



Understanding the Dynamics: The Organization's Commitments and Quality of Work Life in the Higher Education Context

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Abstract

The current study objective is to investigate the factors that affect work-life quality and the connection between it and organizational commitment among South Indian academic professionals. Explanatory and quantitative methods were both used in the inquiry. Data from 177 samples selected by a Stratified random sampling technique were gathered using a standardized seven-point for the study. Links between consistent latent and manifest variables are found using confirmatory factor analysis. As per the Structural Equation Model results, a significant and positive correlation exists between academic staff members' organizational commitment, work-life balance, performance, and pay. Furthermore, it has been demonstrated that the organizational commitment of higher education staff members and their degree of work-life happiness are significantly and favorably correlated. The institutions must raise job engagement among academic staff members and enhance service quality to enable more balanced work-life measures.

Keywords: Academic and Higher Education Professionals, Organizational Commitment, Work-Life Balance, Work-Quality of Life.

Introduction

Several global challenges, including those related to technology, culture, law, the environment, and other matters, have changed the dynamic of today's market environment. As a result, modern organizations are driven by maintaining their workforce's living standards through improved work-life balance. This ongoing struggle has left the education sector far from unscathed. It now faces even more challenges, including rapidly changing specializations and levels of knowledge, technological advancements, innovations, the shift from conventional to advanced practices, the influx of new workers into the workforce, industry-academia collaborations, research, cost optimizations, and the concurrent development of top talent (1, 2). Because of their distinctive qualities, Institutions of higher learning are meant to be repositories of the most intelligent and skilled minds. The best way to explain the idea of employee commitment is via the prism of social exchange theory. The concept of social exchange is based on an

economic theory of human behavior emphasizing interpersonal interactions (2, 3). People are motivated by the desire to maximize profits and reduce losses. The underlying tenet of the social exchange theory holds that long-lasting reciprocal trust and commitment are fostered by partnerships with greater benefits than costs. Furthermore, these social exchanges involve material gains and subjective pleasures like reputation, loyalty, and approval. For example, the workplace manager offers financial rewards to the staff, and in return, the staff members contribute their commitment and skill. The turnover of money inside an organization is the behavior most frequently researched about commitment (4).

However, the focus on turnover could have a short-term outlook. A stable workforce is one of many factors affecting how well an organization performs. Employees must also rely on one another to properly perform their assigned tasks and be open to engaging in activities beyond the call of duty. It

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(Received 25th April 2024; Accepted 15th July 2024; Published 30th July 2024)

follows that the kind of commitment that employees receive will impact on their willingness to improve the firm's performance. Unlike those with continuous or normative commitment, employees with an affective commitment to the company are eager to put in effort for the company's good. Interestingly, most studies that discovered relationships between performance and commitment used measures of affective commitment. One may feel obligated to continue supporting the group if they must stay there. Under these circumstances, normative commitment and performance are positively correlated. Performance is likely to have a small positive correlation with consistent dedication. Workers whose length of service is mainly dictated by the company's needs might not be driven to go above and beyond what is necessary to keep their jobs. They act as knowledge bases for the needs of the country's labor force. Academic staff size and Potential of staff are important factors in higher education, and they are essential to a high-quality education. These days, professors are expected to do more than deliver lectures because of the growth of higher education institutions. Teaching becomes increasingly important due to their supervision of student research, attendance at conferences, publication of scientific papers in prominent worldwide and index journals, and other institutional responsibilities (1, 2, 5). Furthermore, university professors' dedication and work-life balance will help postsecondary educational institutions realize their goals and become centers of excellence. The worst effects of bad academic quality of life are particularly severe at higher education institutions due to low commitment, high turnover, and decreased teacher quality and student accomplishment (6). Furthermore, there are differences in the quantity and caliber of academic staff in higher education. Higher education institutions, more than most other organizations, therefore, depend more on their teachers' intellectual and creative prowess and dedication. As a result, attracting and retaining academic staff members through insightful, strategic human resource management is critical to improving the quality of these institutions' core activities. This study uses a quantitative technique to analyze QWL and OC in the setting of a South Indian higher

education institution to achieve the following research objectives. I. To examine academic staff rewards, supervisor relationships, work-life balance, workspace, professional growth, and organizational commitment. II. To examine the correlation between academic staff members' organizational commitment and work-life quality.

The research aims to dissect the connections between transformational leadership (TL) and organizational citizenship behavior. To learn more about the direct and indirect effects on organizational commitment (OC) and quality of work life (QWL). The study's sample consisted of 165 regular teachers from different high schools in Maidun City. Data analysis shows a positive and robust relationship between TL, QWL, and OC and OCB. According to the study's findings, improving transformational leadership techniques, launching work-life balance initiatives, and encouraging organizational commitment from teachers are great ways to boost teacher confidence (1, 6, 7). Prior research has demonstrated that employees with low levels of organizational commitment are more inclined to want to depart from the organization. Not fully committed workers may resign from the organization and demonstrate a lack of enthusiasm in reaching organizational goals. Organizational commitment refers to an employee's dedication to remain loyal to their organization, exert significant effort on its behalf, and wholeheartedly endorse and support its goals. An employee's responsibility for a task can be defined as their commitment to completing the assigned work, which reflects their dedication to the firm and influences the outcome of the assignment.

Based on the research conducted by previous scholars, managers who demonstrate a strong level of dedication to the organization are more inclined to stay with it since this indicates their alignment with the organization's values, goals, and objectives. In other words, managers who get a sense of appreciation from the organization are more inclined to remain as part of the staff. Research has demonstrated that a lack of commitment is associated with job search activity, intentions to leave a job, and frequent job changes. Private school teachers found a favorable correlation between support of work-life balance and organizational

commitment. (3, 4). Therefore, it is essential to have solid work-life balance policies and processes to help employees with their professional and personal lives, lessen work-life conflicts caused by excessive workloads, and boost employee engagement with the company. University administration should consider increasing academic staff happiness and encouraging work-life balance as ways to improve academic staff work-life quality and organizational commitment. Consistent with earlier studies, this one finds that having a good work-life balance and access to fair and adequate compensation are both critical. High QWL can significantly boost organizational engagement among State Islamic Institute (IAIN) Kendari employees (1, 4). High levels of employee commitment to the organization are shown by positive behaviors such as actively participating in every task, being willing to finish assignments, taking skill maximization seriously, adapting to organizational policies, and staying in the organization. In light of the importance of teachers' views of their work-life balance to their level of organizational commitment, the following is the wording of the study's fourth hypothesis (4). Quality work life (QWL) is an organizational response to employee requirements that can be applied in various ways. For example, it can allow workers to participate in organizational procedures, involve them in decision-making, and improve their work-life balance. Regarding the organization's current behavior, QWL and OC are the two most crucial and essential parts (8). The advantages of job control led to decreased job demands and stress in companies that practiced high levels of work-life balance. An improvement in the quality of life at work will have a favorable effect on employees' work-life balance, leading to higher levels of employee satisfaction.

The substantial increase in OC that QWL has the potential to bring about in workers is evidence of the excellent and robust link between instructors' affective commitment and QWL. Researchers (4, 6) found a positive and statistically significant correlation between faculty members' work-life balance and their organizational commitment (3, 7). A supervisor's role is critical in maintaining order in the workplace and attending to employees' psychological and social needs (9). Rank

supervisory support as the root source of beneficial organizational outcomes like higher levels of job satisfaction, organizational commitment, and performance. By doing away with discrimination, creating a sense of community, promoting interpersonal interactions, and doing away with hierarchical structures inside the organization, a work environment can often develop possibilities for individuals to keep their identity and self-worth. By investing in their employees' professional advancement, companies may boost morale and reap the benefits of a more productive workforce. When a person works for a company, they have chances to grow professionally and advance their skills, knowledge, and experience. When workers advance in their education and career goals, they expect their employers to provide ample opportunities for advancement and guidance (10).

The Hypothesis of the Study

H1: There is an association between fair pay and rewards and the dedication of academic staff to their organizations.

H2: There is an association between work-life balance and academic staff members' dedication to their jobs.

H3: There is an association between the academic staff's dedication to the organization and their relationship with their supervisor.

H4: There is an Association between the organizational commitment of academic staff and the chances they have to grow and progress.

H5: There is an association between the work setting and the academic staff's commitment to the organization.

Methodology

The research incorporated Walton's (6) survey about the standard of living in the workplace. The survey comprised twenty-five inquiries and was categorized into five domains according to the elements that impact the employment standard: career advancement and progression prospects, equitable remuneration and recognition, equilibrium between professional and personal life, supervisory relationships, and working conditions. On the contrary, information about the degree of organizational commitment exhibited by academic staff is gathered via the three-component measures

developed by the research studies (6, 8). Four inquiries comprise three evaluation categories: normative, continuing, and emotional commitment. A structured survey utilizing a seven-point Likert scale was implemented to gather data for this study further. A seven-point Likert scale was used to develop the questionnaire for two primary reasons. Several authorities have agreed that a seven-point scale is the most effective method for processing information compared to alternative scales (9, 10). This is especially true when rescuers are pressed for time. In addition, it has been suggested (8) that achieving an optimal balance in scale design is most effectively achieved by utilizing a seven-point Likert scale. By utilizing this scale, the exchange of information is optimized while the cognitive burden of the respondents is diminished. This study investigated the psychometric properties of the implemented tests using publications authored by the instrument designer and other researchers who revised the Organizational Commitment (OC) and Quality of Work Life (QWL) assessments.

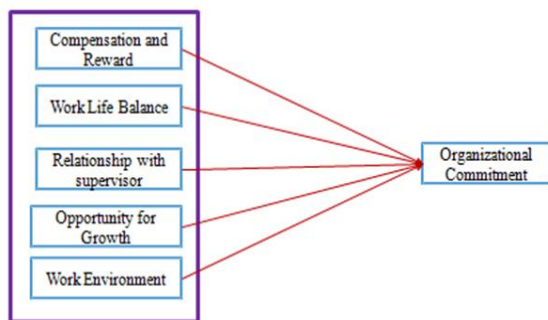


Figure 1: The Proposed Research Framework

The academic professionals participating in this study were lecturers, assistant professors, associate professors, and professors. The study was carried out in the educational sector. The data was collected using a purposeful random sampling technique. A total of 177 private academic experts from various departments in South India, including management, mechanical, civil, and humanities, made up the sample. Academic professionals aged 26 to 55 years old, including professors, associate professors,

assistant professors, and lecturers, participated in the study.

Data Collection and Sample Size

Following an assessment of the literature, the QWL survey items were chosen. The questionnaire consists of 17 questions designed to be easily understood and provide the necessary instructions. It tackles the issue concisely and efficiently. The survey consisted of three sections: the first asked questions about the respondents' history and demographics; the second asked about the elements or aspects of work-life quality; and the third asked about organizational commitment. Two hundred ten people were given the questionnaire; 184 returned it, with 7 containing partial responses. Thus, 177 out of 210 respondents were selected for further analysis.

Data Analysis and Hypothesis Testing

Demographic Profile: Table 1 provides information about the respondents and indicates that 177 academic professionals participated in the survey. The amount of engagement was expressed as a percentage, with male participation at 69.2% and female participation at 32.8%. Regarding the age range of the respondents, 39% were between the ages of 30 and 40, while the following higher groupings, comprising 29.3% of the respondents, were between the ages of 30 and under. About the designation of responders Considered for the study were 34% of assistant professors, 31% of associate professors, 22% of professors, and 11% of lecturers. Thirteen percent of the responders in the fourth category were over 40 years old. In addition, regarding the duration of employment at the educational institution, the results showed that 43% of respondents had less than five years of experience, 25.4% had five to ten years of experience, and 20% and 11.6% had more than ten years of experience, respectively.

Confirmatory Factor Analysis: To ensure that the measuring models for the three aspects of organizational commitment and the five elements of quality of work life were reliable and valid, this study utilized confirmatory factor analysis (CFA).

Table 1: Respondents Demographic Characteristics

	Frequency	Percentage
Gender		
Male	119	67.2
Female	58	32.8
Total	177	100
Age (years)		
Up to 30	52	29.3
30-40	70	39.5
Above 40	55	31.2
Total	177	100
Designation		
Lecturer	23	13.0
Assistant Professor	61	34.0
Associate Professor	55	31.0
Professor	39	22.0
Total	177	100
Experience		
0-5yrs	76	43.0
5-10yrs	45	25.4
10-15yrs	35	20.0
15 And above	21	11.6
Total	177	100

Table 2: Reliability and Convergence Validity

S.No	Construct	Reliability Values of the Initial stage	Dimension	Loadings	Reliability Values	CR	AVE	No. of dimensions
1	Compensation and Reward	0.826	CR1	0.690	0.826	0.843	0.647	4
			CR2	0.738				
			CR3	0.729				
			CR4	0.563				
			WL1	0.773				
2	Work-life balance	0.897	WL2	0.761	0.897	0.886	0.565	4
			WL3	0.817				
			WL4	0.737				
			RS1	0.836				
3	Relationship with supervisor	0.889	RS2	0.764	0.889	0.861	0.689	4
			RS3	0.708				
			RS4	0.780				
			OG1	0.849				
4	Opportunity for growth	0.904	OG2	0.797	0.904	0.899	0.685	4
			OG3	0.686				
			OG4	0.840				
5	Work environment	0.898	WE1	0.688	0.898	0.812	0.739	5
			WE2	0.836				
			WE3	0.693				

6	Organizational Commitment	0.752	WE4	0.706	0.752	0.793	0.592	4
			WE5	0.820				
			OC1	0.523				
			OC2	0.678				
			OC3	0.461				
			OC4	0.641				
Total number of Dimensions								25

Construct Reliability: The degree of consistency in assessing a construct is known as reliability (8, 9). The scale objects that were created and put into use had their Cronbach's Alpha calculated. Table 2 displays the Cronbach's alpha coefficients for each of the six variables, which range from 0.752 to 0.904. These coefficients surpass the necessary cutoff point of 0.7 by a large margin (9, 11). Furthermore, the composite reliability (CR) values for six variables were determined using the CFA. The values exceeded the required minimum of 0.6 (11, 12), ranging from 0.793 to 0.899 (Table 2). It was discovered that the updated scales were trustworthy and consistent. The degree of positive relationship between various measures of the same construct is known as convergent validity. The degree of agreement between several items used to measure the same concepts is known as convergent validity. Suppose the composite reliability values are more than 0.7. In

that case, if the factor loadings for each item are above 0.6 and the average variance extracted (AVE) value is more than 0.5, then convergent validity is not a worry (2, 12, 13). Table 2 displays item factor loadings ranging from 0.641 to 0.849, all surpassing the suggested threshold of 0.6.

A reliability score of 0.7 is the minimum. A safe work environment, the opportunity for advancement, open communication with managers, work-life balance, equitable compensation and benefits, and organizational commitment fall between 0.843 and 0.944 on the value spectrum. Furthermore, Table 2 shows the average variance values for every variable, all higher than the suggested threshold of 0.5. These values are 0.647, 0.565, 0.689, 0.685, 0.739, 0.739, and 0.592. This result does not affect the accuracy of convergence.

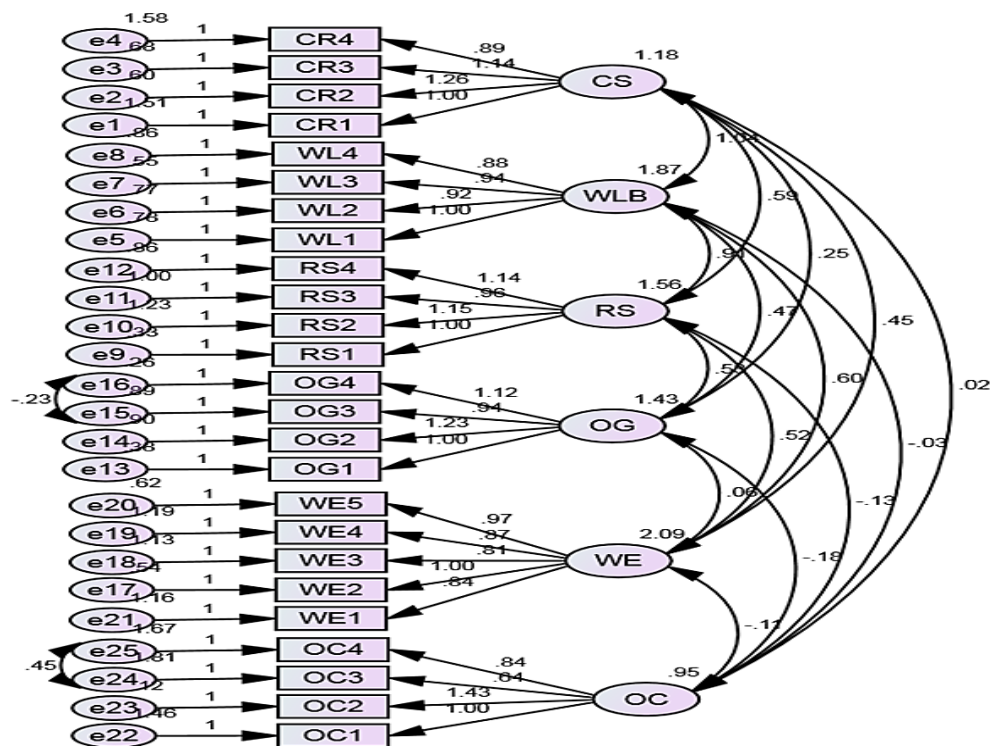


Figure 2: Path Diagram of Final Measurement Mode

Discriminant Validity: To determine how healthy items differentiate between constructs or quantify different concepts, discriminant validity testing analyzes correlations and the square root of the average variance returned for a particular construct (12). The finding that the average variance

(represented by diagonal values) was more significant than the correlation values in the row and column in Table 3 showed discriminant validity. As a result, there were no issues with the measuring model's discriminant validity.

Table 3: Discriminant Validity

	WE	CS	WLB	RS	OG	OC
WE	0.804					
CS	0.285	0.752				
WLB	0.304	0.703	0.830			
RS	0.286	0.433	0.534	0.828		
OG	0.033	0.194	0.287	0.354	0.859	
OC	0.075	0.017	0.021	0.110	0.153	0.670

Discriminant validity is "the degree to which any given construct is different from others" by Bentler and Bonett (14). One could argue that the model's component factors discriminant validity values. Each value is higher than the select factors' corresponding correlation coefficients. Therefore, every aspect of the study can meet the validity constructs. As a result, the structural model incorporates the current measurement model.

Structural Equation Modeling

The values of the SEM regression coefficients are shown in this section to test the study's hypotheses.

The structural model is evaluated for fitness using chosen fit indices such as CFI, GFI, and RMSEA; the findings are displayed in Table 4.

The model's fit indices' evaluated values fall within an acceptable range. Therefore, there is a high structural model match. Figure 4.10 shows the structural model's path diagram and its regression coefficients.

According to several research (1, 2, 13), if the RMSEA values are less than 0.05 and the Index value is more significant than 0.9, the model is deemed fit and acceptable.

Table 4: Fit Indices Values of the Structural Model

	$\chi^2(\text{pdf})$	χ^2/df	CFI	GFI	RMSEA
Model results	9.310(6)	1.551	0.984	0.884	0.030

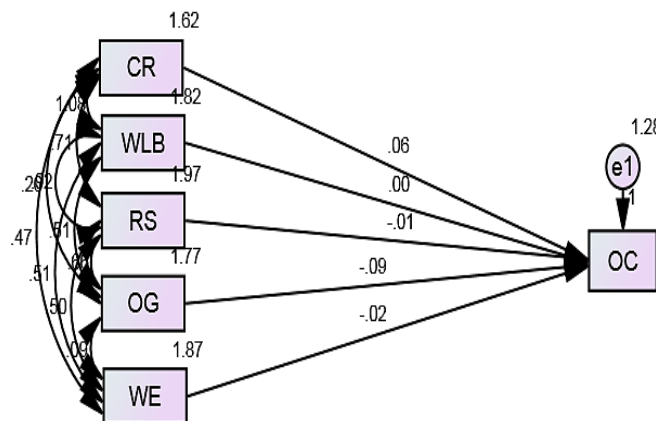


Figure 3: Structural Model (from AMOS Software)

Regression Weight of the Model: The work-life quality of academic staff members was assessed using five parameters in this study. There were five hypotheses developed in all. The five hypotheses examined the direct causal relationship between incentive and remuneration, work-life balance, supervisor-employee relationships, growth

opportunities, and work environments with academic staff organizational commitment. The impact of work-life balance on academic staff members' organizational commitment is examined via five hypotheses. The study used maximum likelihood criteria in the Structural Equation Model (SEM) to validate each hypothesis.

Table 5: Output from AMOS Software

Hypotheses	Path Direction			Estimate	S.E.	CR	P	Decision
H1	OC	<---	CR	0.218	0.039	5.553	***	Supported
H2	OC	<---	WLB	0.203	0.031	6.522	***	Supported
H3	OC	<---	RS	0.072	0.029	2.512	0.012	Not Supported
H4	OC	<---	OG	0.226	0.039	5.777	***	Supported
H5	OC	<---	WE	0.385	0.037	8.325	***	Supported

Results and Discussion

Table 5 displays the standardized regression weight and critical ratio for both CR and OC. This path is statistically significant at the $p=0.001$ level, as shown by the values of 0.218 and 5.553, respectively. According to the data, rewards and remuneration significantly impact organizational commitment. This is consistent with hypothesis H1. Employee commitment will rise if educational institutions improve the moral behavior of their pay operations. According to Nirmala's quantitative study in Malaysia, an employee's wages and benefits greatly influence their loyalty to their company. Work-life balance and organizational commitment have a regression weight of 0.203 and a critical ratio of 6.522, respectively. A significant positive association was seen between the support for work-life balance and the ongoing commitment of the organization among the 212 private school employees in Zimbabwe surveyed by researchers (4). Therefore, it is essential to set up solid policies and procedures to balance work and personal life well. This measure is expected to mitigate the stress from elevated workloads, frequently leading to tensions between professional and familial obligations. Furthermore, encouraging a healthy work-life balance will

increase workers' devotion and loyalty to the company.

Regression weight and critical ratio for the connection between the supervisor and organizational commitment are 0.072 and 2.512, respectively. The SEM path analysis's findings about the connection between organizational commitment and the supervisor were deemed unimportant (4, 7). For example, supervisor support lowers work-family conflict and increases organizational commitment. H3 is, therefore, not supported. The regression weight and critical ratio for the managerial commitment and growth opportunity are 5.777 and 0.226, respectively. The findings support hypothesis H4, which states that growth opportunities significantly influence organizational commitment. These findings were also supported by several earlier research on the subject (8, 15, 16), which found a favorable and significant correlation between organizational dedication and the possibility of career and personal development. The regression weight and critical ratio for the work environment and organizational commitment are 0.385 and 8.325, respectively. According to the results consistent with hypothesis H5, organizational commitment is significantly influenced by the work environment.

Future Scope

The study's findings demonstrated a strong association between the benefits and salary provided to academic staff members and their level of commitment to the university. Academic staff members must get equitable and sufficient remuneration and additional supplementary perks to enhance their commitment to the university. Furthermore, a significant and direct correlation exists between the quality of work-life for academic personnel and their compensation and benefits. Hence, the establishment could adopt an appropriate remuneration and incentive system for the faculty to improve their work-life equilibrium. Multiple studies emphasize that a higher income level is associated with greater organizational commitment than other components of quality of work life (QWL). A generous salary can enhance an employee's sense of significance and worth to the organization. Additionally, the results unveiled a significant statistical correlation between organizational commitment and work-life balance within the university's academic staff. Additionally, it was demonstrated that the university's academic staff's work-life balance positively and statistically significantly affected their organizational loyalty.

Conclusion

Academics were only moderately satisfied with their overall working conditions, and the university's working environment was average, according to the descriptive mean result. However, a positive work environment is necessary to raise employee morale and equip them with the necessary resources to perform their duties effectively. Therefore, upper management must cultivate a supportive work environment and a positive corporate culture to increase academic staff productivity through improved work-life balance. Therefore, educational institutions' human resources departments must develop an appropriate strategy to promote the professional development of instructors. Future researchers will have an unobstructed avenue to explore the same issue by implementing a longitudinal survey methodology encompassing more higher education institutions and other service providers.

Another limitation of this research is the need for more investigation into potential moderating variables that might impact the association between the hypothesized variables incorporated in the model. Furthermore, it was discovered that monetary incentives significantly altered the correlation between organizational commitment and work-life quality. Consequently, to surmount this research's obstacle, scholars in the respective domain ought to incorporate financial incentives alongside other comparable variables such as organizational ownership, turnover intention, corporate culture, and organizational culture as moderators. Another limitation of this research is that the proportion of female participants was 32.8%. The gender disparity observed in the study may be ascribed to the inadequate representation of female faculty members at the university. It may be challenging to extrapolate the study's results to the broader female population due to the limited number of female participants. Further research should strive to reproduce similar results using more extensive samples of female respondents to enhance the applicability of the results.

Abbreviations

Nil.

Acknowledgment

Nil.

Author Contributions

Dr. Obulesh initiated the idea of research on organizational commitment. However, Manjo Babu Palla, and Dr. Suresh handled the introduction and objective of the study and data collection. Venkata Subbaiah. P: handled data analysis and interpretation.

Conflict of Interest

The authors declare that there is no conflict of interest.

Ethics Approval

The study does not require any ethics approval. However, Informed consent was obtained from all the participants, and the participant data were fully anonymized.

Funding

No internal or external funding support was available for this study.

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