



## INFLUENCE OF QUALITY OF WORK LIFE ON ORGANIZATIONAL COMMITMENT AMONG PRIVATE SCHOOL MALE-FEMALE TEACHERS

*Razia Saleem\**

*Research Scholar, Department of Psychology,  
Aligarh Muslim University, Aligarh-202002 (India).*

### ABSTRACT

*The present study aim to find out the relationship between quality of work life and organizational commitment among private school male-female teachers. The study was carried out in different private schools from Aligarh city. The data was collected from 100 school teachers including 50 male teachers and 50 female teachers through convenience sampling technique. Quality of Work Life Scale (2001) and Organizational Commitment Scale (2001) were used to collect the data. Both scales were prepared by Shawkat and Ansari. This study provides that quality of work life significantly as well as positively correlated with organizational commitment among male and female private school teachers. It means that when quality of work life will increase organizational commitment also increases and vice versa which is an indicator of better productivity as well as favorable environment in the organization.*

**Keywords:** *Quality of Work Life, Organizational Commitment and private schools male-female teachers.*

### INTRODUCTION

#### **Background of the study**

This study provides an overview about quality of work life among male and female school teachers under various dimensions. New Challenges can be faced with teachers' satisfaction, commitment and involvement in achieving personal as well as institutional effectiveness. This study helps to know the QWL (quality of work life) of teachers working in private schools and also role of QWL (quality of Work life) on Job satisfaction, Job commitment, personal as well as Institutional effectiveness and job performance. The quality of work life facilitates the employees' job satisfaction, performance and personal and as well as institutional effectiveness. A better quality of work life improves the well-being of the teachers as well as the institution's growth. Attrition, employees commitment, productivity etc. depend upon the dimensions of quality of work life i.e. reward and recognition, participative management, work life balance, proper grievances handling, welfare facilities, work environment, etc. An educational institution provides a better QWL then it develops the healthy working environment as well as satisfied employee. High quality of work life can give a result in better organizational performance, effectiveness, innovativeness, etc. Consequently, to contribute better life for all those peoples whom organizational members serve and with whom they deal and interact.

**Quality of work life:** Quality of work life as a movement has started attracting the attention of both academicians as well as practitioners in India. Quality of work life seems to manifest itself in a variety of operational systems like workers participation, job enrichment, quality circles, etc. Nowadays, the concept of quality of work life is changed to be an important social issue in the contemporary management (Luthans, 1998) while in the past decades the focus was only on the private life. The proponents of quality of work life theory are seeking some new systems for aiding the staff to have balance between their work life and private life (Akdere, 2006). The plan of the quality of work life includes any improvement in organizational culture that causes progress among staff in the organization (Filippo, 1998). So the system of quality of work life has emphasized on the individual as the most important variable in management (Shareef, 1990).

Carlson (1980) stated that Quality of Work Life is both a goal and an ongoing process for achieving goal. As a goal, Quality of Work Life is commitment of any organization to work for improvement, the creation of more involving, satisfying and effective jobs and work environments for people at all levels of the organization. As a process, Quality of Work Life, calls for effort to realize the goal through the active involvement of people in the achievement of organizational goals.

Taylor (1973) and Spink (1975) defined Quality of Work Life as “the degree of excellence in the work and working conditions which contribute to overall satisfaction of the individual and enhance individual as well as organizational effectiveness”. Bennium (1974) viewed Quality of Work Life as the quality of the relationship between man and his task.

Walton (1975) defined eight major dimensions to understand the concept of Quality of Work Life. These are presented below;

- Adequate and Fair Compensation
- Work and Total Life Space
- Constitutionalization in Work Organization
- Social Integration in Work Organization
- Growth and Security
- Development of Human Capacities
- Safe and Healthy Working Conditions
- Social Relevance of Work Life

**Organizational commitment:** Organizational commitment represents attraction, attachment, loyalty and support towards ones organization. OC is important to organizational success and play very great role in determining whether a member will stay with the organization and zealously work towards organizational goals. Organizational commitment has been defined as “a psychological state that characterizes an employee’s relationship with an organization and has implications for the decision to continue membership of the organization” (Meyer and Allen 1991).

Prateek et al., (2011) said Organization commitment (ownership, loyalty, attachment), Career Advancement (career needs, career path, career planning and management), quality of work life (fair compensation, working condition, job Involvement) has some direct and independent effects organizational commitment and intention to stay of core employee.

Nammi and Nezhad (2009) in a study focused on investigating the existence of relationships between components of psychological climate and teachers commitment highlighted that teachers’ perception of aspects of the work psychological climate such as autonomy, cohesion, trust, support, recognition, fairness and innovation has a strong influence of commitment to school, commitment to teaching occupation, to teaching work and commitment to work group.

Whyte (1956) a social anthropologists proposed the concept of "the organization man" a person who not only works for the organization but also has a sense of organizational belongingness. This concept received wide publicity in the field of organizational behaviour. In almost the same line Lawrence (1958) asserted "ideally we would want one sentiment to be dominant in all employees from top to bottom, namely a complete loyalty to the organization purpose".

### **Dimensions of Organizational Commitment**

Meyer and Allen (1997) propounded three dimensions to understand the organizational commitment namely, Affective, Continuance and Normative Commitments. The brief description of these dimension are as follows:

**Affective commitment:** refers to identification with, involvement in, and emotional attachment to the organization, in the sense that employees with strong affective Commitments remain with the organization because they want to do so. Porter et al.

(1974) categorize the affective commitment in the following types;

- (a) Acceptance of the organization's goal and values.
- (b) A willingness to focus efforts to achieve the organizations desired outcome.
- (c) A willingness to maintain organization's membership.

**Continuance Commitment** According to Meyer and Allen (1997) continuance commitment is “the awareness of the costs associated with leaving the organization”. It is calculative in nature because, the individual’s perception or weighting of costs and risks related with leaving the current organization (Meyer and Allen, 1997). Meyer and Allen (1991) further stated that “employees whose primary link to the organization is based on continuance commitment remain because they need to do so”. This indicated the difference between continuance and affective commitment in the organization.

**Normative Commitment** Meyer and Allen (1997) conceptualized normative commitment as “a feeling of obligation to continue employment”. Internalized normative beliefs of duty and obligation make individuals obliged to sustain membership in the organization (Allen and Meyer, 1990). According to Meyer and Allen (1991) point of view “employee with normative commitment feels that they ought to remain with the organization”.

## **LITERATURE REVIEW**

Venkatachalam and Velayudham (1997) found a significant positive relationship between Quality of Work Life and Organizational Commitment. Warsi, Fatima and Sahibzada (2009) conducted the study on general behaviour of private sector employees. They found positive and significant relationship between work- motivation, overall job satisfaction and organizational commitment. Further, the influence of job satisfaction revealed stronger on organizational commitment than work-motivation. Samad (2007) found that those employees who had committed and satisfied were found normally high performers and contributed towards organizational productivity.

Kumari and Jafri (2011) conducted a study to measure the level of overall organizational commitment of male and female secondary school teachers in Aligarh Muslim University, Aligarh. Data was analyzed by applying Mean, SD and t-test. Results showed that overall percentage of female school teachers experienced higher level of organizational commitment as compared to the male teachers. Similar results were found by Zilli and Zahoor (2012) among male and female higher education teachers.

D. Kumar and J.M. Deo (2011) did a study to measure the effect of stress on quality of work life of college teachers. They took 100 college teachers of universities of Bihar and Jharkhand and studied their different perception of quality of work life. Findings exposed that junior teachers had more stress than senior teachers. As well as female teachers were feeling more stress in their job in comparison to male teachers.

Sharma and Pandey (1995), tested that will QWL will show significance with organizational commitment of managers in India. 200 young managers (25- 27) were selected from five level of managerial hierarchy. Results revealed that perception of QWL were significant and positively related to organizational commitment. Moreover QWL, work involvement, organizational effectiveness, and pursuit of organizational and industrial goals were found to be significant predictors of organizational commitment of members.

The large numbers of research investigation have been done on quality of work life and organizational commitment among employees working in different organizational set-ups and shows different outcomes. Since this reason made an idea in investigator mind to study the quality of work life and organizational commitment among private school teachers teaching in various private schools in Aligarh.

## **OBJECTIVES OF THE STUDY**

The main objectives of the present research are as follows:

- To determine the relationship between quality of work life and organizational commitment among private school teachers.
- To determine the influence of quality of work life on organizational commitment among Private school teachers.
- To compare the within group participants in terms of quality of work life as well as organizational commitment among private school teachers.

## **HYPOTHESES OF THE STUDY**

In the light of available literature the following hypotheses were formulated:

- There will be significant positive relationship between quality of work life and organizational commitment among private school teachers.
- There will be significant influence of quality of work life on organizational commitment among private school teachers.
- There will be no difference among private school teachers within group participants in terms of quality of work life as well as organizational commitment.

## **SAMPLE OF THE STUDY**

The present research investigation was distributed of N=100 respondents with equal gender (50-male, 50-female) private school teachers of Aligarh district of Uttar Pradesh. The age ranges between 30 to 55 years. The data was collected by random sampling technique.

**TOOLS USED**

The two different scales namely; Quality of Work Life Scale and Organizational Commitment Scale were used for data collection. The brief description of the scales used in the present study is presented in the following manner.

**Quality of Work Life Scale** This scale was developed by Shawkat and Ansari (2001) at Aligarh Muslim University, Aligarh. It was a five point Likert type scale, comprised with 48 items. The minimum and maximum score of this scale ranges between 48 - 240. The high score indicates the high quality of work life of the employees in the organization. Its" split-half reliability was found to be  $r = 0.72$  and congruent validity was found to be  $r = 0.89$  respectively. It is well standardized measure of quality of work life.

**Organizational Commitment Scale** This scale was developed by Shawkat and Ansari (2001) at Aligarh Muslim University, Aligarh. It was a seven point scale comprised with fifteen items. The minimum and maximum score of this scale ranges between 15 to 105. Higher score indicates the higher commitment of the employees. The split-half reliability coefficient of the present scale was found to be  $r = 0.80$  and congruent validity was found to be  $r = 0.76$  respectively.

**PROCEDURE OF DATA COLLECTION**

Good rapport was established with each teacher before requesting to fill up the questionnaire and then instructions were invariably explained to the teachers. After that questionnaires were distributed individually. Subjects were assured of confidentiality of their responses and were requested to extend their co-operation. Finally questionnaires were collected from all the teachers, scoring done and analysis was carried on.

**STATISTICAL ANALYSES**

In order to meet the research objectives data were analyzed; Pearson product moment correlation was administered to study the relationship between quality of work life and Organizational Commitment. Regression Analysis was administered to study the influence of Quality of work life on organizational commitment. The analyses had done with the help of SPSS software Package.

**RESULT**

**Table-1: shows Correlations between quality of work life and organizational commitment among male and female private school teachers.**

	<b>Organizational Commitment Private Male</b>
<b>Quality of Work Life Private Male</b>	
Pearson Correlation	.727**
Sig. (2tailed)	.000
N	50
	<b>Organizational Commitment Private Female</b>
<b>Quality of Work Life Private Female</b>	
Pearson Correlation	.600**
Sig. (2tailed)	.000
N	50
** . Correlation is significant at the 0.01 level (2tailed).	

Table-1 indicates that quality of work life significantly as well as positively correlated with organizational commitment among private male school teachers ( $r = .727$ ,  $p < .001$ ) and it is also correlated in the same manner among female group ( $r = .600$ ,  $p < .001$ ). It means that when quality of work life will increase organizational commitment also increases and vice versa which is an indicator of better productivity as well as favorable environment in the organization.

**Table: 2 show simple Linear Regression analysis, quality of work life as a predictor of organizational commitment among male private school teachers.**

Model summary  
a. Predictors: (Constant), Quality of Work Life Private Male

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.727a	.529	.519	9.829

Model Summary table 2 provides the value of  $R$  and  $R^2$ . Whereas,  $R$  has a value of .727 and because there is only one predictor, this value represents the simple correlation between quality of work life and organizational commitment among private male school teachers. The value of  $R^2$  is .529, which tells us that quality of work life can account for 52% of the variation in organizational commitment. This means that 48% of the variation in organizational commitment cannot be explained by quality of work life alone. Therefore, there must be other variables that have an influence also on organizational commitment of private male school teachers.

**Table: 3- show F- value (ANOVA table).**

ANOVA<sup>b</sup>  
a. Predictors: (Constant), Quality of Work Life Private Male

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5203.788	1	5203.788	53.862	.000a
Residual	4637.432	48	96.613		
Total	9841.220	49			

b. Dependent Variable: Organizational Commitment Private Male

The most important part of the table-3 is  $F$ -ratio, which is calculated using equation, and associated significance value of that  $F$ -ratio. In this table,  $F$  is 53.862, which is significant at  $p < .001$  (because the value in the column labeled  $Sig.$  is less than .001) this result tells us that there is less than 0.1% chance that quality of work life has no influence on organizational commitment among private male school teachers.

**Table: 4 shows the Coefficients details of quality of work life and organizational commitment male private school teachers.**

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.485	7.067		3.464	.001
	Quality of Work Life Private Male	.302	.041	.727	7.339	.000

a. Dependent Variable: Organizational Commitment Private Male

Whereas, table-4 shows that  $b1$  value (i.e. .302) which represents 30% chances are there that when quality of work life will increase organizational commitment will also increases and vice versa. The Value of Beta is = .727 for which t-value ( $t=7.339$ ) is also significant at the level of .001. It indicates that quality of work life has positive and significant influence on organizational commitment among private male school teachers.

**Table: 5-** shows simple Linear Regression analysis, quality of work life as a predictor of organizational commitment among female private school teachers.

## Model summary

a. Predictors: (Constant), Quality of Work Life Private female

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.600a	.360	.347	8.471

Model Summary table-5 provides the value of  $R$  and  $R^2$ . Whereas,  $R$  has a value of .600 and because there is only one predictor, this value represents the simple correlation between quality of work life and organizational commitment among private male school teachers. The value of  $R^2$  is .360, which tells us that quality of work life can account for 36% of the variation in organizational commitment. This means that 64% of the variation in organizational commitment cannot be explained by quality of work life alone. Therefore, there must be other variables that have an influence also on organizational commitment of private male school teachers.

**Table: 6-** show F- value (ANOVA table).ANOVA<sup>b</sup>

a. Predictors: (Constant), Quality of Work Life Private female

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1939.348	1	1939.348	27.024	.000a
Residual		48			
Total	3444.672	49	71.764		
	5384.020				

b. Dependent Variable: Organizational Commitment Private female

The most important part of the table- 6 is  $F$ -ratio, which is calculated using equation, and associated significance value of that  $F$ -ratio. In this table,  $F$  is 27.024, which is significant at  $p < .001$  (because the value in the column labeled  $Sig.$  is less than .001) this result tells us that there is less than 0.1% chance that quality of work life has no influence on organizational commitment among private female school teachers.

**Table: 7-** show the Coefficients details of quality of work life and organizational commitment male private school teachers.Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.449	10.780		2.268	.028
	Quality of Work Life Private female	.310	.060	.600	5.198	.000

a. Dependent Variable: Organizational Commitment Private female

Whereas, table-7 shows that  $b1$  value (i.e. .310) which represents 31% chances are there that when quality of work life will increase organizational commitment will also increases and vice versa. The Value of Beta is = .600 for which t-value ( $t=5.198$ ) is also significant at the level of .001. It indicates that quality of work life has positive and significant influence on organizational Commitment among private female school teachers.

**Table: 8-show Multiple Comparisons of quality of work life and organizational commitment among private male female school teachers.**

Paired Samples Test					
	Paired Differences		t	df	Sig. (2tailed)
	Mean	Std.Deviation			
Pair 1 Quality of Work Life Private Male-Quality of Work Life Private Female	-11.440	39.954	-2.025	49	.048*
Pair2 Organizational Commitment Private- Male Organizational Commitment Private Female	-4.800	17.935	-1.892	49	.064

\*\* . Correlation is significant at the 0.01 level (2tailed).

\* . Correlation is significant at the 0.05 level (2tailed).

Table 8 represents multiple comparisons of quality of work-life as well as organizational commitment among overall teachers. Finding shows that in terms of quality of work-life private-male teachers are insignificantly differ with private female teachers at the level of .01; While on the other hand organizational commitment private male teachers are insignificantly differ with organizational commitment private female group teachers at the level of .05.

## DISCUSSION

The overall findings of the present study clearly indicated that Quality of Work Life and Organizational Commitment among private school male-female teachers significantly and positively correlated to each other. It means that increases in QWL leads towards the increments in organizational commitment of teachers. Result also showed that Quality of Work Life - emerging as a predictor of Organizational Commitment for the teachers. These findings are supported by several research studies such as; Donalson (2000) in their research, as" Relationship between quality of work life and organizational commitment" concluded that there is significant relationship between the quality of working life to organizational commitment, absenteeism from work and the delay and two components of the partner's satisfaction and job security have the strongest impact on organizational commitment. These factors are responsible for higher commitment of the employees. The good quality of work life is responsible to the good work and social life for the employees.

## LIMITATIONS OF THE STUDY

It is universally accepted that every research investigation have been its own significance as well as limitations especially in behavioural science researches. Research process is also learning process for researcher in which, researchers learn new things and clarify their concepts and improve methodological issues for further research study in future. Thus, like other research studies, the present study also has its" own limitations. The size of the sample of this study is limited, which developed limitation towards the generalization of findings to the present investigation. The present investigation confined with only private school teachers, This limitation of the present investigation again brings limitations on the generalizations of the present findings.

REFERENCES

1. Akdere, M. (2006). *Improving quality if work life implications for human resources*.
2. Allen, N.J. and Meyer, J.P. (1990). The Measurement and Antecedents of Affective, Continuance, and Normative Commitment to the Organization. *Journal of Occupational Psychology* 63, 1-18.
3. Bennium, V. (1974). On the strategic importance of quality wages life: A paper presented at the *Fifth International Conference, Canada, Montreal*, November.
4. Carlson, H.C. (1980). A model of QWL as a developmental process in trends and issues in organizational development: Current theory and practice ed. WW Burks.
5. Donalson, slewat, (2000), "health behavior : quality of work life and organizational effectiveness in the lunbe industry "published by : sage publication, pp.122-130.
6. Filippo, E. B. (1998). *Personal Management*, McGraw-Hill Publishing.
7. Kumari, S., & Jafri, S. (2011). „Level of Organizational Commitment of Male and Female Teachers of Secondary Schools“. *Journal of Community Guidance & Research*, 28(1), 37-47.
8. Kumar, D., & Deo, J., M., (2011). Stress and Work Life of College Teachers, *Journal of Academy of Indian Academy of Applied Psychology*, 37, 78-85.
9. Lawrence, P.R. (1958). *The changing of organizational Behaviour Patterns- A case study of Decentralization*, Boston: Harvard Business School.
10. Luthans, F. (1998). *Organizational Behavior*. McGraw-Hill.
11. Meyer, J. and Allen, N. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.
12. Meyer, J. and Allen, N. (1997). *Commitment in the workplace*. Thousand Oaks, CA: SAGE Publications.
13. Nammi, A.Z., and M.Z. Nezhad (2009), "The relationship between psychological climate and organizational commitment", *Journal of Applied Sciences*, Vol. 9, No. 1, pp. 161-166.
14. Porter, L.W., Steers, R.M., Mowday, R.T., & Boulian, P.V. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of Applied Psychology*, 59, 603-609
15. Prateek. S., Babita. A., garwal, Kshama. G & Kshama. G., (2011). *The talent paradigm in professional institutes*. Applied research and develop institute journal.
16. Samad, S. (2007). Assessing the Effects of Job Satisfaction and Psychological Contract on Organizational Commitment among Employees in Malaysian SMEs. *The 4th SMEs IN A Global Economy Conference*.
17. Shareef, R. (1990). QWL Programs Facilitate Change. *Personnel Journal*, 69, 50-67.
18. Sharma, Anuradha and Pandey, P.N. (1995). Organizational Commitment and Quality of Working Life: Perception of Indian Managers. *Abhigyan*, Summer Volume, pp. 39-44.
19. Shawkat, S. and Ansari, S.A. (2001). Organizational Commitment scale. Unpublished Ph. D thesis, A.M.U., Aligarh.
20. Shawkat, S. and Ansari, S.A. (2001). Quality of work life scale. Unpublished Ph. D thesis, A.M.U., Aligarh.
21. Spink, P. (1975). Some comments on quality of work life – development of an inventory. *Journal of Social Work*, 41(3), 220-226.
22. Taylor, J.C. (1973). Concepts and problems in the quality of working life. *Working paper Quality of Work Life Program. U.C.L.A.*
23. Venkatachalam, J. and Velayudham, A. (1997). Quality of work life: A review of literature. *South Asian Journal of Management*, 4(1), 45-57.
24. Warsi, S., Fatima, N. and Sahibzada, S.A. (2009). Study on Relationship Between Organizational Commitment and its Determinants among Private Sector Employees of Pakistan. *International Review of Business Research Papers*, 5(3) 399-410.
25. Walton, R.E. (1975). Criteria for quality of working life. In Davis, L.E. and Cherns, A.B. (eds.) *The quality of working life*, Vol. 1: Problems, Prospects and the state of the art, New York: The Free Press. *Asia Pacific Journal of Research Vol: I. Issue XXV, March 2015 ISSN: 2320-5504, E-ISSN-2347-4793*
26. Whyte, W.F. (1956). *Organizational behavior*. Homewood, III, Irwin.