

**QUALITY OF WORK LIFE AND ORGANIZATIONAL
COMMITMENT AMONG LECTURERS OF HIGHER
LEARNING INSTITUTIONS IN KOTA KINABALU**

By

ABDUL KARIM ABDUL RASHID



UNIVERSITI MALAYSIA SABAH

**SCHOOL OF BUSINESS AND ECONOMICS
UNIVERSITI MALAYSIA SABAH**

2004

UNIVERSITI MALAYSIA SABAH

BORANG PENGESAHAN TESIS

JUDUL : _____

IJAZAH : _____

SAYA : _____ SESI PENGAJIAN : _____
(HURUF BESAR)

Mengaku membenarkan tesis *(LPSM/Sarjana/Doktor Falsafah) ini disimpan di Perpustakaan Universiti Malaysia Sabah dengan syarat-syarat kegunaan seperti berikut:-

1. Tesis adalah hak milik Universiti Malaysia Sabah.
2. Perpustakaan Universiti Malaysia Sabah dibenarkan membuat salinan untuk tujuan pengajian sahaja.
3. Perpustakaan dibenarkan membuat salinan tesis ini sebagai bahan pertukaran antara institusi pengajian tinggi.
4. Sila tandakan (/)

☐

SULIT

(Mengandungi maklumat yang berdarjah keselamatan atau kepentingan Malaysia seperti yang termaktub di AKTA RAHSIA RASMI 1972)

☐

TERHAD

(Mengandungi maklumat TERHAD yang telah ditentukan oleh organisasi/badan di mana penyelidikan dijalankan)

☐

TIDAK TERHAD

Disahkan oleh:

(TANDATANGAN PENULIS)

Alamat Tetap: _____

TARIKH: _____

(TANDATANGAN PUSTAKAWAN)_____
(NAMA PENYELIA)

TARIKH: _____

Catatan:

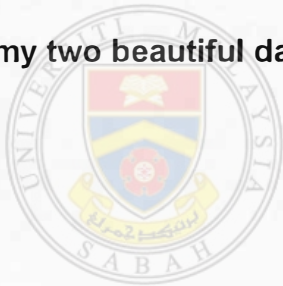
*Potong yang tidak berkenaan.

*Jika tesis ini SULIT dan TERHAD, sila lampirkan surat daripada pihak berkuasa/organisasi berkenaan dengan menyatakan sekali sebab dan tempoh tesis ini perlu dikelaskan sebagai SULIT dan TERHAD.

*Tesis dimaksudkan sebagai tesis bagi Ijazah Doktor Falsafah dan Sarjana Secara Penyelidikan atau disertai bagi pengajian secara kerja kursus dan Laporan Projek Sarjana Muda (LPSM).

Dedicated to

**My beloved wife, Nur Adilah Malik Faizal @ Sharon, and
my two beautiful daughters, Nur Liyana and Nur Maisarah**



UMS
UNIVERSITI MALAYSIA SABAH

ACKNOWLEDGEMENT

I am greatly indebted and would sincerely like to express my deepest gratitude to Dr. Kassim Hj. Mansur and Dr. Fumitaka Furuoka for their invaluable guidance and expert consultation they had given me through out this research, of which, in the absence of this, I doubt that this research could be completed.

I would also like to express my sincere thanks to the participating lecturers of public and private higher learning institutions in Kota Kinabalu, Sabah for their invaluable time in completing the questionnaires and cooperation rendered in making the study possible.

My sincere thanks also goes to Dr. Mustafa Mohd. Hanefah of Universiti Utara Malaysia for e-mailing me a copy of the questionnaire related to the study.

A sincere thanks to my fellow business colleague, Mr. Ag Amdan SM Darus who has helped me so much through out the course of the research.

Finally, I would not have made it possible to complete this study without the continuous support, patience and endless encouragement from my beloved wife, Nur Adila @ Sharon and loving affection from my two beautiful daughters, Nur Liyana and Nur Maisarah.



UMS
UNIVERSITI MALAYSIA SABAH

TABLE OF CONTENTS

	Page
TITLE	
DEDICATION	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF FIGURE	ix
ABSTRAK	x
ABSTRACT	xi

CHAPTER 1: INTRODUCTION

1.0 Overview	1
1.1 Problem Statement	3
1.2 Objective of the Study	5
1.3 Scope of Study	5
1.4 Significance of the Study	6
1.5 Definitions of Terms Used	6
1.5.1 <i>Quality of Work Life</i>	6
1.5.2 <i>Organizational Commitment</i>	7
1.5.3 <i>Higher Learning Institutions</i>	7
1.5.4 <i>Lecturers</i>	7

CHAPTER 2: LITERATURE REVIEW

2.0 Quality of Work Life	8
2.0.1 <i>Selection of Items</i>	10
2.1 Organizational Commitment	10

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction	15
3.1 Theoretical Research Framework	15
3.2 Research Hypotheses	17
3.2.1 <i>The Eleven Hypotheses</i>	17
3.3 Research Design	18
3.4 Sampling Design	19
3.4.1 <i>Procedure</i>	20
3.5 Instrument	20
3.5.1 <i>Growth and Development</i>	21

3.5.2	<i>Participation</i>	21
3.5.3	<i>Physical Environment</i>	21
3.5.4	<i>Supervision</i>	21
3.5.5	<i>Pay and Benefits</i>	22
3.5.6	<i>Social Relevance</i>	22
3.5.7	<i>Workplace Integration</i>	22
3.5.8	<i>Affective Commitment</i>	22
3.5.9	<i>Continuance Commitment</i>	23
3.5.10	<i>Normative Commitment</i>	23
3.5.11	<i>Length in Service</i>	23
3.5.12	<i>Age</i>	23
3.6	Data Collection	24
3.7	Data Analysis	24

CHAPTER 4: RESULTS

4.0	Overview of Respondents Profile	26
4.1	Respondents Profile	26
4.2	Reliability Measure	28
4.3	Mean and Standard Deviation fro Variables	29
4.3.1	<i>Independent Variables</i>	29
4.3.2	<i>Dependent Variables</i>	31
4.4	Hypotheses Testing	32
4.5	Summary of Findings	39
4.6	Interaction Between Variables	40

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0	Introduction	51
5.1	Recapitulation of the Study	51
5.2	Implications and Discussion	52
5.3	Recommendations	55
5.4	Limitations	57
5.5	Suggestion for Future Research	57
5.6	Conclusion	58

REFERENCES	59
APPENDIX A	62
APPENDICES	75

LIST OF TABLES

Table 1	Operational Definitions and Items for QWL Dimensions	11
Table 2	Dimensions of Commitment and Their Respective Items	14
Table 3.1	Statistical Methods for Hypotheses Testing	25
Table 4.1	Profile of Respondents	27
Table 4.2	Cronbach's Alpha for Variables	28
Table 4.3.1	Descriptive Statistics of Independent Variables	30
Table 4.3.2	Descriptive Statistics of Dependent Variables	31
Table 4.4a	Correlations	32
Table 4.4b	Correlations	32
Table 4.4c	Correlations	33
Table 4.4d	Correlations	34
Table 4.4e	Correlations	34
Table 4.4f	Correlations	35
Table 4.4g	Correlations	36
Table 4.4h	Model Summary	36
Table 4.4i	Model Summary	37
Table 4.4j	Correlations	38
Table 4.4k	t-test	38
Table 4.5a	Summary of Findings	39
Table 4.6a1	Model Summary	40
Table 4.6a2	ANOVA	40

Table 4.6a3	Coefficients	40
Table 4.6b1	Model Summary	41
Table 4.6b2	ANOVA	41
Table 4.6b3	Coefficients	41
Table 4.6c1	Model Summary	42
Table 4.6c2	ANOVA	42
Table 4.6c3	Coefficients	42
Table 4.6d1	Model Summary	43
Table 4.6d2	ANOVA	43
Table 4.6d3	Coefficients	43
Table 4.6e1	Model Summary	44
Table 4.6e2	ANOVA	44
Table 4.6e3	Coefficients	44
Table 4.6f1	Model Summary	45
Table 4.6f2	ANOVA	45
Table 4.6f3	Coefficients	45
Table 4.6g1	Model Summary	46
Table 4.6g2	ANOVA	46
Table 4.6g3	Coefficients	46
Table 4.6h1	Model Summary	47
Table 4.6h2	ANOVA	47
Table 4.6h3	Coefficients	47
Table 4.6i1	Model Summary	48

Table 4.6i2	ANOVA	48
Table 4.6i3	Coefficients	48
Table 4.6j1	Model Summary	49
Table 4.6j2	ANOVA	49
Table 4.6j3	Coefficients	50



UMS
UNIVERSITI MALAYSIA SABAH

LIST OF FIGURE

Figure 3.1 Theoretical Framework

16



UMS
UNIVERSITI MALAYSIA SABAH

ABSTRAK

KUALITI KEHIDUPAN KERJA DAN KOMITMEN KEPADA ORGANISASI DI KALANGAN PENSYARAH DI INSTITUSI PENGAJIAN TINGGI DI KOTA KINABALU

Ini adalah satu kajian berbentuk korelasi bertujuan mengkaji bentuk hubungkait yang wujud di antara faktor-faktor kualiti kehidupan kerja (quality of work life) dengan komitmen terhadap organisasi (organizational commitment) dengan menggunakan sampel daripada para pensyarah di Kota Kinabalu, Sabah. Para pensyarah daripada institusi pengajian tinggi swasta dan awam telah dipilih secara rawak dalam kajian ini. Sejumlah 415 set soalselidik telah diedarkan kepada institusi-institusi terpilih, dan sejumlah 249 responden iaitu mewakili kadar respon 60%, berjaya dikutip untuk analisa statistik. Satu ukuran kualiti kehidupan kerja yang terdiri daripada tujuh faktor: kemajuan dan perkembangan, penyertaan, persekitaran fizikal, penyeliaan, upah dan ganjaran, relevansi sosial, dan integrasi di tempat kerja, telah dibentuk berdasarkan konsepsi Walton (1974). Manakala, model tiga-komponen dan ukuran komitmen kepada organisasi yang telah dibentuk oleh Allen dan Meyer (1990) digunapakai dalam kajian ini. Keputusan-keputusan analisis regresi telah menunjukkan bahawa tidak semua ketujuh-tujuh faktor kualiti kehidupan kerja mempunyai hubungkait yang signifikan dengan dimensi-dimensi komitmen kepada organisasi. Kedua-dua faktor moderator: tempoh berkhidmat dan umur tidak menunjukkan apa-apa kaitan dengan dimensi-dimensi komitmen kepada organisasi. Amat menarik sekali ialah, hubungkait antara upah dan ganjaran dan komitmen afektif adalah sederhana, dan dengan komitmen normative adalah lemah, manakala dengan komitmen berterusan adalah tidak signifikan sama sekali kepada semua pensyarah. Implikasi dan cadangan-cadangan juga dibincangkan. Adalah diharapkan, kajian ini akan memberi faedah kepada pengamalan pengurusan sumber manusia di dalam kedua-dua institusi pengajian tinggi swasta dan juga awam di negara ini.

ABSTRACT

QUALITY OF WORK LIFE AND ORGANIZATIONAL COMMITMENT AMONG LECTURERS OF HIGHER LEARNING INSTITUTIONS IN KOTA KINABALU

This is a correlational research and was carried out to examine the nature of relationships between the perceived presence of quality of work life (QWL) factors and organizational commitment using samples from lecturers in Kota Kinabalu, Sabah. Lecturers from private and public higher learning institutions were selected to participate in this study. A total of 415 sets of questionnaires were distributed to the selected institutions, and 249 were managed to be collected representing a response rate of 60% and used for statistical analysis. A QWL measure consisting of seven factors: growth and development, participation, physical environment, supervision, pay and benefits, social relevance, and workplace integration was developed based on Walton's (1974) conception. The three-component model and measure of organizational commitment developed by Allen and Meyer (1990) was adopted in this study. Results of regression analysis indicated that not all the seven factors of QWL were significantly correlated to the dimensions of the organizational commitment. Both the moderating factors: length in service and age also had no bearing on the types of organizational commitment. Interestingly, the correlation between pay and benefits and affective commitment was moderate, correlation with normative commitment was weak and correlation with continuance commitment was non-significant among all the lecturers. Implication and suggestions for further research are also discussed. It is hoped that this research will benefit the human resource management practices in both the private and public higher learning institutions around the country.

CHAPTER 1

INTRODUCTION

1.0 Overview

Organizations, either privately or publicly owned, in today's world of business have no way out but to face the never-ending challenges that could lead into a misfortune. The scenario has been an impetus for many organizational researchers to study specific employee intentions in joining the organizations (Ali, 1996). This includes organizations of the education business. Perhaps, one of the apparent differences between the privately owned and the public educational organizations is the fact that the former is more concerned about their bottom line, whereas, the later is more towards the concern to response to public outcry with regard to the quality of graduates produced in the job market. In either case, both need to address the issue of the commitment of the employees.

Organizational commitment is an important concern because it is a source of organizational effectiveness (Lawson and Fukami, 1994). Organizational commitment has been a great interest of research study topic among researchers of organizational studies for the past decades. Previous studies have shown that higher level of organizational commitment is associated with higher level of job performance, longer tenure, reduced absenteeism and turnover (Benkhoff, 1997) and citizenship or extra role behaviours (William and Anderson, 1996).

McGregor (1960) introduced Theory X And Theory Y to describe two styles of management. That was the sign of concern for the subject of working life conditions in the early days. He concluded that managers who subscribe to

Theory X believe that workers in general are lazy, dislike responsibility, are self-centred and are strictly motivated by extrinsic rewards, prompting managers to devote their energy toward directing and controlling people. On the other hand, Theory Y managers believe that workers are inherently not lazy and self-centred, that they can enjoy responsibility and are motivated by intrinsic rewards, such as self –esteem, belongingness, social recognition and self-actualisation. Subsequently, managers who subscribe to the assumptions of Theory Y direct their efforts to facilitate the achievement of both the workers' and the organizational goals as a whole.

In the United States the phrase “quality of work life” was first introduced in the late 1960's (Davis, 1977). The problems of poor quality of life at the workplace were identified and invited some researchers to do some study on how to address them. A series of studies carried out by Trist and his co-workers at the Tavistock institute in London produced some findings that later served as the foundations for socio-technical systems theory on which many subsequent and current efforts to reform work organizations are based (Huse and Cumming, 1985).

The term quality of work life has undergone considerable change and development (Huse and Cummings, 1985). Thus, a variety of concepts have been used to map out the conditions of quality of work life (QWL). In the early stage, the term was referred to morale and later to human relations, organizations development, redesign of work systems and industrial democracy (Sayeed and Sinha, 1981).

This research study is a partial replication of the study done by Mohd. Hanefah, et. al. (2003), but, using lecturers of the private and public higher learning institutions in Kota Kinabalu, Sabah as samples.

1.1 Problem Statement

The role of lecturers to ensure that every graduate from universities or colleges either public or private must acquire the quality of knowledge necessary to contribute to the national development agenda is perceived as crucially important. In other words, the development of human intellectuals in a developing country like Malaysia who is eagerly heading for Industrialized Nation status through its Vision 2020 programs needs the assistance of committed and dedicated mentors and coaches. Our country needs citizens who are competently knowledgeable and skilful to develop the nation. They must not be just excellent in theories but must also be excellent in practical application of their knowledge. Higher learning institutions in the country have been hinted as the source to produce the so-called enterprising citizens. The era when graduates could hope to be employed in the government sector after completion of their studies has long gone. Nowadays, finding jobs especially in the private sector has been very competitive. Today, the growing number of unemployed graduates in the country is worrying not only the parents but also the government.

That is why, the lecturers have the heavy responsibility of ensuring graduates are well-rounded in both knowledge and capabilities not only so that they are marketable but more importantly they would be able to contribute to the genuine intention of the government to develop the country physically and economically. Subsequently, it is the commitment of the lecturers that finally determine the

outcome of their “products”. It is their level of commitment that contributes to the effective performance that in the end shapes the characteristics of their graduates.

In some organizations, QWL programs are intended to increase employee trust, involvement, and problem solving so as to increase both workers satisfaction and organizational effectiveness (Osterman, 1994). Ultimately, organizational commitment is an important concern because it is a source of organizational effectiveness (Lawson and Fukami, 1994). Researchers have found that organizational effectiveness is one of the important organizational characteristics that have been positively related to organizational commitment (Hubbard and Harrison, 1998).

Common perception is that, low level of organizational commitment contributes to low level of performance, hence, poor quality of students. On the other hand, high level of organizational commitment contributes to high level of performance, hence, excellent results by the students. But, it is interesting to know what makes lecturers committed to the organizations in the first place. There might be factors that affect or determine their level of commitment. In fact, it is the focus of this study, to examine “ **To what extent commitment of lecturers to their organizations is affected or determined by the perceived presence of Quality of Work Life in their workplace and to what extent the relationships between the seven independent variables and the three dimensions of organizational commitment is moderated by the length in service and age of the lecturers?**”. The quality of work life relating to the working conditions, the physical environment, the concern of the management for the employees’ welfare and so on, are some of the factors to be examined. The findings of the study, hopefully will be significantly contributing to the efforts by the management of the higher learning institutions in

Sabah in particular, and in Malaysia as a whole to ultimately produce high calibre and outstanding graduates for the good of the nation by continuously improving the quality of work life of the lecturers in pursuant of their excellent quality of work in return.

1.1 Objective of the Study

This study was conducted to examine the nature of relationships between the perceived presence of seven QWL factors: growth and development, participation, physical environment, supervision, pay and benefits, social relevance, and workplace integration and the three-dimensional organizational commitment: affective, continuance, and normative among the lecturers of both the private and public higher learning institutions in Kota Kinabalu, Sabah. It was also meant to investigate if the age and the length in service in the organizations of the lecturers do have moderating effects on the relationship between the QWL factors (independent variables) and the three different types of organizational commitment (dependent variables).

1.3 Scope of the Study

The scope of the study is to reveal the existence of effects of QWL factors toward the organizational commitment among lecturers currently employed in public universities or institutions and private higher learning institutions in Kota Kinabalu area. For the purpose of this study, samples are randomly taken from selected public and private higher learning institutions. To be included in this study, the lecturers must possess a minimum qualification of a Bachelor's degree and a maximum of Master's degree.

1.4 Significance of the Study

This study will bear significant implications to further research, human resource development and policy formulation by the management of educational institutions or organizations of similar nature of business. This study is meant to reveal findings that may help the relevant management to implement intervening programs to revitalize the commitment especially of the non-performing or ineffective lecturers and make them consider their job as number one choice. Findings from this study can be used to articulate new solutions to the performance appraisal system, compensation system, more conducive organizational environment, promising career development planning and other human resource issues. The result of the research may also serve as a reference for further investigations on employee organizational commitment in other government and private organizations.

1.5 Definition of Terms

The key variables and dimensions used in this study have specific meaning and such definitions in general context as well as in the context of this research are given below.

1.5.1 Quality of Work Life

For this study QWL is viewed as perceived organizational conditions in which employees are exposed to while discharging their duties. It is also used to refer to “a philosophy of management that enhances the dignity of all workers; introduces changes in an organization’s culture; and improves the physical and emotional well-being of employees (e.g., providing opportunities for growth and development).” (Kopelman, 1985).

1.5.2 Organizational Commitment

Organizational commitment has diverse definitions and measures in the literature. It has been defined and measured in several different ways, in which several different models of organizational commitment were found in relevant literature. Nevertheless, the various definitions and measures of organizational commitment share a common theme in that it is recognized to be a bond of linking of the individual to the organization. For this research, Allen and Meyer's (1990) three dimensions of organizational commitment: *Affective, Continuance and Normative* are used as a measure.

1.5.3 Higher Learning Institutions

In the context of this study Higher Learning Institutions are the universities, colleges or learning institutions that offer and run diploma programs and/or higher. For this study lecturers from both categories of the public and the private learning institutions are used as samples.

1.5.4 Lecturers

They are also known as the academic staff. They are the teachers who give lectures at the colleges or universities. In this context of research, they must possess a Bachelor's degree or higher. But for this research, only lecturers with Bachelor's degree and Master's degree are specifically considered as respondents.

CHAPTER 2

LITERATURE REVIEW

2.0 Quality Of Work Life

The approach taken in this study was to view QWL in terms of **perceived organizational conditions**. There have been other views that regard QWL as either intervention strategies for organizational improvements (e.g. Gowdy, 1988) or as an institutional approach in creating workplace democracy (Maccoby, 1984).

According to Mohd. Hanefah et. al. (2003), the basic philosophy of QWL which regards employees as capable of learning (Camman, 1984) and organizations as learning environments (Cherns and Davis, 1975) was given due consideration in **constructing** the intended questionnaire.

It was observed that a dominant approach mostly taken in previous studies on QWL was to regard job satisfaction as a measure of QWL. Wilcock and Wright (1991) remarked that the use of job satisfaction as a measure of QWL has its limitations, because satisfaction is only one of the many aspects of QWL (White, 1981; Davis and Cherns, 1975). Since a satisfactory measure of QWL suitable for adoption in this study was not available in the literature, and in order to avoid using job satisfaction as a single indicator of QWL, a set of questionnaires purporting to measure the concept was then developed (Mohd. Hanefah et. al., 2003).

According to Mohd. Hanefah et. al. (2003), the conceptual categories proposed by Walton (1974) were adopted as the basis for designing the QWL measure in their study. They noted that Walton provided eight aspects in which employees' perceptions toward their work organizations could determine their QWL:

adequate and fair compensation, safe and healthy environment; development of human capacities; growth and security; social integration; entertainment; constitutionalism; the total life space; and social relevance. According to them, the number of factors were modified and reduced from eight to seven, and also some modifications were made in the naming of the factors, after successfully conducting a pilot test. The seven factors became the independent variables that represent QWL factors in the research framework for their study. This research is based on the seven developed QWL variables.

In their modification (Mohd. Hanefah et. al., 2003), the factor, development of human capacities, which refers to "the opportunity for employees to perform work which is meaningful" was replaced with *participation*. Participation has been considered as a key element in Nadler and Lawler's (1983) working definition of QWL because participation can cause people to work better: employees who are allowed to be involved in decisions relating to their jobs will develop certain interpersonal unit analytical skills thus enhancing their sense of meaningfulness.

The factor constitutionalism, which refers to "respect accorded to employees" and "the opportunity for employees to voice out their opinions" (Walton, 1974), was changed to *supervision*. In the context of non-supervisory employees, especially in Malaysia where power distance is high, there is a set of procedure for employees to voice their opinions in the workplace. Employees are required to use proper channels in expressing their opinions i.e., in most cases, through their immediate supervisors. That is why; the items relating to the quality of relationship between a subordinate and a supervisor are included as a measure of QWL.

The total life space factor was excluded in the QWL questionnaire for this study. The purpose was to avoid redundancy because Walton's definition of total life

space as a “balance between work and non-work” was adequately represented in another factor, *social relevance*.

2.0.1 Selection of Items

According to Mohd. Hanefah et. al. (2003), various published sources in the literature were referred to in searching for the appropriate items to represent the defined dimensions of QWL. The operational definitions and items for the proposed seven QWL factors constructed by Mohd Hanefah et. al. (2003) are as shown in Table 1.

2.1 Organizational Commitment

According to Mohd. Hanefah et. al. (2003), previous studies have shown that higher level of organizational commitment is associated with higher level of job performance, longer tenure, reduced absenteeism and turnover (Benkhoff, 1977). The organizational commitment measure adopted for their study was the one developed by Allen and Meyer (1990). They noted that although several conceptualisations or attitudinal commitment have appeared in the literature, each reflects one of three general themes; affective, perceived cost and obligation. Allen and Meyer conceptualised organizational commitment in terms of three distinct dimensions: affective, continuance and normative based on the general themes identified.

Affective dimension of commitment is characterized by the presence of emotional attachment to the organization such that the affectively committed individual identifies with, is involved in, and enjoys membership in, the organization

TABLE 1

Operational Definitions and Items for QWL Dimensions

Dimension	Operational Definitions	Items
Growth and Development	Opportunity to use variety of skills and perform challenging jobs.	• Job provides sufficient opportunities for growth and development. • Job allows for a variety of skills. • Job is challenging. • Job gives opportunities to extend range of abilities.
Participation	Opportunity to be involved in decisions relating to work.	• Organization provides opportunities to contribute idea. • Organization provides effective suggestion scheme. • Organization implements employees' suggestions. • Organization encourages participation in decision-making process.
Physical Environment	Presence of conducive work environment including work scheduling.	• The working environment is safe. • The physical surroundings are good. • The working hours in this organization are good. • The Organization is conveniently located.
Supervision	Relationship with supervisor and mutual understanding.	• Supervisor has confidence in subordinate's abilities. • Supervisor is capable to develop teamwork • Supervisor is concerned for subordinates' welfare. • Supervisor gives feedback on issues related to work.
Pay and Benefits	Fairness and adequate monetary benefit.	• Salary is good. • Pay is based on merit. • Fringe benefits are good. • Salary is comparable to other holding similar position in other organization.
Social Relevance	Relationship between work and other aspect of life.	• Job allows for contribution to society. • Able to pursue other interest. • Consistent with personal values. • Organization practices high ethical standards.
Workplace Integration	Relationship and cohesiveness among co-workers.	• Work together as a team. • Co-workers provide support to one another. • Able to get to know other people. • Organization provides opportunities for social interaction among its employees.

(Allen and Meyer, 1990). The affectively committed employees remain with the organization because they want to (Meyer, Allen and Gellatly, 1990).

The **continuance** dimension of commitment combines a behavioural conceptualisation (disinclination to leave the organization) with an instrumental cause (potential costs and lack of alternatives) (Popper and Lipshitz, 1992). Employees whose primary link to the organization is based on continuance commitment remain because they need to do so (Meyer and Allen, 1991). The guiding criterion in the development of continuance commitment is self-interest or in the words of Heetderks (1993): "what's best for me, rather than what's in the best interests of the organization".

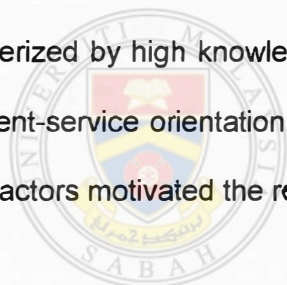
The **normative** dimension of organizational commitment focuses on feelings of loyalty to a particular organization resulting from the internalisation of normative pressures exerted on an individual (Popper and Lipshitz, 1992; Hackett et al., 1994). Internalisation occurs when the induced values of the individual and the organization are in congruence (O'Reilly and Chatman, 1986). Consequent to the similarity of values, individuals exhibit committed behaviours because it is the right thing to do (Allen and Meyer, 1990). Employees who are normatively committed feel they ought to remain with the organization (Meyer and Allen, 1991).

On the basis of their conceptualisation Allen and Meyer (1990) developed an instrument measure organizational commitment along the three dimensions. The three-component measure was found to be psychometrically sound (Meyer, Allen and Smith, 1993). Factor analytic studies of the measure have shown that they measure three relatively distinct constructs (Meyer et al., 1993; Hackett, Bycio and Hausdorf, 1994). It has also been shown that the three dimensions of commitment correlate differently with variables purported to antecedents of commitment (Shore

and Tetrick, 1991, Meyer et al., 1993). **Table 2** summarizes the dimensions of organizational commitment (OC) and their respective items as constructed by Mohd. Hanefah et. al. (2003).

Most of the previous studies have examined the existence of organizational commitment in nurses, college faculty, policemen and bus drivers (Hackett et. al. 1994; Meyer et. al. 1993; McGee and Ford, 1987). This study uses public higher learning institution lecturers as subjects. A similar study of this nature has never been done in Sabah. By studying lecturers' QWL and their organizational commitment towards their jobs and organizations, a major contribution is made to this particular discipline of study.

Lecturing profession is very different from other professions. It is characterized by high knowledge requirements, low levels of non-salary benefits, a high client-service orientation, and the effectiveness demand of a business nature. These factors motivated the researcher to carry out this study.



UNIVERSITI MALAYSIA SABAH