QUALITY OF WORK LIFE AND ORGANISATIONAL COMMITMENT OF COLLEGE TEACHERS

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ABSTRACT

Concerns about job quality have become more widespread, crossing all industries and occupations. Quality of Work Life (QWL) has evolved as an important aspect, which affects an Organizational efficiency and productivity (Gorden, Judith R. 1987). QWL is a multi dimensional term which provides a good work life balance and gives a qualitative boost to total work environment of any organization (Neerpal Rathi, 2010). The success of any organization is dependent on how it attracts, develops, and retains its workforce. Today's organizations need to be more flexible so that they are equipped to develop their workforce and enjoy their commitment. This research study highlights the effect of quality of work life on organizational commitment of college teachers under various dimensions. The sample consists of 50 college teachers in affiliated engineering colleges in Hyderabad, Telangana State, India. The list of colleges was collected from Website of Anna University and selection of colleges was chosen at random. The questionnaire was designed based on the attributes and variables of QWL and organizational commitment reviews and questionnaire from previous studies. The constituted variables of the questionnaire were subjected to construct validity and discriminant validity. The study reveals positive association between quality of work life and organizational commitment. The study concludes by identifying the important QWL factors in the organization, could enhance organizational commitment.

INTRODUCTION

The term QWL gained importance in the late 1960s as a way of concerns about effects of job/work on health and general well-being and ways to positively influence the quality of a person's work experience. Up until the mid 1970s, employer's concern was on work design and working conditions improvement. However, in the next decade of 1980s, the concept of QWL included other aspects that affect employees' job satisfaction and productivity and these aspects are, reward systems, physical work environment, employee involvement, rights and esteem needs (Cummings and Worley, 2005).

Universities, as key factors in social, economic, cultural, and political development, play a vital role in educating human capital. Analyzing the influential factors of growth and development in all developed or developing societies indicate that the efficiency and efficacy of educational systems in any country promotes its inclusive development and growth. Faculty members as one of the greatest resources of any society, and one of the most crucial factors of educational systems play a critical role in training specialized forces. Ultimately, the result of their efforts is social development and growth in human societies. Considering the human factor in

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organizations, especially in educational organizations is an option that was recently considered in human resource management. In recent efforts of Hawthorns and other scholars, the researchers attended to the problems arising from the complex human factor as QWL (Luthans, 1998), which examines the actual conditions related to work and work environment in a given organization.

Quality of work life (QWL) is a process through which all members of the organization through open communication and appropriate way which is created for this purpose can make decisions about their job, and especially their work environment in general. This affects the type and involvement of their participation in their job and as a result work satisfaction is more and work stress induced decrease. In fact, the quality of work life (QWL) represents a kind of corporate culture and practices of personnel management based on self-esteem and sense of ownership. Quality of work life (QWL) is related to the quality of life in a bilateral and non-separable way which is one of the main origins of organizational development which itself is a combination of science, art, experience, wisdom, knowledge and common sense. Discovering the relationship between behavioral variables can affect the inner policy and strategic orientation of organizations which can vary the human resource department. One of the variables which have always been under the attention of organizations is performance which is the effort to improve the performance of the staff and this causes the staff to show double the effort to reach the goals of the organizational.

REVIEW OF LITERATURE

Studies on Quality of Work Life:

Studies on QWL were diverse. The focus is on work variables and non-work variables. Some attempt to identify the effects of QWL towards customers' satisfaction (Lau & May 1998), while others determine the relationship between QWL and productivity (Bagtasos, 2011). These authors discovered that QWL benefits firms in the long run as it enhances long term relationship with customer and finally the firms' growth. In other studies by Normala (2010) and Ma, Ma, Yu & Hao (2011,) QWL is found to have a significant relationship with organizational commitment. The study supports another contribution by Bhatia & Valecha (1981) and Kavoussi (1998) who suggest that the absenteeism rate decreases with the increase in QWL. In another study by Koonmee, Singhapakdi, Virakul & Lee (2011), QWL mediates the relationship between institutionalization of ethics in firms with job related outcome. These studies indicate the importance of managers to understand QWL in order to increase firms' performance. Besides commitment, job satisfaction is also viewed as the outcome of QWL (Lee, Singhapakdi & Sirgy, 2007; Johnsrud, 2002; Karrir & Khurana 1996). These studies indicate that employees feel satisfied towards their job once QWL programs are present. Job satisfaction is also an indicator for QWL. By definition, job satisfaction is "a pleasurable or positive emotional state due to appraisal of one's job experience" (Locke & Lathan 1979). Hence, once a person feels satisfied,

he is expected to be willing to participate and this leads to his improvement on his quality work life.

Hackman and Oldham (1976) drew attention to what they described as psychological growth needs as relevant to the consideration of Quality of Working Life. Several such needs were identified; skill variety, task identity, task significance, autonomy and feedback. They suggested that such needs to be addressed such needs have to be addressed if employees are to experience high quality of working life. Mirvis and Lawler (1984) suggested that Quality of working life was associated with satisfaction with wages, hours and working conditions, describing the "basic elements of a good quality of work life" as; safe work environment, equitable wages, equal employment opportunities and opportunities for advancement. Baba and Jamal (1991) listed what they described as typical indicators of quality of working life, including job satisfaction, job involvement, work role ambiguity, work role conflict, work role overload, job stress, organizational commitment and turn-over intentions. Baba and Jamal also explored routinization of job content, suggesting that this facet should be investigated as part of the concept of quality of working life.

Quality of Work Life and Organizational Commitment:

Scandura and Lankau (1997); Gaertner and Nollen (1989); Lau and Ngo (1996) concluded that corporate culture and human resource practices do have important bearing on organizational commitment. Mowday et al (1979) summarized positive findings from studies of two different occupational groups (hospital and retail employees) linking organizational commitment to job performance. Mowday et al (1982) and Mathieu and Zajac (1990) suggested that woman are more effectively committed to the organization than are men. On the other hand Aranya et al (1986); Marsden et al (1993) reported that men displayed a higher level of commitment than woman.

According to Mueller et al (1994), many modern management techniques attempts to indirectly control employees by fostering organizational commitment. Managers try to reinforce employee loyalty as organizationally committed individuals are reported to be better performers, (Jauch et al. 1978). They are more aligned with enterprise goals, and are thought to be less likely than their uncommitted counterparts to seek employment elsewhere (Mowday et al, 1979). Baugh and Roberts (1994) suggested that strong levels of positive work outcomes are recorded by individuals who are committed to both their organization and their career, while those who are not committed to either, record weak level. Mowday, Porter, and Steers (1982) consider organizational commitment as affective and mental dependence to an organization upon which a committed person indicates his identity, participates in the organization, engages with it, and enjoys its membership. Porter et al (1978) defined organizational commitment as "relative level of determination of individual identity with organization and his participation and engagement with organization". Thus, Porter suggests three factors with commitment: 1. acceptance of goals

and values of organization, 2. desire to cooperate with organization to achieve its goals, 3. desire to retain in organization (Steers, 1989).

RESEARCH METHODOLOGY

Design
The current study is descriptive correlative method .In this method, the teacher's quality of work life and organizational commitment of them have been investigated. In descriptive research, the researcher does not interfere with the situation, condition and variables and does not tamper with or control them; but instead he simply studies, describes and examines whatever it is.

Hypotheses
Hypothesis 1: College teachers perceive their quality of work life domains as congenial.
Hypothesis2: College teachers expressed high level of organizational commitment.
Hypothesis3: There is positive relationship between organizational commitment and quality of work life domains.

Sample
The statistical sample of this study consist 50 teachers of engineering colleges in Hyderabad city, who were selected using a stratified method of sampling. In order to estimate the statistical sample size, Chertsey and Morgan table was used. The following two questionnaires have been employed to collect the data needed to answer the question.

Questionnaire of quality of work life
Quality of Work life Questionnaire .This test in English was originally developed by (Yousuf, 1996) . It was locally adopted in Bengali language by Dasgupta and Roy, (2002), This questionnaire having 48 Likert Type items in Bengali language dispersed along 8 dimensions .The dimensions are as follows , Work complexity , Autonomy, Personal Growth opportunity, Top Management support, Concerned about organizational performance, Personal relation to job and General happiness. Content validity was used to determine the questionnaire validity. The reliability coefficient of the questionnaire was calculated as 0/88 using Kronbach's alpha, this shows that the reliability of the questionnaire is acceptable.

Organizational commitment questionnaire
Allen & Mayer's questionnaire (1991) was used to measure organizational commitment including three (affective, continuous, and normative) dimensions.. It includes 22 questions, ranging from "always "to "never" base on the 5 levels of Likert. The reliability and validity of the scale is .61 and .78 respectively.

Statistical Analysis
The questionnaires were carried out, after obtain the necessary modifications. Each questionnaire took 15 to 20 minutes to be conducted for each subject and it took 5 days to conduct the questionnaires. Numbers of 148 questionnaires were filled in and returned from the total 50 questionnaires; numbers of 27 questionnaires were damaged and thus ignored to be studied. The

final numbers of questionnaires were 148. General characteristic features of the selected employees in terms of age, academic qualification and working experience in the present organization were processed by calculating percentages and mode values. In case of quality of work life and organizational commitment scales means, standard deviation were calculated separately for each scale and sub scales. Coefficient of correlation was also calculated to determine the relationship between various quality of work life dimensions and organizational commitment. High level of organizational commitment means those who scored either equal to or greater than one SD above the mean organizational commitment score (i.e. score > M+ 19) on the other hand Low level of organizational commitment means those who scored either equal to or greater than one SD below the mean organizational commitment score (i.e. Score < M19).

RESULTS AND DISCUSSIONS

The general characteristic feature of the selected college teachers in terms of age, length of service and educational level are assumed to enrich their frame of reference so much so that they could participate effectively in their investigation.

Table 1: Demographic details

	Below 30 years: 36%
	31 - 45 years: 44%
Age in years	46 years and above:20%
	0 – 5 years : 39%
	6 – 10 years: 33%
Length of service	11 – 20 years: 20%
	20 years and above: 8%
	P.G: 87%
	Doctorate: 9%
Educational Level	Others: 3%

The data incorporated in Table 2, reveal that the concerned college teachers are not happy with the degree of autonomy they are enjoying, the nature of personal growth opportunities, work complexity as well as their control on the task and the degree of top management support in the work. However they exhibited a positive perception while expressing the opinion in regard to personal relation to job, their concern about organizational performance as well as in certain aspects of general happiness. Such evidence does not provide adequate testimony to accept the Hypothesis 1 which states that "College teachers perceive their quality of work life domains as congenial". Furthermore, those employees are not also deriving commitment (M=51.62) with their existing job. Hence the Hypothesis 2 which postulates that "College teachers expressed high level of organizational commitment" cannot be retained.

Table.2: Descriptive statistics of QWL and Organizational Commitment

Variable	Mean	S.D	No. Of Items	Maximum Possible Score
QWL Domains				
Work Complexity	16.36	3.6	6	30
Autonomy	14.58	3.3	10	50
Personal Growth Opportunities	15.78	3.8	5	25
Top management Support	13.92	4.9	4	20
Worker's Control	17.88	3.2	6	30
Concern about organizational performance	8.66	1.2	2	10
General happiness	32.26	5.9	8	40
Personal relation to Job	29.12	4.5	7	35
Organizational commitment	51.62	5.19	22	96

Again the nature of association ship between organizational commitment and the QWL dimensions in terms of coefficients of correlations (Table 3) largely reveal a fair amount of positive relationships, never the less in divergent magnitudes – which speaks in favor of the acceptance of the Hypothesis 3 that postulates – there is positive relationship between organizational commitment and QWL domains.

Table.2: Correlation between organizational commitment and QWL Dimensions

Relation between organizational commitment and QWL	Coefficient of Correlation
QWL	0.56
Autonomy	1.62
Top management Support	0.46
Workers Control	0.48
Personal Goal Opportunity	0.46
Work Complexity	0.44
Concerned About Organizational performance	0.46
Personal Happiness	0.48

CONCLUSION

The primary objective of the present study, are the nature of the perceived QWL of the college teachers. Furthermore How far the said groups of college teachers are committed to their jobs and lastly Whether the QWL contributes towards ensuring the level of organizational commitment of the college teachers. The two separate standardized research tools are QWL Questionnaire consisting of 48 items in Bengali language (having 8 different dimensions – work

complexity , autonomy , personal growth opportunities , top management support , workers control , concerned about organizational performance , general happiness and personal relation to job) and Organizational commitment Scale consisting of 22 items in Bengali language were used for the collection of data. Both are the adapted Bengali version. Apart from that a few introductory items viz. Age, Academic Qualification, Working Experience etc. have also been included.

The results indicate that the selected group of college teachers perceived different aspects of their quality of work life as either uncongenial (viz, Autonomy, top management support and worker's control mainly) or they have had a certain amount of dilemma to comment on a few other aspects (such as personal growth opportunities and work complexity mainly) bearing the potential involving a slight trend of negative opinion. Finally the stronger association between quality of work life and organizational commitment proved.

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