



ROLE OF QUALITY OF WORK LIFE IN JOB SATISFACTION AMONG UNIVERSITY TEACHERS

Dr. Dayanand Paswan

Head, Department of Psychology, U. R. College, Lalit Narayan Mithila University, Darbhanga,
India

Dr. Mohd. Ahamar Khan

Guest Teacher, Department of Psychology, U. R. College, Lalit Narayan Mithila University,
Darbhanga, India

Abstract

The present study investigated the relationship between quality of work life and job satisfaction. It was also intended to examine the role of quality of work life factors as predictors of job satisfaction. Quality of Work Life Scale (Ansari, Khan, & Khan, 2016) and Job Satisfaction Scale (Singh, 1990) were used to measure the study variables. Sample consisted of 300 university teachers from AMU, India within age range of 26 to 64 years ($M = 45.28$, $SD = 10.01$). Results showed that all study variables positively and significantly correlated with each other. Results further showed that quality of work life factors such as citizenship behaviour & recognition at work, confidence in management, working conditions, organizational climate, and belongingness were significantly predicted the job satisfaction. It is assumed that this research would be useful for creating high quality of work life in higher academic setting.

Keywords: Quality of Work Life, Job Satisfaction, University Teachers.

Introduction

Higher educational teachers are the key success factor of any nation which uplifts the holistic development of any nation leading to the growth of the whole nation as well. They produced trained manpower in different domains and motivated young minds for research and development to cultivate the nation. Apart from teaching and training of students; they also shoulders research role, service/administrative role, social role and political role etc. In this regard, QWL can be considered an efficient source because it comprises many key variables that can be help, if improved, to boost up beneficial organizational and desirable outcomes in a variety of domains. In support of this proposition, QWL is considered as workplace strategic arrangements that enhance job satisfaction and improve working conditions for employees. Moreover, it is obvious from past research that QWL initiatives can greatly help to improve employees' self-esteem and job satisfaction (Suttle, 1977), lead workers to provide better services, and increase customer satisfaction (Griffith, 2001; Johnson, 1996). Moreover, QWL



programs can improve work performance and the quality of life among employees (Islam & Siengthai, 2009; Sadique, 2003). In a related context, QWL was positively associated with organizational commitment (Roehling, Roehling, & Moen, 2001; Sirgy, Efraty, Siegel, & Lee, 2001). Conversely, a weak level of QWL causes job dissatisfaction, increased absenteeism, low motivation, low morale, rising accident rates, and poor productivity, which therefore cause poor organizational performance (Stephen & Dhanapal, 2012). Fajemisin (2002) found that QWL is crucial for organizational success and competitive advantage. Subsequently, Dada (2006) confirmed that QWL influences employees in terms of organizational identification, job satisfaction, job involvement, job effort, job performance, intention to leave, turnover and organizational alienation.

The review of literature articulates to the fact that the present work has never been studied in undertaking the population of university teachers. By taking this study, it will provide the definite role of quality of work life in relation to the job satisfaction, especially working in higher academic institutions. Researchers assume that the findings of present study shall also help to policy makers to implement proper intervention to uphold the job satisfaction of teachers.

Objectives

The objectives of present study are following:

1. To explore the relationship between Quality of Work Life and Job Satisfaction.
2. To examine the role of Quality of Work Life factors as predictors of Job Satisfaction.

Hypotheses

Following assumptions were hypothesized on the basis of literature review:

1. There will be positive relationship between Quality of Work Life and Job Satisfaction.
2. Quality of Work Life factors will predict the Job Satisfaction.

Method

Sample

The sample for this research comprised of 300 university teachers within age range of 26 to 64 years ($M = 45.28$, $SD = 10.01$) and their experience ranges from 2 to 35 years ($M = 16.51$, $SD = 10.33$). Both male (50%) and female (51.4%) teachers became the part of this research. In terms of educational qualification, 90 teachers were Post Graduates and 210 PhDs respectively. In academic rank, 134 were Assistant Professors, 89 Associate Professors and 77 Professors. The sample was employed by stratified random sampling technique from different faculties of Aligarh Muslim University, India.



Instruments

A demographic sheet was used to obtain information about the participants along with following instruments:

Quality of Work Life Scale

Quality of work life scale developed and standardized by Ansari, Khan, and Khan (2016) on the target sample was used in this study. The scale measuring eight dimensions of QWL such as citizenship behaviour & recognition at work, confidence in management, working conditions, opportunity for growth & development, work relations, organizational climate, belongingness, and organizational transparency. The scale comprises with 33 items on a 5-point Likert scale with anchored from “1” (Strongly Disagree) to “5” (Strongly Agree). Possible range of scores was from 33 to 165. Thus higher scores state higher level of QWL. Cronbach’s alpha of the scale was observed 0.92 and showed an excellent reliability of the scale (George & Mallery, 2003). Exploratory Factor Analysis explained 57.71% of the total variance. Further, inter-dimension correlations was found to be significant ($p < 0.001$).

Job Satisfaction Scale

Job satisfaction scale developed by Singh (1990) was used. This scale composed of 20 items. The responses were on a 5-point Likert rating scale had anchors of “1” (Highly Dissatisfied) to “5” (Highly Satisfied). Possible range of scores was from 20 to 100. Thus higher scores state higher level of organizational commitment. The reliability coefficient of the scale was 0.96. The reliability of the scale was found to be excellent with a Cronbach’s alpha of 0.91 in the preset study (George & Mallery, 2003).

Procedure

Prior to administration of questionnaires; the utility and relevance of the study was explained to them and requested with due respect to extend their cooperation for success of the study. The teachers were assured that their responses would be kept confidential and will be utilized only for the research purposes. Brief instructions as well as verbal narratives were given so as to enhance genuine filling of the questionnaires. In the end, teachers were generously thanked for their cooperation and participation in the research.

Results

Pearson Correlation Analysis

Pearson correlation was computed to evaluate the relationship between quality of work life and job satisfaction. Table 1 revealed that QWL total and its’ all factors significantly and positively correlated with job satisfaction ($p < 0.01$). Therefore, H1 is supported.



Table 1

Relationship between Quality of Work Life and Job Satisfaction

Variables	1	2	3	4	5	6	7	8	9	10
1	-									
2	0.59*	-								
3	0.55**	0.47**	-							
4	0.56**	0.50**	0.42**	-						
5	0.53**	0.51**	0.45**	0.36**	-					
6	0.43**	0.53**	0.42**	0.41**	0.33**	-				
7	0.33**	0.42**	0.32**	0.38**	0.24**	0.41**	-			
8	0.64**	0.41**	0.48**	0.49**	0.35**	0.33**	0.27**	-		
9	0.89**	0.79**	0.72**	0.70**	0.66**	0.62**	0.51**	0.70**	-	
10	0.77**	0.64**	0.58**	0.55**	0.53**	0.53**	0.43**	0.53**	0.82**	-

** $p < 0.01$.

1= citizenship behaviour & recognition at work, 2=confidence in management, 3=working conditions, 4=opportunity for growth & development, 5=work relations, 6=organizational climate, 7= belongingness, 8=organizational transparency, 9= QWL total, 10=job satisfaction.

Multiple Regression Analysis

Table 2 shows regression analysis of quality of work life factors and job satisfaction. Citizenship behavior & recognition at work, confidence in management, working conditions, organizational climate, and belongingness passed the criteria to predict the job satisfaction and accounted significant amount of variance ($\beta=0.67, R^2=0.689, F=6.49, p<0.01$). Therefore, H2 is supported.



Table 2

Regression Analysis of Quality of Work Life Factors and Job Satisfaction

Predictor	β	R	R ²	ΔR^2	F	df	P
X ₁	0.90	0.77	0.598	-	443.38	(1,298)	0.01
X ₂	0.48	0.81	0.650	0.052	44.29	(1,297)	0.01
X ₆	0.82	0.82	0.670	0.019	17.42	(1,296)	0.01
X ₃	0.50	0.83	0.682	0.012	11.56	(1,295)	0.01
X ₇	0.67	0.83	0.689	0.007	6.49	(1,294)	0.01

X₁=citizenship behaviour & recognition at work, X₂=confidence in management, X₃=working conditions, X₆=organizational climate, X₇=belongingness

Discussion

The obtained results confirmed that quality of work life and job satisfaction significantly and positively correlated with each other. Furthermore, factors of quality of work life such as citizenship behaviour & recognition at work, confidence in management, working conditions, organizational climate, and belongingness significantly and positively predict the job satisfaction. These findings are consistent with those of previous researches which showed that quality of work life has a positive impact on employees’ job satisfaction (Dada, 2006; Suttle, 1977). Thus, it can be inferred that university teachers who experienced higher level of quality of work life showed higher level of satisfaction with their job.

Conclusion

Aforementioned, findings concluded that high quality of work life in educational environment play very important role in accomplishment of teachers’ satisfaction with their job. Employees’ high job satisfaction brings the greater job motivation, positive emotion, attitude and reduces turnover, absenteeism among the employees which enables them to show a maximum effort in achieving the organizational goals. Because, satisfaction can trigger immediate emotional reactions, therefore, it can play a central role in the development of teachers’ overall performance. Consequently, it appears that quality of work life shapes and stabilizes satisfaction.



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