

The Effects of Quality of Work-Life on Organizational Commitment and Job Satisfaction on the Employees in Private Higher Education Sector

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Abstract

The aim of the study is to determine how organizational commitment and job satisfaction in the private higher education sector relate to quality of work-life. The level of work instead of merely concentrating on factors relating to the employee's job, life deals with the organization's responsibility to ensure the employee's overall well-being. For the workplace, job satisfaction, work-related behaviours, and organizational commitment, QWL had grown in importance. The data has been gathered from 80 faculty members from 10 selected private higher education institutions of Uttarakhand. In this study following five components were considered: career growth prospects, job security, employee's participation in management, employee's recognition, working conditions.

Keywords- Quality of Work life, Organizational Commitment, Job Satisfaction, Higher Education, Faculty Members, Career Growth Prospects, Job Security, Employee's Participation in Management, Employee's Recognition, Working Conditions.

Introduction

One of the educational systems that have the potential for human resources is higher education, and it needs to strengthen its resources. Private and public universities coexist, and they cannot be separated from one another. In essence, public services are a resemblance in how educational institutions managed by the government and those managed by the private sector. This is what drives the demand for openness and good governance. Invention, creativity, innovation, and responsive human development are driven by higher education. It is expected of universities and other educational institutions to periodically modify their organizational governance in order to increase their quality and relevance. This is necessary to address diverse issues and quick modifications in a setting that is always changing (Januri et al., 2017).

An individual's behaviour in implementing organizational success is influenced by their level of commitment. Individual commitments to an organization can be identified and measured through measuring organizational commitment, which can be used as a strength. The level of individual identification with and influence inside an organization is known as organizational commitment. This definition demonstrates that organizational commitment encompasses more than merely passive loyalty; it also refers to relationships that are active and the desire of employees to contribute significantly to the organization. Employees who have a high level of organizational commitment share the same objectives and standards with the company. Organizational commitment is the level to which a worker supports a certain organization and its objectives and intends to continue being a member of that organization. The notion of organizational commitment is better understood when it is understood that an individual's attitude to the organization and the components they believe should stay in the organization are reflected in their level of organizational commitment.

Organizational commitment is the quality of a person's relationship with an organisation that enables him to demonstrate a strong desire to join the organisation, be willing to give it his all, and accept the values and goals of the organisation with a high level of commitment. The first form of commitment expressed by this definition is dedication to organisational objectives or the direction of the organisation. If this dedication is strong, the group will keep its members. Second, a dedication to corporate principles, conventions, and cultures that place restrictions on what may or cannot be done.

Members of the organisation will demonstrate a strong commitment to it through this commitment, and vice versa, the organisation will demonstrate a strong commitment to its members.

The commitment of a teacher is their pledge to act in a way that upholds a set of standards and norms, particularly those that are specific to the students' own profession, school, society, parents, and nation **(Rathod, MB & Verma, 1971)**.

The only objective of today's organisations is to improve the quality of work life while maintaining the living standards of their personnel. This is due to the myriad difficulties that have altered the market's dynamism today, including those brought on by technology, cultural concerns, legal issues, environmental issues, etc. The country's economy relies heavily on the education sector for growth. The investment in the nation's future is being made by academic experts and teachers. The management has a duty to provide academic professionals with higher-quality work and job happiness. Academic professionals' satisfaction with their jobs and the quality of their working lives is reflected in their education and dedication **(Placier et al, 2016)**.

The education industry has been severely affected by this ongoing crisis and is currently dealing with more challenging issues like rapidly changing knowledge and specialisations, technological innovations, the shift from standard to advanced practises, the influx of new workers into the industry, industry-academia partnerships, research, cost-cutting measures, and the simultaneous development of top talent. One common misconception is that teaching is a simple job that requires little to no adjustment. However, this is generally incorrect because the profession is just as demanding as other professions, if not more so. **(Wrzesniewski, McCauley, Rozin & Schwartz, 1997)**. The need for the higher education industry is vital for the growth of students and the nation since teaching faculty must stay up with current technology advances in their line of work and frequently update their curricula.

The level of work Instead of merely concentrating on factors relating to the employee's job, life deals with the organization's responsibility to ensure the employee's overall well-being. **(Placier et al, 2016)**.

The significance of QWL had increased for the workplace, job satisfaction, work-related behaviours, and organizational commitment.

Various authors have offered a variety of statements about commitment, including as the idea that OC is a psychological commitment made by employees out of long-term loyalty. **(Allen & Meyer, 1990; Burriss, Detert & Chiaburu, 2008; Mowday, Porter & Steers, 2013; Sajjad & Abbasi, 2014)**.

The level of work that employees are receiving from the company determines their level of commitment and contentment. **(Kara, Uysal, Sirgy & Lee, 2013; Farjad & Varnous, 2013; Talebi, Pakdelbonab, Zemestani & Aghdami, 2012; Hanaysha, 2016)**.

Review of Literature

The development of a country depends heavily on the higher education sector. By providing features like employment stability, participation management, enhanced peer and superior relationships, fringe benefits, career progression, adequate remuneration, and less working hours, among others, government and private institutions in India can improve the quality of life for their teachers. **(Sweeney, Clarke & Higgs, 2018; Antony, 2015)**

Teachers' QWL in the academic sector is not sufficient, and it needs improvement through attention and the application of practical solutions. The main concerns with QWL in the academic sector are: (i) Unsatisfactory paths for development and advancement. (ii) Unsatisfactory features of the promotion. (iii) Teachers' unsatisfactory involvement in decision-making. (iv) Insecure employment, particularly in private institutions (v) A lack of involvement at work. (iv) The academic profession lacks autonomy. **(Boyer et al., 1994; Lewis & Altbach, 1996; Al-Debei, 2014; Bray & Williams)**.

A researcher who significantly contributed to the QWL idea was **(Walton, 1973)**. Several countries considered a range of QWL characteristics during its development, from studies on the working environment in France to studies on job satisfaction in Germany.

In Japan and Europe, QWL was seen as a necessity for humanization as well as a means of improving productivity. **(Wyatt, 2001)**.

Nadler and Lawler (1983) The term "style of thinking" for QWL, which evaluates impact of work on people and organisational effectiveness. QWL is a "process through which an organisation reacts to employees' needs by building systems to enable them to participate in the decisions that shape their QWL at work", (**Robbins, 1998**), Keeping top talent in the business is essential to upholding high standards for the QWL (**Al-Debei, 2014**).

The commitment of the workers consistently contributes to the success of the company. It also considers the financial and non-financial benefits provided to workers, such as pay, workplace amenities, retirement benefits, a secure work environment, growth possibilities, and other welfare measures. QWL demonstrates the management's support for the overall development of the organisation. (**Sweeney, Clarke & Higgs, 2018; Srivastava & Pathak, 2017**), (**Gilgeous, 1998**), A company must eliminate the factors that influence employee job satisfaction and guarantee a high standard of living at work. Since its inception in the study of productivity and human relations by (**Mayo, 2004**) emphasized that QWL has remained one of the most often discussed topics among industrial researchers.

(**Levine, Taylor, & Davis, 1984**) have made a contribution by gathering information on a number of QWL-related topics, including satisfaction in job, loyalty, WLB, pay and perks, etc. Numerous dimensions have emerged as a result of studies carried out by renowned experts with the aim of establishing the relationship between different elements which influence QWL (**Kalra & Ghosh, 1984**). A number of renowned scholars have taken into consideration several essential criteria to examine QWL because it is a complex topic that necessitates in-depth investigation of many dimensions (**Yadav & Khanna, 2014**).

Compensation, role stress, work schedule, employee participation in management, medical facilities, employee recognition, relationships among workers, grievance procedure, resource allocation, promotion criteria, and job tenure were among the factors listed by (**Schouteten, 2004**) as determining the QWL.

Shahzad et al. (2008) looked into the connection between employee performance and HR policies like pay, promotion, and performance reviews. The study also sought to determine whether monitoring mechanisms may serve as a bridge between faculty performance and training and development. Pakistan was the location of the study. There were 125 private school teachers in the sample. It was discovered that Pakistan lacks an appropriate system for gauging professor performance.

The needs of the employees are crucial in determining the key QWL variables. The organization focused on demands of the employees before identifying the QWL-related factors that are necessary in the workplace.

(**Lyness & Kropf, 2005**) introduced the idea that employee needs are closely tied to the QWL. For employees of service-based organisations, psychological environment has become more significant than needs and wants. Recent research demonstrates the need for an analysis of the quality of professors' work lives in the academic sector because an increasing number of students have been enrolling in colleges over the past few decades.

The impact of demographic factors on HR practices is explored by **Rahiman et al. (2018)** in order to determine the link between HR practices and organisational commitment. The study was carried out in Mangalore, and the management and engineering schools provided the sample. The questionnaire on corporate commitment and human resource practices received responses from 75 respondents.

Objective of Research Paper

- To analyze the effects of quality of work-life on organizational commitment and job satisfaction of employees.

Research Methodology

Research Design

In the present research study, researcher has used descriptive research design.

Sample Design

In the present study, researcher used convenience sampling design.

Sample Size= 80 (Faculty Members)

Primary Data: Data has been gathered from 80 respondents from 10 selected private higher education institutions of Uttarakhand.

Hypothesis

Null Hypothesis (H₀): There is no effect of quality of work-life on organizational commitment and job satisfaction of employees.

Alternate Hypothesis (H₁): There is positive effect of quality of work-life on organizational commitment and job satisfaction of employees.

Statistical Technique Used In the Study

In the present research Chi Square test is used to test the hypothesis.

Analysis of Data

Table 1: Response to the statement “Do you agree that career growth prospects has positive effect on organizational commitment and job satisfaction among faculty members”

S. No.	Response	Number of Respondents	Per cent
1	S A	22	27.5
2	A	31	38.75
3	N	6	7.5
4	D	13	16.25
5	S D	8	10
	Total	80	100

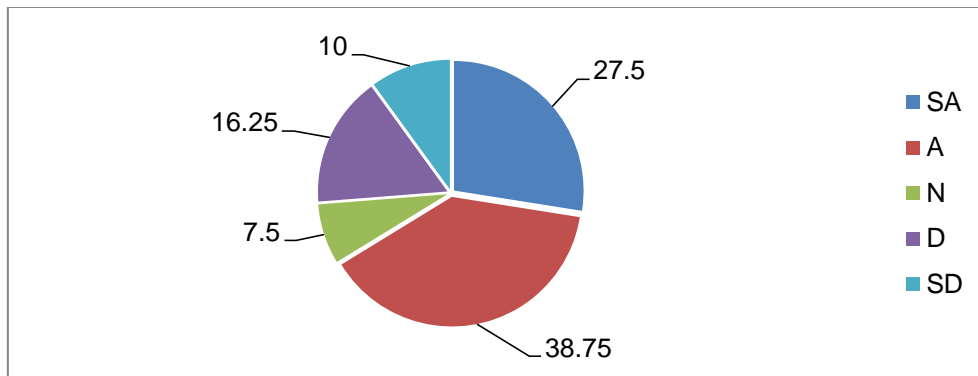


Figure 1: Response to the statement “Do you agree that career growth prospects has positive effect on organizational commitment and job satisfaction among faculty members”

Analysis: Among all respondents, majority of respondents agreed that career growth prospects has positive effect on organizational commitment and job satisfaction, few of them were neutral, and almost one fourth of respondents were not accepted that career growth prospects has positive effect on organizational commitment and job satisfaction among faculty members.

Table 2: Response to the statement “Do you agree that job security has positive effect on organizational commitment and job satisfaction among faculty members”

S. No.	Response	Number of Respondents	Percent
1	S A	26	32.5
2	A	37	46.25
3	N	5	6.25
4	D	7	8.75
5	S D	5	6.25
	Total	80	100

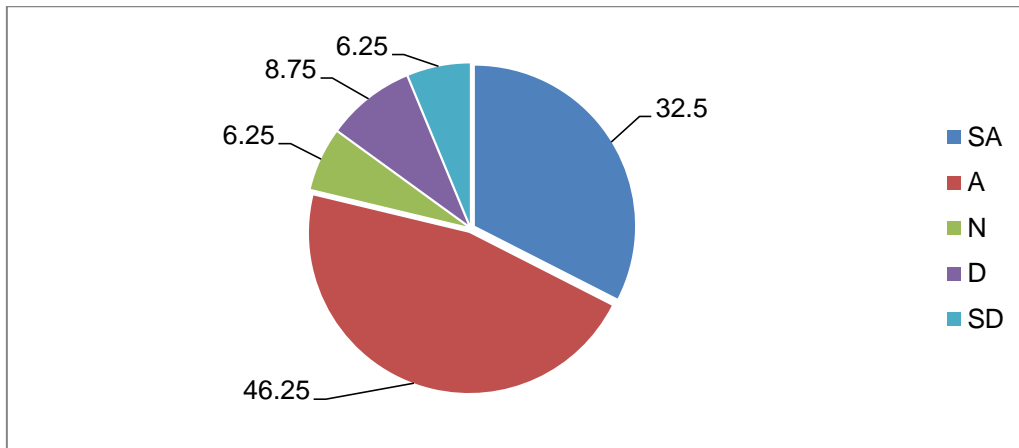


Figure 2: Response to the statement “Do you agree that job security has positive effect on organizational commitment and job satisfaction among faculty members”

Analysis: Among all respondents, high majority of respondents agreed that job security has positive effect among faculty members, few of them were neutral, and only 15 per cent of respondents were not accept that job security has positive effect on organizational commitment and job satisfaction among faculty members.

Table 3: Response to the statement “Do you agree that employee’s participation in Management has positive effect on organizational commitment and job satisfaction among faculty members”

S. No.	Response	Number of Respondents	Percent
1	S A	27	33.75
2	A	34	42.5
3	N	6	7.5
4	D	7	8.75
5	S D	6	7.5
	Total	80	100

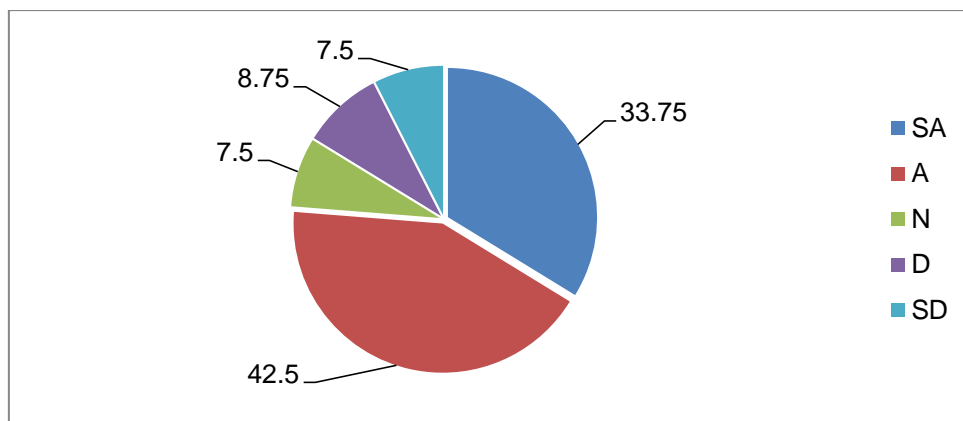


Figure 3: Response to the statement “Do you agree that employee’s participation in Management has positive effect on organizational commitment and job satisfaction among faculty members”

Analysis: Among all respondents, high majority of respondents agreed that employee’s participation in Management has positive effect, few of them were neutral, and almost one sixth of respondents were not accept that employee’s participation in Management has positive effect on organizational commitment and job satisfaction among faculty members.

Table 4: Response to the statement “Do you agree that employee’s recognition has positive effect on organizational commitment and job satisfaction among faculty members”

S. No.	Response	Number of Respondents	Percent
1	S A	29	36.25
2	A	35	43.75
3	N	5	6.25
4	D	6	7.5
5	S D	5	6.25
	Total	80	100

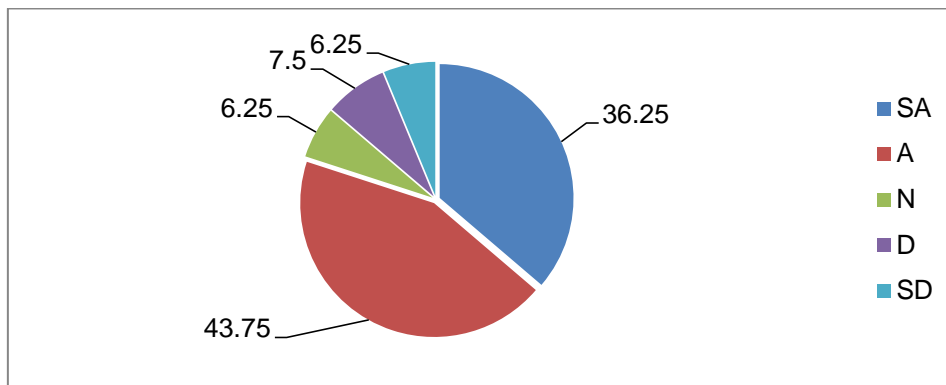


Figure 4: Response to the statement “Do you agree that “Do you agree that employee’s recognition has positive effect on organizational commitment and job satisfaction among faculty members”

Analysis: Among all respondents, very high majority of respondents agreed that employee’s recognition has positive effect, few of them were neutral, and almost one sixth of respondents were not accept that employee’s recognition has positive effect on organizational commitment and job satisfaction among faculty members.

Table 5: Response to the statement “Do you agree that working conditions has positive effect on organizational commitment and job satisfaction among faculty members”

S. No.	Response	Number of Respondents	Per cent
1	S A	28	35
2	A	31	38.75
3	N	6	7.5
4	D	8	10
5	S D	7	8.75
	Total	80	100

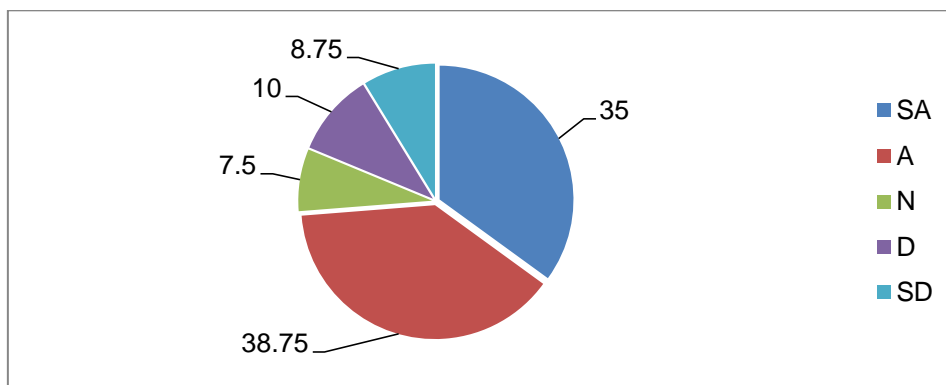


Figure 5: Response to the statement “Do you agree that working conditions has positive effect on organizational commitment and job satisfaction among faculty mebers”

Analysis: Among all respondents, high majority of respondents agreed that working conditions has positive effect, few of them were neutral, and almost one fifth of respondents were not accepted that working conditions has positive effect on organizational commitment and job satisfaction among faculty members.

Hypothesis Testing

Null Hypothesis (H₀): There is no effect of quality of work-life on organizational commitment and job satisfaction of employees.

Alternate Hypothesis (H₁): There is positive effect of quality of work-life on organizational commitment and job satisfaction of employees.

Statement 1: Do you agree that career growth prospects have positive effect on organizational commitment and job satisfaction among faculty members.

Null Hypothesis (H₀): There is no effect of career growth prospects on organizational commitment and job satisfaction among faculty members.

Alternate Hypothesis (H₁): There is no effect of career growth prospects on organizational commitment and job satisfaction among faculty members.

Calculation of chi square value:

Group	fo	fe	fo-fe	(fo-fe) ²	(fo-fe) ² /fe
S A	22	16	6	36	2.25
A	31	16	15	225	14.06
N	6	16		100	6.25
D	13	16	-3	9	.56
S D	8	16	-8	64	4
TOTAL	80				$\chi^2 = 27.12$

$$\chi^2 = \frac{\sum(fo - fe)^2}{fe}$$

Table Value: Table value is 9.488

Result: The value 27.12 > table value 9.488, so it indicates that there is positive effect of career growth prospects on organizational commitment and job satisfaction among faculty members.

Statement 2: Do you agree that job security has positive effect on organizational commitment and job satisfaction among faculty members.

Null Hypothesis (H₀): There is no effect of job security on organizational commitment and job satisfaction among faculty members.

Alternate Hypothesis (H₁): There is no effect of job security on organizational commitment and job satisfaction among faculty members.

Calculation of chi square value:

Group	fo	fe	fo-fe	(fo-fe) ²	(fo-fe) ² /fe
S A	26	16	10	100	6.25
A	37	16	21	441	27.56
N	5	16	-11	121	7.56
D	7	16	-9	81	5.06
S D	5	16	-11	121	7.56
TOTAL	80				$\chi^2 = 53.99$

$$\chi^2 = \frac{\sum(fo - fe)^2}{fe}$$

Table Value: Table value is 9.488

Result: The value 53.99 > table value 9.488, so it indicates that there is positive effect of job security on organizational commitment and job satisfaction among faculty members.

Statement 3: Do you agree that employee's participation in management has positive effect on organizational commitment and job satisfaction among faculty members.

Null Hypothesis (H₀): There is no effect of employee's participation in management on organizational commitment and job satisfaction among faculty members.

Alternate Hypothesis (H₁): There is no effect of employee's participation in management on organizational commitment and job satisfaction among faculty members.

Calculation of chi square value:

Group	fo	fe	fo-fe	(fo-fe) ²	(fo-fe) ² /fe
S A	27	16	11	121	7.56
A	34	16	18	324	20.25
N	6	16	-10	100	6.25
D	7	16	-9	81	5.06
S D	6	16	-10	100	6.25
TOTAL	80				$\chi^2 = 45.37$

$$\chi^2 = \frac{\sum(fo - fe)^2}{fe}$$

Table Value: Table value is 9.488

Result: The value 45.37 > table value 9.488, so it indicates that there is positive effect of employee's participation in management on organizational commitment and job satisfaction among faculty members.

Statement 4: Do you agree that employee's recognition has positive effect on organizational commitment and job satisfaction among faculty members.

Null Hypothesis (H₀): There is no effect of employee's recognition on organizational commitment and job satisfaction among faculty members.

Alternate Hypothesis (H₁): There is no effect of employee's recognition on organizational commitment and job satisfaction among faculty members.

Calculation of chi square value:

Group	fo	fe	fo-fe	(fo-fe) ²	(fo-fe) ² /fe
S A	29	16	13	169	10.56
A	35	16	19	361	22.56
N	5	16	-11	121	7.56
D	6	16	-10	100	6.25
S D	5	16	-11	121	7.56
TOTAL	80				$\chi^2 = 54.49$

$$\chi^2 = \frac{\sum(fo - fe)^2}{fe}$$

Table Value: Table value is 9.488

Result: The value 54.49 > table value 9.488, so it indicates that there is positive effect of employee's recognition on organizational commitment and job satisfaction among faculty members.

Statement 5: Do you agree that working conditions has positive effect on organizational commitment and job satisfaction among faculty members.

Null Hypothesis (H₀): There is no effect of working conditions on organizational commitment and job satisfaction among faculty members.

Alternate Hypothesis (H₁): There is no effect of working conditions on organizational commitment and job satisfaction among faculty members.

Calculation of chi square value:

Group	fo	fe	fo-fe	(fo-fe) ²	(fo-fe) ² /fe
S A	28	16	12	144	9
A	31	16	15	225	14.06
N	6	16	-10	100	6.25
D	8	16	-8	64	4
S D	7	16	-9	81	5.06
TOTAL	80				$\chi^2 = 38.37$

$$\chi^2 = \frac{\sum(fo - fe)^2}{fe}$$

Table Value: Table at 5% level of significance with 4 d.f. is 9.488

Result: The value 38.37 > table value 9.488, so it indicates that there is positive effect of working conditions on organizational commitment and job satisfaction among faculty members.

Findings & Conclusion

1. Among all respondents, majority of respondents agreed that career growth prospects has positive effect, few of them were neutral, and almost one fourth of respondents were not accepted that career growth prospects has positive effect on organizational commitment and job satisfaction among faculty members.
2. high majority of respondents agreed that job security has positive effect, few of them were neutral, and only 15 per cent of respondents were not accept that job security has positive effect on organizational commitment and job satisfaction among faculty members.
3. Among all respondents, high majority of respondents agreed that employee’s participation in Management has positive effect, few of them were neutral, and almost one sixth of respondents were not accept that employee’s participation in Management has positive effect on organizational commitment and job satisfaction among faculty members.
4. Very high majority of respondents agreed that employee’s recognition has positive effect, few of them were neutral, and almost one sixth of respondents were not accept that employee’s recognition has positive effect on organizational commitment and job satisfaction among faculty members.
5. Among all respondents, high majority of respondents agreed that working conditions has positive effect, few of them were neutral, and almost one fifth of respondents were not accepted that working conditions has positive effect on organizational commitment and job satisfaction among faculty members.
6. For hypothesis testing of effect of career growth prospects on organizational commitment and job satisfaction, The chi square value 27.12 > table value 9.488, so it indicates that there is positive effect of career growth prospects on organizational commitment and job satisfaction among faculty members.
7. For hypothesis testing of effect of job security on organizational commitment and job satisfaction, The chi square value 53.99 > table value 9.488, so it indicates that there is positive effect of job security on organizational commitment and job satisfaction among faculty members.
8. For hypothesis testing of effect of employees participation in management on organizational commitment and job satisfaction, The chi square value 45.37 > table value 9.488, so it indicates that there is positive effect of employees participation in management on organizational commitment and job satisfaction among faculty members.
9. For hypothesis testing of effect of employees recognition on organizational commitment and job satisfaction, The chi square value 54.49 > table value 9.488, so it indicates that there is positive effect of employees recognition on organizational commitment and job satisfaction among faculty members.

10. For hypothesis testing of effect of working conditions on organizational commitment and job satisfaction, The chi square value $38.37 >$ table value 9.488, so it indicates that there is positive effect of working conditions on organizational commitment and job satisfaction among faculty members.

Invention, creativity, innovation, and responsive human development are driven by higher education. It is expected of universities and other educational institutions to periodically modify their organizational governance in order to increase their quality and relevance. Individual commitments to an organization can be identified and measured through measuring organizational commitment, which can be used as strength. The level of individual identification with and influence inside an organization is known as organizational commitment. Organizational commitment is the quality of a person's relationship with an organisation that enables him to demonstrate a strong desire to join the organisation, be willing to give it his all, and accept the values and goals of the organisation with a high level of commitment. The management has a duty to provide academic professionals with higher-quality work and job happiness. The results showed that all the five components have significantly affected the organizational commitment and job satisfaction. It means there is positive effect of work-life on organizational commitment and job satisfaction on the employees in private higher education sector.

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