



Job Involvement and Quality of Work Life Among Non-Permanent Teachers

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Abstract : *Quality of work life in education is important for development of student succes and effective teachers work performances. The research aims to study the influence of job involvement on quality of work life among non-permanent teachers. Population of this study are 272 non-permanent teachers who are teaching at Bandar Lampung's state vocational school. Sample are 152 teachers using quota technique sampling. The instrument used is the quality of work life scale and the job involvement scale. Data was analysed using simple regression. The result shows that job involvement contributes to quality of work life. When teachers get involved in all educational activities then they had quality of work life increased.*

Keywords : *Job Involvement, Quality of Work Life*

Abstrak : Kualitas kehidupan kerja dalam pendidikan penting untuk pengembangan keberhasilan siswa dan kinerja guru yang efektif. Penelitian ini bertujuan untuk melihat pengaruh keterlibatan kerja terhadap kualitas kehidupan kerja di kalangan guru tidak tetap. Populasi penelitian ini adalah 272 guru tidak tetap yang mengajar di SMK Negeri Bandar Lampung. Sampel penelitian sebanyak 152 guru dengan teknik kuota sampling. Instrumen yang digunakan adalah skala kualitas kehidupan kerja dan skala keterlibatan kerja. Analisis data menggunakan regresi sederhana. Hasil penelitian menunjukkan bahwa keterlibatan kerja berkontribusi terhadap kualitas kehidupan kerja. Ketika guru terlibat dalam semua kegiatan pendidikan maka kualitas kehidupan kerja mereka juga meningkat.

Kata kunci : Keterlibatan Kerja, Kualitas Kehidupan Kerja

Introduction

Quality of work-life (QWL) is a multidimensional variable that reflects employees' attitudes toward many aspects of their jobs (Raeyss et al, 2019). Employees with greater QWL perceptions are more motivated at work, demonstrate a strong feeling of organizational belonging, perform well at work, are dedicated to their work and organization, and, most importantly, have reduced employee turnover rates (Sirgy et al,

2001; Dechawatanapaisal, 2017). Quality of work-life is also viewed as a link between employees and their work environment (Jabeen et al, 2018). There are eight criteria for quality of work-life, including adequate and just compensation, a safe and healthy work environment, human capability development, opportunities for continuous growth and job security, social integration, constitutionalism, and total space for life and work (Sabonete, 2021). Quality of work life as employee engagement in the workplace through resources, activities, and outcomes contribute to employee satisfaction with a variety of needs.

The term "QWL" refers to the degree to which an individual feels satisfied or dissatisfied with his or her profession. Increased QWL benefits both workers and businesses since it is improving working conditions, promoting worker health and welfare, increases work motivation, develop worker skills, increases productivity and competitiveness, and decreases unemployment (Chao, 2018; Stefana et al, 2021). Gupta (2016) suggests that the characteristics described as indicators of quality of work-life are job satisfaction, job involvement, job uncertainty, job conflict, job overload, job stress, organizational commitment, and intention to leave. Those who are satisfied with their careers have a high quality of work-life, whereas those who are unhappy or whose demands are not met have a low quality of work-life (Kaur, 2016).

There are still issues that have not been addressed properly that qualify them as non-permanent teachers (Ngabiyanto, 2018). The findings of the research survey corroborate Gunawan and Hendriani's (2019) assertion that some non-permanent teachers performed additional work to meet their needs. If the non-permanent teacher relies solely on income from teaching at his or her place of employment, he or she will not be able to meet their financial obligations. Effective fulfillment of requirements on one's experiences and working conditions relate to the quality of work-life (Walton, 1973; Sabonete et al., 2021). Non-permanent teachers are educators who are compensated based on teaching hours (KBBI, 2021). Non-permanent teachers are defined as individuals appointed by the coaching staff in the field of personnel or by other government stakeholders (Gunawan & Hendriani, 2019). The government appoints non-permanent teachers since the number of new teachers does not equal the number of retiring teachers. Up to the present, permanent teachers have been in high demand, and their presence is expected, resulting in an annual increase in the number of non-permanent teachers (Ngabiyanto, 2018). There are no distinctions in the roles and responsibilities of civil servant teachers and non-permanent teachers when it comes to implementing primary and secondary work. Sa'adah et al. (2018) explain that both civil servants and non-permanent teachers have the same role in education and are subject to the same obligations. However, the presence of non-permanent teachers continues to create issues of public concern.

Employees who have good QWL and are actively involved in their work have a higher sense of well-being since QWL influences both physical and psychological well-being (Sellar & Andrew, 2017). An engaged person is someone whose work is his primary interest, is critical to his self-esteem, and who actively participates in and contributes to work (Yoshimura, 1996; Baskaran, 2020). Yoshimura (Baskaran, 2020) suggests that job involvement can be classified into three dimensions: emotional, cognitive, and behavioral. Job involvement means that the individual considers his work to be the primary focus of his life, an integral part of his self-esteem, and thus participates in and is more active in his work (Yoshimura, 1996; Baskaran, 2020). According to Noe et al. (2016), job involvement is the degree to which an individual identifies with his or her work, views it as an integral part of his or her life, and contributes to excellent work performance. Lodahl and Kejnar (Choi & Choi, 2020) define job involvement as the degree to which an individual is psychologically identified with their career or view of self. Moreover, Lawler and Hall (Choi & Choi, 2020) define job involvement as the degree to which one's work environment is critical to one's identity.

According to Mehdipour (Davik et al, 2017), there is a correlation between job involvement and Quality of Work Life (QWL). Employees with a high level of job involvement have a high quality of life at work. According to Noor and Abdullah's research (Suri & Baber, 2019), job happiness, job involvement, and job security all have a substantial effect on the quality of work life. Work-related needs and opportunities for growth, as well as salary and compensation, are all criteria for determining the quality of work life. Walton (Sabonete et al, 2021) discusses the characteristics of a good work-life as follows: expanded and developed abilities that contribute to maintaining one's abilities, a safe and healthy work environment, human capacity development, social integration, constitutionalism, total work, and living space, and the social relevance of work.

Hirschfeld and Field (Agha & Modo, 2018) define job participation as to how people see their work in terms of the work environment, the work itself, and the integration of work and life. According to Culibrk et al. (2018), job involvement is a form of attitude toward work that is typically characterized as the degree to which an individual psychologically identifies with their job, or how much emphasis an individual places on their profession. Working participation is related to present work and is determined by one's current job position and its ability to meet one's demands (Brown, 1996; Culibrk et al, 2018). Moreover, According to DeCarufel and Schaan (Lambert et al., 2016), an individual with a high level of job commitment will prioritize work over other interests. The well-known adage 'I live, eat and breathe my work' refers to someone who is intensely committed to his work. Individuals, organizations, and non-organizations all have factors that influence work interactions. Yoshimura (Baskaran, 2020) proposes three dimensions: emotional, cognitive, and behavioral.

A review of the literature on teacher quality of work-life demonstrates that educational companies cannot achieve efficient and effective results from personnel unless they have a high quality of life. To enhance the quality of teachers' work lives, it is necessary to first identify and then attempt to address employees' basic needs through work experience (Ishak et al, 2018). Quality of work-life is crucial in a variety of professions, organizational cultures, and work settings; it also plays a part in enabling teachers and academics to instill positive feelings or attitudes about their careers and working conditions (Akar, 2018). This research aims to see the influence of job involvement on the quality of work-life on non permanent teachers at Bandar Lampung public high schools.

Method

This research has quantitative design involving 152 non-permanent teachers on state vocational schools in Bandar Lampung. Non-probability sampling with quota technique sampling was used in this study. There are two instruments used; quality of work-life scale, which is based on Walton's (1973) criteria and the job involvement scale, which is based on Yoshimura's dimensions (1996). Data was analysed using simple regression analysis. Prior to simple regression, the statistics test requires an assumption test consisting of a normality and a linearity test. The normality test was conducted using the Kolmogorov Smirnov test and SPSS 16.0 for Windows. If the results are $p > 0.05$, the data distribution is said to be normally distributed. If, on the other hand, the result is $p < 0.05$, the data distribution is said to be non-normal (Sugiyono, 2019). Besides, linearity test has a criteria in which the significance value is linear ($p < 0.05$), a relationship exists while the significance value is non-linear ($p > 0.05$), there is no relationship (Widhiarso, 2010).

Results

The subjects were classified according to their gender, age, marital status, place of employment, and years of service. The following table summarizes the data.

Table 1
Descriptive Data

Descriptive	Category	Amount	Percentage
Gender	Male	41	27%
	Female	111	73%
Age	Years of Early Adulthood (20-39)	132	86,8%
	Years of Middle Adulthood (40-60)	20	13,2%
Marital Status	Single	48	31,6%
	Married	104	68,4%
Work Periode	< 1 years	3	2%
	1 – 2 years	33	21,7%
	3 – 5 years	38	25%
	6 – 9 years	48	31,6%
	> 10 years	30	19,7%

Most of the subjects in this study were female which are 111 individuals (73%). Then, according to Santrock's (2012) early adults aged 20 to 39 years and middle adults aged 40 to 60 years. Most subjects (86.8%) are in their early adulthood since their age are 20 to 39 years. According to marital status the subjects of this study were highly married, totally 104 individuals (68.4%). Subjects were also classified by years of work periode in which most subjects worked for 6–9 years with total 48 individuals (31.6%). According to Wagner, Ferris, Fandt, and Wayne (1987), there are five categories of tenure: one year, 1-2 years, 3-5 years, 6-9 years, and ten years or more.

The next following table contains of descriptive analysis of each of variables used. Empirical data showed higher score than hypothetical data. Most subjects had a quality of work life score nearly had the ideal score in the maximum score while the minimum score it is higher than hypothetical data. Then job involvement for maximum score has the same score with hypothetical data but the minimum score is much higher.

Table 2
Hypothetical and Empirical Data of Research Variables

Variable	Hypothetical Data					Empirical Data				
	Max	Min	Mean	SD	Me	Max	Min	Mean	SD	Me
Quality of Work Life	160	40	100	20	116,57	150	92	116,42	10,709	116
Job Involvement	60	15	37,5	7,5	48,52	60	38	48,81	5,011	49

The following table details the categorization of each variable using the aforementioned formulation:

Table 3
Categories of Quality of Work Life and Job Involvement

	Score	Category	Frequently	Percentage
Quality of Work Life	$X < 116,57$	Low	80	52,6%
	$116,57 \leq X$	High	72	47,4%
Job Involvement	$X < 48,52$	Low	75	49,3%
	$48,52 \leq X$	High	77	50,7%

Based on the variable's categorization, there are 80 teachers who have low quality of work life while 72 teachers have high quality of work life. Then 75 teachers are in low category of job involvement and 77 teachers are in high category. Normality test had a significance of 0.083 ($p > 0.05$) and the job involvement variable had a significance of 0.215 ($p > 0.05$), so that was indicating the data are normally distributed. Then, linearity results obtained a significance level of 0.000 ($p < 0.05$) for the variables of quality of work life and job involvement. In short, both variables are linear.

Significance value of simple regression was 0.000 ($p < 0.05$) so that it can be inferred that the job involvement has a significant effect on the quality of work-life variable. There was 30% contribution of work involvement to the quality of work life. The following table summarizes the data:

Table 4
Effective Donation Data Description

Dimensions of Work Involvement	B	Cross Product	Regression	Effective contribution
Emotional	0,198	1107,105		
Cognitive	1,469	1950,316	5463,120	30%
Behavior	1,993	1193,947		

Moreover, the data also were analyzed to determine the mean criteria for the each quality of work life. The following table summarizes the analysis's findings:

Table 5
Mean Level of Quality of Work Life Criteria

Quality of work life criteria	Mean	Standard Deviation
Appropriate and equitable compensation	12,59	2,351
Safe and healthy work environment	15,05	1,875
Human capacity development	15,97	1,919
Possibility of sustained growth and job security	14,16	1,891
Social integration	15,03	2,023
Constitutionalism	14,06	1,895
Total space for work and life	14,99	2,156
Work's social relevance	14,58	1,903

Table 5 shows that all the mean level of the quality of work-life criteria has the same values which range from 12.59 up to 15.97. It can be interpreted that all criteria are available on the subjects.

Discussion

Data analyzed found that job involvement has a significant effect on the quality of work-life among non-permanent teachers at Bandar Lampung's Vocational High School State (SMK Negeri). The teachers' involvement makes them able to get a higher level of quality of work-life. Having involved in their activities, non-permanent teachers can develop their capabilities, have opportunities to be upgraded, and they have socialization among educators. Sabonete (2021) argued that human capability development, opportunities for continuous growth and job security, and social integration are some of the quality of work-life, criteria. Teachers get involved in their profession through many resources, activities, and outcomes. Permanent teachers get involved in teaching activities

with various experiences such as handling students, connecting with parents, and having activities with the community. They had new experiences and satisfaction with what they did. Alajmi and Mansour (2019) stated that job involvement has a variety of effects on employees' work experiences and job satisfaction. Increased job involvement results in amplification of the good impacts of work experience on the quality of work-life. A high level of involvement in the quality of work-life will benefit work-life balance, which can be strengthened further by achieving work-life goals (Sirgy et al., 2018; Leitão et al., 2019). Substantive metrics of employee satisfaction, motivation, engagement, and dedication to their work-life can be added to the QWL construct (Srivastava, 2014; Leitao, 2019).

The result also demonstrates that the role of job involvement in determining the quality of work-life is 30%. Baskaran (2020) proposes three dimensions of job involvement which are emotional, cognitive, and behavioral dimension. The subjects get involved emotionally in the activities since they interact with other teachers, students, parents, and communities. Cognitive dimensions made are related to their competencies in the lesson subjects taught and the problem-solving. In addition, the behavioral dimension also plays an important role in the permanent-teachers job because the way how the teachers act will be viewed as role models for their surroundings. Thus, those three dimensions will contribute to the quality of work-life. It was described by Easton and Laar (2012) that all dimensions of job involvement can affect the quality of work-life, including welfare, job satisfaction, career satisfaction, work-life balance, job control, working conditions, and work stress. The results of the extensive analysis of the test for the effective contribution of job involvement to the quality of work-life revealed that the cognitive dimension variable had the highest effective contribution of 15.7%, while the emotional dimension of the job involvement variable had the lowest effective contribution of 1.2%. This demonstrates the absence of emotional investment on the part of honorary teachers at SMK Negeri Bandar Lampung. The emotional component of job involvement refers to how invested employees are in their work or how much they enjoy it. Yoshimura (Baskaran, 2020) explains that the emotional dimension of job involvement is comprised of an individual's attachment, interest, and enjoyment in the work being performed; the job provides an excellent opportunity to satisfy work needs, and finally, the work affects the individual's life.

Most qualities of work-life criteria are available in the subjects. They had an appropriate and equitable compensation, get a safe and healthy work environment, and develop their capacity as teachers. Besides, they also have security in conducting their job and have integration in social life so that they have space for personal and professional life. Lambert (2016) proposes that work engagement is a proxy for the quality of work-life. increasing job involvement has some benefits, particularly in terms of improving individuals' quality of work life. According to Shivani (2017), employee involvement is a technique used to build and influence the quality of work-life. Employee engagement is a collection of systematic strategies that enable employees to take part in decisions that affect their connection with the firm. Daniel (2019) states that by applying many adjustments, management may foster employee engagement, dedication, and cohesiveness, paving the road for a higher quality of work life.

The classification results indicate that subjects are distributed in the high and low categories. They can have low job involvement with low work-life quality or high job involvement with high work-life quality. Individuals with a low level of job involvement are more focused on non-work activities (Hogan, Lambert, & Griffin, 2013; Lambert 2016). Furthermore, the results for the average level of the quality of work-life criteria indicate that the requirements for developing human capacities have the highest average level on the quality of work-life variable, while the criteria for adequate and fair compensation have the lowest average level. This demonstrates that the criteria for assessing the quality of work-life that have the greatest impact on job engagement are those for developing

human talents Job involvement through problem-solving can help promote job control by offering opportunities to utilize advanced skills and enhance the quality of work-life. (Wickramasinghe & Wickramasinghe, 2011). According to Skrovan (Shivani, 2017), the primary focus of any effective work-life process should be on the involvement and participation of employees in the process of creating their workplace. Employees can benefit from a more positive opinion of the organization to which they belong if they have a positive perception of its level of responsibility (Royuela, 2008; Leitao, 2019). Gangwani et al (2020) emphasized that if employees' quality of work-life improves, they would not only stay in the same industry longer but their performance and devotion to work will also improve. This, in turn, strengthens the industry's ability to compete and meet all of its consumers' needs.

Conclusions and Recommendation

The findings of this study support that job involvement has a role in the quality of work-life of non-permanent teachers at SMK Negeri Bandar Lampung. According to the research findings, to enhance the quality of teachers' work life it is necessary to identify employees' critical requirements through work experience. Besides, teachers must boost the three dimension of the job engagement; emotional, cognitive, and behavioral. It represent the degree to which employees enjoy their work, their attachment, and their interest and liking for the task being performed. Subjects have most quality of work life criteria which are having appropriate and equitable compensation, safe and healthy work environment, and Possibility of sustained growth and job security. Besides, the permanent-teachers are also able to develop their capacity as teachers, have social integration, and enjoy their space for work and life.

This research has limited subjects because the subjects are non-permanent teachers from one local area. Further research may have a larger population. Besides, 30% contribution of job involvement indicated that other variables have roles in making the quality of work life. Some variables such as job satisfaction, career advancement, control over the work environment, working conditions, and work stress can be studied further.

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