

## QUALITY OF WORK LIFE AND ORGANIZATIONAL COMMITMENT: EMPIRICAL INVESTIGATION AMONG ACADEMIC IN PUBLIC INSTITUTION OF HIGHER LEARNING

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**Abstract:** *The purpose of this study is to investigate the level of quality of work life (QWL) of academic in public institution of higher learning (IHL) in Malaysia and to investigate the relationship between the QWL and Organizational Commitment (OC) amongst the academic members. The first objective of this study is to identify the significant dimensions of QWL of academic and the second objective is to determine the relationship between the QWL and OC among these academic in public IHL. This study adopted survey technique through online distribution and 250 respondents were selected. The results indicate that job characteristics, supervision and role conflict represent the quality of work life dimensions of the academic. There is a strong relationship between job characteristics and affective commitment while supervision and role conflict have a moderate relationship with affective commitment. Job characteristics and role conflict have a moderate relationship with continuance and normative commitment. Role overload on the other hand has little and no significant relationship with all the three dimensions of OC. Discussions and recommendation are provided in this study.*

**Keywords:** *Organizational Commitment; Public institution of higher learning; Quality Work Life*

### INTRODUCTION

Teaching or lecturing is no longer a “simple career”. Many used to think that having a career as an educator provides a work and family balance lifestyle and is

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the most suitable job for women especially those who are married and have family. Today, with the upgrading status of colleges and universities, the job is becoming more and more demanding. Academic are expected to not only give lectures, they holds supervisory role in students research, attend conferences, publish research works and other additional responsibilities in the institutions.

It has been reported by Chin (2014) in *The Star* dated 18 May 2014 that 38 medical lecturers from Universiti Sains Malaysia Kubang Kerian Campus tendered their resignation within six months. According to the report, those who left are experience specialists that have been in service for 20 years with the Ministry of Education. It is also mentioned that one of the reasons for them to leave is due to overworked. However, losing experienced academic at the IHL will eventually affect the education quality of future generations. It is also agreed by Abu Shah (2006) as mentioned by Zakaria, Ahmad, and Norzaidi (2009), that quality of education plays an important role to ensure that the IHL provide a better human resource for the future. He also defined that quality in education means excellent teaching and transferring of knowledge to the students.

Stress at work is not only caused the academic having to leave but it also affects the physical and mental health (Wilkins and Beaudet, 1998). Hence, understanding the quality of work life (QWL) and its relation with organization commitment (OC) gives advantage to the IHL and the Ministry of Education on curbing the problem and contributed in the academic system transformation. In addition, by applying this understanding, it would increase the level of commitment among academic and motivates these academic to produce many high impact research papers and the IHL will continue to produce excellent graduates at the same time.

Most studies confirm that there is a positive relationship between QWL and OC (Daud, 2010), (Bashir & Ramay, 2008), (Hyde, Gill, Agrawal, Gupta & Sethi, 2012). A study done by Daud (2010) in local public university, adopted the QWL dimensions in a firm environment namely; participation, growth and development, supervision, physical environment, pay and benefits, and workplace integration. The study confirms that participation and growth effects the affective and normative commitment, supervision has effects on normative commitment, while physical environment and pay and benefit effects the continuance commitment.

The strength of the relationship depends on the QWL dimensions that are being used in the study. Therefore, the QWL dimensions in this study are based on past research from (Winter, 2000), (Saez, 2009) and (Hyde, 2012) that uses QWL dimensions in university scenario to ensure the accuracy of the findings.

Several studies show that majority of the workers are unhappy to work on extended hours and are unable to cope with heavy workloads while simultaneously meeting production targets and deadlines (Townley, 2000). Inevitably, IHL is also

giving its commitment in meeting the Ministry of Higher Education (MOHE) high expectations on the IHL performance and towards its contribution in the education industry. Hence, there are few initiatives and transformation that are being done including the enrolment cycle, the opening of public funding initiative (PFI) campus, research and publication targets and many more. This has resulted in greater work demand to the IHL academic. Thus, the aim of this study is to identify the QWL of academic in the public IHL within the Business and Management cluster and the level of relationship between the QWL and OC.

## **LITERATURE REVIEW**

Various studies have been conducted by previous researchers on OC (dependent variable) and the dimensions of QWL namely role stress, job characteristics and supervision (independent variables).

### **A. Organizational Commitment (OC)**

Organizational Commitment (OC) refers to individual's power of attachment or involvement in an organization (Mowday, Porter, and Steers, 1982) as mentioned by Rao and Gebremichael (2013). In other study, OC means fully accepting the obligations in meeting the organization objectives (Weiner, 1982) as cited by Rao and Gebremichael (2013), and it consists of three components: (a) A desire (affective commitment), (b) A need (continuance commitment), and (c) An obligation (normative commitment) to maintain employment in an organization." Meyer and Allen (1991) explained the three dimensions of OC as follows:

- (a) A desire (Affective Commitment); where the staff wanted to be part of the members in the faculty or university. In other words, wanted to be accepted in the organization or group and to have the sense of belonging to the faculty.
- (b) A need (Continuance Commitment); where the staff feels that they have been in the university for years and had invested many efforts and therefore, they feel that it is a waste for leaving the organization or starting new at other places.
- (c) An obligation (Normative Commitment); where the staff have the strong desire to be in the organization due to the high sense of responsibility and willingly to be attached to the department.

A study by Lew (2009) suggests that the academic will give greater commitment to the university if they receive a good support by the department in achieving their goals. Taking care of the academic's well-being would develop a normative commitment among the staff to the faculty (Normal, MdNor, & Ishak, 2015).

Recognition from the university in appreciating the academic contributions will encourage a high impact research production and the delivery of extensive teaching quality in aiming the world class university status.

Interestingly, it is good to retain those who have high affective commitment than those who have high continuance commitment. Wasti (2005) as mentioned by Sáez et. al., (2009), Boas and Morin (2013) and Lew (2009) have also agreed that having affective commitment would reduce the chance of the academic leaving. 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.

### **B. Quality Work Life (QWL)**

Quality of Work Life refers to the favourableness or unfavourableness of a job environment for people. QWL means the sum total of values, both material and nonmaterial, attained by a worker throughout his career life. This includes aspects of work-related life such as wages and hours, work environment, benefits and services, career prospects and human relations, which is possibly relevant to worker satisfaction and motivation. (Bindu and Yashika, 2013). A study made by Arif and Ilyas (2013) quoted a previous study made by Edwards, et. al., (2009) found that QWL is a subjective construct of organizational, human, social aspect and in-dissociable relationship between quality of life and quality of work life. QWL is what will differentiate good companies from poor companies. The concept allows the company to value employees more than just internal customers, and appreciate the concept of “employee first and the customer second” (Collins and Smith, 2006) as cited by Arif & Ilyas (2013).

Parvar, et al. (2013) stated that the term Quality of Work Life was initially introduced in the late 1960’s as a way of focusing on the influences of employment on worker health and general well-being, and a way to increase the quality of a person’s on the job experience (Bowditch and Buono, 2005) as cited by Parvar, et al. (2013)

A study made by Sajjad and Abbasi (2013) defines QWL as an employee’s reaction to their job, especially its personal consequences in satisfying the needs and mental health. Sajjad and Abbasi also stated a finding from a previous research made by Feldman (1993) that defines QWL as the quality of relationship between the staff and with the total working environment. He reminds that in the programs and the activities that is conducted to enhance the quality of work life, along with technical and economic aspects which are more concern to the organizations, human affairs should also be considered. Quality of work life also

emphasizes on organization's ability in fulfilling individuals' important needs through experiences.

Therefore, QWL is the satisfaction level of an employee towards their job which supported by basic needs and moral support by the organization. This reflects the outcome and productivity of an employee towards their organization. This QWL consist of a few factors that include a safe and healthy environment, social, security and fair compensation. QWL is highly related with the commitment of an employee. Thus, QWL is important to make an organization to develop and grow more.

A study by Parvar, et al. (2013) refers from a previous study made by Walton (1974) explains that QWL is backed by eight conditions of employment. These eight conditions can be used to measure QWL. The conditions include adequate and fair compensation, safe and healthy environment, growth and security, development of human capabilities, the total life space, constitutionalism, social integration, and social relevance. These eight factors will contribute a good QWL and reflects on the organizational commitment (OC) of an employee. As the result in the study, it shows that QWL significantly influences OC. If QWL increases, commitment of OICO Company personnel will raise. Using methods of increasing QWL will increase employee's commitment, and doing their job more effective. Same results showed on a study made by Daud (2010) in Malaysia, where the QWL has a positive relationship on OC.

QWL provide the opportunity for an organization to endure growth and development. Carrying out training sessions for employees will enhance the job satisfaction. Other than that, the job satisfaction will improve when work environment is conducive and congenial. A significant relation between job satisfaction, personal growth, and team effectiveness can be seen even in the academic. However, a high QWL is required in order to ensure the growth and the development of both the employees and the organization. A study in India among academicians was made, and the result shows that the QWL level is low (Bindu and Yashika, 2013). Hence, a huge change is needed in order to improvise the level of QWL among academic in the IHL.

### **C. Role Stress**

Role stress characteristics as mentioned by Winter (2000), is a condition of academic's role expectations and demands at work which consists; role ambiguity, role conflict, and role overload. Many researchers (Dua, 1994; Gillespie et al., 2001; Taris et al., 2001) as mentioned by Idris (2011) agree that academic is facing all the three role stress characteristics. Role stress leads to psychological strains among lecturers and it affects the quality of teaching, research and publications among Malaysian academic (Idris, 2011).

Role stress theory states that, organization creates role demand and expectations which in the end transfer it as role pressure to individuals and a continued pressure creates health problems (Kahn et al., 1964) as cited by Idris (2011). In a IHL scenario, for every level of academic would have different levels of expectations, depending on their role in the faculty. For example, senior leadership role is among the Vice-Chancellor, Deputy Vice-Chancellor and Deans. Leadership role is among the Professors, Assoc. Professors, Head of Programs and Senior Lecturers, while non-leadership is among the lecturers until the assistant lecturers or tutors. Hence, it is important for the university to be aware on the level of pressure they are putting on the academic in order to maintain a healthy working condition.

Role ambiguity is a condition where an individual feels uncertain on the role or job function. In this case, lack of feedback from the superior creates uncertainty among the lecturers on their job performance. Lack of support from the Department Head will makes the new lecturers unsure on how to teach effectively (Idris, 2011). Role overload is a condition where expectations are greater than the individual abilities to perform the job and role conflict refers to a condition where the staff has multiple roles at one time and could not perform all tasks (Idris, 2011).

Winter (2000) in a study, had highlighted that role stress is shown by high level of role overload. This indicates that overworked and increased workloads caused the role stress among the lecturers. Uncontrolled job related stress among the lecturers will affect their intellectual and social abilities. Hence, it is very important for IHL to provide minimal level of unhealthy role stress and focus in providing a healthy and happy working environment to avoid problems in the future (Ahsan, 2009).

D. Job Characteristics A study conducted by Greenberger and Strasser (1986) as cited by Obi, et. al., (2013) defined job characteristics as the extent that a job is structured to provide regular feedback as well as a sense of task completion, and for employees to monitor their own behaviour and gain an increased sense of personal control. Personal control later explained by Obi, et al. (2013) as an individual's belief that can affect a change in a desired direction. Besides that, Chiu and Chen (2005) described job characteristics as job attributes which have motivational functions for employees. Permarupan, et al. (2013) stated that most of the research shows that organizational commitment was oriented to job characteristics and work experience instead of age. He also claims that the results were based on a number of variables which are work design, job challenge, autonomy, skills, feedback (Bamber and Iyer 2002; Dunham, Grude and Castaneda,1994) and decision making participation and support from management (Zaffane, 1994). Based on the previous studies conducted by Lawrence (1965) and Hackman & Oldham (1975) as cited by Chao (2010), job characteristics consist of five core dimensions namely; skill variety, task significance, task identity, autonomy and task feedback.



Winter, et al. (2000) revealed that academic are attached to their work activities, however their level of attachment to the institutions are not the same as their work attachment. He also found that OC was significantly different by age where the academic have better commitment at the range of age 30 to 50 compared to the employee between the age of 20 to 29 and 60 to 65. This is might due to between the age 20-29 they are still young and still searching what they want to do. By the age of 30 they had some experiences and feel comfortable and suitable with the organization which results in good commitment towards the organization.

Another study made by Mallika and Ramesh (2010) found that job satisfaction and commitment of an employee towards the organization is effected by the job characteristics. Besides, this both job satisfaction and organizational commitment can be enhanced by involving employee in decision making, job challenge and promotional opportunities. Based on the statement, it can be say that job characteristics is actually associated with job satisfaction where if a person has high job satisfaction it will leads to high organizational commitment which in turns will benefit both the company and the employees.

In terms of the relationship between job characteristics and organizational commitment, Allen, et al. (2004) as cited by Bashir and Ramay (2004) in their study found that there is a statistically significant relationship between job characteristics and organizational commitment. However Bashir and Ramay (2008) revealed in their study that there is no significant relationship between job characteristics and organizational commitment. This finding also supported by Dockel (2003) study. The contradiction of findings here might be due to different sample population and different working environment which Bashir and Ramay research was actually conducted in Pakistan within the scope of IT professionals.

## **E. Supervision**

Arora and Kamalanabhan (2010) quote a study from a past researcher Eisenberger, et al. (2002) who defines supervisor as the employees' belief concerning on how supervisors value their commitments and concern on the employees' well-being. Motivation is needed by the employees to expand and improve in the scope of work especially in innovative tasks. A supervisor that practices their individual consideration toward an employee, this will cause the employee to perceive the warmth and consideration. This makes the employee to often feel obligated to return the supervisor's kindness by helping supervisors to achieve their goals.

Zorga (2007) refers a previous study made by Hawkins and Shohet (2000) stated that, a good supervisor is a supervisor that is versatile in the arrangement of the plan on supervision. Knowledge, competence and experience are the base of getting to a good supervisor. However a supervisors also need to set up on a

supervisory work that will them to be able to monitor and maintain a continuous professional and personal development.

A supervisor's role assumed as a complex and professional roles that requires a personal to have a good behaviour and ability to perform in intensive teaching and guidance, in a broader scope instead of just the transfer of information (James & Baldwin, 1999). The role of supervisor considered as supportive where the supervisor is the mentor, coach, guide, model and manager where the goal will be achieved when a graduate students successfully and all prepared for the future careers.

According to a study done by Om, Peng & Lung (2014), supervisors are entitled with the responsibility to guide their subordinates in completing their task in effective and efficient way. Not just that but supervisors will also need to monitor and evaluate their subordinate so that they will have a clear vision on the task given to them. Employees will be greater in terms of loyalty to the organization when they receive a great support from the supervisors (Casper et al., 2011).

Dawley, Andrews & Bucklew (2007) found that supervisor support and mentorship have significant relationship with organizational commitment and job search intention. In fact, Kopp (2013) revealed that perceptions of supervisor and co-worker support by the employees are related to organizational commitment, work life balance, job satisfaction and organizational citizenship behaviours.

Soulen (2003) found that perceived supervisory support (PSS) has statistically significant relationship with affective commitment but it has no significant relationship between PSS and continuance commitment. According to Casper, et al. (2011), supervisors act as the catalysts that enhance the affective organizational commitment of a participant. This means that the support from supervisors reflects the organizational commitment of employees towards the organization. The support from the organization makes the employee to see them as a benefit from the organization which makes the employee to have emotional attachment and make them prefer to stay in the organization willingly rather than feeling being forced to stay in the organization.

Casper also cited from the study made by Cohen & Willis (1985) and Viswesvaran et al., (1999) stated that support is an act that buffers the relationship between stress and strain. Other than that, Casper quoted a previous study made by Casper et al (2002) stated that Anglo samples has been proven that support act are also able to buffer the relationship between work-family conflict and organizational commitment. A study made by Boshoff and Mels (1995) stated that employee's organizational commitment is strongly depends on the employee level of participation in decision making. The level of participation allowed by the supervisors will affect the organizational commitment of their subordinate.



## METHODOLOGY

This research adopts a correlational study. The aim of this study is to describe the relationship between the QWL and OC amongst academic in one of biggest public IHL. A survey type of study is used in order to gather and gain inputs from the chosen population. Adopting survey study provides understanding of what dimensions of QWL that driven to the OC amongst these academic. The sample size of this study is based on the Krejcie and Morgan table as cited by Sekaran and Bougie (2010), where 250 samples were selected from a total population of 771 academic from the Business and Management cluster in this public IHL. Four faculties in this cluster were involved, which are labeled as Faculty A, Faculty B, Faculty C and Faculty D.

Stratified random sampling is used because it is the least biased and more effective than other sampling technique (Pallant, 2005). List of academic was obtained from the official website of the IHL and from the list; samples are stratified by faculty according to the percentage of the population contribution, for the sample to be well represented. This is because; the number of academic represented in each faculty is not the same. Hence, the sampling is calculated and chosen as shown in the Table 1 below:

**Table 1**  
**Number of Respondents for Each Faculty**

<i>Faculty</i>	<i>% Population Contribution</i>	<i>Sample Head Count</i>
Faculty A	20	50
Faculty B	55	138
Faculty C	14	35
Faculty D	11	27
<b>Total</b>	<b>100</b>	<b>250</b>

The data was collected through online survey using Monkey Survey server which is emailed to the identified academic using mail chimp email blast. Online survey is used for the convenience of the academic and to maintain the confidentiality of the respondents as the system collects the feedback without knowing who is answering what.

### **F. Measures and Analysis of Data**

The questionnaire consists of five sections which are; Section A, Section B, Section C, Section D and Section E. The first section is containing questions related

to demographic information of the academic. The next three sections are set of questions related to the dimensions of QWL (independent variables). Finally, the last section consists of questions on OC (dependent variables).

## RESULTS

The questionnaire survey was emailed to 250 respondents; however, only 129 respondents had returned a complete feedback. Majority of the respondents are female with percentage of 77.5 percent. The highest range of age is between 41 to 50 years (31 percent). Majority of the respondents are from Faculty B which is 63.6 percent out of 100 per cent. Most of the respondents (70.5 percent) earn a monthly basic salary RM5001 and above. Approximately 37.2 percent of the respondents have been working with the IHL between 1 to 10 years; 37.2 percent have worked between 11 to 20 years. Most of the respondents are senior lecturer with a percentage of 49.6 percent and 31.8 percent are junior lecturer. Majority of the respondents are permanent staff of IHL.

Factor analysis with varimax rotation was performed separately for items indicating the QWL and OC variables. From the output, there are three factors solutions in OC, two factors in role stress, one factor in job characteristics and one factor in supervision with eigenvalues exceeding 1. Each variable are factor analysed using a varimax rotation. From the rotation, role stress however, produced two sub dimensions namely; role conflict and role overload which are labeled accordingly. Role conflict represents a positive conflict management in work place and role overload represents the time pressure that is being put on the academic.

Reliability test was done to ensure that the survey is consistent and stable in measuring the components and the quality work life dimensions. According to Pallant (2005), the Cronbach's alpha value must be 0.7 and above for the variables to be reliable. This research shows Cronbach's alpha value between 0.797 to 0.921 for all the variables questions. Thus, the survey questions are reliable (Table 2).

The finding shows that job characteristics, role conflict and supervision have a positive linear correlation with affective commitment which indicates that the more positive job characteristics, the more conflicts at work are solved, the higher support from the superior results in the higher affective commitment.

Job characteristics, role conflict and supervision have a positive linear relationship with continuance commitment. This shows that the more job characteristics (meaningful tasks, opportunity to grow, honest and ethical business values), the greater conflicts at work are solved, the higher support from the superior brings a higher continuance commitment.

**Table 2**  
**Reliability Statistic**

<i>Variables</i>	<i>No of Items</i>	<i>Cronbach's Alpha</i>
Affective Commitment	7	0.908
Continuance Commitment	5	0.835
Normative Commitment	5	0.877
Role Conflict	9	0.869
Role Overload	2	0.797
Job Characteristics	6	0.824
Supervision	5	0.921

Similar findings for the job characteristics, role conflict and supervision in relation with normative commitment. There is positive relationship between the independent variables with the dependent variable. This means that the more job characteristics (meaningful tasks, opportunity to grow, honest and ethical business values), the greater conflicts at work are solved, the higher support from the superior gives a higher normative commitment. Based on the correlation table, there is a strong correlation between the job characteristics and affective commitment ( $r = 0.541$ ), suggesting that there are a strong relationship between the two variables. There is a moderate correlation between the role conflict and affective commitment ( $r = 0.493$ ), indicates that there is a moderate relationship between the two variables. A moderate correlation value of ( $r = 0.431$ ) and ( $r = 0.312$ ) suggesting that job characteristics and role conflict have a moderate relationship with continuance commitment. However, supervision has a weak correlation value ( $r = 0.162$ ) indicating a weak relationship with the dependent variable (Continuance Commitment).

Job characteristics and role conflict shows a moderate relationship with normative commitment with the value of person correlation 0.455 and 0.352 respectively. Whereas, there is a small correlation between supervision ( $r = 0.273$ ) and normative commitment, which indicates that there is a weak relationship between the two variables.

**Table 3**  
**Correlation Coefficient**

	<i>Role conflict</i>	<i>Role overload</i>	<i>Job characteristics</i>	<i>Supervision</i>
Affective	.493**	-.078	.541**	.328**
Continuance	.312**	.008	.431**	.162
Normative	.352**	-.096	.455**	.273**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 4, the adjusted R square of 0.32 means that only 32% of the total variance in the dependent variable (affective commitment) can be explained by the independent variables (supervision, role overload, role conflict and job characteristics). The rest of 68% in affective commitment is explained by other variables. For the regression coefficients, it shows that 1% increase in good management of work conflict will increase the affective commitment by 26% with significant value of 0.000. Meanwhile, 1% increase in job characteristics will increase the affective commitment by 47.1% with significant value of 0.000. The adjusted R square of 0.189 means that only 18.9% of the total variance in the dependent variable (continuance commitment) can be explained by the independent variables (supervision, role overload, role conflict and job characteristics). The rest of 81.1% in continuance commitment is explained by other variables.

For the regression coefficients, it shows that 1% increase in job characteristics will increase the continuance commitment by 50.6% with significant value of 0.000. However, 1% increase in job supervision will reduce the continuance commitment by 23.8% with significant value of 0.042. The adjusted R square of 0.209 means that only 20.9% of the total variance in the dependent variable (normative commitment) can be explained by the independent variables (supervision, role overload, role conflict and job characteristics). The rest of 79.1% in normative commitment is explained by other variables.

**Table 4**  
**Summary of Multiple Regressions**

<i>QWL Factor</i>	<i>Affective</i>	<i>Normative</i>	<i>Continuance</i>
Roleconflict	.260*	.053	.114
Roleoverload	-.132	-.159	-.071
Job characteristics	.471**	.489**	.506**
Supervision	-.159	-.085	-.238*
R Square	0.32	0.209	0.189

\*\* P < 0.001, \*P < 0.05

## DISCUSSION AND CONCLUSION

This research suggests that there are two sub dimensions under role stress namely; role conflict and role overload. Based on the result shown in the regression model and coefficient tables, role conflict and job characteristics have significant relationship with OC (Affective) with 0.029 and 0.000 significant value respectively. Job characteristics and supervision have a significant relationship with OC (Continuance) at 0.000 and 0.042 significant value respectively. While job characteristics has significant relationship with OC (Normative) at 0.000 significant value. Hence, all hypothesis are accepted except hypothesis H2, where role overload has no significant relationship with OC. Therefore, the QWL dimensions of academic in IHL in the Business and Management cluster are job characteristics, role conflict, and supervision. Academic's motivation would increase when their work is valued and has meaningful purpose. Providing chances of growth would also makes them more committed to the organization. Having a well-managed role conflicts at work and supportive superior makes the organization a better place to work. This finding provides a similar evidence in Daud (2010), when participation, growth and development of academic, supervision, workplace integration were tested as the dimensions of the QWL. It has also similarity with findings from Winter (2000), Rao (2013), Saad (2008), where positive job characteristic, great support from the superior and a good handling of work conflict are motivation factor for the academic to be stay connected with the university.

Based on the correlation and coefficient table, there is a strong linear relationship between job characteristics and affective commitment at  $r = 0.541$ , which also has similarity in most research; Daud (2010), Rao (2013), Saad (2008) and Winter (2000). Job characteristics has a moderate relationship towards continuance and normative commitment at  $r = 0.431$  and  $0.455$  respectively. This indicates that lecturers of UiTM Business Management clusters that have desire and the feeling of obligation to stay with the university would be more interested to stay connected when they are been given more tasks that give values to them.

Role conflict has a moderate linear relationship with affective, continuance and normative commitment at  $r = 0.493$ ,  $0.312$  and  $0.352$  respectively. This suggests that a good management of role conflict at work place provides better commitment among the academic. Supervision has a moderate linear relationship with affective commitment, weak linear relationship with normative and continuance at  $r = 0.328$ ,  $0.273$  and  $0.162$  respectively. This indicates that academic that has the desire to commit would be more connected to the university when they have the support from the superior. However for those who are staying with the organization for their needs, and the feeling of obligation have little affect by the superior support.

Role overload has no linear relationship with OC as the  $r$  values are below 0.1 with all the three organization commitment. However, data shown in the reliability statistic table suggests that most academic agree that they have role overload as the mean score is 3.767. This indicates that the time pressure that is measured in role overload does not affect the academic's commitment towards the institution.

These findings benefit the IHL in focusing the desired group to motivate that would bring the organization to a greater height from where they are now. A productive academic would produce more high quality graduates, publications and willingness to grow together with the IHL. This study provides input for the IHL administrator on the motivation factor that attracts academic to stay committed with the institution.

In conclusion, this study provides evidence that there is a significant linear relationship between supervision, role conflict and job characteristics with affective and normative commitment. However, only two independent variables (job characteristics and supervision) have significant relationship with continuance commitment. Surprisingly, role overload has no significant relationship with all the organization commitment. Academic that has affective and normative commitment will be more attached to the institution when they have a good support from the head of department.

A healthy work environment and highly manageable role conflict at work will increase their commitment towards the organization. Academic appreciates good feedbacks, growth opportunity and welcome tasks that give them value in their contribution to the society. The multiple regression analysis findings of low R square value indicates that there are other QWL dimensions besides job characteristics, role conflict and supervision that would affect the OC. Based on the findings in the reliability statistic table, most academic have affective commitment at the highest means score of 3.959. Role overload has the highest mean score among the QWL dimensions at 3.767. This indicates that academic are facing role overload (time pressure) but it does not affect their commitment to the institution.

The academic will be more motivated and committed if the IHL provides greater job characteristics (positive job attributes) to them. Hence, it will result to the high quality of graduates and publications. It is also found that there is significant linear relationship between role conflict and job characteristics with OC (affective, normative and continuance). Supervision has significant linear relationship with OC (affective and normative). This indicates that superior support has small effects on the academic commitment that have the needs to be attached with the IHL. These findings provide a platform to retain the academics and to improve their QWL that would lead to greater commitment to the institution. However, this input need to be used very carefully as there are many respondents answered



“Neutral” for questions related to role stress and supervision. This may be due to the culture of the academic in the institution on the academic freedom on not being able to express their feelings towards the issue as it is a sensitive subject in this type of organization.

It is recommended that qualitative research could be used to get a better result on this issue. A good bonding with the respondents would make them have more trust in revealing their true feelings. A bigger sample size would give a different results and adding other variables would be able to provide findings on a stronger significant relationships to the OC. Segregation of normal academic and additional administrative role in the IHL would provide a better understanding on responsibility that affected the commitment. This study lacks generalize ability, since it was being conducted in four faculties of the IHL due to time constraint.

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