

# Quality of Work Life among Faculty Members in Saudi Arabia Based on the Walton Model

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The aim of this study was to determine the quality of work life (QoWL) among faculty members working in the college of education at Imam Abdulrahman bin Faisal University in Saudi Arabia. The QoWL scale is based on Walton model and was used to gather the responses from 62 faculty members. Means, standard deviations, t-test and one-way Anova tests were used to analyse the data. Of the seven categories of QoWL, "social integration in the work organisation" had the highest mean (M=3.18), while "adequate and fair compensation" had the lowest mean (M=2.42). The results also indicated that no significant differences were found among averages of the research sample estimates regarding the level of QoWL attributed to the research variables of gender, academic rank, and years of service. Several recommendations were proposed to enhance the QoWL of the faculty members.

**Key words:** *Quality of work life, faculty members, administration, university, Saudi Arabia.*

## Introduction

Quality of work life (QoWL) is the degree of satisfaction and contentment employees experience with their overall work environment. QoWL is positively associated with employees' satisfaction and involvement in the work environment (Jad Al-Rabb, 2008). Walton (1973) emphasizes that QoWL seeks to strengthen job meaningfulness. He further maintains that meeting employees' psychological needs is essential to the quality of work life.

QoWL is a multidimensional construct that significantly influences the various aspects of professional outcomes of employees. Walton (1973) suggests several dimensions to assess QoWL: 1) adequate and fair compensation; 2) safe and healthy working conditions; 3) opportunity to use and develop human capacities; 4) job security; 5) social integration in the work organisation; 6) work and total life span; 7) social responsibility; and 8) constitution. The Walton Model is one of the most important models for measuring QoWL in an organisation

(Suleiman, 2016). This model has been validated and used in academic research since its development. In addition, scholars emphasised the importance of the Walton Model for improving QoWL in higher education institutes (Boone et al., 2019), especially since today's universities are looking for the factors that would achieve balance between the work and total life span of faculty members to develop their capacity (Hilal, 2016).

QoWL of the faculty members refers to the sense of satisfaction and pleasure they feel in regard to the work environment (Allam, 2012). QoWL is not only correlated with happier teaching staff, but also with better work outcomes. Al-Za'bair (2012) emphasised that QoWL of the faculty members is positively associated with their mental health. Allam (2012) and Saleh (2013) found that the level of QoWL of the faculty members is correlated with the development of their performance and scientific productivity. They also found a positive relationship between QoWL and job satisfaction and motivation among faculty members. Thus, over the past few decades the improvement of QoWL of the university faculty members has gained attention.

Despite the increasing number of QoWL studies, few studies have analysed the dimensions of QoWL among faculty members at the Colleges of Education in Saudi Arabia (Saleh, 2013). In addition, there are some challenges facing the faculty members such as low salaries, lack of oversight regarding the relevant regulations and instructions, lack of devices, and poor personal capabilities, which negatively affect the QoWL of the faculty members (Allam, 2012). Furthermore, to achieve the strategic goals of Saudi Vision 2030, Saudi universities have to pay more attention to improve QoWL of their faculty members by creating a safe, healthy and proper work environment for the employees, enriching their jobs and making them feel more confident (Al-Harbi & Al-Shaqran, 2018). This is particularly important since the results of prior studies in Saudi universities set out a low level of QoWL among the faculty members (Al-Harbi & Al-Shaqran, 2018; Saleh, 2013).

Thus, the purpose of the current study was to examine the level of QoWL as perceived by the faculty members in the College of Education at Imam Abdulrahman Bin Faisal University. More specifically, this study poses two questions:

- (1) What is the level of QoWL among the Faculty Members at the College of Education at Imam Abdulrahman Bin Faisal University in Saudi Arabia based on the Walton Model?
- (2) Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) among the averages of the research sample estimates regarding the level of QoWL attributed to the research variables (gender, academic rank, and years of service)?

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## **Theoretical Framework**

The theoretical perspective of this study is discussed in this section. First, the authors discussed the construct of QoWL, followed by the goals and the importance of QoWL.

### **The concept of quality of work life**

Quality of work life literature has grown in higher education institutes with different concepts. The researchers have set varied meanings of the concept of the quality of job life. Some scholars have conceptualised quality of work life on the basis of the implications resulting therefrom. For example, Nguyen & Nguyen (2012) defined QoWL as a concept that is related to the well-being of the employees. It aimed at securing the employees' human, economic, social, and cognitive needs.

Indumathy & Kamal (2012) emphasised that QoWL is the approach which views the employees as the organisation's assets instead of considering them as costs. This approach confirms that the employees' performance will be better whenever they are authorised to manage their work themselves and contribute to decision-making processes, leading to the fulfillment of their physiological and economic needs. Similarly, Swamy (2015) defined QoWL as the degree of an employee's satisfaction through involvement in the work.

In addition to this, other scholars viewed the concept of QoWL in light of the practices made by the senior administration. Al-Harbi & Al-Shaqran (2018) and Suleiman (2016) define QoWL as a set of efforts, activities and integrated applied practices made to improve the work environment of faculty members by meeting and satisfying their needs. In addition, Shamilan (2019) defines QoWL as a set of interconnected processes that give work life a high degree of success and mastery through several dimensions, the most prominent of which are those related to professional satisfaction, work participation, motivation, safety and security at work, comfort and happiness, and capacity development.

### **Goals of quality of work life**

The goals of QoWL are designed to provide the human resources with the opportunity for progress and establish a willing productive manpower. Application of quality of the work life by the employees aims to obtain adequate and fair compensations, make use of job promotion, and take over compatible jobs with the academic qualifications to achieve the further development of the employees' experiences and capabilities. Al-Sweiti (2015) indicated that quality of job life aims at redesigning the work in all its aspects in terms of power, groups, organisation, flow of work procedures and working hours, as well as paying attention to the work features. Moreover, Suleiman (2016) pointed out that QoWL seeks to support the well-being of the staff, leading to an employee's positive attitude toward their work and their institution.

In addition, Al-Serajj (2017) stated that the purpose of improving QoWL is to reduce organisational costs by attracting employees and achieving strong organisational effectiveness and efficiency. Suais (2018) also pointed out that QoWL aims to redesign and enrich work life to correspond the employees' skills and aspirations and achieve justice among the employees and preserve the employees' dignity and privacy.

### **Significance of the quality of work of life**

Quality of the work life is important because it seeks to create balance between the individuals' work and personal lives, reduce the intention to leave work and reduce job-related risks, such as work accidents (Jad Al-Rabb, 2008). QoWL is important because it reflects planned and continuous activities in the short and long term (Zanati & Ahmed, 2013). Farid et al. (2015) found that QoWL is positively correlated with the organisational commitment of the employees. Bin Khalid & Bou Hafs (2015) indicated that the quality of work life is in line with modern management concepts, such as management by objectives, management by comprehensive quality, and strategic management. Therefore, the concept of QoWL is a broad concept involving the provision of a safe and healthy work environment that leads to greater participation among employees in organisational work. In addition, this concept is one of the basic pillars on which the comprehensive quality programs are based on in many institutions in developed countries, whether in educational, political, or industrial fields. Suleiman (2016) indicated that the QoWL seeks the sustainable development for the work environment that does not consume but renew the human and natural resources. Accordingly, universities can invest in the quality of work life to achieve sustainable development; moreover, the quality of job life leads to greater knowledge exchange among the employees and the creation of new knowledge due to the interaction among them (Boutabh & Najimi, 2020).

### **Methodology**

The current study employed the quantitative method. In this section, the authors introduce the participants, instrument, and validity and reliability procedures.

### **Participants**

The population of this study consisted of all 92 faculty members (64 males and 28 females) in the College of Education at Imam Abdulrahman Bin Faisal University in Saudi Arabia. The authors received 62 valid responses which were subjected to statistical analysis. As shown in Table 1, the research sample was determined according to the sampling table provided by (Krejcie & Morgan, 1970), considering the confidence level of 95%, the morale coefficient of 5% and the size of the population. The professors' responses represented 100% of the target, while the responses of the associate professors represented 94% of the target; the assistant professors' response represented 74% of the target.

**Table 1 Stratified distribution of the study sample and response rates distribution of the study sample and response rates**

1- Size of the total community of faculty members in the college	92		
<b>Population classes</b>	Assistant professor	Associate professor	Professor
2- Frequency	65	22	5
3- Ratio = (2) ÷ (1)	71%	24%	55%
4- Estimated sample size according to Krejcie & Morgan's sampling table	76		
5- Proportional distribution of the questionnaires = (4) x (3)	54	18	5
6- Actual responses	40	17	5
<b>7- Response rate = (6) ÷ (5)</b>	<b>74%</b>	<b>94%</b>	<b>100%</b>

### Instrument

A survey research design was used to answer the questions of this study. Based on the Walton model, the authors developed a structured questionnaire. It took approximately 15 minutes to complete the questionnaire. Based on the referees' recommendations, the questionnaire includes seven dimensions of Walton's model of QoWL. The first part of the questionnaire asked about the demographic variables of the study participants such as gender, years of service and academic rank. The second part of the questionnaire includes thirty one statements divided into seven dimensions; social integration in the work organisation (5 items), work and total life span (5 items), job security (4 items), opportunity to use and develop human capacities (4 items), safe and healthy working conditions (4 items), social responsibility (4 items), and adequate and fair compensation (5 items). The participants were asked to show the degree to which they agree/disagree using a four-point Likert scale.

To determine the length of the cells of the four-point Likert scale, the range of each category was calculated, which is equal to  $(4 - 1 = 3)$ . It was then divided by the number of cells of the scale (4) to obtain/calculate the cell length which is  $(3 \div 4 = 0.75)$ , so that this value is added to lowest value on the scale to determine the degrees of availability of the quality of job life (Verberne et al, 2013) (see Table 2).

**Table 2 Degree of availability of the QoWL dimension according to Likert Scale**

Average weighted range	Degree of availability
From 1 to less than 1.75	Rarely (very low)
From 1.75 to less than 2.5	Sometimes (low)
From 2.5 to less than 3.25	Often (high)
From 3.25 to 4	Always (very high)

## Validity and reliability

The questionnaire was tested for its validity. A group of 22 experienced academic referees in the field of educational leadership and management and other related disciplines verified the apparent validity (e.g., clarity of the statements) of the instrument. The reliability of the instrument was measured by distributing the questionnaire to a pilot sample of 16 faculty members. Internal reliability was measured using the Cronbach Alpha coefficient, and ranged between (0.74- 0.92), resulting in adequate and fair compensation (0.742), safe and healthy working conditions (0.835), job security (0.794), opportunity to use and develop human capacities (0.836), social integration in the work organisation (0.926), work and total life span (0.826), social responsibility (0.922). This indicates that the instrument in relation to the seven dimensions has a high degree of reliability and it can be relied upon in measuring the reality of QoWL in the college setting. The whole questionnaire has a reliability level of 0.95, which indicates that the instrument is a reliable measure of QoWL.

## Results

First Question: What is the level of QoWL among the Faculty Members at the College of Education at Imam Abdulrahman Bin Faisal University in Saudi Arabia based on the Walton Model?

To identify the level of QoWL among faculty members in Saudi Arabia, means and standard deviations were calculated (see Table 3).

**Table 3 Means and standard deviation of QoWL among faculty members**

No	Dimensions	Mean	Standard deviation	Degree of availability	Order
5	Social integration in the work organisation	3.18	0.76	High	1
6	Work and total life span	2.94	0.7	High	2
3	Job security	2.85	0.74	High	3
4	Opportunity to use and develop human capacities	2.81	0.69	High	4
2	Safe and healthy working conditions	2.70	0.72	High	5
7	Social Responsibility	2.57	0.87	High	6
1	Adequate and fair compensations	2.42	0.73	Low	7
<b>General indicator of QoWL</b>		<b>2.78</b>	<b>0.61</b>	<b>High</b>	

Table 3 indicates that the dimensions of QoWL were ordered according to the degree of availability of each dimension. The dimension “social integration in the work organisation” had the highest mean (M= 3.180, SD=.76), followed by “work and total life span” (M= 2.94, SD=0.70). “Job security” came in third with a high availability degree (M= 2.85, SD= 0.74). “Opportunity to use and develop human capacities” came in fourth with a high availability

degree ( $M=2.81$ ,  $SD=0.69$ ), followed by “safe and healthy working conditions” in fifth with a high availability degree ( $M=2.70$ ,  $SD=0.72$ ). “Social responsibility” in the sixth order with a high availability degree ( $M=2.57$ ,  $SD=0.87$ ). The dimension “Adequate and fair compensation” came in last with a low availability degree ( $M=2.42$ ,  $SD=0.73$ ).

It is noted that most dimensions of QoWL according to the Walton Model came at high degrees except for “Adequate and fair compensation,” which came with a low degree of availability. This may be attributed to the fact that the senior administration has satisfied most of the main needs for the QoWL among faculty members, except for the material needs. This may be explained based on the justice theory, which states that the lower the degree of satisfaction of the person's need, the more desire for it (Al-Fadil, 2011). This explains the increased desire of members for material needs.

The overall QoWL among the faculty members had the mean of  $M=2.78$  ( $SD=0.61$ ), which means that the quality of job life in the College of Education according to the Walton Model was high. This may be attributed to the contributions of the senior administration to improving the quality of work life among faculty members. This can also be attributed to the college's interest in the continuous professional development of the faculty members by focusing on preparing and continuously developing the training programs (Imam Abdulrahman Bin Faisal University, 2020a). In this regard, Saleh (2013) indicated that the quality of job life is high when the employees have a higher level of achievement and growth. Our results are consistent with findings reported in previous studies (e.g., Suleiman, 2016; Khoqir, 2018; Hammadna, 2019; Bandar, et al., 2018) and inconsistent with findings reported in earlier studies (e.g., Al-Desouki, 2015; Suais, 2018; Mirkamali & Thani, 2011; Aarthy, M., & Nandhini, 2016; Mamedu, 2016)

Table 3 also indicates that the dimension of adequate and fair compensation had the lowest mean ( $M=2.42$ ;  $SD=0.73$ ). This may be attributed to the faculty members' perceptions that they receive compensation that does not meet their efforts, given the teaching, administrative, supervisory, and other workloads on them, which lead to the members' dissatisfaction. This could be explained through the theory of justice: the employee seeks to achieve a balance between their effort and time towards the organisation and the financial return or moral benefits which he obtains. If the employee feels that his moral and financial returns are not equivalent to his performance, he will be in a state of anxiety and tension. These results are consistent with findings reported in earlier studies (e.g., Saleh, 2013; Qurshi & Bdesi, 2016; Zare, Haghgooyan, & Asl, 2014).

It is also evident (see table 3) that the overall mean of the level of QoWL in relation to the safe and healthy working conditions among the faculty members at the college was 2.70 with a standard deviation of 0.72. This indicates a high quality of work life in safe and healthy working conditions at the College of Education based on the perceptions of the faculty members. This could be attributed to the college's interest in providing all necessary environmental equipment

for safety, and occupational health to the faculty members, supervising the educational facilities and laboratories, and maintaining continuous maintenance of the colleges throughout the year (Imam Abdulrahman Bin Faisal University, 2020b). Nassar & Bahr (2013) indicated the existence of an overlapping relationship between the quality of work life and the maintenance of human resources, which is considered one of the most important modern administrative approaches. These findings are consistent with results reported in earlier research (e.g. Al-Harbi, Al-Shaqran, 2018; Khoqir; 2018; Maddi, 2014; Suais, 2018)

As shown in Table (3), the overall mean of quality of job life in relation to the job security among the faculty members was 2.85 with a standard deviation of 0.74 and a high degree of availability. This may be attributed to the college's efforts to fulfil the job security requirements such as financial regulations, retirement regulations, end of service and resignation regulations, clarification of the rights and duties of its employees and compensation systems (Higher Education and Universities Council System, 2015). In addition, promotion is one of the most important academic decisions taken by the Scientific Council (University Agency for Postgraduate Studies and Scientific Research, 2019). It enhances the job security among the faculty members and helps meet their future needs. This trend reflects the college's keenness to raise the level of reassurance among the faculty members towards their future career (Imam Abdulrahman Bin Faisal University, 2020c). This conclusion is consistent with the findings of both Hammadna (2019) and Khoqir (2018).

The overall mean of QoWL in relation to the "opportunity to use and develop human capacities" was high ( $M=2.81$ ,  $SD=0.69$ ). This may be attributed to the senior administration's adoption of the quality culture and their efficiency in selecting the proper development programs. Ibrahim, Mohamed & Makhoulf (2016) indicated that successful educational reform depends on the quality of selection, preparation, and training of faculty members.

It should also be noted that the general mean of QoWL in relation to the "balance between work and total life span" among the faculty members was high ( $M=2.94$ ). This might be attributed to the administration's practices and respect for the members' responsibilities to achieve the requirements of balance between work and total life span, maintaining their psychological and physical comfort, such as determining the working hours, and preventing workloads that would affect their performance and productivity (Imam Abdulrahman Bin Faisal University, 2020d). In this regard, our results are consistent with other studies (Al-Harbi and Al-Shaqran, 2018; Hammadna, 2019; Qurshi & Bdesi, 2016; and Zare, et al., 2014).

As shown in Table 3, the dimension of social responsibility had a high mean of ( $M=2.57$ ). This might be attributed to the college's interest in activating community responsibility and partnership. Because the college does not only pay attention to the faculty members but also considers the community as a basic partner, it is the main beneficiary as this dimension is one of the most important drivers of the college's success (Imam Abdulrahman Bin Faisal University, 2020e).

Second question: Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) among averages of the research sample estimates towards the level of QoWL attributed to the research variables (gender, academic rank, and years of service)?

To answer the second question, t-test and one-way ANOVA analysis were used to identify if there are any statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) among the averages of the research sample estimates towards the level of QoWL attributed to the variables of gender, academic rank, and years of service (see Tables 4, 5, 6, and 7).

**Table 4. T-test results for the differences between the average responses of the sample on the level of QoWL according to the gender variable**

Variable	Gender	Number	Mean	Standard deviation
Quality of the job life	Female	26	2.75	0.60
	Male	36	2.81	0.63

As indicated in Table 4, the mean of male faculty members' perception was 2.81, indicating a high value. On the other hand, it is evident that the mean of the female faculty members' perceptions was 2.75, indicating a high value as well. Thus, the amount of difference between the two averages is equivalent to only 0.06 which is a relatively slight difference.

**Table 5. T-test results of the statistical differences between the males and females**

Variable	"T" value	Degree of freedom	Average difference	Significance level	
Quality of job life	0.362	60	0.0577	0.718	Not statistically significant

Table 5 indicates that value of the "T-test" was 0.362, which is a non-statistically significant value, given that the level of statistical significance associated with it was 0.718, which is greater than 0.05. This shows that no statistically significant differences among the averages of the faculty members' responses on the general indicator of the quality of job life attributed to the difference in the gender variable among the faculty members. These results are consistent with findings reported in previous research (e.g., Al-Harbi & Al-Shaqran, 2018; Allam, 2012; Suais, 2018).

**Table 6. Results of "One way ANOVA" analysis measuring the existence of statistically significant differences among faculty members' QoWL attributed to the academic rank variable.**

Groups	Total squares	Degree of freedom	Average squares	"F" Value	Significance level	
Inter-groups	0.75	2	0.038	0.097	0.908	Not statistically significant
Inside groups	22.959	59	0.389			
Total	23.035	61				

As indicated in Table 6, the value of "F" test is 0.097 which is a non-statistically significant value, and the value of the associated statistical significance level was 0.908, which is greater than 0.05. This indicates that there are no statistically significant differences between the averages of the faculty members' responses on the general indicator of the quality of work life attributed to the different academic ranks of the faculty members at the college. This finding indicates the existence of convergence among faculty members of academic ranks (professor, associate professor, assistant professor) regarding the reality of the quality of work life. Despite variations, all the faculty members work under the same conditions in the same academic environment, where they have the same duties and roles. In addition, participation in the training courses, conferences and scientific committees for the newly experienced faculty members contributed to increasing awareness of all members regarding the quality of work life in the college, despite their different academic ranks. This finding is consistent with results reported in prior studies such as Al-Harbi & Al-Shaqran (2018), Maddi (2014), Saleh (2013), and Suais (2018). However, this finding is inconsistent with the results reported in prior studies such as Allam (2012) and Khoqir (2018).

**Table 7. Results of "One way ANOVA" analysis measuring the existence of statistically significant differences among faculty members' QoWL attributed to the years of service variable.**

Groups	Total squares	Degree of freedom	Average square	"F" Value	Significance level	
Inter-groups	0.074	2	0.037	0.095	0.909	Not statistically significant
Inside groups	22.960	59	0.389			
Total	23.035	61				

Table 7 shows that the value of the "F" test is 0.095, which is a non-statistically significant value, given that the value of the associated statistical significance level was 0.909, which is greater than 0.05. This means that there are no statistically significant differences between the averages of the faculty members' responses on the general indicator of the quality of job life, attributed to the variable of service. This may be due to the fact that despite all faculty members having different years of service, they work in the same academic environment. This facilitates



the exchange of the experiences between more and less experienced members. This finding is consistent with the results reported in prior studies (e.g., Al-Harbi & Al-Shaqran, 2018; Maddi, 2014; Saleh 2013; Suais, 2018).

### **Recommendations**

In light of results of the current study, the authors set a number of recommendations to improve the quality of work life of the faculty members. First, it is necessary to reconsider the salary and compensation system currently applied to the faculty members by a responsible authority and establish a criteria for determining the compensations. Second, it is necessary to design and implement training programs for the faculty members related to occupational safety and health by the General Administration of Occupational Safety and Health to maintain the safety of the faculty members and reduce work risks. Finally, it is necessary to pay more attention to the well-being of faculty members in proportion to the nature of the work inside the college, supporting them with the necessary material resources by providing social welfare programs, and organising group recreational trips for members, which will positively increase the interconnectedness among the faculty members, and enhance their work performance.

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