



## **Quality of Work Life as a Construct of Organizational Commitment of Public Elementary Teachers in Tagum City Division**

*Cherry Magne G. Parcia*

The Rizal Memorial Colleges, Inc., Philippines

Doi: <https://doi.org/10.55248/gengpi.5.0524.1418>

### **ABSTRACT**

The study explored the relationship of quality of work life and organizational commitment of public elementary teachers in Tagum City Division. Also, it investigated the association of the involved variables and the domains of quality of work life significantly influence organizational commitment. With the use of probability sampling, 200 elementary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean and Product-Moment correlation. Results revealed that there was an extensive quality of work life and an extensive organizational commitment. Furthermore, there was a significant relationship between quality of work life and organizational commitment. Based on the findings, it was further suggested that higher officials in the Department of Education and school heads may identify means on how to help teachers to be attain quality of work life and organizational commitment. More so, future researchers may further explore the involved variables considering other factors and research methods.

**Keywords:** Quality of work life, organizational commitment, descriptive correlation, Tagum City Division, Philippines

### **Introduction**

The commitment of an employee can be measured by means of the employees' willingness to provide for their organization to accomplish goals, vision and practice its values. In the case of education, teachers commit to teaching to ensure students get quality education measured by their level of academic performance (Bading, 2022). Committed educators are competent to offer learners new teaching techniques that result in greater success (Altun, 2017). However, due to stressful profession, teachers tend to have poor organizational commitment. It was reported that not only overwork has reduced teachers' service commitment but also teachers poor relationship with the principal (Selamat et al., 2013). Like any other organization, educational institutions, especially schools, constantly struggle with the problem of worker shortage and the issue of organizational commitment (Duangtha, 2015).

Problems regarding organizational commitment have been evident in the public schools in different countries. In Pakistan, it was revealed that burnout negatively affects the organizational commitment of teachers (Sajid, 2014). In Thailand, the problem of teacher shortage is even worsening in private schools. A report from the Office of Private Educational Commission, Office of the Permanent Secretary Ministry of Education (2016, 2017) revealed that 11,575 teachers chose to leave their current private schools. Teacher shortage is a continued struggle for many schools and a crucial reason for schools to retain and reduce the turnover rate of these teachers which signify poor organizational commitment (Boontantrapiwat & Kitcharoen, 2022). Canada also experiences turnover rate among new teachers by 30% and the problem is attributed to stress resulting from lack of work-life balance and motivation from school leadership (Kutsyuruba et al., 2013).

In the Philippines, most of the private colleges and universities face difficulties in maintaining the commitment of teachers. Substantial evidence shows that teachers in private schools are having an exodus to the public schools. Moreover, this predicament on teachers' commitment is undoubtedly due in part to the low salary and benefits, poor working conditions, and lack of prestige of the teachers in some private colleges and universities. The resignations of tenured and qualified faculty members had caused the dearth of qualified faculty members in the said colleges and universities. The pervasiveness of this trend will have a negative impact on private schools (Batugal, 2019).

In Tagum City Division, the researcher observed that teachers overwhelming tasks lead poor organizational commitment. Apart from their very demanding responsibilities, they were put into situations which led to burnout. Also, teachers were in an environment with a limited support from their school head and colleagues. More so, teachers, as observed, were given limited opportunities to excel, to be promoted, and to be exposed to different professional development. This somehow motivated the researcher to explore the organizational commitment of teachers considering their quality of work life. The scarcity of study regarding organizational commitment in the local setting sparked the interest of the researcher to conduct a study on investigating the influence of quality of work life on the organizational commitment of public elementary teachers. The researcher hoped that this undertaking may give further understandings to the DepEd officials and school principals to create undertakings relevant for the improvement of organizational commitment of teachers. This may also help teachers to discover ways of improving organizational commitment amidst adversity or challenges.

This study was mainly anchored to the concept of the Quality of work life (QWL) by Lau and May (1998). In this concept, it highlighted the importance of an overall life quality. It was a continuous process of making improvements in the work, making it favorable for the people within the organization. It was claimed that quality of work life involves strategies that increase satisfaction of employees and aims to improve working conditions in the organizations. The organizations which favored employees' QWL attracted high performing workers as they felt secured and privileged and perform better.

According to Rethinam and Ismail (2007), the quality of working life is referred to the workplace efficiency that can develop employees' well-being and satisfaction in an organization. The quality of teachers' working life can ensure how far the school organization and working environment can support and meet the psychological, social, political, and economic needs by providing many growth and self-development opportunities. Schools need to play a role in providing a better and more efficient working environment to enhance the quality of teachers' working life which would strengthen their organizational commitment. On the other hand, Maslow (1954) stated that dissatisfaction with the quality of working life may influence many employees regardless of their status or position in an organization.

Another theory that supported this study was the organizational commitment which is the 3-component model of Allen and Meyer (1991). This model argued that service or organizational commitment has three distinctive components, namely affective commitment, continuance commitment, and normative commitment. Affective commitment is the emotional attachment to an organization. Continuance commitment is the degree believing that leaving the organization would be costly. Normative commitment is the degree of feeling obligated to the organization or believing that staying is the right thing to do.

In the three components form part of Meyer and Allen's (1991) model, organizational commitment, is predictive of the behaviour of workers in the organization to which they belong, indicating how they position themselves and are connected to it. This has an influence on performance and absenteeism (Meyer, Standley, Herscovitch & Topolnysky, 2002; Ng & Feldman, 2008; Mathieu & Zajac, 1990). Meyer et al. (2002), report that each dimension of the Meyer and Allen organizational commitment model (Meyer & Allen, 1991) has a history that explains individuals' connection to the organization.

Organizational commitment is regarded as positive or negative attitudes toward the related organization. The quality of working life is a comprehensive program that increases employee's satisfaction and their learning from environment leading to an increase in organizational commitment (Batvandi & Ghazavi, 2016). Quality of working life is a technique for organization development seeking to provide triple factors including satisfaction and motivation, acceptance of responsibility and sense of commitment to work together (Bazaz Jazayeri & Pardakhtchi, 2007).

Salampour (2008) showed that there is a significant and positive correlation between the quality of working life and organizational commitment of Isfahan physical education employees. In their research, Hosseini et al (2008) concluded that there is a significant and positive correlation between the quality of working life and organizational commitment. Based on regression analysis, they stated that affective commitment and normative commitment are influenced by the employee's quality of working life.

Bruning (2005) stated that the 1997 National Study of the Changing Workforce have found that individuals who receive better quality jobs and more supportive work environment tend to have more commitment to the success of their organization, higher levels of job satisfaction, strong intention to remain with the organization, and greater loyalty to their organizations. Farh, Podsakoff, and Organ (1990) stated that organizations can influence behaviors such as organizational commitment by structuring jobs in a way that give the employees

meaning and fulfilment.

More so, Rhoades and Eisenberger (2002) found that when the organization rewards its employees fairly according to their work inputs, this can boost their perception of QWL and thus will make them willing to show commitment behaviors toward their organizations. Meanwhile, Zin (2004) revealed that the respondents of the study indicated that growth and development dimension of QWL as a significant antecedent for the normative and affective commitment. Hence, it was suggested that organizations need to provide more opportunities for the employees to develop their skills in order to develop a sense of commitment among the organization.

Huang et al. (2007) found that the different dimensions of QWL result in distinguishing effects on organizational commitment, career commitment, and the intension to turnover. Also, they suggested for managers that the different practices of QWL need to be combined together in order to have the best results in the individuals' talent retention and commitment. In addition, Koonmee, Singhapakdi, Virakul, and Lee (2010) discussed how QWL impacts job-related outputs positively. These outputs can be employee's organizational commitment, employee's satisfaction, and building team spirit.

Meanwhile, Normala (2010) presumed that there is a positive and strong relationship between QWL and organizational commitment. This means that the better the QWL the greater will be the employees' organizational commitment. According to Ma, Ma, Yu, and Hao (2011), when the employees feel that their organizations offer them high QWL, they will feel more obligated to perform with better work outcomes such as organizational commitment. Parameswari & Kadiravan (2011) stated that providing a reasonable level of QWL will motivate the employees to work on achieving the organizational goals, which results in having employees with high organizational commitment.

---

## Methodology

### *Research Design*

This study was a quantitative research approach utilizing the descriptive correlational approach. Quantitative research is a way to learn about a particular group of people, known as a sample population. Using scientific inquiry, quantitative research relies on data that are observed or measured to examine questions about the sample population. It is used by social scientists, including communication researchers, to observe phenomena or occurrences affecting individuals. The purpose of quantitative research is to generate knowledge and create understanding about the social world. Moreover, a descriptive correlation study is a study in which the researcher is primarily interested in describing the relationships between variables without attempting to establish a causal relationship (Allen, 2017).

This study was considered as quantitative since it depended on the numerical data when analyzing and interpreting the data. It was descriptive since its purpose was to determine the extent of quality of work life and organizational commitment of teachers. In addition, this academic pursuit was correlational since its purpose was to measure the connection between quality of work life and organizational commitment of teachers in Tagum City Division.

#### *Research Respondents*

This study catered the 200 public elementary teachers in the Division of Tagum City. It was claimed that 200 samples are enough when testing the Pearson Correlation analysis (Memon et al., 2020). Hence, the 200 respondents were enough to address the purpose of this study. In the inclusion and exclusion criteria, elementary teachers with 3 years teaching experience were chosen in this endeavor since their 3 years stay in the public school would help them to assess their quality of work life and professional commitment. Respondents who felt awkward and uncomfortable in answering the survey questionnaire were free to withdraw from their participation. They were not forced to be part of the study. Their decision to withdraw was respected. Apparently, the respondents' welfare was given utmost importance in the conduct of the study.

#### *Research Instruments*

As to the form of gathering data, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing the on the quality of work life of teachers while the second set was about the professional commitment of teachers.

The questionnaire on quality of work life was proposed by Catapan, Bonfim, Panucci-Filho, da Veiga and Catapan, (2014). It had a total of 27 items. It comprised the following indicators: working conditions for human capacity development (10 items), social integration in the work organization (8 items), future opportunity for growth and employment security (3 items), work and space for recreation (3 items), and remuneration and compensation (3 items). The alpha coefficient for the 27 items is .72, suggesting that the items have relatively *high* internal consistency.

The organizational commitment questionnaire was adapted from the study of Meyer and Allen (1997). It has a total of 24 items. It comprised the following indicators: affective commitment (8 items), continuance commitment (8 items), and normative commitment (8 items). The alpha coefficient for the 24 items is .75, suggesting that the items have relatively *high* internal consistency.

The instruments in this study were contextualized to achieve the purpose of this study. The researcher incorporated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

## **Table**

**Table 1**

### **Summary on the Extent of Quality of Work Life of Teachers**

<b>No</b>	<b>Indicators</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>
1	Working Conditions for Human Capacity Development	3.45	Extensive
2	Social Integration in the Work Organization	3.56	Extensive
3	Future Opportunity for Growth and Employment Security	3.47	Extensive
4	Work and Space for Recreation	3.43	Extensive
5	Remuneration and Compensation	3.33	Moderately Extensive
<b>Overall</b>		<b>3.45</b>	<b>Extensive</b>

Table 1 provides the summary on the extent of quality of work life of teachers. It is exhibited that the overall mean of quality of work life of teachers is 3.45, which is in an extensive level. This means that quality of work life of teachers is oftentimes evident.

Data show that all five (5) indicators are in an extensive level. As arranged chronologically, social integration in the work organization has the highest mean score (3.56). This is followed by future opportunity for growth and employment (3.47), working conditions for human capacity development (3.45), work and space for recreation (3.43), and remuneration and compensation (3.33).

The data analysis reveals an overall extensive level of satisfaction across all five indicators, indicating that teachers enjoy a highly positive work environment. The extensive satisfaction levels across all these indicators indicate that teachers benefit from a supportive, inclusive, and favorable work environment, promoting their overall well-being and job satisfaction.

With the extensive quality of work life, this reaffirmed the widely held belief of Hermawati (2017) believing that Quality of Work Life (QWL) is one of the ideas to create a better working environment for employees. Jabeen et al. (2018) mentioned that is an effort made by employees to improve their working circumstances, tasks, job-related safety and security, benefits, and compensation. Dechawatanapaisal (2017) stated that because the primary goal of QWL is to emphasize how work can improve employees' lives rather than how to improve work itself, this idea underlines the significance of respect for people in the workplace. In order to implement quality of work life within the business, an organization must give the resources that employees need.

Similarly, Kara et al. (2018) underscored that QWL is crucial for shaping how employees view the company and how they make decisions about whether to stay or quit. Winarno and Hermana (2019) claimed that because of an overwhelming feeling of belonging that stems from the employees themselves, employee commitment to the business might boost its performance. According to Fakhri et al. (2019), employee commitment will be impacted when they have a positive experience with the organization. The society is significantly impacted by QWL as well. Employees that are content at work will spread that happiness to their loved ones and their surroundings (Paais et al., 2020).

**Table 2**

**Summary on the Extent of Organizational Commitment**

No	Indicators	Mean	Descriptive Equivalent
1	Affective Commitment	3.46	Extensive
2	Continuance Commitment	3.49	Extensive
3	Normative Commitment	3.46	Extensive
<b>Overall</b>		<b>3.47</b>	<b>Extensive</b>

Table 2 provides the summary on the extent of organizational commitment. It is exhibited that the overall mean of

The results presented in the data showcase a compelling and significant commitment is 3.47, which is in an extensive level. This means that the organizational commitment is oftentimes evident.

Data show that all three (3) indicators are in an extensive level. As arranged chronologically, continuance commitment the highest mean score (3.49). This is followed by affective commitment (3.46), and normative commitment (3.46).

The implications of the results are noteworthy, revealing a robust presence of commitment across all three indicators. Notably, continuance commitment ranks the highest indicating that individuals are strongly tied to their positions due to factors such as financial security or perceived sacrifices in leaving. Following closely are affective commitment and normative commitment. This suggests that employees not only feel a strong emotional attachment to their organizations but also a sense of moral obligation, further strengthening their commitment. The balanced scores across these indicators demonstrate that individuals in the study exhibit a comprehensive and multifaceted commitment to their organizations. Such findings highlight the need for organizations to recognize and nurture these various forms of commitment to promote employee engagement and retention. The favorable findings of this study supported the findings of Lizote et al., (2017) revealing that employee commitment and involvement are necessary for productivity as well as a higher volume of work and activity, which promotes capacity utilization. They are essential for opening up opportunities, exploiting individual and organizational talents, and influencing how quickly emerging technologies and knowledge are internalized and environmental/market response are made.

Furthermore, Scales (2018) underscored that organizational commitment is described as a positive assessment of an organization's aims and structure. He referred to the commitment as a "bonding" between the employee and the employer. The higher the amount of commitment, the longer the employee stays with the company, and this effect is also measured by commitment. Kumar et al (2016) stated that employees who are dedicated to their company constantly want to see it succeed.

More so, Hafiz (2017) indicated that organizational commitment is the single most important factor in determining employee retention, performance on the job, and organizational success. The effectiveness of a company depends on its workforce. A commitment is a possible agreement for a specific task to be performed under specific circumstances and at an appointed time. An employee's attitude and actions in support of the business are referred to as organizational commitment. An employee develops dedication when they are open and honest about their tasks, assigned obligations, and job. Since it guarantees that they will strive toward organizational goals while simultaneously accomplishing their own goals, an employee's commitment to a firm is a potent

incentive.

**Table 3**

**Significance of the Relationship Between the Extent of****Quality of Work Life and Organizational Commitment of Teachers**

Quality of Work Life of Teachers Indicators	Dependent Variable	r-value	p- value	Decision on Ho
Working Conditions for Human Capacity Development		0.552	0.000	Rejected
Social Integration in the Work Organization		0.582	0.000	Rejected
Future Opportunity for Growth and Employment Security	<b>Organizational Commitment</b>	0.563	0.000	Rejected
Work and Space for Recreation		0.525	0.000	Rejected
Remuneration and Compensation		.510	0.000	Rejected
<b>Overall</b>		<b>0.546*</b>	<b>0.000</b>	<b>Rejected</b>

\*Significant at 0.05 significance level.

Presented in Table 3 are the data on the significance of the relationship between quality of work life and organizational commitment of teachers. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .546 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between quality of work life and organizational commitment of teachers. This shows that quality of work life is correlated with the organizational commitment of teachers.

Doing a pairwise correlation among the measures of both variables, it can be gleaned that working conditions for human capacity development, social integration in the work organization, future opportunity for growth and employment security, work and space for recreation, and remuneration and compensation revealed computed r-values of 0.552, 0.582, 0.563, 0.525 and 0.510 respectively with p-values which are less than 0.05 in the level of significance.

The result crucially suggests that there exists a statistically significant relationship between the quality of work life and the organizational commitment of teachers. The findings underscore the interconnectedness of these two variables, indicating that the quality of work life experienced by teachers has a substantial influence on their level of organizational commitment. These results hold significant implications for educational institutions and policy-makers. It implies that improvements in the quality of work life for teachers, encompassing factors such as working conditions, job satisfaction, and supportive work environments, can lead to a tangible increase in their professional commitment. Such a commitment is crucial for fostering a dedicated and motivated teaching workforce, ultimately benefiting the educational outcomes and experiences of students. These findings emphasize the importance of investing in and prioritizing the well-being and job satisfaction of teachers as a means to enhance their commitment and, by extension, the quality of education they provide.

The result is in consonance to the study conducted by Kaur (2016) revealing that a successful organization considers the quality of work life of employees as a strategy to provide a competitive advantage. Because the quality of work life has benefits to both organizations and employees. In general terms, the key purpose of an effective quality of work life is to improve working conditions, to influence positively and to increase the efficiency of employees and the organization and the quality of services and products. Bora (2017) mentioned that QWL is important in achieving organizational commitment, diminishing absenteeism and stress levels, employee welfare, participation and even improved performance.

Similarly, Yasin and Khalid (2015) emphasized that quality of work life influences organizational commitment, and quality of work life is a mediating variable that reduces the negative impact of organizational cynicism on organizational commitment and weakens the negative impact of wages on employee performance. It increases employee productivity and reduces workers' anti-production and harmful behaviors. In addition to these findings, it has been found that activities aimed at improving the quality of work life led to improvements in employee productivity and absenteeism rates increased

**Conclusions**

Based on the findings of this study, the following conclusions were offered:

The extent of quality of work life of the public elementary teachers implies that it is oftentimes evident in the school. In fact, all dimensions are oftentimes evident from the school heads, namely, working conditions for human capacity development, social integration in the work organization, future opportunity for growth and employment security, work and space for recreation, and remuneration and compensation

Meanwhile, the extent of organizational commitment of teacher is high. Apparently, all indicators are found to be high specifically on affective commitment, continuance commitment, and normative commitment.

Based on the findings, quality of work life and organizational commitment are related. All domains of quality of work life are linked to the organizational commitment of teachers.

Also, quality of work life of teachers significantly influences organizational commitment. In fact, all domains of quality of work life, namely, working conditions for human capacity development, social integration in the work organization, future opportunity for growth and employment security, work and space for recreation, and remuneration and compensation significantly influence organizational commitment by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the five domains of quality of work life, the organizational commitment will increase.

---

## Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may significantly contribute to the attainment of quality of work life and organizational commitment of teachers by prioritizing policies and initiatives that enhance the working conditions and job satisfaction of educators. They may allocate resources for professional development programs, create opportunities for career advancement, and establish mechanisms for regular feedback and recognition of teachers' efforts. Additionally, DepEd officials may ensure that teachers have access to adequate resources and a supportive work environment, reducing administrative burdens to allow educators to focus on their primary role teaching.

Moreover, school heads may significantly impact the quality of work life and organizational commitment of teachers by creating a positive and supportive school environment. They may actively engage in fostering a culture of collaboration, open communication, and mutual respect. Offering professional development opportunities, recognizing teachers' achievements, and involving them in decision-making processes may enhance their job satisfaction and commitment. School heads may also prioritize a manageable workload for teachers, reducing unnecessary administrative tasks and ensuring that they have access to necessary resources.

Furthermore, teachers may play a pivotal role in fostering the quality of work life and organizational commitment of their peers by actively participating in a supportive and collaborative school culture. They may engage in mentorship and peer support programs, where experienced teachers can assist newer educators in navigating the challenges of the profession. Teachers may also provide feedback and constructive suggestions to school leaders regarding workload, professional development needs, and the overall work environment. Actively participating in decision-making processes and contributing to a positive and inclusive school climate can enhance the overall quality of work life for all teachers.

Lastly, future researchers may significantly contribute to the attainment of quality of work life and organizational commitment of teachers by conducting comprehensive studies that delve into the specific factors and practices that impact teacher well-being and commitment. Their research may explore the effectiveness of various professional development programs, mentorship initiatives, and support systems, providing insights into what works best for different contexts.

---

## References

- Allen, M. (2017). *The SAGE encyclopedia of communication research methods* (Vols. 1-4). Thousand Oaks, CA: SAGE Publications, Inc doi: 10.4135/9781483381411
- Altun, M. (2017). [The effects of teacher commitment on student achievement: A case study in Iraq](#). *International Journal of Academic Research in Business and Social Sciences*, vol. 7(11), pages 417-426.
- Batugal, M. (2019). Organizational culture, commitment, and job satisfaction of faculty in private-sectarian higher education institutions (HEIs). *World Journal of Education Volume 9, No. 2, 2019*.
- Batvandi, Z. & Ghazavi, M. (2016). The study of working life with organizational commitment and job satisfaction among the employees using correlation analysis. *European Online Journal of Natural and Social Sciences Volume 6, No, 1, pp. 100-110*.
- Baza jazayeri, A., & Pardakhtchi, M.(2007). Creating model of assessing quality of life of staffs in organization. *J. Management science*, 2(5), 123-151.
- Boontantrapiwat, T., & Kitcharoen, P. (2022). The Effect of Organizational and Individual-Related Variables on Organizational Commitment of Teachers: A Meta-analysis. *Asia-Pacific Social Science Review*, 22(4), 76-91.
- Bora, B. (2017). Quality of work life components: a literature review in the academic sector. *International Journal of Creative Research Thoughts (IJCRT)*, 5(4), 1470-1476.

- Catapan, A., Bonfim, B., Panucci-Filho, L., da Veiga, C. & Catapan, E. (2014). Quality of work life of teachers: Proposal of dimensions from the refinement and validation of a scale. *Sylwan* 158:264-281
- Dechawatanapaisal, D. (2017). The mediating role of organizational embeddedness on the relationship between quality of work life and turnover. *International Journal of Manpower*, 38(5), 696-711. <https://doi.org/10.1108/IJM-12-2015-0205>
- Duangtha, P. (2015). Private school teachers' competencies in Phitsanulok primary educational service area office 1. *Veridian E-Journal, Silpakorn University*, 8(3), 905–918. Retrieved from <https://he02.tci-thaijo.org/index.php/Veridian-E-Journal/article/view/47945>
- Fakhri, M., Pradana, M., Syarifuddin, S., Hafid, H., & Mustika, N. P. (2019). Analyzing work satisfaction of employees at production department: Case study of Indonesian state military equipment manufacturer. *International Journal of Advanced Science and Technology*, 28(8s), 163-175.
- Farh, J.-I., Podsakoff, P. M., & Organ, D. W. (1990). Accounting for Organizational Citizenship Behavior: Leader fairness and task scope versus satisfaction. *Journal of Management*, 16(4), 705–721. <https://doi.org/10.1177/014920639001600404>
- Hafiz, A.Z. (2017). Relationship between organizational commitment and employee's performance evidence from banking sector of Lahore. *Arabian J Bus Manag Review* 7: 304. doi: 10.4172/2223-5833.1000304
- Hamid, S., Nordin, N., Adnan, A. & Sirun, N. (2013). A study on primary school teachers' organizational commitment and psychological empowerment in the district of Klang. *Procedia - Social and Behavioral Sciences* 90 ( 2013 ) 782 – 787
- Hermawati, A., & Mas, N. (2017). Mediation effect of quality of work life, job involvement, and organizational citizenship behavior in relationship between transglobal leadership to employee performance. *International Journal of Law and Management*, 59(6), 1143-1158. <https://doi.org/10.1108/IJLMA-08-2016-0070>
- Huang, T.-C., Lawler, J., & Lei, C.-Y. (2007). The effects of quality of work life on commitment and turnover intention. *Social Behavior and Personality: An international journal*, 35(6), 735-750.
- Jabeen, F., Friesen, H. L., & Ghoudi, K. (2018). Quality of work life of Emirati women and its influence on job satisfaction and turnover intention. *Journal of Organizational Change Management*, 31(2), 352-370. <https://doi.org/10.1108/JOCM-01-2017-0016>
- Kara, D., Kim, H., Lee, G., & Uysal, M. (2018). The moderating effects of gender and income between leadership and quality of work life (QWL). *International Journal of Contemporary Hospitality Management*, 30(3), 1419-1435. <https://doi.org/10.1108/IJCHM-09-2016-0514>
- Kaur, M. (2016). Application of mixed method approach in public health research. *Indian J Community Med*. 2016 Apr-Jun;41(2):93-7. doi: 10.4103/0970-0218.173495. PMID: 27051082; PMCID: PMC4799647.
- Koonmee K, Singhapakdi A, Virakul B, Lee D-J (2010) Ethics institutionalization, quality of work life, and employee job-related outcomes: A survey of human resource managers in Thailand. *Journal of Business Research* 63: 20–26
- Kumar, P., Mehra, A., Inder, D. & Sharma, N. (2016). *Organizational commitment and intrinsic motivation of regular and contractual primary health care providers*. <http://www.jfmpc.com/text.asp?2016/5/1/94/184631>
- Kutsyuruba, B., Burgess, D., Walker, K., & Donlevy, J. K. (2013). *A guide to Ontario school law*. Kingston, ON: Turning Point Global.
- Lau, R. S. M., & May, B. E. (1998). A win-win paradigm for quality of work life and business performance. *Human Resource Development Quarterly*, 9(3), 211–226. <https://doi.org/10.1002/hrdq.3920090302>
- Lizote, S., Verdinelli, M., & Nascimento, S. (2017). Organizational commitment and job satisfaction: a study with municipal civil servants. *Rev. Adm. Pública* 51 (6).
- Ma, Y., Ma, Q., Yu, H., & Hao, J. (2011). Quality of work life and employee outcomes: A survey of employees in hotel business. *Advanced Materials Research*, 171-172, 433-436.
- Maslow, A. H. (1954). *Motivation and personality*. Harpers.
- Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin*, 108(2), 171–194. <https://doi.org/10.1037/0033-2909.108.2.171>
- Memon, M. A., Ting, H., Cheah, J. H., Thurasamy, R., Chuah, F., & Cham, T. H. (2020). Sample size for survey research: review and recommendations. *Journal of Applied Structural Equation Modeling*, 4(2), 1-20
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61(1), 20–52. <https://doi.org/10.1006/jvbe.2001.1842>
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1, 61-89

- Ng, T. W. H., & Feldman, D. C. (2008). The relationship of age to ten dimensions of job performance. *Journal of Applied Psychology*, 93(2), 392–423. <https://doi.org/10.1037/0021-9010.93.2.392>
- Normala, D. (2010). Investigating the relationship between quality of work life and organizational commitment amongst employees in Malaysia. *International Journal of Business & Management*, 5 (10), 75-82.
- Paais, M., Pattiruhu, J. R., Sopia, S., Kurniawan, D. T., Nora, E., & Narmaditya, B. S. (2020). Effect of Motivation, Leadership, and Organizational Culture on Satisfaction and Employee Performance. *Journal of Asian Finance, Economics and Business*, 7(8), 577-588. <https://doi.org/10.13106/jafeb.2020.vol7.no8.577>
- Parameswari, J., & Kadhiravan, S. (2011). Quality of work life and selfregulated behavior among government and private school teachers. *International Journal of Management Prudence*, 3(1), 46- 51.
- Rethinam, G.S. & Ismail, M. (2007). Constructs of quality of work life: A perspective of information and technology professionals. *European Journal of Social Sciences* 2007; 7(1):58-70.
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698–714. <https://doi.org/10.1037/0021-9010.87.4.698>
- Sajid, H. (2014). A comparison of organizational commitment and job burnout among teachers in private and public institution with moderating effect of job satisfaction. *IOSR Journal of Business and Management*, 16(6), 29-33. <https://doi.org/10.9790/487X-16642933>
- Salampour, A. (2008). *The relationship between quality of work life and organizational commitment of personnel of the Department of Physical Education*. Isfahan
- Scales, A. (2018). *The effects of organizational commitment and harmonious passion on voluntary turnover among social workers: A mixed methods study*. <https://aquila.usm.edu/cgi/viewcontent.cgi?article=2583&context=dissertations>
- Selamat, N., Samsu, N., & Kamalu, N. (2013). The impact of organizational climate on teachers' job performance. *Educational Research Volume 2, No. 1*.
- Winarno, A., & Hermana, D. (2019). Commitment, work engagement, and research performance of lecturers in Indonesia private universities. *Malaysian Online Journal of Educational Management*, 7(4), 45-63. <https://doi.org/10.22452/mojem.vol7no4.3>
- White, M. J., & Bruning, R. (2005). Implicit writing beliefs and their relation to writing quality. *Contemporary Educational Psychology*, 30(2), 166–189. <https://doi.org/10.1016/j.cedpsych.2004.07.002>
- Yasin, T., & Khalid, S. (2015). Organizational cynicism, work related quality of life and organizational commitment in employees. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 9(2), 568- 582
- Zin, R. M. (2004). Perception of professional engineers toward quality of work life and organizational commitment Gadjah Mada *International Journal of Business*, 6(3), 323-334. <https://doi.org/10.22146/gamaijb.5553>