Quality of Work Life (QWL) from Psychological Perspective and the Development of Its Measurement

Bagus Riyono[*1], Sri Hartati[2], Fatdina[3]

[1,2,3]*Faculty of Psychology, Universitas Gadjah Mada*

Abstract.   One strategy that can integrate the interests of the company and the interests of employees is the implementation of Quality of Work Life (QWL). This study aimed to construct a new theory of QWL from the psychological perspective and develop its standardized measuring instrument that can be used to assess the implementation of QWL as a strategy to improve employee well-being and, at the same time, increase productivity. This study was conducted in two steps. First, meta-ethnography was adopted to construct the psychological elements of QWL. Further in the second step, Confirmatory Factor Analysis (CFA) was conducted to test the construct validity of the QWL instrument. Five basic psychological constructs that represent QWL were obtained from the meta-ethnography: "trust"', "care", "respect", "learn", and "contribute", and for each construct was measured by five items. CFA of these five constructs involving 675 employees showed that the QWL instrument is valid and reliable. SEM model with five aspects consisting of five items each, fit with the research data (CFI= 0.89, RMSEA= 0.07). The QWL measuring instrument in this study is suggested to be studied further as a predictor of variables related to organizational behavior, such as job satisfaction, OCB, and work engagement.

Keywords: care; contribute; learn; respect; trust; QWL

In the era of globalization, challenges for companies are increasingly complex. The rapidly changing environment demands effective decision-making and the ability to adapt quickly. In addition to increasingly fierce competition in terms of business strategy, competition also occurs in the fight for maintaining quality of the human resources. A successful company not only relies on "revenue", but also qualified and loyal human resources as partners in pursuing long-term success. Without qualified human resources, the company will lose in the increasingly fierce competition in the long term. On the other hand, qualified employees will not be loyal to one company if they do not experience a high quality of work-life (Yuliawan & Himam, 2007).

To maintain and develop company or organization performance, "quality of work life" is an important aspect. Why is QWL important? "Quality of work life" (QWL) is an integrative strategy that aims to sustain and improve performance through maintaining employee well-being (Cascio, 1998). By maintaining employee well-being, companies or organizations are expected to survive in the future competition or performance (Taris & Schreurs, 2009).

---

[*]Address for correspondence: bagus@ugm.ac.id

QWL was first introduced in 1972 at the International Industrial Relations Conference (May et al., 1999). QWL received more attention after the United Auto Workers and General Motors took the initiative to use the QWL program to redesign jobs. Robbins in (May et al., 1999) described QWL as a process in which an organization responds to the needs of its employees by developing mechanisms that allow them to share or be the decision maker in designing their work lives. Organizations must begin to shift to a more humanistic management approach by placing human resources as the most reliable vital asset to create competitive advantage (Riyono, 1997; Storey, J., Ulrich, D., Wright, P, 2019). Human resources in the organization become important partners in determining every step towards progress, development, and of course, achieving the organizational vision (Ulrich, 1997).

QWL is also associated with employee happiness. Research showed that happy employees are productive employees; a happy employee is a dedicated and loyal employee (Karolin Kõrrevesk, 2010). A happy employee is a satisfied employee. This statement was first introduced during the Human Relations Movement in the 1930s (Mayo, 1993). Employee happiness itself can be measured by job satisfaction and many studies have shown that QWL significantly affects job satisfaction, job involvement, performance, organization identification, and decreased turnover (Sirgy et al., 2001). Research by Alserhan et al. (2021) showed that QWL has a positive significant effect on employee happiness and a negative significant effect on turnover intention. Hence, a high level of QWL can predict high employee happiness and low turnover intention.

From the previous explanation, it can be concluded that QWL is a comprehensive strategy that covers all aspects of work-life. Its implementation in the form of corporate culture is essential. With this implementation, the organization will provide many opportunities and facilitate existing human resources to play an essential role to increase the competitive advantage. For example, in the United States, companies from the "Fortune 100" periodically participate in a program called "Great Place to Work" as a concrete form of the "Quality of Work Life" strategy in attracting quality human resources (https://greatplacetowork.com). "Great Place to Work" is a program that aims to build a company culture that is both productive and fun. This culture is used as a promotion strategy for qualified and prospective workers.

According to May et al. (1999), the main objective of an effective QWL is to improve working conditions (especially from the workers' point of view) and achieve higher organizational effectiveness (especially from the employer's point of view). A win-win situation between workers and employers can be achieved if QWL is positively related to business performance.

QWL, according to Mirkamali, S. M. and Thani, F. N. (2011), comes from the concept of an open socio-technical system designed to ensure autonomy at work, interdependence, and self-involvement with the idea of "the best fit" between technology and social factors of the organization. In contrast, Rethinam and Ismail (2008) defined QWL as the effectiveness of the work environment, which is reflected in a meaningful organization and the fulfillment of individual needs in forming values that support and promote health and well-being in the organizational environment.

In line with some of the definitions of QWL above, Lawler (1982) highlighted that the primary dimension of overall QWL in organizations is to improve employee welfare and productivity. Mirvis

and Lawler explained that "a good QWL environment attracts employees, trains and develops them, advances them, provides them with enriching experiences, invites their participation in job-related and organization-wide decision, and, at the same time, provides them with stable environment, adequate income and benefits, fair treatment, due process, and safe and secure place to work" (Mirvis & Lawler, 1984, Pg.200).

Furthermore, the most common interaction between the increased employee well-being and productivity is job design. Job design that can provide higher employee satisfaction is expected to make employees more productive. Organizations give employees the freedom to design their work according to their preferences, interests, and needs. However, suppose that the organization gives appropriate authority to design work activities for employees, employee work activities can likely match employees' needs, and later on will support organizational performance.

QWL not only contributes to the company's ability to recruit qualified employees but also increases the organization's competitive advantage (Huzzard, 2003). QWL will foster a more loyal, flexible, and motivated workforce, which is very important in determining the organization's competitive advantage (Dwatra & Riyono, 2016). In the context of human resource development, employees play an essential role in the process of organizational change (transformation). Thus, it is the organization's responsibility to provide good QWL for its human resources. QWL plays an essential role in changing the organizational climate to technically and humanely lead to a better quality of work-life (Luthans, 1995). A human resource development program as an effective form of QWL can encourage human resources to contribute their abilities and knowledge to the organization.

High QWL is very important for organizations to attract and retain employees. Many factors contribute to QWL, including an adequate and fair remuneration system, safe and healthy working conditions, and social integration in work organizations that enable individuals to develop and use all their capacities (Gupta & Sharma, 2011). If employees have positive feelings about all of these factors, they will be more motivated to stay in the organization, do their job well, and feel that their work-life is balanced with their personal life. It is what shows the high QWL of the organization (Gupta & Sharma, 2011).

Bernardin and Russell (1993) revealed that Quality of Work Life (QWL) emphasizes the level of satisfaction, motivation, involvement, and commitment of individuals experienced in their lives at work. QWL is the degree to which individuals can fulfill their critical personal needs, such as the need for autonomy while working in an organization. Organizations interested in improving QWL generally seek to instill a sense of security, justice, pride, democracy, autonomy, responsibility, and independence (Bernardin & Russell, 1993). They seek to treat members of their organization fairly, open lines of communication at all levels, provide opportunities for all members of the organization to participate in decisions that affect them, and empower them to handle work tasks (Bernardin & Russell, 1993).

Cascio (1998) described nine important components in QWL: employee involvement, balanced compensation, job security, work environment safety, pride in the institution, career development, available facilities, problem-solving, and communication. Cascio (1998) stated that to implement QWL

successfully, the following requirements are needed: (1) managers should be good leaders and able to guide their employees, not as "bosses" and dictators ("care" elements); (2) openness and trust, these two factors are the main requirements in implementing the QWL concept in management (the "trust" element); (3) information related to operations and management must be communicated to employees and suggestions from employees must be taken seriously (the "trust and care" element); (4) QWL must be carried out on an ongoing basis starting from the process of solving problems faced by management and employees to building cooperation in solving these problems (the "contribution" element; and (5) QWL cannot be carried out unilaterally by management alone, but the participation of all employees needs to be increased (the "contribution" element).

Chander and Singh (1983) suggested several conceptual areas to understand QWL: fair and adequate compensation, safe and healthy working conditions, development of human resource competencies, growth and security, social interaction, work autonomy, and democracy in the environment. Serey (2006) attributed QWL to several conditions, such as opportunities to train employees' talents and capacities to face challenges and situations that require independent initiative and direction; activities that enable employees to engage; activities where employees understand their role in achieving all objectives; and appreciate the things individuals do well.

QWL is closely related to job satisfaction (Sirgy et al., 2001). QWL is the quality of the physical and social conditions in which employees work, while job satisfaction is the attitude of employees to these conditions (Sirgy et al., 2001). Therefore, aspects of QWL are often similar to aspects of job satisfaction, only from a different point of view. Regarding job satisfaction, Herzberg (1968) two-factor theory provides a difference between satisfiers or things that can lead to satisfaction, with what is called dissatisfiers or things that cause dissatisfaction. QWL measurements that have been known in the literature are more related to dissatisfier factor, namely salary, working conditions, relationships with superiors, relationships with coworkers, and matters related to work facilities (Anderson & Brooks, 2005). Meanwhile, according to Herzberg (1968), what acts more as a motivator to improve performance is the satisfier factor related to challenges, responsibilities, and autonomy. This satisfier factor was further developed by Hackman and Oldham (1976) in their theory of the job characteristic model.

Seeing how vital a QWL strategy is for the progress and future of the organization, it is necessary to develop a proper, standard, and normed tool that can truly measure the level of QWL in the organization. The QWL measurement tool that developed in this research can later become a standard measuring tool and applied by companies.

The QWL measurement tool developed in present study will measure work-life quality from aspects that align with aspects of the job characteristic model proposed by Hackman and Oldham (1976). Theoretically, the Job characteristics model developed by Hackman and Oldham (1976) explains the relationship between job characteristics and individual responses to work. This theory of job characteristics was tested to diagnose job designs to determine how jobs were redesigned to increase employee motivation and productivity and then used to evaluate the effect of job changes on employees (Scott et al., 2005).

Hackman and Oldham (1976) revealed that job characteristics are a job trait that creates psychological conditions for high work motivation, satisfaction, and performance (Scott et al., 2005). Hackman and Oldham (1976) also proposed five essential job characteristics that should be present in all jobs. The characteristics of this job include skill variety, task identity, task significance, autonomy, and feedback. Skill variety is an opportunity to use the various skills possessed by employees to do a job. Task identity is how the job requires complete, precise, or easy-to-understand tasks. Task significance is the degree to which a job affects the lives of others. Task autonomy is how the job gives employees freedom of action concerning work processes. Task feedback is an opportunity to find out how effectively someone is doing their job.

Method

This study was conducted in two steps. First, meta-ethnography was adopted to construct the psychological elements of QWL. Further in the second step, Confirmatory Factor Analysis (CFA) was conducted to test the construct validity of the QWL instrument.

Study 1

Meta-ethnography is a method to synthesize, critically analyze, and reinterpret qualitative studies or theories to achieve a new conceptual understanding (Allen, 2017; Noblit & Hare, 1988). This study followed France et al. (2019) proposed guideline to meta-ethnography. First, I searched for published literature focused on the theories about quality of work life from previous theorists and research. I included articles that mentioned QWL in the title of the article, assuming that those articles discuss QWL as a main focus. The literature search resulted in 15 published journal articles and book chapters. Next, I analyzed findings from previous research of theories that are related to, or contradict each other and identified common findings across studies. The last step involved interpreting these findings with sound and meaningful explanations that resulted in QWL constructs to be validated in the Study 2.

Study 2

Confirmatory Factor Analysis (CFA) was conducted to test the construct validity of the QWL instrument. Data collection was done through questionnaire that contain the aspects of the QWL. The questionnaire was distributed to the employees from a number of different organizations who had been working at least one year in the company with the assumption that they already experienced the QWL climate.

The data collection was assisted by Master students at the Faculty of Psychology. The procedure of selecting subject in data collection is as follows: (1) research assistants contacted the human resources (HR) department to get permission for data collection; (2) research assistants distributed the questionnaires and informed consent to the employees through the HR office; (3) the employees who had signed the informed consent filled the questionnaire and submitted them to the human resources department; (4) after all questionnaires were collected, the human resources department sent them

back to the students for analysis; (5) all data collected from all students were then compiled by the researcher and analyzed all together as one combined database.

Results

Study 1

Meta-ethnography resulted in five psychological constructs that are important as an indicator of QWL: trust, care, respect, learn, and contribute. Most of the QWL explanations in the earlier section of this paper aim at achieving an effective work environment that brings together the interests of the organization and the needs of employees. QWL also emphasizes the good feelings that come from the interaction between the individual and the work environment. And thus, it can be concluded that Quality of Work Life (QWL) is oriented toward a balance between productivity and employee welfare (Cascio, 1998). The measure of well-being here is the extent to which it has a psychological impact, such as trust ('trust') (Cascio, 1998; Gupta & Sharma, 2011), caring ('care') (Mirkamali, S. M. and Thani, F. N., 2011; Rethinam & Ismail, 2008), and mutual respect ('respect') (Cascio, 1998; Gupta & Sharma, 2011). Meanwhile, productivity measures also include attitudes and behaviors that encourage the achievement of optimal work results, namely the willingness to learn ('learn') (Gupta & Sharma, 2011; Luthans, 1995) and commitment to contribute ('contribute') (Cascio, 1998; May et al., 1999).

1. Trust Trust in present study is defined as an attitude of mutual trust between members of the organization, both superiors and subordinates and fellow co-workers. Trust is built by taking an attitude and honesty shown in communication, there is consistency between what is said and action (Hughes, 2006). Superiors trust subordinates by delegating risk-appropriate tasks to subordinates, sharing information about plans and problems within the organization, or involving subordinates in important decision-making.

   Covey (2011) argued that trust is a belief (confidence), so that when someone has trust in another person, then that person shows confidence for that person. Trust is a hidden variable that affects everything. Covey analogized trust as a source of water on earth that flows through wells. The wells referred to iinnovation, collaboration, empowerment, Six Sigma, and other expressions of total quality management, brand loyalty, and other strategic initiatives in the organization. The presence of trust affects the quality of interaction and agreement making in order to build lasting contributions.

   Mishra and Morrisey in (Laschinger & Finegan, 2005)) argued that open communication, sharing important information, involving more workers in decision making greatly encourages trust in the organization and also increases productivity. Meanwhile, low trust is closely related to poor communication, resulting in conflict.

   Trust can also be explained as a positive expectation that other people will not take personal advantage or exploit someone. Trust cannot be easily given or earned, instead, it requires

effort. Positive expectations on trust are based on one's knowledge, familiarity, and experience in interacting with others so that it takes time to develop.

According to Lussier (2008), there are three types of trust based on levels in organizational human relations, namely: (1) Deterrence-based trust, trust based on expectations. Deterrence-based trust is the most fragile belief in the existence of a violation or inconsistency that can destroy human relations. This deterrence-based trust occurs because of the expectation that the trustee will give an expected response. People do what they say because they are afraid of the consequences if they don't do it. When starting a new job, people tend to worry if they create commotion or get into a problem with colleagues and superiors, so they try to do a good job; (2) Knowledge-based trust, trust based on knowledge. This trust is based on the experience of dealing with other people. It is based on the knowledge that a person has about other people so that predictions can be made about the behavior of others. The better you know people, the better their behavior can be predicted, and trust can be given to them. If there is an inappropriate behavior prediction that causes disappointment or the sense of being taken advantage of by others. Often in this trust, understanding or explanation of the violation can be made, followed by acceptance and forgiveness; (3) Identification-based trust, trust based on identification. This trust occurs when there is a close emotional relationship that exceeds that of a co-worker. Employees seek each other's best interests, and are willing to take action for others. Managers strive to achieve this level of trust because team members feel very comfortable and trust one another, can have an expectation of one another, and function well despite the absence of another team member.

Trust is seen as a factor that helps to unlock other potentials, for example by sharpening the level of intra-organizational knowledge that is shared among like-minded individuals, which then drives innovation and achievement. Therefore, by establishing a culture of trust within the organization as one of the important values of QWL, the company is better equipped to face the challenges of this volatile external environment.

2. Care Care is an attitude of mutual care and help between members of the organization, by superiors and subordinates and fellow co-workers. Organization members will help each other to solve unexpected organizational problems (Ibrahim & Aslinda, 2013), volunteer to perform additional tasks when needed (Pavalache-Ilie, 2014), maintain the organization's reputation (Fu, 2014).

Care can also be seen in the form of a tendency to try to prevent problems between individuals related to work Organ, in (LePine et al., 2002). All members of the organization will involve themselves in the organization in a responsible and caring manner and care about life in the organization. The superior treats each subordinate as an individual and is considerate of their needs, abilities, feelings, and aspirations. They help individuals to develop their strengths or strengths and spend time training and guiding them (Diaz-Saenz, 2011).

Because subordinates see their superiors' helping coworkers, they are likely to be inspired to do the same or believe that they are expected to do the same. Given this caring value, employees will do positive things that help or contribute to organizational goals.

Elements of care in QWL can be in the form of holding counseling facilities in the workplace for employees. According to Armstrong (2010), counseling is any activity in the workplace in which another individual assumes responsibility and manages their decision-making, whether this is work-related or personal, particularly with regard to self-development. With this counseling activity, employees can be greatly assisted in carrying out their work normally.

3. Respect

Respect is an attitude of mutual respect between members of the organization, both superiors and subordinates and fellow co-workers. According to Spreitzer, G. M and Mishra, A. K. (2002), respect is an important foundation for individuals to trust other individuals in the organization. When organizational members are treated fairly and with respect, they are more likely to trust the organization. Organizational members feel that their importance and presence in the organization are taken into consideration and it encourages greater job satisfaction and commitment to the organization. Members of the organization will work hard to help the organization achieve its goals. This shows that valuing respect in the organization will reduce the turnover rate or the desire to leave.

Keller (2001) explained that respect is a kind of obligation not to violate or interfere with personal autonomy and individual rights. Each individual has different characteristics and roles or statuses, so they must develop an attitude of respect in interpersonal relationships (humanity). Keller (2001) also added that respect includes a responsibility to gain deeper knowledge of others than just tolerance, admiration, and interference with other individuals.

4. Learn

The "learn" element in QWL is the spirit of continuous learning in all members of the organization. Based on learning theory (Ormrod, 2004), in the learning process someone will: (1) doing a whole new behavior; (2) changing the frequency of their current behavior; (3) changing the speed of their current behavior, (4) changing the intensity of their current behavior; (5) changing the complexity of their current behavior; (6) responds to a particular stimulus differently.

In QWL, the organization members are given the widest opportunity to develop themselves and are also empowered to handle various tasks. This allows them to constantly improve their skills, abilities, and competencies in their work. With the spirit of continuous learning that will have a positive impact on the progress and development of the organization. Therefore, nowadays there is a lot of buzz about the "Knowledge Worker". An organization not only recruits employees and places them in the right position but also has to consider the employee's willingness to continuously learn and develop in that position.

The continuous learning process in this organization is closely related to competency development. Competency development is operationalized as a basic part of the job that provides opportunities and stimulates growth in skills and knowledge for both career and organizational development (Rethinam & Ismail, 2008). The existence of career development opportunities will provide

important training that can help employees to complete their career and start with new skills. This has become an important focus for many companies today to provide space and create some kind of system that encourages learning in the workplace.

Rethinam and Ismail (2008) confirmed that learning opportunities in organizations have been shown to have a positive influence on job satisfaction and reduce job stress which will lead to better QWL. In line with the learning process, greater autonomy at work increases the acquisition and use of knowledge. The work environment broadens the knowledge base, leading to a better understanding of how work relates to other organizational practices and a greater ability to solve problems.

In such situations, employees obtain cognitive and behavioral "lists" to predict, control, or cope with uncertain demands thereby reducing the likelihood of low QWL levels in the organization. On the other hand, high work demand with insufficient control reduces the ability and opportunity to develop new skills and knowledge thereby encouraging the emergence of negative attitudes, such as emotional exhaustion, depersonalization, and low personal achievement, which means reducing the level of QWL in the organization (Permarupan et al., 2020).

Marshall, L. J., Mobley, S., & Calvert, G. (1995) suggested several strategies that can be used in learning, including: (1) Modeling, the essence of this modeling process is to identify the ideal behavior or skill and then imitate it or participate in applying it in work behavior; (2) Dialogue, the dialogue process investigates issues on the basis of individual assumptions and highlights the beliefs raised before making a decision; (3) Double column technique, the essence of this technique is a written feedback process between one individual and another regarding the issues raised in the dialogue process. The assumptions and beliefs that emerged during the dialogue process can later be clarified and further emphasized; (4) Action-reflection learning, this process explains that learning does not stop when an action is taken. This is when the learning process begins. So, when thinking of an action, the individual will get a better understanding of the things that have happened. What works and what doesn't, and how individuals should take action in the future.

5. Contribute

There is a passion to contribute to the common progress of the organization. Contributions made by all members of the organization for the betterment of the organization include: maintaining cooperative relationships at work, sharing leadership functions, using their competencies to solve important problems in the organization, and supporting leadership and organizational development (Yukl, 2006). In the process of this contribution, members of the organization will also indirectly learn and develop. Scully et al. (1995) explained that greater participation – one form of contribution – is made to develop cognitive growth through increased knowledge transfer among employees.

Katz in (Bolon, 1997) suggested that organization members who want to contribute to the organization will generally provide constructive suggestions for developing the organization, training themselves for additional responsibilities, creating a favorable climate for the organization, and participating in enforcing the rules within the organization so that work processes within the organization can run smoothly. It can be concluded that organizational members have a passion to do things that are beneficial to the organization.

Study 2

The variables in the preparation of the QWL measuring instrument are the QWL aspects which consist of, first, "trust", namely the attitude of mutual trust between members of the organization, both superiors and co-workers, which is built by involving openness, honesty, and sincerity in communicating. It can be manifested in the form of delegating tasks that are quite risky to subordinates, sharing information about plans and problems within the organization, or involving subordinates in making important decisions. Second, "care", namely the attitude of mutual care and assistance among members of the organization, both superiors and subordinates and fellow co-workers by involving themselves in the organization in a responsible and caring manner and caring about life in the organization; superiors treat each subordinate as an individual and pay attention to their needs, abilities, feelings, and aspirations. Third, "respect", namely mutual respect between members of the organization, both superiors and subordinates and fellow co-workers by increasing the ability to gain deeper knowledge about other people than just tolerance, admiration, and interference with other individuals. Fourth, "learn", namely the spirit and willingness to learn continuously in all members of the organization by constantly developing new skills and competencies, adding new knowledge so that it will encourage the emergence of positive attitudes in the organization. Fifth, "contribute", namely the spirit to contribute to mutual progress in the organization in the form of providing the widest opportunity for each employee to channel their sources of initiative and creativity in solving important problems faced by the organization, in organizational development, and creating a pleasant climate within the organization.

The following is a blueprint of the QWL questionnaire which is described from the notion of QWL as organizational cultural values in the form of organizational behavior shown by oneself,

superiors, subordinates and co-workers. This blueprint was then translated into questionnaire items to be tested empirically.

Table 1
QWL Measuring Blueprint

QWL Aspects	Definition and Indicators	Total Items
Trust	Mutual trust between members of the organization, both superiors and subordinates and fellow co-workers, is built by openness, honesty, and sincerity in communicating which can be manifested in the form of trust from superiors to subordinates by willingness to delegate tasks that are quite risky to subordinates, sharing information about plans and problems within the organization, or involving subordinates in important decision-making.	5
Care	Mutual care and mutual assistance among members of the organization, both superiors and subordinates and fellow co-workers by involving themselves in the organization in a responsible and caring manner and caring about life in the organization; superiors treat each subordinate as an individual and pay attention to their needs, abilities, feelings, and aspirations.	5
Respect	Mutual respect among organizational members, both superiors and co-workers, by increasing the ability to gain deeper knowledge about other people, not just tolerance, admiration, and interference with other individuals.	5
Learn	There is a spirit and willingness to learn continuously in all members of the organization by constantly developing new skills and competencies, adding new knowledge so that it will encourage the emergence of positive attitudes in the organization.	5
Contribute	There is a spirit to contribute to mutual progress in the organization in the form of providing the widest opportunity for each employee to channel their sources of initiative and creativity in solving important problems faced by the organization, in organizational development, and creating a pleasant climate for the organization.	5

Total number of subjects in this study was 675 employees from various companies. The results of the SEM analysis showed that the hypothesis was supported, that the five psychological constructs are valid as independent factors of QWL. The SEM model with five aspects and each aspect consisting of five items fits the research data (CFI = 0.89, RMSEA = 0.07). The complete model of the QWL questionnaire can be seen in Figure 1. All items contributed significantly to each of the predicted aspects. All five aspects of QWL are significantly correlated to each other, so that the QWL questionnaire is unidimensional.

Figure 1
SEM Model of The QWL. Wuestionnaire
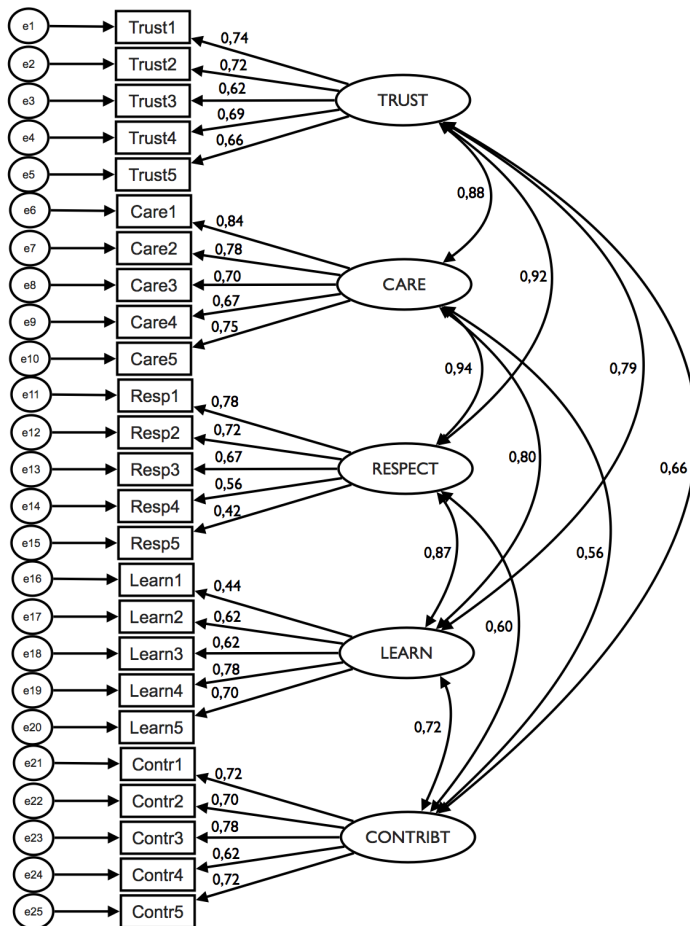
Discussion

This study defines QWL as working conditions that can be represented as psychological constructs that will influence the employee well-being and the company's productivity. The

measurements formulated in this research are based on essential psychological indicators that represent the quality of work life. These psychological indicators are trust, care, respect, learning, and contributing. Trust, care, and respect are the psychological conditions that will nurture a healthy interpersonal relationship among the employees. Learn and contribute aspects will endorse individual and organizational development that will increase the organizational competitiveness.

The results of this research will be helpful both practically and academically. For its practical application, the five elements of QWL formulated in this study can be applied in building corporate culture as mentioned by Cascio and Aguinis (2008), because corporate culture cannot be separated from the quality side of interpersonal relationships (Pascale & Athos, 1981), which in this case is formulated as QWL. In addition, further research that aims to measure the quality of organizational culture can also be carried out. For example, in a company with a culture of excellent service, then aspects of trust, care, and respect can be the basis of such excellent service. The learn and contribute aspects can be used as indicators for what Cascio et al. (1997) had stated as the factors to improve productivity and product quality. In an organizational culture, trust is an essential element in the quality of interpersonal relationships. Respect and care will also represent the interaction pattern between members of the organization. Other cultural dimensions, especially those related to learning organizations, learn aspects are the core of the cultural building. Meanwhile, in all organizational culture models, the benchmark for the quality and strength of the culture is the amount of contribution or high performance produced by all members of the organization together.

For further studies that will measure QWL as an indicator of the quality of work-life, it can be associated with other variables related to the company's overall performance. Some further research can be done to test the predicting power of this QWL to job satisfaction, OCB, and work engagement, which theoretically should be related even though the focus of the analysis is different.

Conclusion

This study has formulated five elements that become indicators for the quality of work life (QWL) from a psychological perspective. These five QWL indicators are psychological indicators or are indicators of the quality of interpersonal relationships and the quality of enthusiasm for self-development. First, indicators of trust, respect, and care are included in the quality of interpersonal relationships as a measure of employee's well-being. On the other hand, the aspects of learn and contribute are indicators of employee's attitude and motivation that can predict the productivity.

This study also formulated 25 items to measure the QWL which are categorized into these five psychological constructs. The results of the study using Confirmatory Factor Analysis showed that the 25 items were validly divided into five factors. This study has yielded a valid measurement tool for the assessment of QWL from the psychological perspective.

Recommendation

With the production of a QWL measuring instrument that has been tested for its construct validity, it is necessary to carry out further research that relates QWL to other variables in the organizational realm. The variables that are hypothesized to have a close relationship with this QWL include organizational citizenship behavior (OCB), job satisfaction, organizational commitment, work life balance, work engagement.

Declarations

Author's contribution

BR is a sole author of this study who conducted the study, gathered references (with the help of a research assistant), and wrote the manuscript.

Conflict of interest

The author declares no conflict of interest in the process of writing this article

Orcid ID

Bagus Riyono ⓘ https://orcid.org/0000-0003-1172-8526

References

Allen, M. (2017). *The sage encyclopedia of communication research methods*. SAGE Publications.

Alserhan, H., Al-Adamat, A., & Al-Adamat, O. (2021). The mediating effect of employee happiness on the relationship between quality of work-life and employee intention to quit: A study on fast-food restaurants in jordan. *Management Science Letters*, 933–938. https://doi.org/10.5267/j.msl.2020.10.004

Anderson, M. A., & Brooks, B. A. (2005). Defining quality of nursing work life. *Nursing Economics*, *23*(6), 319–326. https://pubmed.ncbi.nlm.nih.gov/16459904/

Armstrong, M. (2010). *Armstrong's essential: Human resource management practice: A guide to people management*. Koganpage.

Bernardin, H. J., & Russell, J. E. A. (1993). *Human resource management: An experiential approach*. McGraw-Hill.

Bolon, D. S. (1997). Organizational citizenship behavior among hospital employees: A Multidimensional analysis involving job satisfaction and organizational commitment. *Hospital & Health Services Administration*, *42*(2), 221–242. https://pubmed.ncbi.nlm.nih.gov/10167456/

Cascio, W. F., Young, C. E., & Morris, J. R. (1997). Financial consequences of employment change decisions in major u.s corporations. *Academy of Management Journal*, *40*(5), 1175–1189. https://doi.org/10.2307/256931

Cascio, W. F. (1998). *Applied psychology in human resource management*. Prentice-Hall.

Cascio, W. F., & Aguinis, H. (2008). Research in industrial and organizational psychology from 1963 to 2007: Changes, choices, and trends. *Journal of Applied Psychology*, *93*(5), 1062–1081. https://doi.org/10.1037/0021-9010.93.5.1062

Chander, S., & Singh, P. (1983). Quality of work life in a university: An empirical investigation. *Management and Labour Studies*, *18*(2), 97–101.

Covey, S. M. R. (2011). *The speed of trust: The one thing that changes everything*. Free Press.

Diaz-Saenz, H. R. (2011). *Transformational leadership. The sage handbook of leadership*. SAGE Publications Ltd.

Dwatra, F. D., & Riyono, B. (2016). Peran struktur anchor sebagai moderator terhadap hubungan quality of work life (QWL) dengan komitmen afektif [The roles of structure of anchor as a moderator of relationship quality of work life (QWL) with affective commitment]. Universitas Gadjah Mada. http://etd.repository.ugm.ac.id/penelitian/detail/102791

France, E. F., Cunningham, M., Ring, N., Uny, I., Duncan, E. A. S., Jepson, R. G., Maxwell, M., Roberts, R. J., Turley, R. L., Booth, A., Britten, N., Flemming, K., Gallagher, I., Garside, R., Hannes, K., Lewin, S., Noblit, G. W., Pope, C., Thomas, J., . . . Noyes, J. (2019). Improving reporting of meta-ethnography: The (eMERGe) reporting guidance. *BMC Medical Research Methodology*, *19*(1). https://doi.org/10.1186/s12874-018-0600-0

Fu, H. (2014). Does employee perceived reputation contribute to citizenship behavior? The mediating role of organizational commitment. *International Journal of Contemporary Hospitality Management*, *264*(4), 593–609.

Gupta, M., & Sharma, P. (2011). Factor credentials boosting quality of work life of BSNL employees in Jammu Region. *Sri Krishna International Research and Educational Consortium*, *2*, 79–89.

Hackman, J., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, *16*(2), 250–279. https://doi.org/10.1016/0030-5073(76)90016-7

Herzberg, F. (1968). One more time: How do you motivate employees? *Harvard Business Review*, *46*, 53–62.

Hughes, J. E. (2006). Inherited trust: The influence of felt trustworthiness on trust in third party. In *Dissertation and theses*. California, Faculty of the College of Business Administration Of Touro University International.

Huzzard, T. (2003). The convergence of the quality of working life and competitiveness : A Current Swedish literature review.

Ibrahim, M. A., & Aslinda, A. (2013). Relationship between organizational commitment and organisational citizenship behavior (OCB) at goverment-owned corporation companies. *Journal of Public Administration and Governance*, *3*(3). https://doi.org/10.5296/jpag.v3i3.4379

Karolin Kõrrevesk. (2010). Subjective measure of quality of work life. *Quarterly Bulletin of Statistics Estonia*, *4*(10), 18–22.

Keller, R. T. (2001). Cross-functional project groups in research and new product development: Diversity, communications, job stress, and outcomes. *Academy of Management Journal*, *44*(3), 547–555. https://doi.org/10.2307/3069369

Laschinger, H. K. S., & Finegan, J. (2005). Using empowerment to build trust and respect in the workplace: A Strategy for addressing the nursing shortage. *Nursing Economics*, *23*(1), 6–13. https://pubmed.ncbi.nlm.nih.gov/15768779/

Lawler, E. E. (1982). Strategies for improving the quality of work life. *American Psychologist*, *37*(5), 486–493. https://doi.org/10.1037/0003-066x.37.5.486

LePine, J. A., Erez, A., & Johnson, D. E. (2002). The nature and dimensionality of organizational citizenship behavior: A critical review and meta-analysis. *Journal of Applied Psychology*, *87*(1), 52–65. https://doi.org/10.1037/0021-9010.87.1.52

Lussier, R. N. (2008). *Management fundamentals: Concepts, applications, skill development, Fifth Edition*. Cengage Learning.

Luthans, F. (1995). *Organizational behavior 7th Ed*. McGraw-Hill. Singapore.

Marshall, L. J., Mobley, S., & Calvert, G. (1995). *Why smart organizations don't learn. In S. Chawla & J. Rensch (Eds.), Learning organizations: Developing cultures for tomorrow's workplace*. Productivity Press.

May, B. E., Lau, R., & Johnson, S. K. (1999). A longitudinal study of quality of work life and business performance. *Business Review*, *38*(2), 3–7. https://www.thefreelibrary.com/A%20Longitudinal%20Study%20of%20Quality%20of%20Work%20Life%20and%20Business%20Performance.-a059285147

Mayo, G. (1993). *The human problems of an industrial civilization pp.194*. The Macmillan Company.

Mirkamali, S. M. and Thani, F. N. (2011). A study on the quality of work life (QWL) among faculty members of University of Tehran (UT) and Sharif University of Technology (SUT). *Procedia Social and Behavioral Sciences*, *29*, 179–187.

Mirvis, P. H., & Lawler, E. E. (1984, Pg.200). Accounting for the quality of work life. *Journal of Organizational Behavior*, *5*(3), 197–212. https://doi.org/10.1002/job.4030050304

Noblit, G., & Hare, R. (1988). *Meta-ethnography*. SAGE Publications, Inc. https://doi.org/10.4135/9781412985000

Ormrod, J. E. (2004). *Human learning. Fourth Edition*. Pearson.

Pascale, R., & Athos, A. (1981). *The art of Japanese management*. Simon & Schuste.

Pavalache-Ilie, M. (2014). Organizational citizenship behaviour, work satisfaction and employees' personality. *Procedia - Social and Behavioral Sciences*, *127*, 489–493. https://doi.org/10.1016/j.sbspro.2014.03.296

Permarupan, P. Y., Mamun, A. A., Samy, N. K., Saufi, R. A., & Hayat, N. (2020). Predicting nurses burnout through quality of work life and psychological empowerment: A study towards sustainable healthcare services in malaysia. *Sustainability*, *12*(1), 388. https://doi.org/10.3390/su12010388

Rahman, M., Abdul, M., Ali, N., Uddin, M., & Rahaman, M. S. (2017). Employees' retention strategy on quality of work life (qwl) dimensions of private commercial banks in bangladesh. *Pertanika Journal of Social Science and Humanities*, *25*, 647–662.

Rethinam, G., & Ismail, M. (2008). Constructs of quality of work life: A perspective of information and technology professionals. *European Journal of Social Sciences*, *7*.

Riyono, B. (1997). Sistem manajemen yang manusiawi [Humanize management system]. *Jurnal Psikologi*, *5*(1), 1–5.

Scott, M., Swortzel, K. A., & Taylor, W. N. (2005). Extension agents' perceptions of fundamental job characteristics and their level of job satisfaction.

Scully, J. A., Kirkpatrick, S. A., & Locke, E. A. (1995). Locus of knowledge as a determinant of the effects of participation on performance, affect, and perceptions. *Organizational Behavior and Human Decision Processes*, *61*(3), 276–288. https://doi.org/10.1006/obhd.1995.1022

Serey, T. T. (2006). Choosing a robust quality of work life. *Business Forum*, *27*(2), 7–10. https://www.proquest.com/scholarly-journals/choosing-robust-quality-work-life/docview/210211397/se-2?accountid=13771

Sirgy, M. J., Efraty, D., Siegel, P., & Lee, D.-J. (2001). A New measure of quality of work life (QWL) based on need satisfaction and spillover theories. *Social Indicators Research*, *55*(3), 241–302. https://doi.org/10.1023/a:1010986923468

Spreitzer, G. M and Mishra, A. K. (2002). To stay or to go: Voluntary survivor turnover following an organizational downsizing. *Journal of Organizational Behavior*, *23*, 707–729.

Storey, J., Ulrich, D., Wright, P. (2019). *Strategic human resource management: A Research overview*. Routledge.

Taris, T. W., & Schreurs, P. J. (2009). Well-being and organizational performance: An organizational-level test of the happy-productive worker hypothesis. *Work and Stress*, *23*(2), 120–136. https://doi.org/10.1080/02678370903072555

Ulrich, D. (1997). *Human resources champions*. Harvard Business School Press.

Yukl, G. (2006). *Leadership in organization*. Sixth Edition. Pearson.

Yuliawan, T. P., & Himam, F. (2007). The grasshopper phenomenon: Studi kasus terhadap profesional yang sering berpindah-pindah pekerjaan [The grasshopper phenomenon: Case studies of professionals who change jobs frequently]. *Jurnal Psikologi*, *34*(1), 76–88.