

Psychosocial Correlates of the Quality of Work Life among University Teachers in Thailand and Malaysia

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Quality of work life was examined among university teachers in Thailand and Malaysia and also its relationship with the selected psychosocial factors of subjective well-being (measured in three dimensions of job satisfaction, life satisfaction and negative affect), work family conflict, and general self-efficacy. The research instruments were constructed and adapted for data collection. For the Thai sample (N=165), the whole set was first translated into the Thai language, back translated and then checked by experts. Data collected from Thailand was compared with the sample from Malaysia (N=160). All the study variables had significant correlations with the quality of work life. SEM results showed that subjective well-being mediated the relationships between the psychosocial factors (work-family conflict and general self-efficacy) and quality of work life. Multiple group analyses indicated that the associations between the variables were similar between the two samples. The study findings could be beneficial for developing and supporting staff in higher education in different countries.

Keywords: quality of work life, job satisfaction, life satisfaction, negative affect, work family conflict, general self-efficacy

Teachers in universities are prominent contributors to a nation's future as they shape and deliver higher level education, along with developing the thrust of research in a country. The scope of their work is rather extensive; their work related demands include three major domains - teaching, research, and service or administration (Houston, Meyer, & Paewai, 2006). Very often, poor salary structures, inadequate organizational support and, the evolving work demands (e.g. pedagogical and technological) make their work more challenging. This impacts the work related outcomes and also the quality of work life (QWL) of these teachers. QWL has been found to affect many of the employees' work responses in terms of organizational identification, job satisfaction, job involvement, job effort, job performance, organizational commitment, team spirit, intention to quit, organizational turnover and personal alienation (Carter, Pounder, Lawrence & Wozniak, 1990; Efraty & Sirgy, 1990; Koonmee, 2009). Thus it is a significant work related variable that was the focus of this research.

The underpinning for this research is based on the person-environment (P-E) interaction theories (French, Rodgers, & Cobb, 1974; Caplan, 1987; Caplan & Harrison, 1993). The P-E fit research in the work context has shown that when the person is in congruence with his environment, there are positive outcomes for both the organization and the individual (Schneider, Goldstein & Smith, 1995; Ostroff, 1993). In this research, the relationship of selected psychological and social factors is examined with the QWL in the university environment.

The current study was designed to empirically investigate the quality of work life among university teachers. It was part of an extensive research project initiated to promote

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academic exchange between the two faculties of the participant universities in Thailand and Malaysia. This research had three main objectives- a) to provide an insight into the quality of work life of university teachers; b) to empirically test the relationship of the selected psychosocial factors with the quality of work life; and c) to compare the hypothetical model of the chosen variables between Thai and Malaysian participants.

University Teaching Faculty

A review of the working conditions of the academic staff in universities reveals that, a) they have many dimensions of work demands and, b) they face increasing challenges with the evolving trends in education such as technology advancement, changing educational policies, and educational strategies, such as student centered learning. Romainville (1996) has highlighted that universities are unique organizations with a focus on dual dimensions of knowledge creation as well as transmission. Added to that is the adjustment to the dynamic environment and the forces of globalization, which as noted as far back as 1999 by Carnoy would transform the world of education. University academic staff have to work in this “increasingly demanding environment” (Houston, et al., 2006) within a world where barriers are lowering. In Thailand, for instance, the universities are already gearing up to meet the ASEAN goal of AEC 2015 (ASEAN annual report, 2008-09), through the “31 policies of education” (Royal Thai Government, 2013), which implies additional challenges for the teachers to promote English as a language of communication among students.

So the question arises, how do the university teachers perceive their quality of work life in the challenging environment and what part do psycho-social factors play in this?

Quality of Work Life

Quality of work life (QWL) refers to the implied value to an employee of both material and non-material satisfaction attained from his/her work career. It includes aspects of work-related life such as wages and hours, work environment, benefits and services, career prospects and human relations, which are possibly the sources of worker satisfaction, and can also refer to the programs initiated by organizations to support their employees' welfare. Researchers have construed this concept from various dimensions, for instance Hackman and Oldham (1975) drew attention to what they described as “psychological growth needs” relevant to QWL, while Mirvis and Lawler (1984) suggested that quality of working life was associated with satisfaction with wages, hours and working conditions. Taking another perspective, Sirgy, Efraty, Siegel, and Lee (2001) suggested that the key factors in quality of working life are needs satisfaction based on the job requirements.

This construct has a great deal of significance in the work sphere due to the way it positively impacts on other work related outcomes at both individual and organizational levels. Daud (2010) conducted a research in a leading private university in Malaysia and found that some positive aspects of QWL among academic staff included participation, supervision, growth and development, physical environment, pay and benefits. Another study done by Aketch, Odera, Chepkuto and Okaka (2012) among Kenyan university academic staff showed that a positive correlation exists between QWL and overall performance.

The current study is a unique attempt to measure the QWL among university teachers from two countries, and also its relationship with the psycho-social variables of subjective well-being (measured in three dimensions- job satisfaction, life satisfaction and negative affect), work family conflict, and general self-efficacy; each of the variables is further explained.

Subjective well-being

In the most widely used definition of subjective well-being it is defined as “a person’s cognitive and affective evaluations of his or her life” by Diener, Lucas, and Oishi (2002). The cognitive aspect refers to what one thinks about his or her life in global terms (life satisfaction), and in domain terms (in specific areas of life such as work, relationships, etc.), while the affective element refers to emotions, moods and feelings. In the current research subjective well-being has been evaluated as a latent construct measured by life satisfaction, job satisfaction, and negative affect.

Life satisfaction. This concept deals with the cognitive aspect of well-being (Diener, 1984; Pavot & Diener, 1993). Diener, Emmons, Larsen and Griffin (1985) developed a short 5-item measure with a 7 point Likert scale to measure “the global cognitive judgments of satisfaction with one’s life”, which was called “The Satisfaction with life scale” (SWLS). This scale has been well researched and shows temporal stability (Pavot & Diener, 1993). Life satisfaction has also been investigated to understand its relationship with other life domains including work life, and also across various cultures. In extensive cross cultural research, data was collected from 31 nations from college students (N= 13,118) by Diener and Diener (1995), and it verified the existence of this construct across cultures. Erdogan, Bauer, Truxillo, and Mansfield (2012) conducted a meta-analysis of life satisfaction in relationship to the work domain and found support for significant relationships with career satisfaction, job satisfaction, job performance, turnover intentions and also the broader concept at work of “quality of work life”. In another study by Ahammed (2011), using SWLS reported high levels of life satisfaction among 103 university teachers in the UAE.

Job Satisfaction. This has been defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997). It is measured either as a global feeling about the job or as a measure of attitudes about various aspects or facets of the job (Rocca & Kostanski, 2001). Job satisfaction is an important factor for the quality of working life (Cohen, Kinnevy & Dichter, 2007; Aryee, Fields & Luk, 1999) and has been shown to impact various other work related outcomes, such as the productivity of university teachers (Mamiseishvili & Rosser, 2011).

Negative Affect. This research investigated the impact of emotions on QWL in terms of negative affectivity (NA), which has been developed from the emotion research literature, and is a relatively stable personality trait that leads people to emphasize the negative sides of their experiences (Watson & Clark, 1984; Noor, 1997). According to Keogh and Reidy (2000), it has generally been described as “a stable, heritable trait tendency to experience a broad range of negative feelings such as worry, anxiety, self-criticisms, and a negative self-view”. As such, it correlates highly with self-reports of negative emotions, stressors and with affective as well as direct effects on health (Eysenck, 1991). NA has been researched as a

component of SWB (Diener, 1984). Also Barsky et al. (2004), in two separate samples (sales representatives and managers), found that NA was directly related to job and life satisfaction.

Work Family Conflict

More than ever before, the work-life balance is precariously perched, and with the increasing accessibility of technology and smart phones, work life spills over to family life. For university teachers, academic work is not confined to the mere domains of the work environment and many teachers choose to use their “free time” catching up on their writing, research and other related work. Work-family conflict and family-work conflict are defined as “forms of friction in which role pressures from work and family domains are mutually incompatible in some respects” (Cinamon & Rich, 2002). The bi-directional conflict stems from the role demands of one domain (work or family) which becomes incompatible with the role demands from the other domain as shown in various research studies (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964; Greenhaus & Beutell, 1985; Parasuraman & Greenhaus 2002; Frone, 2003). Research shows that there is a negative spillover of work-family conflict on to the employee’s feelings of overall well-being (Noor, 2003) and diminished satisfaction (as noted by Noor, 2004, reviewing the research of Frone, Russell, & Cooper, 1992; Hughes & Galinsky, 1994; Kinnunen & Mauno, 1998; Kossek & Ozeki, 1998; Thomas & Ganster, 1995).

General Self-Efficacy

This construct refers to an individual’s belief in his/her overall competence to deal effectively with a wide variety of situations. It’s defined as “belief in one’s capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet given situational demands” (Wood & Bandura, 1989, p.408), and has been studied extensively in organizational research (Bandura, 1982; Gist & Mitchell, 1992; Stajkovic & Luthans, 1988). More recently, researchers have become interested in the more trait-like generality dimension of self-efficacy, which has been termed general self-efficacy (GSE) (Eden, 1988). GSE is defined as “one’s belief in one’s overall competence to effect requisite performances across a wide variety of achievement situations” (Eden, 1988) and of as “individuals’ perception of their ability to perform across a variety of different situations” (Judge, Erez, & Bono, 1998). The current research examines the relationship of QWL with self-efficacy and tests the previous research that indicates that work has a positive relationship with self-evaluations particularly self-efficacy (Riley, 2000).

Research Framework

The proposed research framework showing the hypothesized relationships among variables is presented in figure 1.

The current study investigated the hypothesized relationship of the psychosocial variables of subjective well-being (with three dimensions of- life satisfaction, job satisfaction, and negative affect) as a mediator of the relationship between work family conflict, and general self-efficacy with the quality of work life.

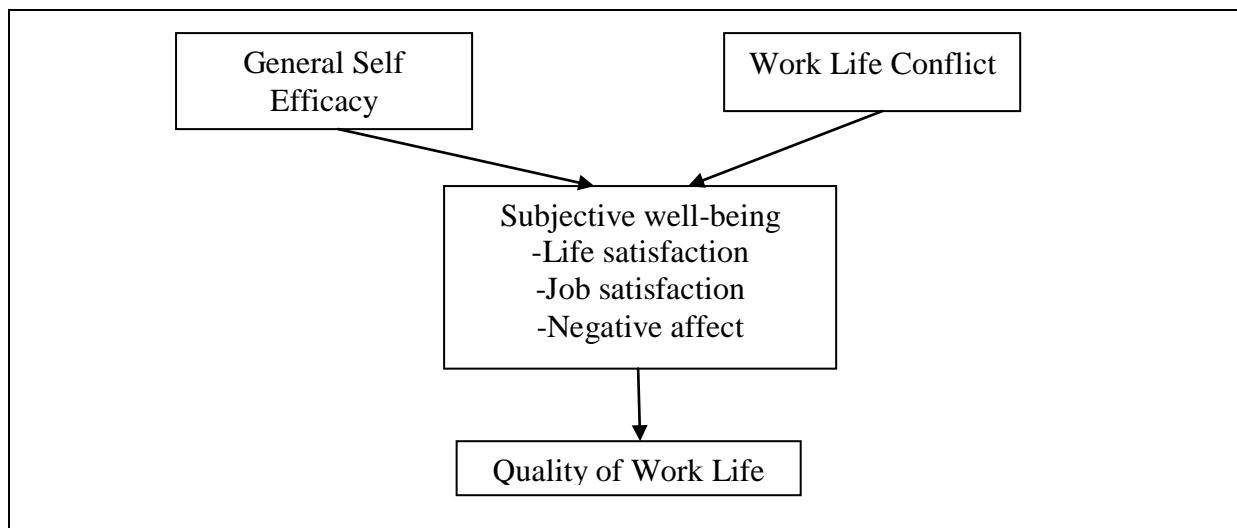


Figure 1. Hypothesized Research framework.

Method

Participants

The participants for this research were the university teaching faculty. Both the samples from Thailand and Malaysia worked in public universities. There are 31 public universities in Thailand (International Council for Open and Distance Education or the ICDE, 2014), while there are 20 public universities in Malaysia (<http://www.etauau.com/edu/IndexUniversityGovernment.htm>). In Thailand, the 165 participants were selected through a quota sampling technique from the faculties of social sciences, humanities, education, and nursing; all working in a public university. From the Malaysian university, a sample of 160 teachers who worked in a public university, were selected through convenience sampling. The data was collected during 2012.

Materials and Procedure

The instruments used in the research were selected after detailed review and investigation by the research teams in both countries. Variables chosen for this research were based on the research interest and their importance in terms of their relationship with the quality of work life. The development of the appropriate research instruments was an extensive effort as some instruments were developed, others adapted and then the whole set was translated into the Thai language for the data collection in Thailand. To prepare the complete instrument, stringent research steps were followed. Referring to the process guidelines by World Health Organization (2012), the development of translation and adaptation of instruments for the current research followed the steps of-

1. Forward translation (from English to Thai)
2. Expert panel Back-translation (from Thai to English)
3. Pre-testing and cognitive interviewing
4. Final version (Thai language)

The following section describes the instrument for each of the study variable.

Quality of Work Life. This instrument was based on the instrument of Quality of Work Life (QoWL) by Sirgy et al. (2001). The measure consisted of 16 items that measured 7 needs making up the construct of quality of working life. Items included were such as - “This job allows me to sharpen my professional skills”.

Life satisfaction. This was measured by 5 items from Diener, Emmons, Larsen, and Griffin (1985) SWLS scale or The Satisfaction with Life Scale. The instrument was modified from 7 point to 5 point Likert scale and consisted of items such as “I am satisfied with my life”.

Job Satisfaction. Three items on the construct were adapted from the Job Diagnostic Survey by Hackman and Oldham (1975). Items included were rated on 5 point Likert scale, e.g. “Generally speaking, I am very satisfied with this job”.

Negative Affect. The measure of negative affectivity was based on the scale of Eysenck’s EPQ-R Short Scale, by Eysenck, Eysenck and Barrett, (1985). The 12 items were “yes/no” type and included questions such as, “Does your mood often go up and down?”

Work Family Conflict. This was measured by 10 items from the Work family conflict scale by Netemeyer, Boles, and McMurrian (1996). The self-report items were measured on a 7 point Likert scale on two dimensions; work–family conflict (WFC) and family–work conflict (FWC). Items included statements such as, “The demands of my work interfere with my home family life”.

General Self Efficacy. The construct questionnaire was based on the New General Self Efficacy scale by Chen, Gully and Eden (2001). The 8 items, on a 6 point Likert scale, included “I will be able to achieve most of the goals that I have set for myself”.

The complete set of instruments in English and Thai were analyzed for reliability and validity. Nunnally (1978) recommends that instruments used in basic research have reliability of about .70 or better. All instruments were reliable with Cronbach’s alpha scores ranging from 0.69 to 0.94 as shown in table 2.

Data collection and Analyses

Once the survey instrument was prepared, the Thai version was used to collect the data from the Thai university during August to October 2012. A total of 405 questionnaires were distributed and 165 were returned completed, a response rate of 40.7%. The data from the Malaysian university was collected in April 2012 where the sample size was 160. The data was analyzed and tabulations were done for descriptive statistics, and correlation analysis undertaken. The path model was tested using LISREL (v.8).

Results

This section consists of three parts of analysis for the data collected to match the three research objectives. The first part has the descriptive analyses and the mean scores of the participants. The second part has the correlation analyses to test the relationship among the

study variables. In the third part, path analysis was conducted using SEM, for the total sample to test the proposed model. It was followed by multiple group path analyses were done to test the invariance of model parameters between Thai and Malaysian samples.

Descriptive analyses and Comparison of mean scores of the sample

Descriptive statistics for both the samples from Thailand and Malaysia are shown in the table 1.

As shown in table 1, there were more females (63.3%) in the Thai sample, but the Malaysian sample was almost equally represented in terms of gender. In the Thai sample there were around 48.5% married teachers, while in the Malaysian sample there were almost all married (96.3%). The mean age of both samples was around 43 years. The major religious orientation in Thailand was Buddhism (95.3%) while in Malaysia it was Islam (99.4%).

Table 1

Demographic Characteristics of the Research Samples

Characteristics	Thailand		Malaysia	
	Frequency	Percentage	Frequency	Percentage
N=	165		160	
Gender				
1. Male	58	35.15	83	51.90
2. Female	107	64.84	77	48.10
Marital status				
1. Single	79	47.88	-	-
2. Married	82	49.70	154	96.30
3. Divorced	3	1.82	4	2.50
4. Widowed	1	0.60	2	1.30
Religion				
1. Christianity	2	1.21	-	-
2. Buddhism	161	97.58	1	0.60
3. Islam	-	-	159	99.40
4. Others	2	1.21	-	-
Highest education level				
1. Bachelor	-	-	11	6.90
2. Master	64	38.79	46	28.70
3. PhD	97	58.79	103	64.40
4. Others	4	2.42	-	-
Age				
1. Mean	43.78		43.77	
2. SD	10.06		7.24	

Note: "Thailand"= Thai university teachers, N= 165; "Malaysia"= Malaysian university teachers, N=160

Means, standard deviation, and correlations among the study variables are presented in Table 2. The lower diagonal numbers are the Thai sample's statistics while the upper ones are the Malaysian sample's statistics.

An independent sample t test showed that the difference in QWL scores between the Thai sample ($N = 165$, $M = 4.32$, $SD = 0.61$) and the Malaysian sample ($N = 160$, $M = 4.52$, $SD = .617$) was statistically significant, $t(324) = -2.809$, $p = .005$. Further *t-test* analyses were done to study the means of QWL for both the samples, but no significant differences were among gender, marital status, religion and educational background.

Correlation Analysis

The correlation analyses showed that for both the samples, there were significant positive relationships of life satisfaction, job satisfaction, and general self-efficacy with the quality of work life. Significant negative correlations between work family conflict and quality of work life were found in both samples. However, both samples differed in the correlation between negative affect and quality of work life. The Malaysian sample had significant negative correlation ($r = -.26$, $p < .01$), while the Thai sample had weak insignificant relationship.

Table 2
Construct correlations, means, standard deviations and reliabilities

		Malay	1	2	3	4	5	6	Mean	SD	Alpha
		Thai									
1. Quality of Work Life			-	-.26**	.49**	.53**	.56**	-.26**	4.52	0.61	0.92
2. Work-Family Conflict			-.24**	-	-.31**	-.19*	-.21**	.29**	3.62	1.10	0.93
3. Job Satisfaction			.49**	-.31**	-	.50**	.24**	-.20*	4.57	0.66	0.69
4. Life Satisfaction			.41**	-.26**	.43**	-	.33**	-.24**	2.59	2.68	0.82
5. General Self-Efficacy			.30**	-.05	.27**	.33**	-	-.33**	3.86	0.75	0.94
6. Negative affect			-.09	-.07	-.08	-.11*	-.15**	-	3.61	0.69	0.81
Mean			4.32	3.74	4.00	3.41	4.69	3.35			
SD			0.67	1.07	0.69	0.68	0.68	2.94			
Alpha			.90	.90	.74	.79	.93	.81			

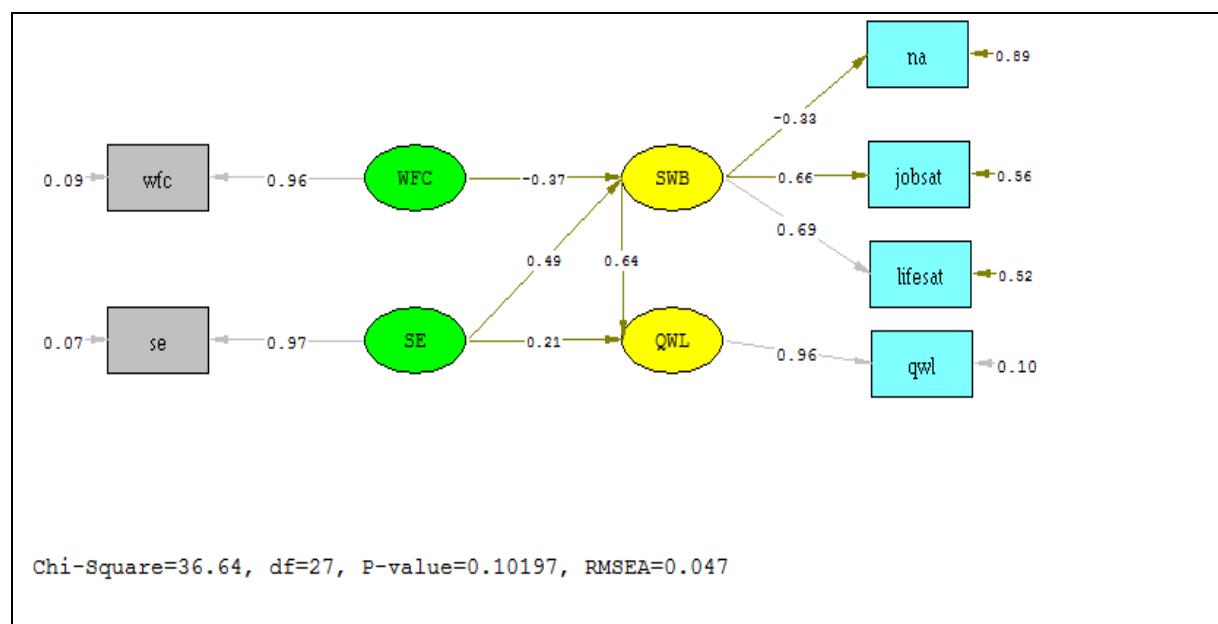
Note: a) Lower diagonal: descriptive statistics and correlation matrix of the Thai data; Upper diagonal: descriptive statistics and correlation matrix of the Malaysian data; * $p < 0.05$ level (2-tailed); ** $p < 0.01$ level (2-tailed). b) Malay is used for the Malaysian sample & Thai for the sample from Thailand.

Total Sample Path Analysis

To test the third objective of the research, sample path analysis and multiple group path analyses were conducted. The hypothesized research model (figure 1) was tested by latent variable path analysis. Life satisfaction, job satisfaction, and negative affect were treated as observed indicators measuring the subjective well-being construct (Diener, Oishi, & Lucas, 2002). Due to it being a single indicator construct, each measurement error of work family conflict, general self-efficacy, and quality of work life was fixed as (1-reliability) times the variable variance (Jöreskog, & Sörbom, 1993). The fit of hypothesized model was good ($\chi^2(7) = 12.88$, $p > .05$; RMSEA = .05; CFI = .99; TLI = .98).

As shown in Figure 2, all path coefficients were significant at .05 except the direct effect of general self-efficacy on quality of work life which was insignificant. Corresponding to theory and previous research results, negative affect was the sole indicator of subjective well-being that had a negative factor loading. As the mediator in the model, Subjective well-being had a significant direct effect on quality of work life (standardized effect = .73) and received significant effects from work family conflict (standardized effect = -.37) and general self-efficacy (standardized effect = .49). Both work family conflict and general self-efficacy also had significant indirect effects on the quality of work life (standardized effects = -.27 and .36 respectively).

All of these results indicated that subjective well-being played a mediating role between the effects of work family conflict and general self-efficacy on the quality of work life.



Note: WFC= work family conflict, SE= General self-efficacy, SWB= subjective well-being, QWL= Quality of work life, na= Negative affect, jobsat= Job satisfaction, lifesat= life satisfaction.

Figure 2. Standardized Effects of Multiple Group Path Analysis Results.

Multiple Group Path Analyses

Multiple group path analyses were performed to examine whether the hypothesized model differed across the two university teacher samples. Specifically, these multiple group analyses tested whether the relations between the observed indicators of subjective well-being construct (the measurement model) and also the hypothesized effects among latent constructs (the structural model) were invariant across Thai university teachers and Malaysian university teachers. The results are shown in Table 3.

Model invariance is determined by comparing the baseline model if there are no parameter constraints to be equal across the groups (model 1) to successively more restrictive models. A model whose χ^2 is not significant different from the baseline model is deemed invariant and thus the constrained parameters in that model are considered equivalent across the group. The invariant model will become the baseline model for the next more restrictive model. Equivalence of measurement relationships among the observed indicators with the subjective well-being construct was tested first in model 2 and the χ^2 difference was not significant ($\Delta\chi^2(2) = .38$, $p > .05$) indicating that subjective well-being construct was represented and understood equivalently across both groups.

Next, the effect of subjective well-being on quality of work life was tested in model 3 and the effects of all the others left were tested in model 4. None of significant χ^2 differences (model 3 $\Delta\chi^2(1) = 3.25$, $p > .05$; model 4 $\Delta\chi^2(3) = 5.28$, $p > .05$) were found. Therefore, we can conclude that all the effects in the hypothesized model were equivalent across the two samples.

Table 3

Fit Indices for Analyses of Invariance between Thai and Malaysian Samples

Model Description	χ^2	RMSEA	CFI	TLI	df	df_{diff}	χ^2_{diff}
Combined Group Model	12.67	.050	.99	.98	7		
SEM: Multiple Group Models							
Model 1: No invariance constraints were imposed	27.50	.048	.98	.98	20		
Model 2: Factor Loading of SWB was invariant	27.88	.041	.99	.98	22	2 (M1 vs. M2)	.38
Model 3: Model 2 + Beta was invariant (SWB \rightarrow QWL)	31.13	.047	.98	.98	23	1 (M2 vs. M3)	3.25
Model 4: Model 2 + Gammas were invariant	36.41	.050	.98	.98	26	3 (M3 vs. M4)	5.28

There was one result that differed from that of total sample path analysis. The previously insignificant direct effect of general self-efficacy on quality of work life in the total sample path analysis turned to be significant in the multiple group analyses. All standardized effects were presented in figure 3. Analysis was also conducted for the latent variable mean comparison and it was found that subjective well-being of Malaysian university teachers was significantly lower than that of Thai university teachers.

Discussion and Conclusion

The causal relationships among the variables in the quality of work life model of university teachers in Thailand and Malaysia were supported by the empirical data. Findings of the current study suggest that subjective well-being (SWB) mediated the relationships between the psychosocial factors (work-family conflict and general self-efficacy) and quality of work life. The results confirm the important effects of SWB on quality of work life. Specifically, SWB had the most impact on quality of work life as compared to other variables in this research. Moreover, the evidence from this research is consistent with the previous studies, showing that one of the indicators of SWB (job satisfaction) had an impact on the working life quality (Cohen, Kinney & Dichter, 2007). Similarly, recent findings from a meta-analysis of life satisfaction (one of the indicator of SWB in current study) indicated that life satisfaction had significant relationship with quality of work life (Erdogan, Bauer, Truxillo & Mansfield, 2012). In addition, Diener, Oishi and Lucas (2002) also suggested that SWB is necessary for quality of life.

The present study showed that work- family conflict had a negative direct effect on SWB and indirect effect on quality of work life. These findings also conform to the previous research investigating the relationship of work-family conflict with various aspects of well-being. For example, several studies showed that work family conflict was a negative predictor of employee and academic well-being (Noor, 2003; Grant-Vallone & Donaldson, 2001; Achour & Boerhannoeddin, 2011). The findings concerning effects of work-family conflict on quality of work life are partially consistent with the study of Choochom and Pattamacharoen (2012) demonstrating that negative spillover (work-to- family conflict and family- to- work conflict) had negative consequences on Thai married government officials' quality of life (which included work life quality, marital quality and parental quality).

The quality of working life was found to be directly affected by self-efficacy and indirectly affected through subjective well- being. However the indirect effect was stronger than the direct one. The finding showed that when a worker believed that he has an ability to perform at work, he will be more satisfied with his job. This study also showed that subjective well-being mediated the effect of self-efficacy on quality of work life which implied psychological growth in the university staff (Hackman & Oldham, 1975).

Previous researches showed self-efficacy was an important construct for career choice of students, and career development of employers (Hackett, 1997). In addition self- efficacy as a part of psychological capital was found to affect the attitudinal outcome at the workplace (Lewis, 2011). This research emphasized the role of self-efficacy in work. Hence it is recommended that the universities should provide activities to promote self-efficacy among academic staff. These activities may include research mentoring, and coaching for teachers.

The present findings suggest that improvements to the quality of working life for both Thai and Malaysian universities needs to take into consideration psychosocial factors and subjective well-being (SWB). Interestingly, the findings concerning the connection between psychosocial factors (i.e., general self-efficacy and work-family conflict) and SWB also supports the *person-environment fit* model (Caplan, 1987) in explaining SWB and also QWL. It is implied that university teachers with high self-efficacy have higher SWB in low work-family conflict situations than those in high work-family conflict situations. Based on

this it is recommended that universities should have workplace family policies such as work-family friendly support to reduce the work-family conflict. This would promote the person-environment fit and enhance the perceived quality of working life.

Limitations

There were some limitations of the study, such as the limited choice of variables and the use of a cross-sectional design, and hence, the predictability of the causal relationships might be problematic. As a result, longitudinal research is needed to examine the direction of subjective well-being that might precede quality of work life or follow quality of work in life. In addition, researchers should employ an experimental design to test effects of intervention programs (i.e., reducing work-family conflict or work-family policies) for validation of the quality of work life model. Additional research using mixed methods would be beneficial to further understand the linkages between the psychosocial factors and quality of work life.

Recommendations

University authorities and higher education management in the governments of these two countries could use these results to develop the QWL of the teaching faculty by providing opportunities to enhance job satisfaction, overall wellbeing and reducing work-life conflict. Sirgy, Reilly, Wu & Efraty (2008) urge that the satisfaction of employee needs is at the core of QWL programs that organizations need to focus on this. Further research efforts in understanding the construct and harnessing it in practice could be useful for teachers, university managements, governments and also the community at large.

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