

# Teachers' Perception of their Quality of Work Life and its Effect on Affective Commitment (A Study of Governmental Schools in Lalibela Town)

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## Abstract

Teachers prove to be the biggest asset not only for their colleges but also for the country. Besides their responsibility for transferring knowledge, they now have to be able to perform a variety of tasks, such as working in teams, assisting in integrating pupils with special educational needs and contributing to school management. The purpose of this study is to examine teachers' perception of their quality of work life and its effect on affective commitment. This study makes use of Walton's model to measure 'Quality of Working Life' and Allen and Meyer's questionnaire for gathering data about 'Affective Commitment'. A survey was conducted with 104 teachers from governmental schools in Lalibela town and found dissatisfaction among teachers, with the exception of safe and healthy working conditions, social integration at work and work and personal life balance. Moreover, affective commitment attributes scores below average and the results of binary logistic regression have shown that adequate and fair compensation is the most significant predictor of affective commitment.

**Keywords:** Teachers' Perception, Quality of Work Life, Affective Commitment.

## 1. INTRODUCTION

Work is an integral part of everyday life. According to Bagtasos (2011), on an average people spend around twelve hours per day in the work place which forms one third of their entire life. Hence, work should yield satisfaction, give peace of mind, fulfillment of having done a task and having spent time fruitfully, constrictively and purposefully (Spector, 1997). The benefits of quality of work life have been supported by a number of previous studies. According to Zhao et al (2013), companies offering better quality of work life and supportive work environments would likely gain leverage in hiring and retaining valuable people and companies with high quality of work life enjoy exceptional growth and profitability. Besides, ensuring work life quality can also be termed as an image building activity which eventually helps an organization in a verity of ways ranging from attracting and retaining employees to business expansion (Zarei et al, 2016). Most importantly, (Afşar, 2014) pointed out that quality of work-life influences organizational commitment which gives employees internal satisfaction of pulling their optimum strength into work.

As of Bratton et al (2012), in today's context it becomes important to recognize the factors that constitute and influence the quality of work life in an organization and employees' perception about it. However, Randhawa (2007), Sims (2002) and Storey (2007) believes that entrepreneurs, industrialists, social scientists, corporate managers and even management theorists were more concerned with the management of material and financial resources, in the days gone by, and expressed little or no concern for human factor involved in the production of goods and services in the economy. Human resources, though the most important asset of an organization, did not receive the attention it deserved (Kleynhans et al, 2006). Of late, the concern for employees and hence the quality of their work-life has preoccupied social scientists all over the world. QWL is a major issue for employees and how organizations deal with this issue is both of academic and practical significance (Cameron, 1984). For school operation, teachers are one of the most important human resources and according to Nwaka et al (2010), the success of any educational system depends largely upon their teacher's work.

Driven by changes of policy and emphasis, the tasks that teachers are expected to undertake have changed significantly in recent years, with their work increasingly being perceived as pressured (Johnson et al, 2012). The public holds teachers more accountable for student learning as demonstrated by everyone's expectations for stronger student performances on standardized tests and higher graduation rates. In addition, teachers are expected to contribute to the society not only by producing human resources through proficient training but also guide the society offering information generated from in-depth research. Undoubtedly qualities of work life will have an important impact over the anticipated contribution of teachers and their commitment. Thus, without understanding teacher's perception of quality of work life, we cannot dream for the advancement of the society as a whole. However, there are no specific studies to date that have been conducted to understand teacher's perception of quality of work life in Lalibela town governmental schools. Thus, in light of the lack of research, the current research is intended to meet the following objectives.

- ☞ To examine teachers' perception of their quality of work life at governmental schools.
- ☞ To determine the extent of organizational climate of governmental schools in enhancing quality of

work life of its teachers.

- ☞ To examine the effect of the different variables of QWL on teachers' affective commitment.
- ☞ To find out any extra factors of QWL that teachers consider will make their QWL more satisfying.

## **2. LITERATURE REVIEW**

### **2.1. QWL– Meaning**

The term quality of work life has different meanings to different people. Nadler et al (1983), defines QWL as a way of thinking about people, work and organizations. Lau et al (2001) equated QWL to favorable working environment that supports and promotes satisfaction by providing employees with rewards, job security and career-growth opportunities. Rose et al., (2006), opines that QWL is a philosophy or set of principles which holds that people are trust worthy, responsible and capable of making a valuable contribution to the organization. Treating people with respect is the cornerstone of this philosophy. According to Macy et al (1976), quality of work life is a generic phase that covers a person's feeling about every dimension of work including economic rewards and benefits, safe and healthy working conditions, organizational and interpersonal relationship and its intrinsic meaning in a person's life. According to Walton (1980), quality of work life is the work culture that serves as the corner stone. It can be concluded from the above discussions about QWL definition, that QWL is a multi-dimensional construct that inculcates variety of interrelated factors.

### **2.2. Measuring QWL**

QWL is a holistic approach that includes an individual's job related wellbeing and the extent to which he is satisfied with the rewards, fulfillment at job and enjoys the absence of stress and other negative personal consequences. A relatively comprehensive approach to QWL is provided by Walton (1973). Walton proposes an ideal quality of work life programme which includes practices in eight major areas: adequate and fair compensation, safe and healthy work conditions, opportunity to use and develop human capacities, opportunity for career growth and security, social integration at work, constitutionalism in the work organization, constitutionalism in the work organization, work and personal life and social relevance of work.

### **2.3. Affective Commitment**

Allen et al (1990) use the tri-dimensional model to conceptualize organizational commitment in three dimensions namely, affective, continuance and normative commitments. Affective commitment is the affective affiliation on the organization. This kind of commitment affiliation of employees concerning the work group has close relationship with persistence in the organization (Allen et al, 1990). This means that employees stay in an organization for their positive attitudes toward its goals and values. Those employees who are committed to the organization's values with a higher affective affiliation and feel responsible for the achievement of its goals consequently would show higher productivity and lower job turnover. Affective commitment is regarded as the most optimal commitment component (Parvar et al, 2013; Murphy, 2009).

### **2.4. Linking QWL and Affective Commitment**

A study by Lew (2009) suggests that the academic will give greater commitment to the educational establishment they are working for if they receive a good support by the department in achieving their goals. Taking care of the academic's well-being would develop an affective commitment among the staff to the faculty (Daud et al, 2007). Recognition from the school in appreciating the academic contributions will encourage a high impact research production and the delivery of extensive teaching quality. Interestingly, it is good to retain those who have high affective commitment than those who have high continuance commitment.

Wasti (2005) have also agreed that having affective commitment would reduce the chance of the academic leaving. According to Murphy (2009) having a high need to commit in the organization would only means that the staff will only work just to ensure that they are still working in the organization. Whereas, staffs that have high desire to commit will give maximum contributions to the organization.

### **2.5. QWL in the Education Sector**

According to Nwaka et al (2010), the success, strength and quality of any educational system depend largely upon their teacher's work. A competent and effective educational system plays a very vital role in the growth & development of the nation by imparting knowledge to the society in a systematic manner and providing human resource to various organizations. The primary duty of teachers is teaching. Dissatisfaction with any aspect of the work life shifts their focus from teaching (Abebe, 2017). As well as the work life of teachers not only influences their own work life but it also affects a student's career. A teacher's role just doesn't end at teaching but he/she helps an individual to grow, develop and become a responsible citizen contributing to the growth and development of the nation. Thus, for Nwaka et al (2010), teachers prove to be the biggest asset not only for their colleges but also for the country.

### 3. MATERIALS AND METHODS

#### 3.1. Research Design

The study was descriptive in nature where the objective is to look at the phenomenon of QWL as it exists. A survey method in the form of cross sectional study was chosen in which data were collected once across a population.

#### 3.2. Sampling

Teachers working in governmental schools of Lalibela town were a target population of this study. According to Lalibela town's education administration office, there are a total of 289 teachers working in five different governmental schools. Based on this total population size, the following formula suggested by Yamane (1967) is used to determine the sample size and the sample size turns out to be 104.

$$n = \frac{N}{1 + Ne^2}, \text{ where } e = 0.1$$

$$n = \frac{289}{1 + 289 (0.1)^2} = 104$$

The 104 sample teachers were proportionally drawn from each school as indicated in the following table.

**Table 1. Sampling Plan**

Ser. No.	Schools Name	Population Size (N)	Sample Size (n) $n = \frac{N1}{N}$
1.	St. Lalibela Higher Education Preparatory Secondary School	49	17
2.	St. Lalibela General Secondary School	92	34
3.	St. Lalibela Primary School	55	20
4.	Getergie Primary School	44	16
5.	Meskel Kibra Primary School	49	17
<b>Total</b>		<b>289</b>	<b>104</b>

*Source: Lalibela Town Education Administration Office, (2017).*

#### 3.3. Instrument of Data Collection

A structured questionnaire was used to gather primary data. Secondary data were collected from research studies, books, various published journals, magazines websites and online articles.

#### 3.4. Measures

This study makes use of the eight point criteria developed by Walton (1973) to measure the 'Quality of Working Life' and Allen-Meyer's (1990) revised questionnaire for gathering data about 'Affective Commitment' based on Likert five-point scale. The tool was piloted to 22 teachers and the reliability of the questionnaire for the components of QWL and AC was determined by using Alpha Cronbach coefficient. The face and content validity of questionnaires were determined by the opinions of experts. After all, amendments of the tool were made before the actual data collection started.

#### 3.5. Method of Data Analysis

Data entry and analysis were performed by using IBM SPSS Statistics version 20. Data obtained for the first part on demographic information and teachers' perceptions of quality of work life were analyzed using descriptive statistical analysis. Binary logistic regression have been used to examine the effect of the different variables of QWL on teachers' affective commitment, with the dependent variable being dichotomous variable of whether teachers are committed (1) or not (0).

### 4. RESULTS AND DISCUSSION

Out of the proposed 104 samples, 103 teachers were involved. Due to one questionnaires incompleteness, 102 questionnaires were found to be usable and form the basis of the data reported herein. This represents a response rate of 98%, which is quite reasonable for this type of study.

#### 4.1. General Profile of Respondents

The majority of respondents in this study were male as much as 52.94%. The majority of the respondents fall under the age group of 31-35 years i.e. 56 respondents (54.90%), followed by 29 respondents (28.43%) from the age group of 26-30. Respondent's characteristics by qualification shows that majority of respondents (65.69%) in this study were diploma holders. Teaching experience of respondents indicated that majority of respondents which is 50% have 6 to 10 years of teaching experience.

**Table 2. Characteristics of Sample Respondents**

Ser. No.	Variable	Categories	Frequency	Percentage
1.	Gender	Male	54	52.94
		Female	48	47.06
2.	Age	Below 25 years	4	3.92
		26-30 years	29	28.43
		31-35 years	56	54.90
		Above 35 years	13	12.75
3.	Qualification	Diploma	67	65.69
		Bachelor's degree	32	31.37
		Masters degree	3	2.94
		Others	0	0
4.	Teaching experience	Below 5 years	33	32.35
		6-10 years	51	50.00
		11-15 years	13	12.75
		Above 15 years	5	4.90

Source: Own survey, 2017.

#### 4.2. Reliability Analysis

Nunnally (1978) is often associated with the assertion that instruments used in research should have reliability of .70 or better. Accordingly, the result of Cronbach's alpha for this study indicates that no values of coefficient  $\alpha$  were less than .70, for all QWL dimensions and affective commitment, thus indicating an acceptable level of reliability or internal consistency.

**Table 3. Reliability Statistics**

Variables	Dimensions	No of items	Alpha reliability
Quality of Work Life	1. Adequate and fair compensation	5	.73
	2. Safe and Healthy Working Conditions	3	.79
	3. Opportunity to Use and Develop Human Capacities	4	.71
	4. Opportunity for Career Growth and Security	2	.88
	5. Social Integration at Work	5	.71
	6. Constitutionalism in the Work Organization	2	.82
	7. Work and Personal Life	4	.75
	8. Social Relevance of Work	3	.84
Organizational Commitment	1. Affective Commitment	6	.91

Source: Own survey, 2017.

#### 4.3. Perception of QWL

Means and standard deviations (SD) of teacher's perception for each quality of work life eight dimensions are summarized in the following table. As the table shows, the total quality of work life is being perceived by teachers as below average with mean score of (2.711). In addition, the analysis of the mean scores of the eight dimensions reflected dissatisfaction among teachers, with the exception of safe and healthy working conditions, social integration at work and work and personal life balance, as all other mean scores were below 3.00. The lowest mean score of (1.923) corresponds to adequate and fair compensation while highest of (3.442) represented their perception for the social integration at work.

**Table 4. Teachers' Perception of QWL**

Ser. No.	QWL Variables	Mean	Std.Dev
1.	Adequate and Fair Compensation	1.923	.038
2.	Safe and Healthy Working Conditions	3.386	.041
3.	Opportunity to Use and Develop Human Capacities	2.142	.045
4.	Opportunity for Career Growth and Security	2.386	.032
5.	Social Integration at Work	3.442	.044
6.	Constitutionalism in the Work Organization	2.386	.035
7.	Work and Personal Life	3.142	.042
8.	Social Relevance of Work	2.886	.041
Overall QWL		2.711	.333

Source: Own survey, 2017.

#### 4.4. Effect of QWL on Affective Commitment

In order to find out the effect of the different variables of QWL on teachers' affective commitment, binary logistic

regression has been employed. All eight variables are considered as independent variable and affective commitment as dependent variable.

#### 4.4.1. Goodness-of-Fit Statistics

In this study, the two widely used goodness-of-fit tests for binary logistic regression model were used. The two tests are the Omnibus Tests of Model Coefficients and the Hosmer & Lemeshow (1980) test.

**Table 5. Omnibus Tests of Model Coefficients**

		Chi-square	Df	Sig.
Step 1	Step	35.577	8	.000
	Block	35.577	8	.000
	Model	35.577	8	.000

Source: Own survey, 2017.

The coefficient here gives us a measure of how well the model fits. According to Brown (1980), one must look mostly at the Model coefficient. Accordingly, Omnibus Tests of Model Coefficients gives us a Chi-Square of 35.577  $p < .000$  which is significant at 0.05. So, the model is still highly significant, showing that information about the independent variables allows us to make better prediction of the dependent variable.

**Table 6. Hosmer and Lemeshow Test**

Step	Chi-square	df	Sig.
1	8.102	8	.424

Source: Own survey, 2017.

The Hosmer & Lemeshow (1980) test option provides a Chi-square test of whether or not the model is an adequate fit to the data. The null hypothesis is that the model is a good enough fit to the data and we will only reject this null hypothesis (i.e. decide it is a poor fit) if there are sufficiently strong grounds to do so (conventionally if  $p < .05$ ). Thus, the Hosmer & Lemeshow test of the goodness of fit suggests the model is a good fit to the data as  $p = .424 (> .05)$ .

**Table 7. Effect of QWL on Affective Commitment**

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 <sup>a</sup>	Adequate and Fair Compensation(1)	2.289	.614	13.892	1	.000	9.860	2.960	32.850
	Safe and Healthy Working Condition(1)	.679	.080	72.405	1	.006	1.972	1.686	2.305
	Opportunity to Use and Develop Human Capacities(1)	.761	.771	.976	1	.000	2.141	.473	9.700
	Opportunity for Career Growth and security(1)	1.717	.751	5.229	1	.000	5.569	1.278	24.261
	Social Integration at Work(1)	.503	.473	1.130	1	.288	1.653	.654	4.176
	Constitutionalism in the Work Organization(1)	.318	.099	10.213	1	.001	1.374	1.131	1.669
	Work and Personal Life(1)	.081	.902	4.586	1	.001	1.084	1.007	1.168
	Social Relevance of Work(1)	.070	.451	.024	1	.876	1.073	.443	2.598
	Constant	-.568	.652	.759	1	.384	.567		

a. Variable(s) entered on step 1: Adequate and Fair Compensation, Safe and Healthy Working Condition, Opportunity to Use and Develop Human Capacities, Opportunity for Career Growth and security, Social Integration at Work, Constitutionalism in the Work Organization, Work and Personal Life, Social Relevance of Work.

Source: Own survey, 2017.

From table 7, it can be seen that of the eight independent variables available to the regression solution, only two variables i.e. Work and personal life and social relevance of work bear a statistically insignificant ( $p > 0.05$ , .288 and .876 respectively) effect to the prediction of teachers' affective commitment. The rest six QWL variables i.e. adequate and fair compensation, safe and healthy working condition, opportunity to use and develop human capacities, opportunity for career growth and security, social integration at work and constitutionalism in the work organization add significantly ( $p < 0.05$ ) to the explanation of teachers' affective organizational commitment.

The Exp (B) column presents odds ratio and indicates that adequate and fair compensation is 9.860 times

more likely to make teachers committed than being not committed. Moreover, this variable has higher confidence interval i.e. Between 2.960 - 32.850 compared to other variables. This indicates that the variable has more explanatory power than other QWL variables in the study.

Safe and healthy working condition, opportunity to use and develop human capacities, opportunity for career growth and security, social integration at work, constitutionalism in the work organization, work and personal life, social relevance of work are 1.972, 2.141, 5.569, 1.653, 1.374, 1.084 and 1.073 times more likely to make teachers committed than being not committed respectively.

## 5. DISCUSSION OF FINDINGS AND CONCLUSIONS

As the results of binary logistic regression have shown, adequate and fair compensation appears to be the most significant predictor of affective commitment. There are findings in the literature pointing out that a high level of compensation can bring a high level of organizational commitment (Steers, 1977; Yücel, 2009). Regardless of the type of organization, be it a non-profit private organization or a state institution, all tasks are performed in return for a certain amount of fee. Therefore, it has been stated that there is linear relationship between employees' salary and their affective commitment. Yücel's (2009) study on academicians' organizational commitment has resulted in that there is a linear relationship between academicians' compensation and their affective commitment, and even that the most important factor decreasing the level of affective commitment for academicians is low level of compensation. It also supports early work by Ogilvie (1986) showing a high correlation between pay level and affective commitment.

Another QWL variable examined in terms of its effect on affective commitment is working conditions and there exists a significant effect. Consistent with this result, Akroyd et al (2009) found that the work environment conditions, such as cleanliness, hazard and pollution free atmosphere had a significant and positive effect on the affective commitment.

Similar to findings arising from the research work of McNeese-Smith (1995) and Bashir et al (2010), in this study opportunity to use and develop human capacities and opportunity for career growth and security produced a statistically insignificant effect on affective commitment. Affective commitment was discovered to be related to work factors, such as opportunities for learning and job security (McNeese-Smith, 2001).

Intuitively, it is likely that the social relational factors at work will affect employee commitment. Akroyd et al (2009) found that relational factors or the degree of social integration at work place, such as organizational support, management-employee relationship and the leadership behavior of supervisors, each had a significant and positive effect on the affective commitment. Contrary to expectations and the findings of Akroyd et al (2009) this study failed to find a significant bond between degree of social integration at work place and affective commitment.

QWL variables constitutionalism in the work organization and work life balance were also found to have a significant effect on affective commitment. This is similar with findings of Yücel (2009). According to the results; constitutionalism has positive influence on affective commitment of employees. Some rights like labor rights could make personnel feeling more secure related to their privacy and this would be reason to concentrate on their work. The study conducted by Meyer & Allen's (1991) supported positive relationship of work-life policies and affective commitment and Buchanan (1999) study examines the relationship between work-life balance and three components of organizational commitment and found a positive correlation between affective commitment and perceived work-life balance.

### 5.1. Limitation and Future Research Directions

A number of limitations are inherent in this study that has to be recognized. First, there might be differences in the level of affective commitment of teachers on the basis of gender, teaching experience and organizational position. Second, also organizational commitment has three basic components namely affective, normative and continuance, this study deals with the affective one only. Third, the measurement of teachers' perceptions of QWL were limited to eight dimension developed by Walton (1973) and 28 items. Even though these dimensions and items were included in other studies as well, there could be other relevant QWL attributes that are likely to influence teachers' perceptions of QWL and their affective commitment. Fourth, this study relied on cross-sectional method in examining the topic of interest. For all this matters, the conclusions have to be considered with caution. It is recommended for future studies to include all organizational commitment components and see the effect of demographic variables on the same, try identifying and include relevant QWL attributes that were not examined in this study and employ longitudinal methods to figure out consistency of results.

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