PERCEIVED QUALITY OF WORK LIFE AND ORGANIZATIONAL COMMITMENT AMONG UNIVERSITY TEACHERS: EXPERIENCE AS MODERATOR

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Abstract: *This research aims to investigate the moderation effect of experience of relationship between quality of work life (QWL) and organizational commitment among university teachers. Sample comprised of 300 teachers within age range from 26 to 64 years (M = 45.28, SD = 10.01) from different faculties of Aligarh Muslim University, Aligarh. Sample was divided into two categories, i.e., high experienced teachers (N = 150) and low experienced teachers (N = 150), based on median (Md = 16.5) of total sample. Obtained data were analyzed by correlation and moderation analysis. Findings showed the significant positive relationship of experience, QWL, and organizational commitment with each other among high or low experienced teachers as well as total teacher sample. Furthermore, significant moderation effect of experience on the relationship between QWL and organizational commitment was reported among low experienced teacher group as well as total teacher sample. In case of high experienced teacher group, significant moderation effect of experience was not observed. These findings substantiate the crucial role of senior university teachers' in determining their QWL and organizational commitment. Implication of research discussed and suggestions for future research proposed.*

Keywords: *Quality of Work Life, Organizational Commitment and Teaching-Experience*

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 shoulder research role, service/administrative role, social role, political role, etc. In this regard, QWL can be considered an efficient source because it comprises many key variables that can help, if improved, boost beneficial organizational and desirable outcomes in a variety of domains. In support of this proposition, QWL is considered as a workplace strategic arrangement that enhances job satisfaction and improves working conditions for employees. Moreover, it is obvious from past research that QWL initiatives can greatly help 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; Thakur & Sharma, 2019). 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. Kochhar (2016) revealed that age, job experience, sufficient income, sufficient time, and sufficient social support have

been found to be significant explanatory variables of QWL of veterinary doctors.

In the organizations, organizational commitment, defined as an individual's psychological attachment with an organization, has been indicative of work behaviors such as job performance (Meyer, Stanley, Herscovitch & Topolnytsky, 2002), organizational citizenship behavior (Meyer et al., 2002), and turnover (Meyer et al., 2002; Mathieu & Zajac, 1990). These findings provoked researchers to observe the factors that affect organizational commitment. Empirical evidence has largely focused on the antecedents of organizational commitment such as—work design (Humphrey, Nahrgang & Morgeson, 2007), trust (Dirks & Ferrin, 2002), job satisfaction (Mathieu & Zajac, 1990; Meyer et al., 2002), coworker support (Chiaburu & Harrison, 2008), perceived organizational support (Rhoades & Eisenberger, 2002), self-efficacy belief (Khan & Khan, 2017), person organization fit (Kristof-Brown, Zimmerman, & Johnson, 2005), and work values (Thakur & Malhotra, 2019).

In numerous studies, positive relationship of QWL with work experience was approved (Elamparuthi & Jambulingam, 2015; Mariyappan & Sharmila 2013). But, many researches exhibited that QWL does not differ significantly according to work experience (Haque, 1992; Hoque & Rahman, 1999). Work experience has also been shown to have a significant positive relationship with organizational commitment (Angle & Perry, 1981; Mathieu & Zajac, 1990; Meyer & Allen, 1997). This may be a simple reflection of the fact that as an employee's length of service with a particular organization increases, they may develop an emotional attachment with the organization, which makes it difficult to change jobs. Positive relationship between tenure and organizational commitment might be an evidence that the uncommitted employees leave an organization, and only those with a high commitment, continue the job (Meyer & Allen, 1997).

Hence, the unique aspect of this study is that it investigates the relationship of QWL and organizational commitment among university teachers and studies the moderating effects of experience.

Hypotheses

For the current study, these hypotheses were framed:

- Experience, QWL, and organizational commitment will be positively correlated to each other among high/low experienced teachers as well as total teacher sample.
- Experience plays a moderating role between the relationship of QWL and organizational commitment

among high/low experienced teachers as well as total teacher sample.

METHOD

Sample and Procedure

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 rage from 2 to 35 years ($M = 16.51$, $SD = 10.33$). Both male (50%) and female (50.00%) teachers became the part of this research. The sample was employed by stratified random sampling technique from different faculties of Aligarh Muslim University, India. Sample was divided into two categories, i.e., high experienced teachers ($N = 150$) and low experienced teachers ($N = 150$), based on median ($M_d = 16.5$) of total sample. Prior to administration of measures, the utility and relevance of the study was explained to them; also, they were requested to extend their cooperation for success of the study. The teachers were assured that their responses would be kept confidential and utilized only for the research purpose. They were asked to fill up the questionnaire by themselves according to the instructions written on the top of the questionnaire.

Measures

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

Quality of Work Life Scale

QWL scale, developed and standardized by Ansari, Khan, and Khan (2016) on the target sample, was used in this study. The scale measured eight dimensions of QWL such as citizenship behavior & 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; it showed an excellent reliability of the scale (George & Mallery, 2003). Exploratory factor analysis explained 57.71% of the total variance. Further, inter-dimension correlations were found to be significant ($p < 0.001$). The detail of reliability statistics and factor analysis have been given in Tables 1 and 2.

Table 1: Reliability Statistics of Quality of Work Life Scale

	Dimensions	No. of Items	Cronbach's α
1	Citizenship Behavior & Recognition at Work	10	0.88
2	Confidence in Management	6	0.75
3	Working Conditions	4	0.68
4	Opportunity for Growth & Development	3	0.60
5	Work Relations	3	0.62
6	Organizational Climate	2	0.55
7	Belongingness	2	0.50
8	Organizational Transparency	3	0.46

Table 2: Factor Analysis of Quality of Work Life Scale

	Dimensions	Items	Factor Loadings	% of Variance	Cumulative % of Variance
1	Citizenship Behavior & Recognition at Work	1	.735	29.54	29.54
		4	.688		
		2	.687		
		11	.672		
		3	.589		
		14	.568		
		21	.543		
		19	.521		
		9	.502		
		10	.498		
2	Confidence in Management	29	.675	6.13	35.68
		17	.609		
		27	.544		
		25	.523		
		28	.502		
		30	.473		
3	Working Conditions	13	.723	4.45	40.13
		12	.646		
		20	.580		
		16	.556		
4	Opportunity for Growth & Development	15	.705	4.20	44.33
		5	.607		
		26	.492		
5	Work Relations	33	.731	3.65	47.98
		32	.690		
		31	.450		
6	Organizational Climate	22	.602	3.44	51.42
		18	.442		
7	Belongingness	24	.684	3.19	54.61
		23	.623		

Dimensions		Items	Factor Loadings	% of Variance	Cumulative % of Variance
8	Organizational Transparency	6	.716	3.10	57.71
		7	.563		
		8	.454		

Organizational Commitment Scale

Organizational commitment scale developed by Shah and Ansari (2000) was used. This scale composed of three components, which are affective, continuance, and normative commitment. It comprised of 15 items and each component included five items. The responses were on a 7-point rating scale had anchors of 1 = Strongly Disagree to 7 = Strongly Agree. Possible range of scores was from 15 to 105. Thus, higher scores state higher level of organizational commitment. The reliability coefficient of the scale was 0.80 and the congruent validity 0.76. The overall reliability of the scale was good with a Cronbach's alpha of 0.88 in the preset study (George & Mallery, 2003).

RESULTS

Relationship of Experience, Quality of Work Life, and Organizational Commitment

Pearson correlation was computed to evaluate the inter-correlations of experience, QWL, and organizational commitment along with its dimensions for the high/low experienced teacher groups as well as total teacher sample. Results revealed through this analysis are as following in Tables 3 and 4. The results of correlation analysis revealed that significant positive correlation exists between experience and QWL within the low/high experienced teacher groups as well as total teacher sample. Experience, on the other hand, revealed significant positive correlation with organizational commitment within the low/high experienced teacher groups as well as total teacher sample. Further, significant positive correlation was revealed between QWL and organizational commitment within the low/high experienced teacher groups as well as total teacher sample.

Table 3: Correlations of Experience, Quality of Work Life and Organizational Commitment Among Total Teacher Sample (N = 300)

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	-	$.24^{**}$	$.17^{**}$	$.22^{**}$	$.19^{**}$	$.18^{**}$	.09	$.12^{*}$	$.22^{**}$	$.26^{**}$	$.34^{**}$	$.36^{**}$	$.30^{**}$	$.36^{**}$
2		-	$.59^{**}$	$.55^{**}$	$.56^{**}$	$.53^{**}$	$.43^{**}$	$.33^{**}$	$.64^{**}$	$.89^{**}$	$.38^{**}$	$.30^{**}$	$.49^{**}$	$.42^{**}$
3			-	$.47^{**}$	$.50^{**}$	$.51^{**}$	$.53^{**}$	$.42^{**}$	$.41^{**}$	$.79^{**}$	$.34^{**}$	$.28^{**}$	$.41^{**}$	$.38^{**}$
4				-	$.42^{**}$	$.45^{**}$	$.42^{**}$	$.32^{**}$	$.47^{**}$	$.72^{**}$	$.31^{**}$	$.26^{**}$	$.37^{**}$	$.34^{**}$
5					-	$.36^{**}$	$.41^{**}$	$.38^{**}$	$.49^{**}$	$.70^{**}$	$.32^{**}$	$.31^{**}$	$.45^{**}$	$.40^{**}$
6						-	$.33^{**}$	$.24^{**}$	$.35^{**}$	$.66^{**}$	$.24^{**}$	$.22^{**}$	$.32^{**}$	$.29^{**}$
7							-	$.41^{**}$	$.33^{**}$	$.62^{**}$	$.23^{**}$	$.24^{**}$	$.31^{**}$	$.28^{**}$
8								-	$.27^{**}$	$.51^{**}$	$.18^{**}$	$.14^{*}$	$.24^{**}$	$.20^{**}$
9									-	$.70^{**}$	$.31^{**}$	$.25^{**}$	$.38^{**}$	$.35^{**}$
10										-	$.42^{**}$	$.35^{**}$	$.53^{**}$	$.48^{**}$
11											-	$.82^{**}$	$.74^{**}$	$.93^{**}$
12												-	$.74^{**}$	$.92^{**}$
13													-	$.91^{**}$
14														-

$*p < .05, **p < .01$

1=Experience, 2=Citizenship Behavior & Recognition at Work, 3=Confidence in Management, 4=Working Conditions, 5=Opportunity for Growth & Development, 6=Work Relations, 7=Organizational Climate, 8=Belongingness, 9=Organizational Transparency, 10=Quality of Work Life, 11=Affective Commitment, 12=Continuance Commitment 13=Normative Commitment, 14=Organizational Commitment.

Table 4: Correlations of Experience, Quality of Work Life and Organizational Commitment Among Low (N = 150) as Well as High Experienced Teachers (N = 150)

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	-	.17*	.04	.15*	-.01	.10	.05	-.01	.13*	.13*	.14*	.09	.14*	.13*
2	.14*	-	.57**	.61**	.60**	.55**	.47*	.35**	.67**	.90**	.43**	.33**	.53*	.47**
3	.24**	.60**	-	.55**	.55**	.54**	.54**	.46**	.38**	.79**	.44**	.35**	.47**	.46**
4	.14*	.41**	.34**	-	.46**	.50**	.48**	.38**	.44**	.76**	.40**	.30**	.44**	.41**
5	.12	.44**	.39**	.32**	-	.41**	.51**	.41**	.45**	.74**	.34**	.31**	.48**	.41**
6	.23**	.51**	.46**	.36**	.28**	-	.31**	.24**	.35**	.67**	.32**	.24**	.35**	.33**
7	.04	.36**	.49**	.32**	.24**	.34**	-	.51**	.31**	.65**	.32**	.32**	.41**	.38**
8	.10	.27**	.36**	.20**	.30**	.23**	.26**	-	.27**	.54**	.20**	.18*	.34**	.26**
9	.12	.55**	.43**	.48**	.50**	.32**	.34**	.24**	-	.68**	.30**	.21**	.37**	.32**
10	.22**	.86**	.79**	.63**	.61**	.66**	.56**	.46**	.70*	-	.49**	.39**	.59**	.53**
11	.27**	.14*	.12	.05	.19**	.07	.01	.07	.22**	.16*	-	.86**	.78**	.95**
12	.40**	.15*	.14*	.11	.23**	.15*	.09	.04	.22**	.21**	.74**	-	.74**	.92**
13	.26**	.35**	.28**	.20**	.34**	.25**	.14*	.07	.34**	.38**	.63**	.70**	-	.91**
14	.35**	.25**	.21**	.14*	.29**	.19**	.10	.06	.30**	.29**	.87**	.92**	.89**	-

$*p < .05$, $**p < .01$

Bold values in upper diagonal are for low experienced teachers and lower diagonal is for high experienced teachers.

1=Experience, 2=Citizenship Behavior & Recognition at Work, 3=Confidence in Management, 4=Working Conditions, 5=Opportunity for Growth & Development, 6=Work Relations, 7=Organizational Climate, 8=Belongingness, 9=Organizational Transparency, 10=Quality of Work Life, 11=Affective Commitment, 12=Continuance Commitment 13=Normative Commitment, 14=Organizational Commitment.

Moderating Effect of Experience

Regression analysis was performed in order to explore the impact of experience as a moderator on the relationship between QWL and organizational commitment. This analysis was performed separately for the high/low experienced teacher groups as well as the total teacher sample. The moderation is revealed as the impact of a third variable on the relationship between two variables; this is shown at different levels of the moderator.

The impact of experience as a moderator on the relationship between QWL and organizational commitment was assessed using the regression analysis for the total teacher sample, along with the high/low experienced teacher groups. Within the high experienced teacher group, the moderation by experience was revealed to be non-significant. While, within the low experienced teacher group as well as total teacher sample, the significant moderation effect by experience was reported. After the analysis, only significant results have been reported as following in tabular form. Table 5 shows the results of regression analysis for moderation within the low experienced teacher group. The β value for the interaction term (experience × QWL) was significant. The variation explained by the interaction term was 30.3%. This indicates that the moderator has a strong influence on the relationship between the other two variables.
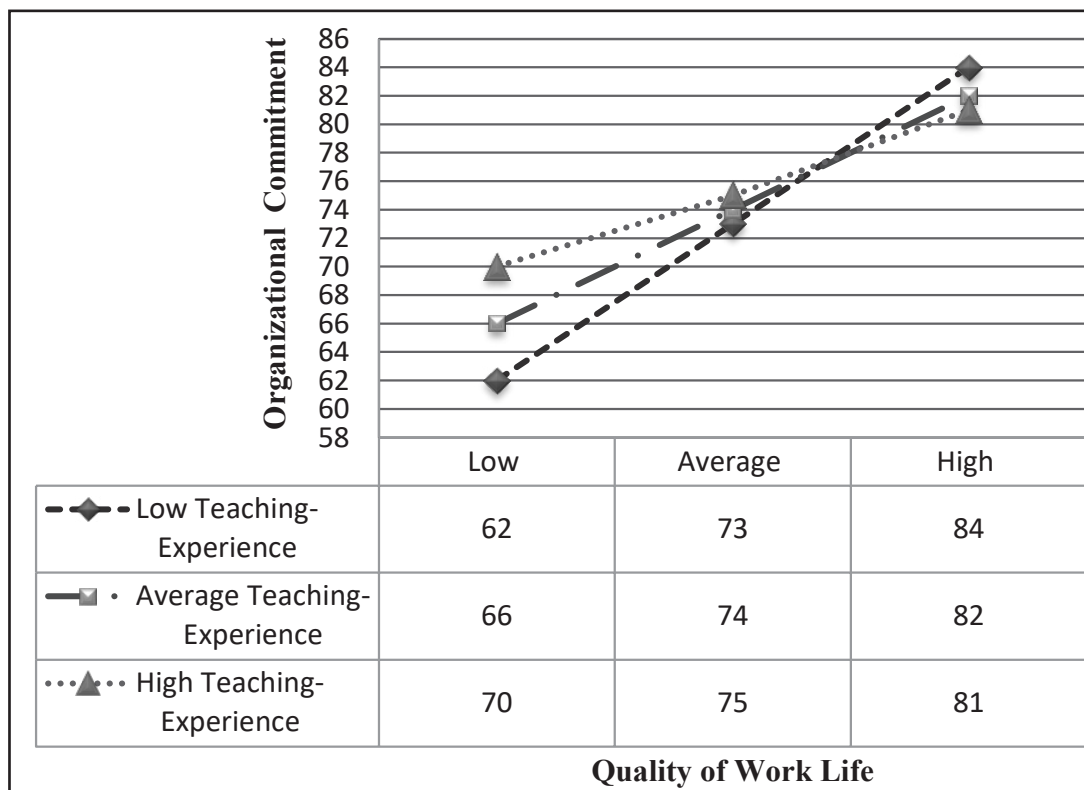
Table 5: Moderation Effect of Experience on the Relationship Between Quality of Work Life and Organizational Commitment Within Low Experienced Teacher Group (N = 150)

	Models	R	R^2	B	β	t	P
1	Constant			19.478		2.717	.007
	Exp			.223	.068	.962	.338
	QWL	.53	.28	.449	.523	7.447	.000

Models		R	R^2	B	β	t	P
2	Constant			.432		.038	.970
	Exp			3.181	.962	2.262	.025
	QWL			.613	.713	6.306	.000
	Exp × QWL	.55	.30	.025	.949	2.132	.035

Note. Exp = Experience, QWL = Quality of Work Life

Fig. 1 shows interaction plot for the moderation effect by experience on the relationship between QWL and organizational commitment within the low experienced teacher group. Interaction plot showed an enhancing effect that as experience and QWL increased, teachers' organizational commitment also increased and confirmed the interaction effect. On the other hand, high experienced teachers with high QWL had the high organizational commitment.

	Low	Average	High
Low Teaching-Experience	62	73	84
Average Teaching-Experience	66	74	82
High Teaching-Experience	70	75	81

Quality of Work Life

Fig. 1: Moderation Effect of Experience on the Relationship Between QWL and Organizational Commitment Within Low Experienced Teachers

Table 6 shows the results of regression analysis for moderation within the total teacher sample. The β value for the interaction term (experience × QWL) was significant. The variation explained by the interaction term was 31.4%. This indicates that the moderator has a strong influence on the relationship between the other two variables.
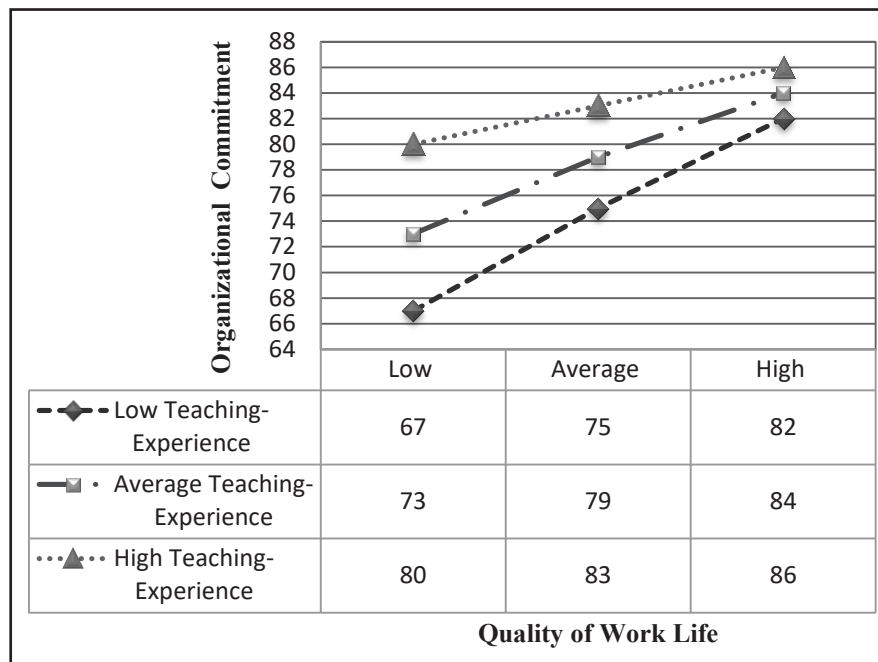
Table 6: Moderation Effect of Experience on the Relationship Between Quality of Work Life and Organizational Commitment Within Total Sample of Teacher (N = 300)

	Models	R	R^2	B	β	t	P
1	Constant			28.960		5.568	.000
	Exp			.357	.411	8.096	.000
	QWL	.54	.29	.375	.255	5.019	.000
2	Constant			34.079		6.281	.000
	Exp			.315	.363	6.893	.000
	QWL			.402	.273	5.406	.000
	Exp × QWL	.56	.31	2.178	.149	2.927	.004

Note. Exp = Experience, QWL = Quality of Work Life

Fig. 2 shows interaction plot for the moderation effect by experience on the relationship between QWL and organizational commitment within the total teacher sample. Interaction plot showed an enhancing effect that as experience and QWL increased, teachers' organizational commitment also increased and came closer to confirm the interaction effect. On the other hand, high experienced teachers with high QWL had the high organizational commitment.

	Low	Average	High
Low Teaching-Experience	67	75	82
Average Teaching-Experience	73	79	84
High Teaching-Experience	80	83	86

Quality of Work Life

Fig. 2: Moderation Effect of Experience on the Relationship Between Quality of Work Life and Organizational Commitment Within Low Experienced Teachers

CONCLUSION

Aforementioned findings showed the significant positive relationship of experience, QWL, and organizational commitment with each other among high/low experienced teachers as well as total teacher sample. Furthermore, moderation analysis indicated that as the teaching-experience of low experienced teacher group as well as total teacher sample increases, their QWL and organizational commitment also increase. Older employees become more attitudinally committed to an organization for a variety of reasons, including greater satisfaction with their jobs (Meyer & Allen, 1984). The older employees have high values of belongingness and co-workers relationship, which provides them with emotional support to cope with various adverse life events (Schulz & Ewen, 1993) and they view the organization as a source of social satisfaction due to the strong social attachment that have been established with

the other employees (Balfour & Weschsler, 1996). Hence, it can be concluded that teaching-experience is moderating the effect on the relationship of QWL and organizational commitment of university teachers.

Implication of Study

The findings of present study provide the both a theoretical and practical contribution to the existing literature by examining the moderating effects of teaching-experience of the relationship between QWL and organizational commitment for university teachers. QWL has been considered as leading to employees providing better services, increased job satisfaction (Fatehi, Amini, Karimi & Azizi, 2015; Griffith, 2001; Johnson, 1996), improved work performance (Islam & Siengthai, 2009; Wyatt & Wah, 2001), and elevating both organizational and individual effectiveness (Singh & Srivastav, 2012). While, commitment is a stabilizing or obliging force that gives direction to behavior (Meyer & Herscovitch, 2001). Committed employees provide a competitive advantage to the organization (Barney, Ketchen & Wright, 2011). Therefore, it is highly recommended for the managers and policy makers, especially in the field of human resource management, to make appropriate strategies in the light of employees' QWL to achieve the most possible productivity. Further, teaching-experience emerged as significant moderator on the relationship between QWL and organizational commitment, which in turn to set on the eyes of university management that older teacher are invaluable assets in operational perspective of academic setting. Older teachers having massive working experiences in different academic domains, which can serve as input for the institution to employ them in decision-making, in identifying organizations' key issues in order to develop strategies to enhance the institutions' rank.

Suggestion for Future Research

Research is not the end. It opens new ways for further research. Since, the present study was undertaken in a sample of teachers selected from a central university viz., Aligarh Muslim University, Aligarh, further research is needed in other central universities and other universities (e.g., state universities and private universities) located in different regions of India to validate and generalize the present findings. Future studies are required to examine the moderating effect of other demographic variables such as gender, designation, qualification, academic discipline, type of family, and marital status of the relationship between QWL and organizational commitment. The comparison between teaching and non-teaching staff in terms of perceptions of QWL, as a source of perceived work environment, would be of interest. Qualitative methods such as depth interviews, behavioral observation, and ratings by others would be of interest.

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