solid foundation in engineering concepts before they are challenged with high level problems.

All the technical courses are arranged in such a way that the level of technical advancement and coverage increases progressively over the period of six years. This enables the students to develop an in-depth knowledge, skills and abilities in a progressive manner prior to graduation. All Departments also emphasize on soft skill development which foster well-rounded engineers who are strong in communication

skills, management, pose ethical values and good personal attitudes and leadership. Through careful planning of the courses, this programme covers all the required technical and non-technical areas as recommended by Engineering Education Accreditation Committee (EEAC), Myanmar, with a total of minimum 135 SLT (Student Learning Time) credit hours, second year to final year (equivalent to minimum of 90 SLT credit hours) for Engineering courses and first year to final year (equivalent to minimum of 45 SLT credit hours) for General courses such as mathematics and sciences, communications and management. MTU uses credit system and sets one SLT credit value is 40 Hours.

The final year(sixth year) first semester is designed to present the Project Report and take viva voce exam for the graduation project. In the second semester, the students must do the Attachment Programme at the suitable Design Office and Construction Site, Industry (Fertilizer, Petroleum Refining), Telecommunication Training School/TV Broadcast Station /Wireless Station/Satellite Ground Station/ Electronic Company with the submission of diary, report and recommendation of the supervisor at training place. The report will be evaluated by the Board of Examiners and it must be considered as satisfactory. Moreover, the students must take part in seminars, talks, workshops and excursion tours.

Postgraduate Diploma and Master Programme are two years programme. Doctoral Programme is three-year programme. All postgraduate programmes take one year for course work and the remaining year in each programme is considered as the dissertation period. Graduate students who are from MTU (COE students) can apply and attend directly without having to take the entrance exam the postgraduate diploma programme at the MTU. But the students must have a Bachelor's Degree in engineering /architecture and Cumulative Grade Point Average (CGPA) grade 3 and above after the undergraduate (Engineering/ Architecture) courses. Graduate students who are from other recognized universities can apply and attend the postgraduate diploma/Master Degree and Doctoral Degree programmes at the MTU. But, the students must have a Bachelor Degree/Master Degree in engineering/architecture or a similar degree from a recognized university and the students must be passed the entrance qualification tests (written test and interview).

The Quality Assurance Office was opened in 2015. Three main tasks of the Quality Assurance Office are (1) Process of Auditing and Assessment (Internal and External) in ISO 9001:2015 for Quality Management System (2) Process of Auditing and

Assessment for Engineering Education Accreditation from the Engineering Programs to Myanmar Engineering Council (MEngC) and (3) Process of Quality Assurance according to the NAQAC Policy. The MTU QMS Team including 23 members has been organized since 2015. MTU has been certified in ISO 9001:2008 since 2015. And also, QMS of MTU was updated to ISO 9001:2015 in 2018. The MTU QMS Team performs internal auditing twice a year to all administrative and academic departments of MTU. And also, the ISO 9001:2015 Awareness Training and Internal Auditing Training Courses organized by MTU and delivered by Bureau Veritas, are opened twice a year.

Seven Engineering Programs of Civil, Electronics, Electrical Power, Mechanical, Mechatronics, Chemical and the Computer Engineering and Information Technology are accredited in lines with the standards and guidelines of Engineering Education Accreditation Committee (EEAC) by the Myanmar Engineering Council (MEngC). And also, the seven accredited engineering programs are recognized by Federation of Engineering Institutions of Asia and Pacific (FEIAP).

The MTU QA Team including 20 members has been organized since 2019. The MTU QA Team perform and implement the Quality Assurance of Institutional Level according to the guidelines and policy of the NAQAC. MTU are trying for Quality Assurance, benching marking and peer evaluation according to the NAQAC policy.

MTU has unique culture in communication among different department and academic staff throughout the university structure, norms, customs, ways of providing welfare, value system. Hosting the religious and seasonal festivals, conducting social events, sport activities, team spirit, and care. In order to maintain the traditional culture, the university hold Sabbath day gathering for a weekly sermon, waso robe offering ceremony during the Buddhist lent. Kahtein robe offering ceremony is also usually held after the Buddhist lent. In addition, there are many activities such as fresher welcome, sports and games competitions, traditional food selling fun fair, Hta-ma-ne making contest, water festival and so on. The academic staff's spirits are also different on their thought and spiritual power which are developed from the long-term academic practices and activities. Their spirits included the innovative spirits, explorative spirits, the co-operative spirits, the tolerant spirits, the critical spirits, the free-and-open spirits and the spirits of integrating science and humanities. They could affect the communication and cooperations between each other in each department.

Academic staff of MTU need to do a variety of teaching, such as lectures, and tutorials in each semester. Teaching includes preparation of teaching materials, course development, delivery of lectures, tutorials, practical workshop, co-ordination of units and courses, supervision of undergraduate and postgraduate students under the research projects or fieldwork, preparing and marking of student assignments, examination scripts, student consultation, field excursion and internship. Apart from teaching, a proportion of workload take place in other areas such as research, depending on the particular circumstances of the academic staff. The regular working time such as teaching, marking students' examination scripts, taking administrative duties are carried out from Monday to Friday.

In MTU, most of the tutors have responsibilities for taking tutorials and assisting lecturers. Assistant lecturers, lecturers and associate professors have to take classes of undergraduate students with relevant subjects. Most of the Associate Professors and Professors have primary responsibility for taking class of master students and PhD students. Lecturers, Associate Professors and Professors also need to supervise students for term-papers and master theses. For Associate Professors and Professors, they need to supervise PhD students for their dissertations.

3.4 Profile of Respondents

The demographic data of respondents have been examined and presented in this section. The study is made on 134 respondents who are full-time academic staff of MTU selected by census sampling. The demographic factors on the academic staff corresponded to gender, age, marital status, education, service year in MTU. The questionnaires were distributed to all total of 134 academic staff. 117 academic staff out of 134 academic staff had responded in this survey. The response rate is 87%. The results of demographic factors are shown in Table (3.1).

Table (3.1) Demographic Profile of Respondents

No.	Demographic Factors	Number of Respondents	Percentage (%)
1.	Age		
	25 years and below	0	0.00
	26 – 35 years	42	35.90
	36 – 45 years	62	52.99
	46 years and above	13	11.11
2.	Gender		
	Male	35	29.91
	Female	82	70.09
3.	Marital status		
	Single	77	65.81
	Married	40	34.19
4.	Highest education attained:		
	Bachelor Degree	2	1.71
	Master Degree	1	26.50
	Ph.D	84	71.79
5.	Number of years of experience		
	1 – 3 year	7	5.98
	4 – 6 year	36	30.77
	More than 7 year	74	63.25
6.	Monthly Salary		
	200,000 kyats and below	3	2.56
	200,001 - 300,000 kyats	23	19.66
	300,001 - 400,000 kyats	91	77.78
7.	Department / Section		
	Civil Engineering Department	24	20.51
	Electronic Engineering Department	25	21.37
	Mechanical Engineering Department	21	17.95
	Architecture Department	6	5.13
	Other	41	35.04
8.	Position Level		
	Tutor	4	3.42
	Assistant Lecturer	21	17.95
	Lecturer	33	28.20
	Associate Professor	29	24.79
	Professor	30	25.64
	Total	117	100.00

Source: Survey Data, 2021

The survey used in this study had (8) questions that addressed demographics of the respondents. With relation to the gender of respondents, participation of male was 35 and lower than the 77 female academic staff. The major participation of respondent are

females as shown in Table (3.1). In the university, the ratio of female academic staff in various departments is higher than the ratio of male academic staff. It means that teaching is traditionally regarded as a female occupation and girls are more likely to continue their education in order to become university teacher in Myanmar, parent's desire (due to the family-oriented culture of Myanmar). Hence, participation of female was higher than the participation of male in the survey. In the Table (3.1), clearly shown the age groups of respondents, the major age group of respondents were between 36 and 45 years old and it represents 52.99% of total respondents. The second largest age group is between 26 years to 35 years old and it represents 35.90%. 46 year and above was 13 people and it represents 11.11% and 25 year and below age group was no people in the survey.

According to the findings, there is 77 single with 65.81% and 40 married with 34.19% in the university. In this regard, the highest education level of academic staff in the university, most of the respondents are holding a Doctoral degree (71.79%) as presented in Table (3.1) and followed by 26.50 % are master degree. There are two respondents who had with bachelor degree.

Furthermore, Table (3.1) also shows the respondents by the years of service in Mandalay Technological University. The study groups the respondents into four with 2 years' interval starting from less than one years to more than 7 years. The academic staff serving for the university between 1 to 3 years is the lowest ratio with 5.98% to total respondents. Those in range of serving in university between 4 to 6 years are the second highest ratio with 30.77% of total respondents. The majority of academic staff serving in the university with more than 7 years of experience are the most respondents with highest ratio of 63.25% in the study.

Among all the department, Architecture department is the lowest ratio with 5.13% to total respondents, Civil Engineering department is the third highest ratio with 20.51%, Electronic engineering department is second highest ratio with 21.37% and other department is highest ratio with 35.04%. Workshop, Biotechnology, Computer Engineering & Information Technology (ECIT), Electrical and Mechatronics department are included in the other department.

The academic staff who get the monthly salary between 300,000 Kyats and 400,000 Kyats are the most respondents and the majority of respondents are lecturers, professors and associate professor. The minority of them are assistant lecture and tutor.

3.5 Reliability Analysis

The measurement of reliability is to measure the internal consistency or reliability of the factors in the structured questionnaire were determined by utilizing the Cronbach's Alpha coefficient as an internal consistency measurement instrument. The preferred reliability coefficient would fall between the ranges of 0.80 to 0.90 Havenga (2008). Acceptable values that indicate a cut-off point of 0.70 as suggested by De Vos, Strydom, Fouche and Delport (2011). Questions were developed by using 5-point likert scale. Table(3.2) illustrate the result of the reliability test includes a summary of the Cronbach's alpha.

Table (3.2) Reliability Analysis of the Study

No.	Items	N	Cronbach's Alpha
1	Mutual Trust and Respect	5	0.822
2	Leadership Obligation	5	0.881
3	Work pressure	9	0.868
4	Meaningfulness of work	7	0.859
5	Work-family interference	5	0.880
6	Work-family facilitation	9	0.837

Source: Survey Data, 2021

As stated in Table (3.2), Cronbach's alpha values for all variable factors indicate that all the scores were over 0.7. Thus, it is said to have good reliability, higher internal consistency and the findings are valid for this study.

CHAPTER 4

ANALYSIS ON LMX AND WORK-FAMILY SPILLOVER OF ACADEMIC STAFF IN MTU

In this chapter, three main parts are presented to study the LMX and work-family spillover of academic staff. Firstly, analyzing the effect of LMX on work pressure of academic staff in the organization. Secondly, analyzing the effect of LMX on meaningfulness of work of academic staff in the organization. Thirdly, analyzing the effect of work pressure and meaningfulness of work on work-family spillover of academic staff. This study is presented based on the linear regression results from SPSS. The combination of 40 questions is used in this study. The question items data are collected with the five-point Likert scale type, the mean values would be between 1 and 5. Finding are interpreted as the mean score level between 1 and 1.8 is very low level of agreement, between 1.81 and 2.60 is low level of agreement, between 2.61 and 3.40 is moderate level of agreement, between 3.41 and 4.20 is high level of agreement and between 4.21 and 5.00 is very high level of agreement.

4.1 Analysis on the Effect of LMX on Work Pressure of Academic Staff in MTU

This section aims to identify the effect of LMX on work pressure of academic staff in MTU. Regression analysis is applied to find out the effect of LMX on work pressure. The regression result is shown in Table (4.4)

4.1.1 Leader-Member Exchange (LMX)

The measurement for LMX construct was measured through the self-administered Leader-member exchange scale. The mutual trust, respect, and mutual obligation refer specifically to LMX partners' assessments of each other regarding their professional capabilities and behaviors, differing itself from the liking-based dimensions of interpersonal attraction and bonding suggested by personal relationships.

(a) Mutual Trust and Respect

Table (4.1) explains the mean value of mutual trust and respect of academic staff in Mandalay Technological University. In the questionnaire, there are five questions for the analysis of mutual trust and respect component.

Table (4.1) Mutual Trust and Respect

No.	Description	Mean	Standard Deviation
1	How often immediate supervisor go out of way to make life easier	3.91	0.89
2	How often talk with leader about job-related problem	4.19	0.72
3	How often immediate supervisor be relied on when things get tough at the job	3.94	0.79
4	How often leader defend to follower	4.10	0.76
5	How often do a work for leader that goes beyond the job description	3.82	0.87
	Overall Mean	3.99	

Source: Survey Data, 2021

As the results of Table (4.1), The overall mean score 3.99 indicates that the subordinates have high mutual trust & respect with their leaders. The highest mean “how often talk with leader about job-related problem” presents that the subordinates are in touch with their leaders to solve the job-related problem. The second highest mean “how often leader defend to follower” indicates that when the subordinates are attacked by other peoples, the leaders sometime defend and look after to the safety of their subordinates. The lowest mean “how often do a work for leader that goes beyond the job description” indicating that the subordinates have to do a work sometime for their leaders which are not included in their scope or not specified in their job description.

(b) Leadership Obligation

Table (4.2) explains the mean value of leadership obligation of academic staff in Mandalay Technological University. In the questionnaire, there are five questions for the analysis of leadership obligation component.

Table (4.2) Leadership Obligation

No.	Description	Mean	Standard Deviation
1	Describes the kind of future to create together	4.06	0.73
2	Appeal to others to share the dream of the future	3.97	0.69
3	Clearly communicates a positive and hopeful outlook for the future	4.08	0.72
4	Look ahead and forecast the future expects	4.07	0.68
5	Shows enthusiasm about future possibilities	3.85	0.86
	Overall Mean	4.01	

Source: Survey Data, 2021

As the results of Table (4.2), The overall mean score 4.01 indicates that the subordinates have high leadership obligation with their leaders. The highest mean “clearly communicates a positive and hopeful outlook for the future” presents that the leaders communicate with their subordinates clearly and provide a clear vision and sense of direction for the university, share the mission and strategic plan for the university (in collaboration with governing body) that motivates staff and others in the university. The second highest mean “look ahead and forecast the future expects” indicates that the leaders have high hopes and plans for the future. This could include a broad range of ideas to pursue a certain career path, to excel in extracurricular activities, or to be engaged in improving one’s community and focus staff development on the real needs of their staff and university. The lowest mean “show enthusiasm about future possibilities” indicating that the leaders eager to build effective relationships and a professional learning community through performance management and effective professional development for the subordinates.

4.1.2 Work Pressure

Table (4.3) explains the mean value of work pressure of academic staff in Mandalay Technological University. In the questionnaire, there are nine questions for the analysis of work pressure component.

Table (4.3) Work Pressure

No.	Description	Mean	Standard Deviation
1	Differences of opinion with supervisor	3.26	0.76
2	Work is routine and hardly use knowledge and skills	3.25	0.64
3	Often seems too much work for to do.	3.59	0.68
4	Seem to tire quickly	3.31	0.87
5	Problems associated with job have kept awake at night	3.26	0.82
6	There is threat of layoff or demotion	3.50	0.78
7	Amount of work expected to do is too great.	3.66	0.83
8	Never seen enough time to get everything done at work	3.73	0.74
9	Too much to do and little time	3.83	0.83
	Overall Mean	3.49	

Source: Survey Data, 2021

As the results of Table (4.3), The overall mean score 3.49 indicates that the subordinate academic staff are high work pressure in their work. The highest mean “too much to do and little time” presents that the subordinates have to do many works in a short of time period in the university. The second highest mean “never seen enough time to get everything done” indicates that the subordinates have high workload pressure and they have not enough time to finish all the work in the university. The lowest mean “work is routine and hardly use knowledge and skills” indicating that the works of subordinate academic staff are routing work in the university and they have hardly used their skills and knowledge which means they have no chance to show their abilities in the university.

4.1.3 The Effect of LMX on Work Pressure

This section is to find out the effect of LMX on work pressure, the linear regression analysis is applied to test the relationship between independent variable (leader-member exchange) and dependent variable (work pressure). The regression result presented in Table (4.4).

Table (4.4) Effect of LMX on Work Pressure

Model	Unstandardized Coefficients		Beta	t	Sig.
	B	Std. Error			
(Constant)	2.351	.358		6.563	.000
Mutual Trust & Respect	.348***	.088	.397	3.940	.000
Leadership Obligation	-0.64	.090	-.072	-.711	.478
R	.366				
R Square	.134				
Adjusted R Square	.119				
F Value	8.840***				

Source: Survey Data, 2021

Note: ***=Significant at 1% level, **= Significant at 5% level, *= Significant at 10% level

According to Table (4.4), since the value of adjusted R square is 0.119, it can be concluded that this specified model can explain 11.9% of variation of work pressure which is predicted by Leader-member exchange such as mutual trust & respect and leadership obligation. As overall significance of the model, F value is highly significant at 1 percent level, it can be said this model is valid.

Among two independent variables, mutual trust & respect is strongly significant with work pressure and leadership obligation is not significant relationship with work pressure. The variables of mutual trust & respect have the positive sign and the coefficient of variable is strongly significant at 1 percent level. The positive effect of mutual trust & respect means that the increase in mutual trust & respect leads to more work pressure. It is said that good relation with leader (high quality of Leader-member exchange) via mutual trust and respect leads to more work pressure on member of academic staff in MTU.

The positive relationship between the leaders and followers increases feeling of effect and liking for the leaders and this also motivate to followers to meet leader's work demands. This should in turn enhance task and contextual performance. In this study, most of the members are senior level academic staff and working experience with more than 7 years. They could be felt that their leaders have higher expectations for them to deliver work compared with other members. One might speculate that subordinates with a good relationship towards their leaders feel supported by them. Therefore, tend to ask for more challenging tasks themselves and they consider these tasks to lie within their abilities and to imply the leader's trust in them. Besides, they feel that they are so valued by their leader, they have stronger feelings of not wanting to produce any errors in their workload or let their leader down emotionally. It can cause high work pressure for the respondents.

The high level of mutual trust & respect, built on opened communication, coordination, responsibility, accountability, autonomy, assertiveness, cooperation, improved well-being, decreased absenteeism, more positive and focused work atmosphere.

Standardized coefficient (beta) of mutual trust & respect has larger value (.397) than leadership obligation which indicating that mutual trust & respect have greater contribution to increase work pressure of academic staff.

4.2 Analysis on the Effect of LMX on Meaningfulness of Work of Academic Staff in MTU

This section aims to identify the effect of LMX on meaningfulness of work of academic staff in MTU. Regression analysis is applied to find out the effect of LMX on meaningfulness of work. The regression result is shown in Table (4.6).

4.2.1 Meaningfulness of Work

Table (4.5) explains the mean value of meaningfulness of work of academic staff in Mandalay Technological University. In the questionnaire, there are seven questions for the analysis of meaningfulness of work component.

Table (4.5) Meaningfulness of work

No.	Description	Mean	Standard Deviation
1	Work is a significant contribution to the successful operation of the organization	4.14	0.79
2	Sometime not completely understand the purpose of doing	3.77	0.78
3	Really important and worthwhile	4.21	0.73
4	What the importance of the job really is	4.10	0.76
5	Often feel that work counts for very little around here	3.41	0.76
6	The work roll fits into the overall operation	4.23	0.72
7	Understand how the work fits with	4.20	0.76
	Overall Mean	4.01	

Source: Survey Data, 2021

As the results of Table (4.5), The overall mean score 4.01 indicates that the work of subordinate academic staff are very meaningful for them. The highest mean “the work roll fits into the overall operation” presents that the subordinates’ work role are fits with the overall operation of the Mandalay Technological University. The second highest mean “really important and worthwhile” indicates that the works of subordinates are very efficient, work well and produces good result by using available time and supplies in the most efficient way in the university. The lowest mean “often feel that work counts for very little around here” indicating that the works of subordinate academic staff are very less around their environment in the university.

4.2.2 The Effect of LMX on Meaningfulness of Work

In order to find out the effect of LMX on meaningfulness of work, the linear regression analysis is applied. The regression result is shown in Table (4.6).

Table (4.6) Effect of LMX on Meaningfulness of Work

Model	Unstandardized Coefficients		Beta	t	Sig.
	B	Std. Error			
(Constant)	1.885	.341		5.532	.000
Mutual Trust & Respect	.303***	.084	.336	3.605	.000
Leadership Obligation	.228***	.085	.249	2.672	.009
R	.509				
R Square	.259				
Adjusted R Square	.246				
F Value	19.953***				

Source: Survey Data, 2021

Note: ***=Significant at 1% level, **= Significant at 5% level, *= Significant at 10% level

According to Table (4.6), since the value of adjusted R square is 0.246, it can be concluded that this specified model can explain 24.6% of variation of meaningfulness of work which is predicted by Leader-member exchange such as mutual trust & respect and leadership obligation. As overall significance of the model, F value is highly significant at 1 percent level, it can be said this model is valid.

Among two independent variables, not only mutual trust & respect is strongly significant with meaningfulness of work but also leadership obligation is strongly significant with meaningfulness of work. The variables of mutual trust & respect have the positive sign and the coefficient of variable is strongly significant at 1 percent level. Besides, the variables of leadership obligation also have the positive sign and the coefficient of variable is strongly significant at 1 percent level.

The positive effect of mutual trust & respect on the meaningfulness of work means that the increase in mutual trust & respect leads to more meaningfulness of work. It is said that good relation with leader (high quality of Leader-member exchange mutual trust and respect) leads to more meaningfulness of work on member of academic staff in MTU. The high level of mutual trust & respect, built on freely, collaboratively, creatively,

feeling comfortable, depending on each other, believing that everyone is competent and reliable and will act within their own scope of practice. Subordinates in high-quality LMX relationships are more likely to be highly involved in their jobs and the increased levels of support, trust, and obligation that evolve from these relationships.

The positive effect of leadership obligation on the meaningfulness of work means that the increase in leadership obligation leads to more meaningfulness of work. It is said that the leader more communicate clearly about the future expects, the contribution of subordinate academic staff is more to be successful operation of the university.

Standardized coefficient (beta) of mutual trust & respect are larger value (.336) than leadership obligation which indicating that mutual trust & respect have greater contribution to increase meaningfulness of work of academic staff.

4.3 Analysis on the Effect of Work Pressure and Meaningfulness of Work on Work-family Spillover of Academic Staff in Mandalay Technological University

This section is to find out the effect of Work Pressure and Meaningfulness of Work on work-family spillover of academic staff in MTU. Work-family spillover effect is comprised as work-family negative spillover and work-family positive spillover. Linear regression analysis is applied to test the effect of work pressure and the meaningfulness of work on work-family spillover between independent and dependent variables. The analysis on the effect of work pressure and the meaningfulness of work on the work-family spillover was analyzed with the effect of work pressure and the meaningfulness of work on both work-family negative spillover (work-family interference) and work-family positive spillover (work-family facilitation).

4.3.1 Work-family Interference

Table (4.7) explains the mean value work-family interference of academic staff in Mandalay Technological University. In the questionnaire, there are five questions for the analysis of work-family interference component.

Table (4.7) Work-family Interference

No.	Description	Mean	Standard Deviation
1	Demand of work interference with work and family life.	3.63	0.76
2	Amount of time for job makes difficult to fulfil family responsibilities.	3.50	0.83
3	Want to do unfinished work at home because of high workload	3.46	0.82
4	Job produces a strain that makes it difficult to fulfil family duties.	3.62	0.81
5	Have to change the plans for family activities due to work-related duties	3.83	0.66
	Overall Mean	3.64	

Source: Survey Data, 2021

As the results of Table (4.7), The overall mean score 3.64 indicates that the subordinate academic staff in the MTU are facing work-family interference or work-family conflict. The highest mean “have to change the plans for family activities due to work-related duties.” presents that the subordinates having many work-related duties and they are unable to do their family activities in time. Thus, they have to make changes to their plan for their activities due to their work-related matter. The second highest mean “demand of work interference with home and family life.” indicates that the subordinates have high workload demand and these work pressures are interfered to their family life. The lowest mean “want to do unfinished work at home because of high workload” indicating that the works of subordinate academic staff are high workload demands and they have not enough time to finish all the work at the university therefore they want to continue their unfinished work at home.

4.3.2 Work-family Facilitation

Table (4.8) explains the mean value of mutual work-family facilitation of academic staff in Mandalay Technological University. In the questionnaire, there are nine questions for the analysis of work-family facilitation component.

Table (4.8) Work-family Facilitation

No.	Description	Mean	Standard Deviation
1	Work involvement helps to understand different viewpoints, and to be a better family member.	3.77	0.74
2	Work involvement puts in a good mood, and this helps to be a better family member.	3.70	0.71
3	Work involvement helps to gain knowledge, and to be a better family member.	3.74	0.70
4	Work involvement helps personal fulfillment and to be a better family member	3.54	0.73
5	Work involvement helps acquire skills, and this to be a better family member.	3.60	0.72
6	Work involvement makes feel happy and helps to be a better family member.	3.63	0.85
7	Work involvement provides a sense of success, and helps to be a better family member	3.96	0.80
8	Work involvement makes cheerful, helps to be a better family member.	3.82	0.77
9	Work involvement provides a sense of accomplishment, and helps to be a better family member	3.85	0.72
	Overall Mean	3.74	

Source: Survey Data, 2021

As the results of Table (4.8), The overall mean score 3.74 indicates that the subordinate academic staff in the MTU are having high work-family facilitation. The highest mean “work involvement provides a sense of success, and helps to be a better family member” presents that the work involvement of the subordinate academic staff gave them a proud feeling, real sense of achievement and this help them to be work-family facilitation as a better family member. The second highest mean “work involvement provides a sense of accomplishment, and helps to be a better family member” indicates that the work involvement of the subordinate academic staff gave them more engaged in their work, more motivated to maintain and improve their good work and this help them to be work-family facilitation as a better family member. The lowest mean “work involvement helps personal fulfillment and be a better family member.” indicating that the work involvement of the subordinate academic staff gave them not only their personal fulfillment but also facilitate their family satisfaction as a better family member.

4.3.3 The Effect of Work Pressure and Meaningfulness of Work on Work-family Interference

This section analyses the effect of work pressure and the meaningfulness of work on work-family interference. The linear regression analysis is applied to find out the effect between independent variables (work pressure) & (meaningfulness of work) and dependent variable (work-family interference). The output from the linear regression result is presented in Table (4.9).

Table (4.9) Effect of Work Pressure and Meaningfulness of Work on Work-family Interference

Model	Unstandardized Coefficients		Beta	t	Sig.
	B	Std. Error			
(Constant)	.619	.387		1.601	.112
Work Pressure	.485***	.100	.411	4.843	.000
Meaningfulness of Work	.324***	.097	.283	3.333	.001
R	.598				
R Square	.357				
Adjusted R Square	.346				
F Value	31.674***				

Source: Survey Data, 2021

Note: ***=Significant at 1% level, **= Significant at 5% level, *= Significant at 10% level

According to Table (4.9), since the value of adjusted R square is 0.346, it can be concluded that this specified model can explain 34.6% of variation of work-family interference which is predicted by work pressure and the meaningfulness of work. As overall significance of the model, F value is highly significant at 1 percent level, it can be said this model is valid.

Among two independent variables, both work pressure and the meaningfulness are strongly significant with work-family interference. The variables of work pressure and the

meaningfulness of work are positive sign, and the coefficient of the variable is strongly significant with work-family interference at 1 percent level. The positive effect of work pressure and the meaningfulness of work on work-family interference mean that the increase in work pressure and the meaningfulness of work lead to more work-family interference. Therefore, individuals with high involvement in job were found to have high levels of work-family interference whose underlying premise is work pressure. Both form of work pressure and the meaningfulness of work contributed to work-family spillover which were associated with increased work-family interference.

There are two drastically different perception on the work overload of university academic staff. One view is that the high-intensity work burden of academic staff is self-imposed, meaningfulness, dedication and based on the love of job. The other view considers this burden as the outcome of structural constraints under the expectations of universities. Nonacademic work, such as endless administrative affairs, meeting the high threshold for tenure, preparing for and attending conferences, considerable e-mailing, external reviews, and increases this burden.

The academic staff are motivated and put great effort for MTU. They felt that their works are very important and their role are fitted into the overall operation of MTU. Thus, they have many works to do within a limited time. They have not enough time to get the things done at work. Hence, they wanted to continue their unfinished work at home. They have no time to participate in social activities because they are busy with their work load. The amount of work and time made difficult to fulfill their family responsibilities. Therefore, the demand of work interference with their family life and they have to change their plans of family activities due to work related duties. But, some of the academic staff have different opinion with their leader and sometime they felt meaningless that they do not completely understand the purpose of work what they are doing and they are facing the threat of unstable situation and unhappy at work. These produce a strain and made difficult to fulfill their family duties.

Standardized coefficient (beta) of work pressure has larger value (.411) than the meaningfulness of work which indicating that work pressure has greater contribution to increase work-family interference of academic staff in MTU.

4.3.4 The Effect of Work Pressure and Meaningfulness of Work on Work-family Facilitation

In this section, the linear regression analysis is used to find the effect of work pressure and the meaningfulness of work on work-family facilitation. The regression result shows in Table (4.10)

Table (4.10) Effect of Work Pressure and Meaningfulness of Work on Work-family Facilitation

Model	Unstandardized Coefficients		Beta	t	Sig.
	B	Std. Error			
(Constant)	1.730	.318		5.444	.000
Work pressure	.120	.082	.132	1.461	.147
Meaningfulness of work	.395***	.080	.446	4.940	.000
R	.521				
R Square	.271				
Adjusted R Square	.259				
F Value	21.240***				

Source: Survey Data, 2021

Note: ***=Significant at 1% level, **= Significant at 5% level, *= Significant at 10% level

According to Table (4.10), since the value of adjusted R square is 0.259, it can be concluded that this specified model can explain 25.9% of variation of work-family facilitation which is predicted by work pressure and the meaningfulness of work. As overall significance of the model, F value is highly significant at 1 percent level, it can be said this model is valid.

Among the two independent variables, the meaningfulness of work is strongly significant with work-family facilitation and work pressure is not significant effect with work-family facilitation. The variables of the meaningfulness of work have positive sign, and the coefficient of the variable is strongly significant with work-family facilitation at 1 percent level. The positive effect of meaningfulness on work-family facilitation means

that meaningfulness of work is facilitate to family and the increase in the meaningfulness of work leads to more work-family facilitation.

The academic staff contributed good effort to success the operation of MTU and their involvement makes them happy, cheerful and fulfill to be a better family member. They believed that their involvements are very important and their roll are fitted with overall operation of MTU. Their involvement put them in a good mood, gain knowledge, acquire skills, understand different view point, sense of success and accomplishment, personal fulfillment and help them to be a better family member. The role of involvement in their work made them a positive feeling to the role of their family. They are confident at home and satisfied with their family life because they are doing well and improving their performance in their workplace.

Standardized coefficient (beta) of the meaningfulness of work has larger value (.446) than work pressure which indicating that meaningfulness of work has greater contribution to increase work-family facilitation of academic staff in MTU.

CHAPTER 5

CONCLUSION

This chapter presents the findings and discussions, suggestions and recommendations and need for further research. It explores the leader-member exchange, work pressure, meaningfulness of work, the work-family interference and the work-family facilitation of academic staff in Mandalay Technological University. Moreover, it finds out the effect of leader-member exchange on work pressure and meaningfulness of work of academic staff in Mandalay Technological University. This study also describes influencing factors on work-family spillover of academic staff in Mandalay Technological University. Based on the finding, this study suggests and makes recommendations in order to get the good work-life balance of academic staff.

5.1 Findings and Discussions

According to the finding in the university, the participation of female academic staff in various departments is higher than the ratio of male academic staff. It shows that teaching is traditionally regards as a female occupation and girls are likely to continue their education in order to become university due to the family-oriented culture of Myanmar. The major age group of respondents were between 36 and 45 years old and the single staffs are more respond than the married staff. The most of the respondents are holding a Doctoral degree then followed by the master degree and only the two respondents are bachelor degree.

Furthermore, the majority of academic staff serving in the university with more than 7years of experience are the most respondents and the second highest is between 4 to 6 years of experience when the lowest is between 1 to 3 years in the study. The staff from Architecture department are the lowest respond and other department is highest respond followed by the second highest Electronics department and the third highest Civil Engineering department. The other departments include Workshop, Biotechnology, Computer Engineering & Information Technology (ECIT), Electrical and Mechatronics department. The academic staff who get the monthly salary between 300,000 Kyats and 400,000 Kyats are the most respondents and the majority of respondents are lecturers, professors and associate professor. The minority of them are assistant lecture and tutor.

At the results of the finding in this study are that most of the academic staff are having high mutual trust & respect and obligation with their leaders. The subordinates are good connection with their leaders to solve the job-related problem and their leader sometimes defend and look after to the safety of their subordinates when the subordinates are attacked by other peoples. The subordinates have to do a work sometime for their leaders which are not included in their scope or not specified in their job description.

The leaders communicate with their subordinates clearly and provide a clear vision and sense of direction for the university, share the mission and strategic plan for the university (in collaboration with governing body) that motivates staff and others in the university the leaders have high hopes and plans for the future. This could include a broad range of ideas to pursue a certain career path, to excel in extracurricular activities, or to be engaged in improving one's community and focus staff development on the real needs of their staff and university. the leaders eager to build effective relationships and a professional learning community through performance management and effective professional development for the subordinates.

Most of the academic staff are having good relation with their leaders. But, some of the subordinate academic staff are high work load pressure in their work. They have too much of works to do in a short of time period and they have not enough time to finish all the work at the university. Furthermore, their works are routing at the university and they have hardly applied their skills and knowledge which means they have no chance to show their abilities in the university.

The academic staff' works are very important and their roles are meaningful and fit with the overall operation of the Mandalay Technological University. The works of subordinates are very efficient, work well and produces good result by using available time and supplies in the most efficient way in the university. But, some academic staff are not completely understand the purpose of work what they are doing.

As the results indicates that some of the subordinate academic staff in the MTU are facing work-family interference. The subordinates having many work-related duties and they could not do their family activities in time. Thus, they have to make changes to their plan for their activities due to their work-related matter. The subordinates have high workload demand and these work pressures are interfered to their family life. The works of some subordinate academic staff are high workload demands and they have not enough

time to finish all the work in the university therefore they want to continue their unfinished work at home. These work load produces a strain and unable to fulfill their family duties.

The subordinate academic staff in the MTU are having high work-family facilitation. The work involvement of the most subordinate academic staff gave them a proud feeling, real sense of achievement and this help them to be work-family facilitation as a better family member. The work involvement of the subordinate academic staff gave them more engaged in their work, more motivated to improve and maintain their good work and this help them to be work-family facilitation as a better family member. The work involvement of the subordinate academic staff gave them not only their personal fulfillment but also facilitate their family satisfaction as a better family member.

Regression result indicates that subordinate academic staff and their leader are having the good relationship. But, some of the subordinate academic staff are high work pressure in their work. They have to do many works in a short of time period in the university. They have high workload pressure and they have not enough time to finish all the job at the university. It is concluded that they have heavy workload but they are satisfied at their workplace.

In this study, most of the members are senior level academic staff and working experience with more than 7 years. They could be felt that their leaders have higher expectations for them to deliver work compared with other members. Therefore, tend to ask for more challenging tasks themselves and they consider these tasks to lie within their abilities and to imply the leader's trust in them. Besides, the subordinate academic staff are received the favorable treatment from the leader, they feel that they are so valued by their leader, they have stronger feelings of not wanting to produce any errors in their workload or let their leader down emotionally. Therefore, most of the subordinate are motivated and their feeling of obligation to pay back the leader by working hard to meet their leader's work demands. This increased level of job involvement will result in increased levels of work pressure.

According to the regression result, the mutual trust & respect have greater contribution to increase meaningfulness of work of academic staff when the variance explained by other variables is controlled for. The high level of mutual trust & respect, built on opened communication, coordination, responsibility, accountability, autonomy,

assertiveness, cooperation, improved well-being, decreased absenteeism, more positive and focused work atmosphere.

According to the regression result, the increase in work pressure and the meaningfulness of work lead to more work-family interference. Therefore, individuals in high involvement work were found to have high levels of work-family interference whose underlying premise is work pressure. Both form of work pressure and the meaningfulness of work contributed to work-family spillover which were associated with increased work-family interference.

There are two drastically different views on the work overload of university faculty members. One view is that the high-intensity work load of university faculty members is self-imposed, dedication and based on the love of the work. The other view considers this burden as the outcome of structural constraints under the expectations of universities. Nonacademic work, such as attending conferences, meeting the high threshold for tenure, external reviews, considerable e-mailing, and endless administrative affairs increases the work load.

The academic staff are motivated and put great effort for MTU. They felt that their works are very important and their role are fitted into the overall operation of MTU. Thus, they have many works to do within a limited time. They have insufficient time to get the things done at work. Hence, they wanted to continue their unfinished work at home. They have no time to participate in social activities because they are busy with their work load. The amount of work and time made difficult to fulfill their family responsibilities. Therefore, the demand of work interference with their family life and they have to change their plans of family activities due to work related duties. But, some of the academic staff have different opinion with their leader and sometime they felt meaningless that they do not completely understand the purpose of work what they are doing and they are facing the threat of unstable situation and unhappy at work. These produce a strain and made difficult to fulfill their family duties.

Regression result indicates that the most of academic staff felt that their work is quite meaningful. However, some staff might view their work as less meaningful. The positive effect of meaningfulness denoted that the increase in meaningfulness of work leads to more work-family facilitation.

The academic staff contributed good effort to success the operation of MTU and their involvement makes them happy, cheerful and fulfill to be a better family member. They believed that their involvements are very important and their roll are fitted with overall operation of MTU. Their involvement put them in a good mood, gain knowledge, acquire skills, understand different view point, sense of success and accomplishment, personal fulfillment and help them to be a better family member. The role of involvement in their work made them a positive feeling to the role of their family. They are confident at home and satisfied with their family life because they get well and improving their performance in their workplace.

5.2 Suggestions and Recommendations

As some of subordinate academic staff are having high work load pressure and they have many works to do both their scope of work and beyond the work scope what is not specified in the job description and they have not enough time to finish all the work in a short period of time, Heads of department to ensure that the workload of subordinate academic are reasonable and manageable so that subordinate academic staff can maintain an appropriate work and family balance. How the workload was planned, scheduled and implemented are very important for academic staff and leaders of MTU should support and guide for inadequate time to accomplish tasks, unrealistic performance targets with impractical deadline. Leader of MTU should provide training on how to effectively complete job and how work should be completed.

Female academic staff are difficult in balancing on work and family because they have to manage their work and still remain to carry the main burden of family duties. Female academic staff with having children are required additional time and effort for childcare, cleaning, washing and ironing at home regularly. Heads of departments should allow the staff to give time off for children. Academic staff should send their children to schools and day-care center near their university so that they could balance their work and family responsibilities. Less burden of childcare responsibilities led to reduce work-family interference. Their family need to understand their work pressure and should give them emotionally and physically support and also require to help them when they have heavy workload at work. When sometime they are late for work, their family should help them with household chores. When they are concentrated on school work at home, their

parent and spouse should help them the house's cleaning cooking, shopping and child care. Honer, respect and fidelity shown by their Spouse and family support could reduce work pressure and alleviate work-family interference. Co-worker support is also need to work effectively and to reduce work load pressure.

Flexible work arrangement also requires for them to emphasize on their work and to meet their precious persons. Moreover, flexible work arrangement allows them to reduce work-family interference and fulfill their family responsibilities. In addition, holidays are available and they have reasonable working hours. But, they can not adjust flexible working hours because the government staff have fixed working hours.

Based on the findings, the MTU should continue to reduce work-family interference as well as to increase work-family facilitation. In order to reduce work-family interference, academic staff should effectively manage their job responsibilities to fulfill family responsibilities. As the result, they should be able to participate in social or community activities and family related activities during non-working hours. The academic staff should not have many times to make changes to their plans for family activities due to work related duties. Nonetheless, academic staff should be able to take care of their family despite their work commitments.

In order to increase work-family facilitation, learning experience at work should be provided so that it could indirectly help them more effectively perform their family responsibilities and improve their job performance. Sometimes, talking with someone at work could help them deal with challenges at home. In addition, MTU should be provided access to resources that could be used to improve their family life. Then, academic staff would be able to maintain a comfortable work environment in order to enjoy their family life. If so, the academic staff have a work life balance, and they would be highly motivated at work and facilitate their family.

5.3 Needs for Further Research

This study was only focused on Leader member exchange and work-family spillover (positive spillover work -family facilitation and negative spillover work-family interference) of academic staff in Mandalay Technological University (MTU). It does not cover the academic staff from other universities such as the private educational sector in Myanmar. Thus, further researchers should focus on all the academic staff who are

servicing at both government universities and private universities. The same topics of research can be carried out for specific industries such as manufacturing, retailing, banking, insurance, hospital, hotel etc. in order to have a more generalizability.

Moreover, the further study can be extended to cover the leader -member exchange, work to family spillover, work-family conflict, work-family enrichment and work-life balance of other academic staff and professions in Myanmar.

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APPENDIX A

Research Questionnaire

Leader-Member Exchange and Work-Family Spillover of Academic Staff in Mandalay Technological University

This survey is only concerned with Executive Master of Business Administration (EMBA) conferred by Yangon University of Economics. Participation in the study is voluntary and completion of the survey will take about 10-15 minutes. You will encounter no personal risk by participating in this study. The collected data will only be used for this study and **your individual survey response will be kept confidential.** Thank you for your time and cooperation. I greatly appreciate your prompt response.

Section 1: Demographic Profile

**Please indicate (/) in the appropriate information about yourself.
Each question should only have ONE answer. All responses are strictly confidential**

1. Age :
 - 25 year and below
 - 26-35
 - 36-45
 - 46 Year and above

2. Gender :
 - Male
 - Female

3. Marital Status :
 - Single
 - Married
 - Other.....

4. Highest education attained:
- Bachelor Degree
 - Master Degree
 - Ph.D
 - Other (if specify)
5. Number of years of experience:
- less than one year
 - 1 – 3 years
 - 4- 6 years
 - More than 7 year
6. How much do you earn your monthly salary?
- 200,000 (Kyats) or below
 - 200,001- 300,000 Kyats
 - 300,001- 400,000 Kyats
 - 400,001-500,000 Kyats
 - above 500,000 Kyats
7. Department /Section in which employed
- Civil Engineering Department
 - Electronic Engineering Department
 - Mechanical Engineering Department
 - Architecture Department
 - Others (Please Specify).....
8. Position Level / Role Level
- Tutor
 - Assistant Lecturer
 - Lecturer
 - Associate Professor
 - Tutor Professor.
 - Other (if Specify).....

Section 2: Independent and Dependent Variables

Please provide your answer by encircling one of the numbers from 1-5.

<u>Leader-Member Exchange (LMX)</u> (Mutual Trust & Respect)						
No.	Questions	Never	Rarely	Occasionally	Sometimes	Always
1	How often does your immediate supervisor go out of his/her way to make your life easier for you?	1	2	3	4	5
2	How often do you talk with your immediate supervisor about job-related problem?	1	2	3	4	5
3	How often can your immediate supervisor be relied on when things get tough at your job?	1	2	3	4	5
4	How often would your supervisor defend you when you were “attacked” by others?	1	2	3	4	5
5	How often would you do a work for your supervisor that goes beyond what is specified in your job description?	1	2	3	4	5

Please circle your answer to each statement using 5 Likert scale [(1) = strongly disagree; (2) = disagree; (3) = neutral; (4) = agree and (5) = strongly agree]

<u>Leader-Member Exchange (LMX)</u>						
(Leadership Obligation)						
No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My leader describes the kind of future he/she would like us to create together	1	2	3	4	5
2	My leader appeals to others to share their dream of the future as their own	1	2	3	4	5
3	My leader clearly communicates a positive and hopeful outlook for the future	1	2	3	4	5
4	My leader looks ahead and forecasts what she/he expects the future to be like	1	2	3	4	5
5	My leader shows enthusiasm about future possibilities	1	2	3	4	5

Please circle your answer to each statement using 5 Likert scale [(1) = strongly disagree; (2) = disagree; (3) = neutral; (4) = agree and (5) = strongly agree]

Work pressure						
No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I have differences of opinion with my supervisor	1	2	3	4	5
2	My work is routine, I hardly use my knowledge and skills	1	2	3	4	5
3	It often seems like I have too much work for one person to do.	1	2	3	4	5
4	I seem to tire quickly	1	2	3	4	5
5	Problems associated with my job have kept me awake at night	1	2	3	4	5
6	There is threat of layoff or demotion at the organization	1	2	3	4	5
7	The amount of work I am expected to do is too great.	1	2	3	4	5
8	I never seem to have enough time to get everything done at work.	1	2	3	4	5
9	I have too much to do and little time in which to do it	1	2	3	4	5

Please circle your answer to each statement using 5 Likert scale [(1) = strongly disagree; (2) = disagree; (3) = neutral; (4) = agree and (5) = strongly agree]

Meaningfulness of work						
No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My work is a significant contribution to the successful operation of the organization	1	2	3	4	5
2	Sometimes I am not sure I completely understand the purpose of what I am doing	1	2	3	4	5
3	My work is really important and worthwhile	1	2	3	4	5
4	I often wonder what the importance of my job really is	1	2	3	4	5
5	I often feel that my work counts for very little around here	1	2	3	4	5
6	I understand how my work role fits into the overall operation of this organization	1	2	3	4	5
7	I understand how my work fits with the work of others here	1	2	3	4	5

Please circle your answer to each statement using 5 Likert scale [(1) = strongly disagree; (2) = disagree; (3) = neutral; (4) = agree and (5) = strongly agree]

Work -family interference						
No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The demands of my work interfere with my home and family life.	1	2	3	4	5
2	The amount of time my job takes up makes it difficult to fulfil my family responsibilities.	1	2	3	4	5
3	Things I want to do at home do not get done because of the demands my job puts on	1	2	3	4	5
4	My job produces a strain that makes it difficult to fulfil family duties.	1	2	3	4	5
5	Due to work-related duties, I have to make changes to my plans for family activities.	1	2	3	4	5

Please circle your answer to each statement using 5 Likert scale [(1) = strongly disagree; (2) = disagree; (3) = neutral; (4) = agree and (5) = strongly agree]

Work-family facilitation						
No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My involvement in my work helps me understand different viewpoints, and this helps me be a better family member.	1	2	3	4	5
2	My involvement in my work puts me in a good mood, and this helps me be a better family member.	1	2	3	4	5
3	My involvement in my work helps me to gain knowledge, and this helps me be a better family member.	1	2	3	4	5
4	My involvement in my work helps me feel personally fulfilled, and this helps me be a better family member.	1	2	3	4	5
5	My involvement in my work helps me acquire skills, and this helps me be a better family member.	1	2	3	4	5
6	My involvement in my work makes me feel happy, and this helps me be a better family member.	1	2	3	4	5
7	My involvement in my work provides me with a sense of success, and this helps me be a better family member.	1	2	3	4	5
8	My involvement in my work makes me cheerful, and this helps me be a better family member.	1	2	3	4	5
9	My involvement in my work provides me with a sense of accomplishment, and this helps me be a better family member	1	2	3	4	5

Thank you for the completing the Questionnaire.

APPENDIX B

Effect of LMX on Work Pressure

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.366 ^a	.134	.119	.50786

a. Predictors: (Constant), LMX leadership obligation, LMX mutual trust and respect

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.560	2	2.280	8.840	.000 ^b
	Residual	29.403	114	.258		
	Total	33.963	116			

a. Dependent Variable: Work pressure

b. Predictors: (Constant), LMX leadership obligation, LMX mutual trust and respect

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.351	.358		6.563	.000
	LMX mutual trust and respect	.348	.088	.397	3.940	.000
	LMX leadership obligation	-.064	.090	-.072	-.711	.478

a. Dependent Variable: Work pressure

Effect of LMX on Meaningfulness of Work

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.509 ^a	.259	.246	.48303

a. Predictors: (Constant), LMX leadership obligation, LMX mutual trust and respect

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.311	2	4.655	19.953	.000 ^b
	Residual	26.598	114	.233		
	Total	35.909	116			

a. Dependent Variable: Meaningfulness of work

b. Predictors: (Constant), LMX leadership obligation, LMX mutual trust and respect

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.885	.341		5.532	.000
	LMX mutual trust and respect	.303	.084	.336	3.605	.000
	LMX leadership obligation	.228	.085	.249	2.672	.009

a. Dependent Variable: Meaningfulness of work

Effect of Work Pressure and Meaningfulness of Work on Work-family Interference

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.598 ^a	.357	.346	.51626

a. Predictors: (Constant), Meaningfulness of work, Work pressure

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.884	2	8.442	31.674	.000 ^b
	Residual	30.384	114	.267		
	Total	47.268	116			

a. Dependent Variable: Work-Family interference

b. Predictors: (Constant), Meaningfulness of work, Work pressure

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.619	.387		1.601	.112
	Work pressure	.485	.100	.411	4.843	.000
	Meaningfulness of work	.324	.097	.283	3.333	.001

a. Dependent Variable: Work-Family interference

Effect of Work Pressure and Meaningfulness of Work on Work-family Facilitation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.521 ^a	.271	.259	.42442

a. Predictors: (Constant), Meaningfulness of work, Work pressure

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.652	2	3.826	21.240	.000 ^b
	Residual	20.535	114	.180		
	Total	28.187	116			

a. Dependent Variable: Work-Family facilitation

b. Predictors: (Constant), Meaningfulness of work, Work pressure

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.730	.318		5.444	.000
	Work pressure	.120	.082	.132	1.461	.147
	Meaningfulness of work	.395	.080	.446	4.940	.000

a. Dependent Variable: Work-Family facilitation