

Work-Life Quality and Organizational Commitment in Academia: A Review and Practical Insights

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Abstract: Quality of work-life refers to the workplace experience of employees, which has become a growing concern amidst the global competitive environment, leading to increased tension and pressure. This research paper focuses on investigating a distinct aspect of work-life quality within educational institutions. Drawing from an extensive review of literature, the study examines the components of work-life quality, its determinants, and managerial strategies aimed at enhancing it within educational settings. A significant aspect of this study involves exploring the correlation between work-life quality and organizational commitment. Findings indicate that job satisfaction, opportunities for career advancement, absenteeism, and attitude towards work are key determinants of work-life quality. Furthermore, the paper provides valuable recommendations for improving work-life quality in educational institutions.

Keywords: QWL-Quality of work-life, determinants, Educational institutions, Organizational commitment, Job satisfaction

Introduction

Quality of work life in Academia

Several research studies have assessed the quality of work performed by employees in various areas, including government, private, corporate, managerial, and non-managerial jobs. Several research studies have assessed the quality of work performed by employees in various areas, including government, private, corporate, managerial, and non-managerial jobs. This study emphasizes the need for work-life balance in educational institutions. For each individual to achieve a balance between his job and his/her personal life, work-life quality is critical. To keep and retain members, the organization's employees must have good work-life quality. It is becoming increasingly apparent that a big portion of today's workforce is experiencing extreme stress as a result of a variety of work-related causes. Teachers in educational institutions provide a significant contribution to the teaching and nurturing of young minds, resulting in responsible citizens of the country. Teachers are dissatisfied, burned out, and dissatisfied as a result of variables such as a high student-to-teacher ratio, inconvenient and inadequate physical environment settings, long working hours, and increased administrative work. The goal of this research is to see if there is a correlation between the quality of work and the devotion of the organization in educational institutions. This research gives an overview of the work quality at educational institutions. New challenges faced by teachers at the workplace like satisfaction, achieving personal development as well as fulfilling organizational commitments. Bashir, (2020). A higher level of quality increases teacher performance as well as the institution's overall efficacy and growth. Healthy working conditions, flexible working hours, professional development opportunities, and equitable course and salary distribution strengthen teachers' organizational commitment to improving the quality of their work lives (Özgenel, 2021).

Workplace satisfaction (QWL)

In 1972, at the International Labor Relations Conference, the notion of QWL was first introduced.

"The level to which employees can satisfy their personal needs not only in terms of material matters but also of self-respect, contentment and an opportunity to use their talents contributing to personal growth." Dessler (1981)

Components of QWL

The study's findings, constructed on a review of the literature, largely suggested that "work environment," "workplace facilities," "job satisfaction," and "job security", Organizational environment and culture, Relationships and cooperation, Compensation and Rewards, Training and Development, Workplace autonomy and resource sufficiency, Ample and equitable remuneration are significant components of work-life quality.

Working conditions

The setting in which workers do work is referred to as the work environment. It can be anything from a little office to a massive structure. A healthy working environment ensures a pleasant working atmosphere and boosts productivity (Mirvis & Lawler, 1984). Employees are more motivated, happier, and there are fewer costs associated with turnover, absenteeism, and medical claims (Nair, 2013).

Job security and job Satisfaction

Job satisfaction is a pleasant experience of completing a job in which individuals are self-motivated and satisfied with their work, and it differs from one employee to the next. Job security, equitable employment rotation, productivity, and work independence are all factors that contribute to job happiness (Subbarayalu et.al, 2019).

Opportunities for Growth and Career advancement

The key is to maintain opportunities to focus on the promotion, payment increase and keep talking about career advancement (Walton, 1973), (Daud, 2010). Opportunities for growth in the workplace give employees a chance for professional growth, further improvement, financial growth, career growth, and personal growth (Mirvis, Lawler, 1984)(Lau, 1998).

Adequate and Fair Compensation

The salary structure should ensure reasonable wages, fair and equitable enough to keep the required standard of life Taylor, (1978). The best employee is given rewards and creates competition among employees to achieve maximum productivity. And it takes into account things like performance-based pay, advancement, and fair remuneration (Walton, 1973), (Nair, 2013).

Organizational culture and climate

Organizational culture guides its employees about the company objectives, tasks, expectations, and values. Organizational culture helps an employee's engagement, creates a healthy team environment, decreases turnover, and transformational power (Kanten, Sadullah, 2012), (Walton, 1973).

Co-operation and Relationship at workplace

Co-operation at the workplace is always advantageous. It improves the overall performance of the organization and employees' efficiency. As a team, each member is responsible for the task and success. Relationships at the workplace are necessary for interactions between the employees in different positions within an organization.

Autonomy of workplace

Autonomy at the workplace means giving employees the freedom to work, empowering employees to be a self-starter, and providing them support instead of control. It helps in improving productivity, reduces labor costs, promotes job satisfaction, and improves workplace adaptability.

Adequacy of resources and Facilities

Adequacy of resources and facilities is an important factor in deciding, distributing, allocating the resources on time, and managing the entire process and project. It's about managing your team and material assets accessibility i.e. tools, machinery, equipment, and space. It is necessary to bring these different factors together to complete a task and project on time. It will increase productivity and reduce the wastage of time and resources.

Research Gap

The literature study on work-life quality finds that there has been a lot of work based on studies by Walton (1973), Taylor (1978), and Mirvis, Lawler (1984), but these are relatively old notions, and today's organizational settings are significantly different than they were in the early 1980s and 1990s. New factors, such as organizational dedication, must be investigated. The current study investigates the association between work-life quality and organizational commitment in educational institutions.

The study's objectives

- To investigate many areas of the educational institution's work-life quality.
- To investigate and gain a clear understanding of teachers' work-life quality by reading relevant literature on QWL.
- To explore the relationship between work-life quality and organizational commitment.

A literature review

Several studies have been undertaken around the world to measure the work-life quality in the education sector. A few of them were as follows:

Walton, R. E. (1973) affordable and fair compensation, chances for future growth and security, social integration in work organizations, safe and healthy working conditions, opportunities to develop and use employees capacities, total living space, and work, and constitutionalism at workplace among the eight major categories proposed by Yadav, et.al, (2019). Employee attitudes toward work-life quality can be influenced by improvements in the working environment.

Mirvis and Lawler (1984) described QWL definition and how to measure the work-life quality, an independent report on QWL of an organization. Amount of pay, amount of benefit, working conditions, job security, developing skills and abilities, surrounding, chances for growth, quality of equipment, etc. were included to measure QWL and found inter-correlation between job satisfaction and work-life quality.

Martel and Dupuis (2006) provided a brief history of the quality of QWL definitions during the previous 30 years outlined the aspects included in the definition, and measured work-life quality using 33 elements from the Quality of Working Life Systematic Inventory Item. According to the study, a person's overall quality of life, organizational performance, and the integration of organizational and social components should all be considered when defining quality of work life.

Taylor (1978) looked into the structure of quality of work-life and came up with a list of 42 elements from several conceptual categories to represent people's quality of work-life perspectives. Safe and healthy working conditions, social integration in the workplace, suitable and reasonable compensation, opportunities for development and safety, total living space and work, the social significance of work-life, and constitutionalism in the workplace are the eight major dimensions of an individual's QWL identified in this study.

Sirgy et al. (2001) classified work-life quality into two categories: poor and good. The requirement for health and safety, as well as economic and family needs, was included in the lowest level of work-life quality. Social needs, self-actualization needs, knowledge needs, and reputation needs all contribute to a high level of work-life quality.

Saklani, D.R. (2004) study conducted on the managerial and non-managerial staff of 24 different organizations to evaluate the importance of factors of QWL in the Indian setting, According to the findings, Indian employees priorities self-esteem and self-actualization before monetary rewards.

Nimalathasan, B. (2010) identified four variables of work-life quality practices in his study of three state colleges and eight private universities in Bangladesh, including money for work, physical safety, job benefits for family members, and outside creativity. According to the study, colleges should pay all experts a suitable income and provide all perks, including employment security, opportunities for promotion, research facilities, and pleasant working circumstances, to retain them.

Tabassum, A. (2012) used a five-point Likert scale questionnaire to assess the quality of work-life at 11 private university employees of Bangladesh. The findings demonstrated a positive association between work-life quality and job satisfaction. The study recommended several actions for university administrators for maintaining a good quality of work-life, and policies to promote job satisfaction and retain personnel.

Arif, et al. (2013) conducted a study at a private university in Lahore, Pakistan, to explore the association among characteristics of work-life quality and teacher attitudes. According to the study, work-life balance, contentment, working conditions, and work climate are the most important aspects in shaping teachers' attitudes and improving their work-life quality. Work-life balance, work-life quality, and low satisfaction with interactions with life were found to improve one's self-esteem in the study.

Saad and Juhdi (2008) according to this study directed in a private university of Malaysia, discovered that QWL variables were insufficient to measure job satisfaction of university teachers, and that intrinsic reward, job performance evaluation, and key performance indicators should be added as dimensions of quality of work life.

Bharathi et. al (2010) study includes 239 teachers of 12 colleges located within the Tiruchirappalli city from May 2008 to February 2009. The study looked into whether there was a link between job satisfaction and the teaching environment. To increase the quality of teachers' work lives, the study recommended methods such as flexible working hours and combining the task and social roles

Subbarayalu, A. (2018) study indicated that 71% of the teacher's respondents were satisfied with their quality of work-life at Imam Abdulrahman Bin Faisal University, Saudi Arabia. But a difference of opinion was observed on two determinants of work-life quality: psychological factors and working conditions. Other determinants of work-life quality were mentioned as work security and work satisfaction, opportunities for training, and growth.

Beh's (2000) findings of the study suggested top-level management strive for a career fit between the organization's and employees' needs. Professional achievement, career development, organizational climate, and career balance were found to be the four most important determinants of work-life quality.

Afroz, S. (2014) this study is an attempt to use the Pareto analysis technique to identify, collecting more information of work-life quality literature reviews of the 21st century. These include opportunity for growth, healthy working environment, satisfactory and fair compensation, human progress capacities, living space and work, management, human advancement capacities, social integration constitutionalism, incentive and recognition, autonomy & control, employment security, and decision-making and communication participation.

Saraji, Dargahi's (2006) study provides insights into the positive and negative attitude of employees towards the work-life quality of (TUMS) Hospitals. Stratified sampling was used to select respondents from 15 hospitals. Employees were unsatisfied with working conditions, pay, health and safety precautions, and extra working hours, according to the study.

Sanchez et.al (2019) teachers from a public higher education institution (HEI) in Brazil's Center-West Region participated in a cross-sectional study. The study was carried out in compliance with the HEI's research ethics committee's ethical principles and criteria for research involving human subjects. Poor sleep quality, excessive working hours, a lack of leisure activity, the use of pharmaceuticals (self-medication), sick leave, and having an imbalanced diet all have detrimental effects on university professors' Quality of life and QWL in the areas of health, sciences, human sciences, and agricultural sciences. Teachers' physical, mental, intellectual, and emotional capacities all deserve more attention in their professional lives.

Sinha, P. (1982) The study discovered a direct correlation between the quality of life determinants and work-life quality, as well as a linkage among the aspects of work-life quality and happiness level of the individual. The key elements of work-life quality are job satisfaction, work values, intrinsic motivation, job attractiveness, control, and job involvement. All of these factors were found to have a favorable impact on the quality of one's work life and one's overall quality of life.

Sinha & Sayeed (1980) an inventory was created on QWL by obtaining samples from two industries in an Allahabad industrial complex (UP). One industry taking regular development programs showed maximum participation of employees and the second one did not have regular development programs for their employees showed no participation from employees. The study suggested that implementation of quality of work-life variable is required for Indian Industries.

Yadav, R., & Khanna, A. (2014) employees who have a poor quality of life at work are unable to perform properly, and organizations are unable to obtain the appropriate output or performance from them, according to a study. Quality of work life is regarded as a fundamental criterion for profitability and growth in an organization. Commitment, employee relationships, and cohesion were regarded as the most essential characteristics, and employee happiness was strongly linked to dimensions of work-life quality (Rastogi, M, 2018).

Lau's (1998) study compares the results of two groups: the first, which includes forty-eight public firms, is based on a sample of the quality of work-life, and the second, which includes eighty-eight S&P 500 companies, is based on growth and profitability criteria. In comparison to S&P 500 firms, quality of work-life companies demonstrated stronger profitability growth, revenue growth, and asset growth

Lewis, D., (2001) this research aims to uncover the intrinsic and extrinsic drivers of work-life quality in seven different healthcare settings. Salary or tangible variables are used as extrinsic traits and autonomy and challenge, skills and levels used as intrinsic variables and co-worker support, controller, treatment and communication, gender and employment used as prior traits. The finding of the study revealed that supervisory style, dedication, remuneration, and discretion all have a part in influencing work-life quality.

Johnsrud & Tabata (2006) an online survey was done in this study to assess changes in the quality of work of faculty life at the University of Hawaii from 1998 to 2006. A total of 3490 faculty members were contacted for this survey. The salary was found to be the most significant factor in faculty satisfaction from 1998 to 2006. In comparison to others, the faculty on campus is happier. The most beneficial aspects of faculty work-life are community service and faculty interactions, according to respondents.

Khodadadi, S. (2014) this study aims to determine the impact of work-life quality-driven on job satisfaction of employees. Job satisfaction, job independence, promotion prospects, wage, and benefit payment policies, and security were all dependent variables in this study, with job satisfaction, job independence, promotion prospects, and wage and benefit payment policies as independent variables. According to this study, salary and benefit payment laws have a significant impact on hospital doctors' job happiness.

Kumar, V. (2013) this study seeks to know the challenges, problems faced by members of the faculty of higher education institutes, and how the level of engagement can be improved. Data were collected from 145 faculty members from Delhi University through the survey questionnaire comprising employee engagement scales, job participation intention to stay, job participation, and job fulfillment. The study revealed that the highest level of engagement found in Delhi University and policies made by UGC, NKC was not implemented properly.

Workplace satisfaction and organizational commitment

An employee's psychological attachment to his or her organization or workplace is defined as organizational commitment. Organisational commitment is referred to the bond between employees and the organization. It increases profitability, improves productivity, helps in the retention of employees. Studies reveal the direct link between organizational commitment and the efficiency of employees (Meyer & Allen, 1990), (Nair, 2013).

The following studies on work quality and organizational commitment are available:

Meyer and Allen (1990) two studies were conducted to test the three conceptual aspects of organizational commitment. Employee attachment to the organization is referred to as the affective component. The sensation of being obligated to stay is referred to as normative commitment. Continuance commitment is the point where employees believe to stay with the organization or focus on another organization. Three conceptual approaches given by this study provide valuable insight about employees and organization links and suggested to understand this link and maintain these three approaches to satisfy and retain employees.

Daud and Ghazali (2015) in one of the largest public IHLs, the study discovered a robust link between the quality of work-life and organizational commitment. Position, role, job conflict, and supervision are the determinants of quality of work-life for academics in the Business management cluster. The study suggested role clarity, healthy working conditions; manageable role conflict will improve employees' commitment toward their organization.

Daud, N. (2010) academic employees at one of Malaysia's premier public institutions were studied to see if there was a link between work-life quality and organizational commitment. Participation, compensation and benefits, physical

environment, growth and development, workplace integration, and supervision are the six elements of work-life quality identified by the study. According to the findings, there are three elements of organizational commitment: affective commitment, normative commitment, and continuation commitment.

Nia and Maleki (2013) the goal of this study was to define the connection between organizational commitment and faculty members' work-life quality during the academic year 2011-2012 at Islamic Azad University –Bojnord Branch. The multiple correlation approach was used to calculate the spearman's correlation coefficient for the demographic variable. According to the findings, there is a link between organizational commitment and work quality.

Nair (2013) concerning college professors in Kerala, the study observes the relationship between work-life quality and organizational civic behavior. For this study, two dimensions of organizational citizenship behavior were used: job commitment and helping coworkers, and eight dimensions of work-life quality were used: safe, healthy working environment, adequate and reasonable compensation, development and safety, societal integration, constitutionalism, social significance, and total life span. The results of the study demonstrated a considerable disparity in the impact of work-life quality on men and women.

Parvar's (2013) study examines the relationship between the quality of work-life aspects and their impact on IOCO workers' organizational commitment. In the year 2013, random sampling procedures were used to choose 97 people from a total of 130. The findings discovered that work-life quality elements had a positive and significant impact on organizational commitment, implying that a high quality of work-life triggers a higher level of employee commitment (Yadav, et.al, 2019).

Akar, H. (2018) in the academic year 2016-2017, this study attempted to explore the association between work-life quality and the role of affective commitment. Burnout scale, work-life quality scale, affective commitment scale, and organizational citizenship behaviors scale were created to collect data on school alienation from 314 teachers working in public schools. According to the findings, teachers' perceptions of work-life quality have a favorable impact on organizational commitment and citizenship behaviors but hurt school alienation and burnout. Teachers' working circumstances, according to this report, need to be changed.

Kandukuri, R. (2016) study reveals the impact of quality of work-life on organizational commitment in instructors from 50 engineering institutions at Anna University, Telangana State, India, was investigated. The questionnaire was created grounded on a review of the literature on organizational commitment and work-life quality variables. The study found an optimistic link between work-life quality characteristics and organizational commitment.

Rathi, Rastogi (2011) this study is an attempt to determine the link between the work-life quality, organizational commitment, and psychological well-being of Indian employees employed in diverse organizations. A systematic survey was used to obtain information from 232 Indian employees. The study discovered a favorable and significant link between work-life quality and organizational commitment as well as psychological well-being. According to the study, improving the work-life quality is beneficial to both employees and the overall success of the company.

Bashir, Gani's (2020) aim of this study is to bring attention to the difficulties that university professors encounter. 427 regular teachers from four state institutions and two central universities in northern India provided data. Organizational commitment was measured using an 18-item scale. There are six items in each subscale of organizational commitment were used. Affective commitment continued commitment, and normative commitment was discovered to be components of organizational commitment in the study. The key reason for professors' long-term commitments was the cost and advantages provided by institutions. Universities can improve organizational commitment by providing a safe working environment, ensuring social integration, offering fair and suitable compensation.

Bohórquez, N. (2014) study identifies the relationship between Dean's leadership style and the organizational commitment of Colombian higher education institutions. The Multifactor Leadership Questionnaire and the Organizational Commitment Questionnaire were used to collect data from 216 faculty members. The findings demonstrated a direct link between Dean's leadership style and Colombia University's organizational commitment.

Özgenel, M. (2021) effect of administrators' and teachers' perceptions of work quality and organizational commitment is identified and compared in this study. The study found that providing a harmless and healthy working environment, professional development chances, and equitable course and payment distribution boosts teachers' and administrators' organizational commitment levels. The study's findings indicated the need of implementing work-life quality for organizational commitment.

Conclusion and Suggestions

In light of the above-mentioned objectives and a review of the literature on quality of work-life, it has been determined that the company will not be able to achieve the objectives efficiently and effectively unless the work-life quality and organizational commitment are implemented (Meyer and Allen, 1990). To retain personnel and to develop sales, profitability, and market share, an organization must maintain a high work-life quality and a strong commitment to the organization (Lau, 1998). Salary, community services, and faculty interactions are listed as the main confident gears for faculty work-life quality in various academic studies, and female faculty are more satisfied with work-life than male professors (Ishak et.al 2018). Teachers' work-life quality is an important factor in educational institutions because it affects their performance, job dedication, the balance between personal and work life, and organizational commitment (Nair, 2013). Job satisfaction, autonomy at work, opportunities for career advancement, absenteeism, attitude toward work, and job security are all key drivers of work-life quality (Sirgy et al,2001). Organizational commitment is positively correlated with the implementation of determinants of work-life quality for example a safe working environment, suitable and reasonable compensation, development and safety, social incorporation, social significance, constitutionalism, and total life span, development of human skills.

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