

THE RELATIONSHIP BETWEEN QUALITY WORK LIFE (QWL) AND ORGANIZATIONAL COMMITMENT (OC) AMONG TEACHERS IN PRIMARY SCHOOL

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Abstract

This research is aimed to study the relationship between quality work life and organizational commitment among primary school teachers in Kuala Lumpur. A population of 40 teachers from Sekolah Kebangsaan Datuk Keramat 2 and 40 teachers from Sekolah Kebangsaan Jalan Gurney 1 were selected as respondents. The data in this research were collected through questionnaires containing demographics, quality work life dimensions and organizational commitment aspects. After that, the data analyzed using Statistical Package for Social Science (SPSS). To achieve the objective of this research, descriptive analysis, mean score and Pearson correlation were used. The finding discover the level of quality work life in Sekolah Kebangsaan Datuk Keramat 2 is high while Sekolah Kebangsaan Jalan Gurney 1 showed moderate level. The level of organizational commitment showed moderate level. Meanwhile, the relationship between quality work life and organizational commitment in Sekolah Kebangsaan Datuk Keramat 2 showed no significant correlation while Sekolah Kebangsaan Jalan Gurney 1 showed moderate correlation. There is a weak significant correlation between quality work life and organizational commitment among teachers in primary school in Kuala Lumpur. This shows that quality work life have small effects on the teachers' organizational commitment.

Keywords: *quality work life, organizational commitment*

Penyelidikan ini bertujuan untuk mengkaji hubungan antara Kehidupan Berkerja Yang Berkualiti dan komitmen organisasi dalam kalangan guru sekolah rendah di Kuala Lumpur. Sebanyak 40 orang guru dari Sekolah Kebangsaan Datuk Keramat 2 dan 40 orang guru dari Sekolah Kebangsaan Jalan Gurney 1 dipilih sebagai responden. Data dikumpulkan melalui soal selidik yang mengandungi demografi, dimensi kehidupan kerja yang berkualiti dan aspek komitmen organisasi. Kemudian, data dianalisis menggunakan Statistical Package for Social Science (SPSS). Untuk mencapai objektif kajian ini, analisis deskriptif, skor min dan korelasi Pearson digunakan. Hasil kajian mendapati tahap kehidupan berkerja berkualiti di Sekolah Kebangsaan Datuk Keramat 2 adalah tinggi manakala Sekolah Kebangsaan Jalan Gurney 1 menunjukkan tahap sederhana. Tahap komitmen organisasi menunjukkan tahap sederhana. Sementara itu, hubungan antara kehidupan berkerja yang berkualiti dan komitmen organisasi di Sekolah Kebangsaan Datuk Keramat 2 tidak menunjukkan hubungan yang signifikan, sementara Sekolah Kebangsaan Jalan Gurney 1 menunjukkan korelasi yang sederhana. Terdapat hubungan signifikan yang lemah antara kehidupan berkerja yang berkualiti dan komitmen organisasi dalam kalangan guru di sekolah rendah di Kuala Lumpur. Ini menunjukkan bahawa kehidupan kerja yang berkualiti mempunyai kesan kecil terhadap komitmen organisasi guru.

Kata kunci: *kehidupan berkerja yang berkualiti, komitmen organisasi*

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■ 1.0 INTRODUCTION

Catalyst of intense competition has been formed due to the wind of changes through globalization and the education sector is no exception. Today, in many organizations, including education sector, quality work life has always been an important topic which are discussed critically to better the OC, the motivation of workers and the job performance. According the QWL index (Mazlan, 2018), the level QWL are increasing and decreasing by years in Malaysia. From 2007 to 2010, QWL index was decreasing from 132.4 to 119.4, then slightly increased from the year 2011 to 2013 which from 125.7 to 128.6, then decreased from 2012 to 2014 by 125.3 to 114.4 (Mazlan, 2018). In the education sector, teacher's QWL has always been a question to ask as there are many mental illness problems among teachers in Malaysia such as burnout, depression, stress and anxiety. The teaching profession is categorized as an occupation that has a high impact on emotional health such as depression (Hadi, Naing, Daud, Nordin, 2008). According Mukundan and Khandehroo, (2010) there are high level of burnout among English teachers in the public schools. In other words, they are emotionally exhausted and demonstrated high levels of depersonalization and reduced personal accomplishment. Every month, the National Union of the Teaching Profession receives 30 to 50 reports of stressed teachers (The Star, 2018). Thus, no wonder there are many cases involving teachers who cannot achieve quality work life and succumb to suicide or mental illness such as depression, anxiety and lack of motivation. An education organization cannot get effectively and efficiently outcomes from the employees without QWL. QWL of teachers is definitely a big issue that needs to be tackled and research so that further actions can be taken.

Employees' OC is an essential indication of their effect on the performance of an organizational (Sylvia, 2018). OC has always been correlated with organizational performance. Thus, by improving the QWL, it can improve the OC and indirectly improve the organizational performance. OC is also important because the OC of high performances employees especially at times of crises and business interruptions leads to competitive advantage (Sylvia, 2018). Essentially, QWL and OC has been a hot topic for discussion. QWL among teachers has been neglected by the community thus affecting their OC towards the school.

Research Objectives

- i. To identify the level of QWL among teachers in primary school in Kuala Lumpur
- ii. To measure the level of OC among teachers in primary school in Kuala Lumpur
- iii. To determine the relationship between QWL and OC among teachers in primary school in Kuala Lumpur

■ 2.0 LITERATURE REVIEW

QWL

There are no definite or agreeable definitions used by past researches about QWL. Rose and Idris, (2006), believed that QWL constitutes of tasks, working environment, social context, administrative process and work life balance. Kalaiselvi, and Jayakumar. (2012) defined QWL as a person's life which covers up the person's feelings about every dimensions of work including economic rewards and benefits, security, working conditions, organizational and interpersonal relations and its intrinsic meaning in the person's life. QWL also considered as a favorable and unfavorable environment of workplace that satisfied the personal and working needs of employees in achieving the goals of organization (Nanjundeswaraswamy, T. S. & Swamy, 2013). Today, QWL is an important part for organizations to attract potential employees in order to sustain in this competitive world (Rusinah, S., Amin, T., Yunus, M., 2013). In this research, quality work life is based on Walton (1974) model of QWL which have eight dimensions; adequate and fair compensation, safe and healthy workplace, immediate opportunity for continued growth and security, opportunity to use and develop human

capacities, social integration in the work organization, constitutionalism in the work organization, work and total life space and social relevance of work life (Refer Figure 2.1).

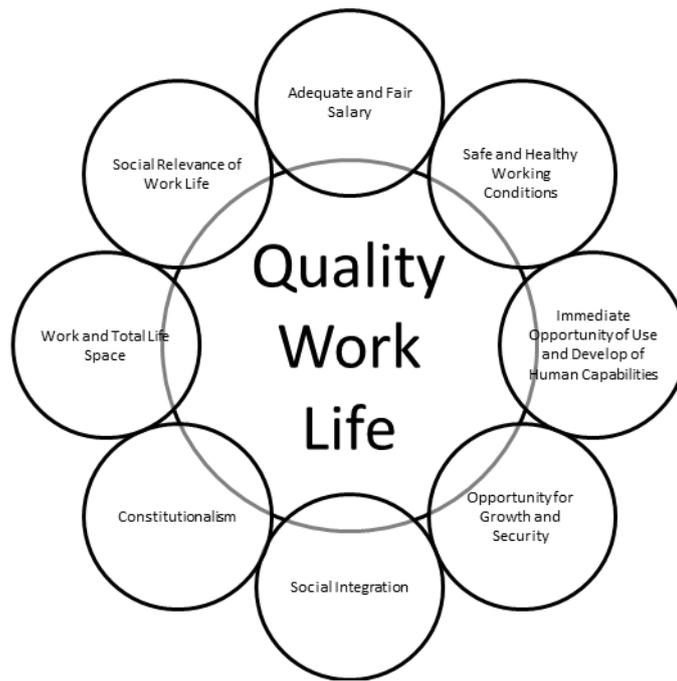


Figure 2.1: Walton's quality work life model

Organizational Commitment

Organizational commitment is, an employees' sense of attachment and loyalty to the work organization with which the employee is associated (Kessler, 2013). Organizational commitment provides information about the level of commitment that the employees feel towards their organizations (Afsar, 2014).

The model that is used in this research are based on Meyer and Allen (1991) organizational commitment model which categorizes organizational commitment into three; affective, continuance and normative commitment (Refer Figure 2.2). Organizational commitment of high-performance employees especially at times of crises and business interruptions leads to competitive advantage (Sylvia, 2018).

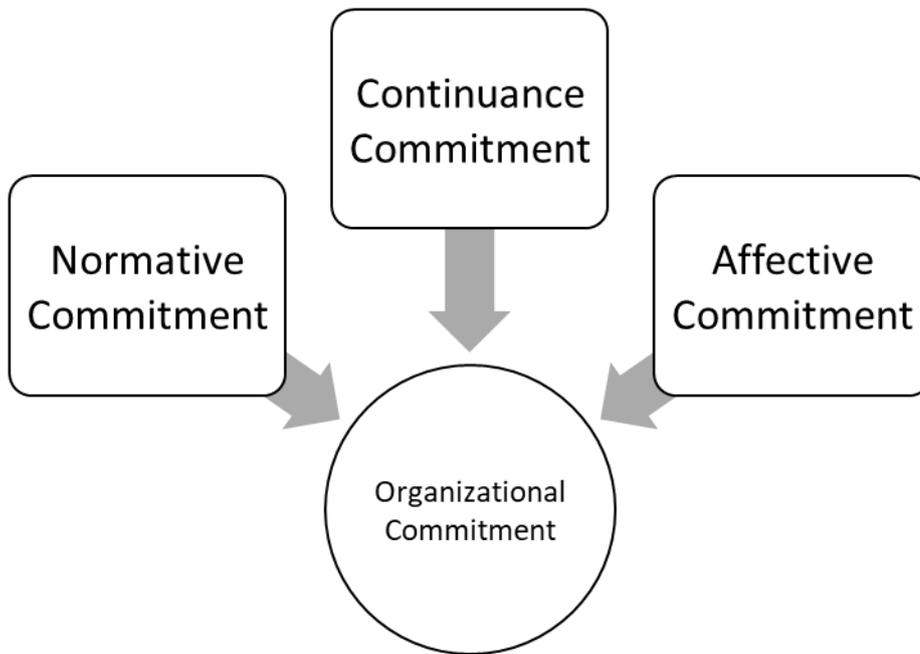


Figure 2.2: Three-commitment model of commitment

Relationship between QWL and OC

There are many researches that have been done on QWL and OC in other countries but a few in Malaysia. All of it shows that there a significant relationship QWL and OC. There are some researches that has been done in Malaysia among Malaysian firms (Normala, 2010), public and private sectors (Permarupan, Roselina, 2013) and also among academicians which are among lecturers (Farid, Izadi, Ismail, Alipour, 2015), and also teachers in secondary school but only in Kuching, Sarawak (Hong, Tan, Bujang, 2010). However, there are lacks of past researches involving QWL and OC among primary school teachers in Kuala Lumpur.

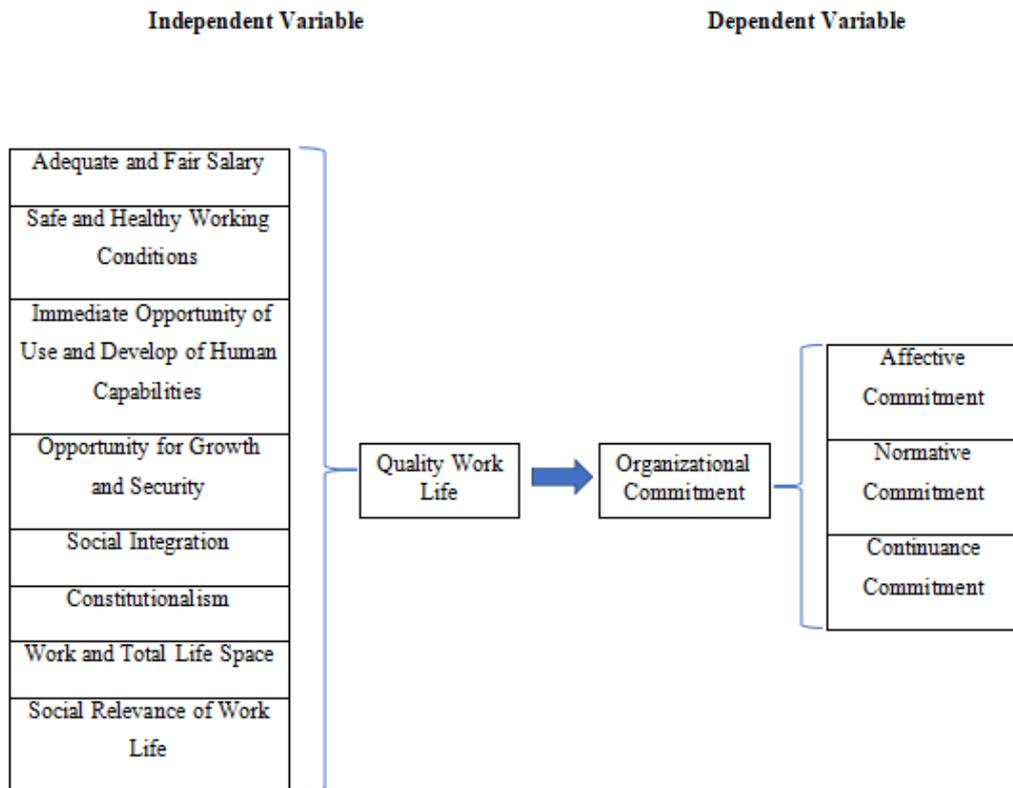


Figure 2.3: Research Framework

■ 3.0 METHODOLOGY

Quantitative research design is used in this research where descriptive analysis and Pearson correlation comes into play. Descriptive analysis is used to measure the level of QWL and OC. Besides that, researcher used Pearson correlation to determine the relationship between QWL and OC among teachers in primary school in Kuala Lumpur.

The population of this study involving teachers in Sekolah Kebangsaan Datuk Keramat 2 and Sekolah Kebangsaan Jalan Gurney 1, Kuala Lumpur. This research was done to 40 teachers in Sekolah Kebangsaan Datuk Keramat 2 and 40 teachers in Sekolah Kebangsaan Jalan Gurney 1 which made the total of respondents 80 teachers.

The instrument or the questionnaire used to evaluate the quality work life was taken from Walton (1974). This questionnaire consisted of 25 items which are being categorized in eight dimensions. The dimensions are adequate and fair compensation, safe and healthy working condition, opportunity for using and developing human capabilities, opportunity for continue growth and security, social integration in the work organization, constitutionalism, work and total life spaces, and social relevance of work life. An adequate and fair compensation, social integration in the work organization and constitutionalism dimension consisted of three items. The safe and healthy working condition and opportunity for using and developing human capabilities dimension is consisted of five items. The work and total life spaces and social relevance of work life dimension has only one item each. Meanwhile, the opportunities for continue growth and security dimension consisted of four items.

The items for OC were formed based on the OC by Meyer, and Allen (1991) which consists of affective, continuance and normative commitment. The OC scale of Meyer, and Allen, has been

applied worldwide and evaluated for validity and reliability. Each dimension in three-commitment model of commitment, affective, continuance and normative consists of eight items each.

The quantitative data was analyzed using Statistical Package for Social Science (SPSS). A total of 80 sets valid questionnaires were collected from Sekolah Kebangsaan Datuk Keramat 2 and Sekolah Kebangsaan Jalan Gurney 1. Analysis that was used includes descriptive and inferential analysis. Descriptive analysis to get a definitive description of the respondents’ demographics, the level of QWL and OC and Pearson correlation were used to determine the relationship between QWL and OC among teachers in primary school in Kuala Lumpur.

■ 4.0 RESEARCH FINDINGS

Level of QWL

Table 4.1 illustrates the overall mean score of dimensions of QWL among teachers in primary school in Kuala Lumpur. The mean score for the dimension adequate and fair compensation and safe and healthy working condition were at moderate level with mean score of 3.43 and 3.59 respectively while other dimensions showed high level with mean score ranging between 3.68 and 3.98. The total QWL of teachers in primary school in Kuala Lumpur is on a high level with mean of 3.71.

Table 4.1: Level of Quality Work Life

Dimensions	Mean	Level
Adequate and fair compensation	3.43	Moderate
Safe and healthy working condition	3.59	Moderate
Opportunity for using and developing human capabilities	3.71	High
Opportunity for continuous growth and security	3.80	High
Social integration in the work organization	3.78	High
Constitutionalism	3.71	High
Work and total life spaces	3.68	High
Social relevance of work life	3.98	High
Total	3.71	High

Level of

OC

Table 4.2 illustrates the Level of OC and its aspects among teachers in primary school in Kuala Lumpur. The result of OC showed that it is on a moderate level with mean score range between 3.22 and 3.39. The total mean score of OC among teachers in organizational commitment is on a moderate level with mean score of 3.30.

Table 4.2: Level of Organizational Commitment

Dimensions	Mean	Level
Affective Commitment	3.30	Moderate
Continuance Commitment	3.22	Moderate
Normative Commitment	3.39	Moderate
Total	3.30	Moderate

Relationship between QWL and OC

Table 4.3 presents the correlations analysis between QWL and OC among teachers in primary school in Kuala Lumpur. Adequate and fair compensation showed the most correlation with affective commitment (0.448**) and normative commitment (0.368**) while for continuance commitment,

the dimension constitutionalism showed most correlation (0.256*). The dimension adequate and fair compensation also showed highest correlation with OC in total (0.412**) and affective commitment showed highest correlation with QWL (0.422**). Overall, there is correlation between QWL and OC but weak (0.373**).

Table 4.3: Correlations between QWL and OC

	Affective Commitment	Continuance Commitment	Normative Commitment	Total
Adequate and fair compensation	0.448**	0.232*	0.368**	0.412**
Safe and healthy working condition	0.422**	0.123	0.242*	0.302**
Opportunity for using and developing human capabilities	0.317**	0.183	0.200	0.278*
Opportunity for continuous growth and security	0.413**	0.217	0.245*	0.346**
Social integration in the work organization	0.210	0.178	0.219	0.244*
Constitutionalism	0.247*	0.256*	0.173	0.278*
Work and total life space	0.278*	0.176	0.027	0.195
Social relevance of work life	0.173	0.206	0.095	0.198
Total	0.422**	0.241*	0.279*	0.373**

* Correlation is significant at the .01 level

* Correlation is significant at the .05 level

■ 5.0 DISCUSSIONS, LIMITATIONS AND RECOMMENDATION

Social relevance of work life seems to be the biggest contributor to quality work life of the teachers. This shows that the teachers highly believe that their work on a daily basis gives meaning to the society. The second highest dimension of QWL is opportunity for continuous growth and security. The teachers believe that their employment in the school is secure and their growth is ensured by training and exposure of new knowledge. The lowest dimension of QWL is adequate and fair compensation. They do believe that the salary that they received meet the socially determined standard but they did not believe that the amount of work they done commensurate with the pay that they received. Meanwhile, the OC of the teachers in primary school in Kuala Lumpur shows a moderate level. A similar result has been shown by a research among teachers in primary school in Bintulu, Sabah by Ali, and Yunus, (2017). Normative commitment showed higher level compared to the other two commitments. Normative commitment shows that they have a moral obligation towards the school. Normative commitment can be defined as staying in the organization without sense of coercion (or requirement) (Parvar, Allameh, & Ansari 2013).

The result of the research showed a weak correlation between QWL and OC of teachers in primary school in Kuala Lumpur. But the finding from Sekolah Kebangsaan Datuk Keramat 2 and Sekolah Kebangsaan Jalan Gurney 1, have difference results. Sekolah Kebangsaan Jalan Gurney 1 showed a significant relationship with moderate level of significance but Sekolah Kebangsaan Datuk Keramat 2 showed no significant relationship.

There are many researches that have supported the overall finding of the research such as Hong, and Bujang (2010), which show a positive relationship between QWL and OC among secondary school teachers in Sarawak. In this research, the result also showed a weak correlation between the variables. Other study by Hadi, and Farhad (2015) also indicate a positive relationship

between QWL and OC although in their research, the findings show a high correlation QWL and OC (Dadashi and Asgari, 2011 and Chinomona (2013))

The highest correlation is found between adequate and fair salary with affective commitment. This indicates that teachers' affective commitment is affected by their salary. This is followed by the dimension opportunity of continuous growth and security. This result paralleled with Osibanjo and Oyewunmi, (2019) that showed career advancement, pay and job security have positive or varying effect on commitment followed by employees' participation. QWL seemed to correlate with affective commitment most. Victor (2015) provides finding that quality work life has a strong relationship with affective commitment.

There are several reasons why Sekolah Kebangsaan Datuk Keramat 2 does not show significant relationship between QWL and OC. Male teachers have shown to have more OC compared to female teachers (Kodikal, Rahiman, 2016, Promsri, 2018). Thus, the deficiency of male teachers in Sekolah Kebangsaan Datuk Keramat 2 may cause the low level of OC. Besides that, the questionnaires distribution method may also affect the result. When answering the questionnaires, the teachers are burdened with cognitive demand (Bowling, A., 2005). This may cause the teachers to copy answers from their colleagues or may cause biases in answering the questionnaires. Employees' culture is also one important factor affecting OC (Antilla, 2014). The different culture between Sekolah Kebangsaan Datuk Keramat 2 and Sekolah Kebangsaan Jalan Gurney 1 may also show the reason for the major discrepancies of the correlation of the two schools.

Limitations and Recommendation

This research has several limitations that can be pointed out for improvements in future researches. First, this research only been done in two school in Kuala Lumpur and the result cannot represent the whole Kuala Lumpur's primary school teacher. Secondly, the emotional and psychological state, the environment and the influence of peers cannot be evaluated during the questionnaire filling. The demographic sample also needs to be diversified more as the ethnicity and gender in the research are limited. The diversification of sample can provide a more concrete mediating effect between demographic and the correlation between QWL and OC.

Several recommendations are suggested to the school that may be able to help improve the QWL and OC of the teachers. First, is the fair delegation of workload among teachers in the school. Adequate and fair salary has the lowest mean among the other dimensions in quality work life followed by safe and healthy working condition. The school does not have the power to revise the salary for the teachers thus the school management can do something of the perceived workload of teachers so that the teachers will be satisfied with their salary with the workload that they are given. Secondly, activities in releasing workplace pressure can be implemented by school management such as family day, school trip, weekend trip or just plain dinner or high tea to make the school a safe and healthy working condition. This is because the main issues that contribute to the low score of safe and healthy working condition is workplace pressure. Thus, in decreasing the workplace pressure can increase the quality work life of the teachers. Third, is the school management can increase teachers' organizational commitment by giving recognition such as a ceremonial dinner, certificates or a simple praise in the hallway.

For future researchers, several recommendations that can be implemented is to obtain bigger sample size to give a more conclusive evidence. Additional demographic information can also help in obtaining more concrete evidence in the mediating effects of demographics to OC. Different environment of school should considered. Second, researcher also changes the methodology of research from quantitative to qualitative by doing interviews or observations to gather a more in-depth data. Last but not least, different sector of organizations can be investigated as well to provide more insight on the relationship between QWL and OC.

■ 6.0 CONCLUSION

The result of the research has shown that the QWL level among teachers in primary school in Kuala Lumpur is high with mean of 3.71, while OC level among teachers in primary school in Kuala Lumpur is moderate with mean score of 3.30. There is a weak significant correlation between quality work life and OC among teachers in primary school in Kuala Lumpur. This shows that QWL have small effects on the teachers' OC. School management need to take care of the teachers' QWL to ensure their OC maintained, because the better the quality work life of teachers, the better their OC.

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