A Meta-Analytic Study Concerning the Effect of Educational Stakeholders’ Perceptions of Quality of Work Life on Their Job Satisfaction and Organizational Commitment

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To cite this article: Akar, H. (2018). A Meta-Analytic Study Concerning the Effect of Educational Stakeholders’ Perceptions of Quality of Work Life on Their Job Satisfaction and Organizational Commitment, International Online Journal of Educational Sciences, 10(3), 101-115.

ARTICLE INFO

Article History:
Received 09.01.2018
Received in revised form 14.05.2018
Accepted 17.05.2018
Available online 06.06.2018

ABSTRACT

The aim of this research was to investigate the effect of educational stakeholders’ perceptions of quality of work life on their job satisfaction and organizational commitment. The selection criteria for the inclusion of the studies for this aim were defined. As a result of the literature review based on these criteria, in total 29 studies were researched. The total sampling size of these studies is 6829. The random effects model (REM) was used to calculate the effect sizes. As a result of the analysis conducted according to REM, the general effect of educational stakeholders’ perceptions of quality of work life is at strong level on organizational commitment ($r = 0.56$) and job satisfaction ($r = 0.56$). It was seen in the moderator analysis that grade level has a moderator role in the effect of quality of work life on organizational commitment as opposed to sampling participants and the country variable where the research was conducted. On the other hand, it was found out that the grade level and the country variables are moderators in the effect of quality of work life on job satisfaction as opposed to the sampling participants’ variable. Based on these results, it can be expressed that quality of work life has a significant role in educational stakeholders’ organizational commitment and job satisfaction. © 2018 IOJES. All rights reserved

Keywords:
Quality of work life, job satisfaction, organizational commitment, meta-analysis

Introduction

Educational institutions are open social systems which are regarded as a power to make significant contributions to a country's socio-cultural and economic development and undertake responsibility to train qualified human resource. In this regard, educational institutions must sustain their entities effectively and efficiently according to their purposes. Educational systems’ working effectively and efficiently and carrying out their purposes to the fullest extent, no doubt, depend on all educational stakeholders’ effectively fulfilling their duties and responsibilities. This is only possible with educational stakeholders' physical, mental and psychological well-being at work. Quality of work and working conditions substantially influence employees’ well-being (Barnett & Brennan, 1998). Research indicated that working conditions including long working hours and heavy workload, lack of control at work, lack of participation in decision making processes and

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DOI: https://doi.org/10.15345/iojes.2018.03.007
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uncertain management approaches had a number of negative effects on employees' well-being (Michie & Williams, 2003). It seems necessary for modern organizations to create working environments where employees are happy and peaceful, live stress-free life, feel satisfied with their jobs, participate in decision making processes and are integrated into the whole life spaces. The approach for quality of work life which aims to increase organizational efficiency by improving working conditions and protect employees' physical and mental health, is conducted to fulfill this necessity.

The approach for quality of work life is an approach which bases a person on its essence, regards him/her the most important component of an organization and, therefore, focuses on meeting his/her physiological, psychological, social and economic needs (Akar, 2017; Akar & Üstüner, 2017). In this regard, the approach for quality of work life dwells on the issues including humanization of work, improvement of working conditions, protection of employees and democratization of working environment and place (Huzzard, 2003). Besides, it has a multi-dimensional dynamic structure consisting of the components such as job security, fair and adequate wage, reward systems, education and advancement opportunities, participation in decision making, home-work life balance, stress, general well-being and relationships among people (Considine & Callus, 2002; Van Laar, Edwards & Easton, 2007). Through the approach for quality of work life, it is aimed to increase employees' job satisfaction by rewarding their efforts, creating a secure and stress-free working environment, enabling them to participate in decision making processes and meeting their professional needs (Lau, Wong, Chan & Law, 2001; Sirgy, Efraty, Siegel & Lee, 2001; Warr, 1987). The fact that quality of work life is not at the desired level, decreases employees' job satisfaction and organizational commitment and increases their burnout level (Rethinam & İsmail, 2008; Hil, 2005). The research reveal that the characteristics of the current working conditions in educational institutions, namely quality of work life has a significant effect on the job satisfaction and organizational commitment of educational stakeholders such as teacher, school administration and academicians and so forth (Vasita & Prajapati, 2014; Bhatnagar & Soni, 2015; Hong, Tan & Bujang, 2010).

Job satisfaction is defined as employees' attitudes towards their jobs. In other words, it is the happiness level resulting from meeting employees' desires and needs in working setting (Cook, 2008). Job satisfaction indicates employees' positive or negative emotional levels towards their own jobs (Ramman, 2011). Besides, it is affected by a number of factors such as working conditions, job itself, controlling, managerial policies, promotions, wage, interpersonal relations, recognition and empowerment (Cano & Castillo, 2004; Meena & Dangayach, 2012). Working conditions, communication with administrators and colleagues, control over jobs, job stress have a significant effect on job satisfaction (Güleryüz, Güney, Aydın & Aşan, 2008; Hunjra, Ul Haq, Akbar & Yousaf). According to Pors (2003), working hours influences employees' quality of life, family and friend relations and accordingly job satisfaction. In the study conducted by McGlamery and Edick (2004), it was revealed that personal and professional development training provided to teachers considerably increased their job satisfaction and their eagerness to continue working. According to Liu and Ramsey (2008), poor working conditions and heavy teaching load decrease teachers' job satisfaction. Elam (1989) emphasized that one of the reasons why teachers cannot be satisfied with their professions is that they are underpaid. Certo and Fox (2002) reported that teachers, who are paid higher salaries, are more satisfied with their professions. Shann (2001) indicated that teacher's job satisfaction determines their continuity to teach at schools and organizational commitment and thereby making a contribution to their efficiency at school.

Another variable quality of work life affects is organizational commitment. Organizational commitment is a concept which stresses out the issues including employees' identification with their organizations, embracement of their organizations' objectives and values, continuance for working at their organizations, loyalty and attitudes towards their organizations and caring about their organizations to be successful (Akar, 2014). Organizational commitment is defined as psychological attachment employees feel for their
organizations and it reflects employees' internalization and embrace of their organization’s objectives, norms, values and other characteristics (O'Reilly & Chatman, 1986). Allen and Meyer (1990) remarked that organizational commitment consists of a three-component model of commitment containing affective, continuance and normative commitment. Affective commitment refers to employees' identification with and emotional attachment to their organizations, whereas normative commitment refers to an individual's obligations to remain with his/her organization. And lastly, the continuance commitment refers to the costs that an individual associates with leaving his/her organization. All these components enable employees to attach to their organizations with different reasons. The studies conducted in this scope indicate that organizational commitment has a number of results at personal and organizational levels. It is known that the employees with a high sense of organizational commitment are more likely to remain in their organizations and get in contact with their colleagues, quickly adapt to changes and work more effectively (Mowday, 1999). It is also emphasized that organizational commitment increases employees' job satisfaction, performances and effectiveness and decreases their work cycle, withdrawal behaviors and intention to leave employment (Vandenberg & Lance 1992; Wright, Gardner, Moynihan & Allen, 2005; Mathieu & Zajac 1990; Cotton & Tuttle, 1986). The studies indicate that employees' control over their jobs, involvement in decision-making processes, feeling secure in working environment and professional development being supported positively affects their organizational commitment (Ruokolainen, 2011; Wasti & Can, 2008; Finegold, Mohrman & Spreitzer, 2002).

As a result of the literature review, a number of primary resources dealing with the relationship between the educational stakeholders' (teacher and academician) quality of work life, organizational commitment and job satisfaction in different parts of the world have been encountered. However, it was observed that the differentiations in the results of the studies have increased depending on the increasing number of the studies conducted. In this regard, it is important to combine the results of the primary resources, present a general conclusion and discuss this conclusion. In the scope of with this research, it was aimed to combine the results of the studies concerning the relationship between educational stakeholders' quality of work life, organizational commitment and job satisfaction through meta-analytic method and provide a general conclusion. The general conclusion to be achieved is expected to guide authorities for improving the quality of work life, job satisfaction and organizational commitment of educational stakeholders. In this regard, the following questions were sought.

- Do educational stakeholders' perceptions of quality of work life significantly influence their organizational commitment?
- Do grade level, where educational stakeholders work, sampling participant and the country variable, where the research was conducted, have a moderator effect in educational stakeholders' perceptions of quality of work life on their organizational commitment?
- Do educational stakeholders' perceptions of quality of work life significantly influence their job satisfaction?
- Do grade level, where educational stakeholders work, sampling participant and the country variable, where the research was conducted, have a moderator effect in educational stakeholders' perceptions of quality of work life on their job satisfaction?

**Method**

Meta-analytic method was used in this study. Meta-analytic method is a method which combines the results of a number of independent primary studies conducted on a particular issue and statistically analyzes the obtained findings (Littel, Corcoran & Pillai, 2008). In this study, relationship between educational stakeholders' (teacher, school administrator, educational inspector and academician) perceptions of quality of work life, organizational commitment and job satisfaction were examined.

**Literature Review and Selection Criteria**
An extensive literature review was conducted to determine the inclusion of the studies (thesis, article, seminar and proceeding) in meta-analysis in this research. In this context, key words in Turkish and English, such as "quality of work life, characteristics of working life, organizational commitment, job satisfaction, work satisfaction" were searched in databases such as Google Scholar, ScienceDirect, ProQuest Dissertations, Web of Science, Emaraldinsight, Ebscohost, Eric, the Higher Education Council of Turkish Republic for National Thesis and Dissertation Center and Turkish Academic Network and Information Centre. As a result of the literature review, the following criteria were used to select the studies in the current research.

- Studies should be carried out between 2006 and 2017.
- Studies should include sampling size (n), correlation coefficient (r) or regression coefficient (r²) values, which is necessary for correlational meta-analysis.
- Sampling should be composed of teacher, school administrator, academician and educational inspectors.

34 studies were reached based on the abovementioned criteria. 15 out of 34 studies examined the relationship between quality of work life and organizational commitment, whereas the other 19 studies dealt with the relationship between quality of work life and job satisfaction. However, it was noticed that correlation or regression coefficient values were not included in four studies and sample size was not indicated in one study. Therefore, these studies were not taken into account in the meta-analysis. In the last analysis, 14 studies examining the relationship between quality of work life and organizational commitment and 15 studies examining the relationship between quality of work life and job satisfaction, in total 29 studies were included in the meta-analysis. The descriptive statistics for the studies included in the research are displayed in Table 1.

Table 1. The descriptive analysis results of the studies included in the research

<table>
<thead>
<tr>
<th>Selections</th>
<th>Year when study was published</th>
<th>Grade level where participants work</th>
<th>Sampling participants</th>
<th>Country variable where research was conducted</th>
<th>Type of publication</th>
<th>Distribution of sampling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010 2012 2013 2014 2015 2016 2017 Total</td>
<td>Primary School Middle School High School University Others Total</td>
<td>Teacher Academician Total</td>
<td>Turkey Iran India Kenya Malaysia Bangladesh Total</td>
<td>Article Thesis Proceeding Total</td>
<td>Teacher Academician Total</td>
</tr>
<tr>
<td>OC</td>
<td>n % n % n % n % n % n % n % n % n % n % n %</td>
<td>2 14,3 2 14,3 - - 2 14,3 4 28,6 3 21,4 1 7,1 14 100</td>
<td>7 50 7 50 14 100</td>
<td>5 35,7 4 28,6 1 7,1 - - 4 28,6 - - 14 100</td>
<td>12 14 28,6 1 7,1 1 7,1 14 100</td>
<td>2351 1370 57,2 50,4 1759 1349 42,8 49,6 14 100</td>
</tr>
<tr>
<td>JS</td>
<td>2 13,3 3 20 1 6,7 3 20 5 33,3 1 6,7 - - 15 100</td>
<td>8 53,3</td>
<td>7 46,7 15 100</td>
<td>8 53,3 3 20 1 6,7 1 6,7 2 13,3 15 100</td>
<td>14 93,3 - - 1 6,7 15 100</td>
<td>1370 1370 50,4 50,4 1349 1349 49,6 49,6 15 100</td>
</tr>
</tbody>
</table>

OC: Organizational Commitment, JS: Job Satisfaction

**Process**
The meta-analysis of the studies included in the research was conducted through Comprehensive Meta Analysis (CMA) 2.0 statistical program. In this research, correlational meta-analytic method was employed to calculate the effect size. The fixed effects model (FEM) and random effects model (REM) are generally used in meta-analysis. Characteristics and objectives of studies included in meta-analysis determine which type of model will be used. REM was utilized as these studies in the meta-analysis were thought not to be functionally equal and it was aimed to generalize the obtained effect sizes to a larger population (Borenstein, Hedges, Higgins & Rothstein, 2013). Cohen, Manion and Morrison (2013) classification level (“.00–.10” weak, “.10–.30” modest, “.30–.50” moderate, “.50–.80” strong, “.80≤” very strong) was used to interpret the effect size.

Publication bias

One of the important issues in meta-analytic studies is publication bias. It indicates not to publish all the researches on a particular issue. Researchers generally are inclined to publish the studies in which they find significant differences among variables or significant relations. This reveals publication bias (Borenstein et al., 2013; Dickersin, Min & Meinert, 1992). Publication bias in meta-analytic studies causes variations in effect size (Field & Gillett, 2010). In the context with this research, publication bias was examined through the Funnel Plot, Classic Fail-Safe N and Duval and Tweedies’ Trim and Fill methods. The Funnel Plot graphs for the studies included in meta-analysis are presented in Figure 1.

![Funnel Plot graphs for the studies included in meta-analysis](image)

Figure 1. The Funnel Plot graphs for the studies included in meta-analysis

Although the Funnel Plot graph does not provide a researcher with a precise result with regard to publication bias, it presents preliminary information about publication bias. When the Funnel Plot graphs are examined in Figure 1, it can be interpreted that the research does not have publication bias on account of the symmetric scatter of average effect on both sides (Borenstein et al., 2013). The values derived from Duval and Tweedies’ Trim and Fill method with regard to publication bias are displayed in Table 2.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Studies Trimmed</th>
<th>Point Estimate</th>
<th>Lower Limit</th>
<th>Upper Limit</th>
<th>Q</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of work life-Organizational commitment</td>
<td>Observed values</td>
<td>0.56</td>
<td>0.46</td>
<td>0.64</td>
<td>196.43</td>
</tr>
<tr>
<td></td>
<td>Adjusted values</td>
<td>0</td>
<td>0.56</td>
<td>0.46</td>
<td>0.64</td>
</tr>
<tr>
<td>Quality of work life-Job satisfaction</td>
<td>Observed values</td>
<td>0.56</td>
<td>0.41</td>
<td>0.68</td>
<td>360.63</td>
</tr>
<tr>
<td></td>
<td>Adjusted values</td>
<td>0</td>
<td>0.56</td>
<td>0.41</td>
<td>0.68</td>
</tr>
</tbody>
</table>

The fact that there is not any difference between the effect size observed in Table 2 and the virtual effect size to be established to correct the effect of the publication bias and both of the values are the same indicate...
that there is not publication bias in the current research. That is, it does not have any effect stemming from the publication bias on the general effect size. The values obtained from Classic Fail-safe N method with regard to the publication bias are presented in Table 3.

**Table 3. The results of Classic Fail-Safe N Tests**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Z- values for observed study</th>
<th>p-values for observed study</th>
<th>Alpha</th>
<th>Number of observed study</th>
<th>Number of missing studies that would bring p-value to &gt; alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of work life- Organizational commitment</td>
<td>38,08</td>
<td>0,00</td>
<td>0,05</td>
<td>14</td>
<td>5271</td>
</tr>
<tr>
<td>Quality of work life- Job satisfaction</td>
<td>31,18</td>
<td>0,00</td>
<td>0,05</td>
<td>15</td>
<td>3782</td>
</tr>
</tbody>
</table>

According to the data in Table 3, it is seen that 5251 studies dealing with the relationship between quality of work life and organizational commitment and 3782 studies dealing with the relationship between quality of work life and job satisfaction are required for p value to be higher than alpha one. It seems impossible to reach more than 3000 studies, though in total 29 studies have been accessed in the last 12 years through a comprehensive literature review. In this respect, it can be stated that this current research does not include the publication bias based on the impossibility to reach the abovementioned number studies concerning educational stakeholders’ relationship between quality of work life and organizational commitment and job satisfaction.

**Findings**

The results of the meta-analytic studies dealing with educational stakeholders’ relationship between quality of work life and organizational commitment and job satisfaction are displayed in Tables 4 and 5.

**Table 4. The results of the meta-analytic studies dealing with the relationship between quality of work life and organizational commitment**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number Studies</th>
<th>Sample Size</th>
<th>Point Estimate</th>
<th>95% Confidence Interval</th>
<th>Q</th>
<th>p</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of work life-organizational commitment</td>
<td>14</td>
<td>4110</td>
<td>0,56</td>
<td>0,47</td>
<td>0,64</td>
<td>196,43</td>
<td>0,00</td>
</tr>
</tbody>
</table>

**Moderator effects**

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Middle school</th>
<th>1</th>
<th>110</th>
<th>0,29</th>
<th>0,11</th>
<th>0,46</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school</td>
<td>3</td>
<td>1482</td>
<td>0,55</td>
<td>0,29</td>
<td>0,74</td>
<td>9,41</td>
</tr>
<tr>
<td>University</td>
<td>7</td>
<td>1759</td>
<td>0,59</td>
<td>0,44</td>
<td>0,70</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>759</td>
<td>0,56</td>
<td>0,46</td>
<td>0,64</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sampling participants</th>
<th>Teacher</th>
<th>7</th>
<th>2351</th>
<th>0,53</th>
<th>0,40</th>
<th>0,64</th>
<th>0,38</th>
<th>0,54</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academician</td>
<td>7</td>
<td>1759</td>
<td>0,59</td>
<td>0,44</td>
<td>0,70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country</th>
<th>India</th>
<th>1</th>
<th>100</th>
<th>0,67</th>
<th>0,54</th>
<th>0,76</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Iran</td>
<td>4</td>
<td>949</td>
<td>0,63</td>
<td>0,46</td>
<td>0,75</td>
</tr>
<tr>
<td></td>
<td>Malaysia</td>
<td>4</td>
<td>724</td>
<td>0,56</td>
<td>0,31</td>
<td>0,73</td>
</tr>
<tr>
<td></td>
<td>Turkey</td>
<td>5</td>
<td>2337</td>
<td>0,47</td>
<td>0,31</td>
<td>0,61</td>
</tr>
</tbody>
</table>

* p < .05

According to the random effects model in Table 4, the general effect of educational stakeholders’ quality of work life on their organizational commitment is .56 [.47- .64]. This value indicates that quality of work life
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has a "strong effect" on organizational commitment. The distribution of the effect sizes of the studies in the meta-analysis in Table 4 was heterogeneous ($Q = 196.43, p < .05$). The fact that the value for $I$ is 93.38 points out high level heterogeneity (Higgins et al., 2003) and the presence of moderator variables influencing general effect size. Grade level where educational stakeholder work, sampling participant and the country variable where research was conducted were determined as moderator variables. Based on the analysis of the moderator effects of these variables, it was found that grade level has a moderator role in the effect of quality of work life on organizational commitment ($Q_e = 9.41; p < .05$). According to grade level variable, the effect of educational stakeholders’ quality of work life on their organizational commitment indicates statistically significant differences. The effect of quality of work life on organizational commitment in university ($r = .59$), high school ($r = .55$) and others ($r = .56$) is at strong level, whereas the effect of quality of work life on organizational commitment in middle schools ($r = .29$) is seen to be modest. It was revealed that sampling participant ($Q_e = .38; p > .05$) and the country variable where the research was conducted ($Q_e = 4.74; p > .05$) do not have a moderator effect on the general effect size. When the sampling participant variable is examined, it is seen that both teachers’ ($r = .53$) and academicians’ ($r = .59$) quality of work life effects on their organizational commitment are at strong level. With regard to the country variable, it is revealed that quality of work life of the educational stakeholders working in India ($r = .67$), Iran ($r = .63$) and Malaysia ($r = .56$) has a strong level on their on their organizational commitment, whereas their quality of work life effect on organizational commitment in Turkey ($r = .47$) is moderate.

The Forest Plot graph for the effect size of 14 studies examining educational stakeholders’ relationship with regard to quality of work life and organizational commitment is displayed in Figure 2.

![Forest Plot graph](image.png)

**Figure 2.** The Forest Plot graph for the studies examining the relationship between quality of work life and organizational commitment

According to Forest plot graph in Figure 2, the correlation coefficient for the studies examining relationship between educational stakeholders' quality of work life and organizational commitment is seen to vary between .26 and .76. It was found that the general effect size was .56 when the results of 14 studies in Forest plot graph were combined with the analysis conducted according to the random effects model. The results of the meta-analytic studies dealing with educational stakeholders’ relationship quality of work life and job satisfaction are displayed in Table 5.
Table 5. The results of the meta-analytic studies dealing with the relationship between quality of work life and job satisfaction

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number of Studies</th>
<th>Sample Size</th>
<th>Point Estimate</th>
<th>95% Confidence Interval</th>
<th>Q</th>
<th>P</th>
<th>I²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of work life-job satisfaction</td>
<td>15</td>
<td>2719</td>
<td>0.56</td>
<td>0.41, 0.68</td>
<td>360.63</td>
<td>0.00</td>
<td>96.12</td>
</tr>
<tr>
<td><strong>Moderator Variables</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary school</td>
<td>1</td>
<td>240</td>
<td>0.33</td>
<td>0.21, 0.43</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle school</td>
<td>3</td>
<td>792</td>
<td>0.47</td>
<td>0.09, 0.77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td>2</td>
<td>288</td>
<td>0.70</td>
<td>0.59, 0.79</td>
<td>20.41</td>
<td>0.00*</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>8</td>
<td>1299</td>
<td>0.57</td>
<td>0.34, 0.74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>100</td>
<td>0.50</td>
<td>0.34, 0.64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sampling participant</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>8</td>
<td>1370</td>
<td>0.53</td>
<td>0.36, 0.68</td>
<td>0.09</td>
<td>0.77</td>
<td></td>
</tr>
<tr>
<td>Academician</td>
<td>7</td>
<td>1349</td>
<td>0.58</td>
<td>0.30, 0.77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Country</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bangladesh</td>
<td>2</td>
<td>317</td>
<td>0.80</td>
<td>0.39, 0.94</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>India</td>
<td>3</td>
<td>800</td>
<td>0.32</td>
<td>0.24, 0.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iran</td>
<td>8</td>
<td>1267</td>
<td>0.56</td>
<td>0.41, 0.69</td>
<td>52.06</td>
<td>0.00*</td>
<td></td>
</tr>
<tr>
<td>Kenya</td>
<td>1</td>
<td>133</td>
<td>0.73</td>
<td>0.64, 0.80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malaysia</td>
<td>1</td>
<td>202</td>
<td>0.23</td>
<td>0.10, 0.36</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p < .05

Based on the random effects model in Table 5, it is seen that the general effect of educational stakeholders’ quality of work life on their job satisfaction is .56 [0.41-.68]. This value demonstrates that quality of work life has a "strong effect" on job satisfaction. It is understood that the effect sizes of the studies in the meta-analysis in Table 5 was heterogeneously distributed (Q = 360.63; p < .05). That the value for I² is 96.12 indicates high level heterogeneity (Higgins et al., 2003) and the presence of moderator variables influencing the general effect size. Grade level where educational stakeholder work, sampling participant and the country where research was conducted were determined as moderator variables.

When the moderator effects of these variables were analyzed, it was revealed that grade level has a moderator role in the effect of quality of work life on job satisfaction (Qb = 20.41; p < .05). According to grade level variable, the effect of educational stakeholders' quality of work life on their job satisfaction points out statistically significant differences. While the effect of quality of work life on job satisfaction in high school (r = .70), university (r = .57) and others (r = .50) is at strong level, whereas the effect of quality of work life on job satisfaction in middle schools(r = .47) and primary schools (r = .33) is moderate. When the moderator effect of sampling participant is examined, it is seen that sampling participant do not have a moderator effect in the effect of quality of work life on job satisfaction (Qb = .09; p > .05). Besides, it was found that both teachers’ (r = .53) and academicians’ (r = .58) quality of work life effects on their job satisfaction are at strong level. The country variable has a moderator role in the effect of quality of work life on job satisfaction (Qb = 52.06; p < .05). According to the country variable, effect size statistically makes significant differences. With regard to the country variable, the effect of quality of work life on job satisfaction in Bangladesh (r = .80) is very strong, Kenya (r = .73) and Iran (r = .56) strong and India (r = .32) moderate and Malaysia (r = .23) modest.

The Forest Plot graph for the effect size of 15 studies examining educational stakeholders’ relationship with regard to quality of work life and job satisfaction is shown in Figure 3.
Figure 3. The Forest Plot graph for the studies examining the relationship between quality of work life and job satisfaction

According to Forest plot graph in Figure 3, the correlation coefficient for the studies examining relationship between educational stakeholders’ quality of work life and job satisfaction vary between .23 and .89. It was found that the general effect size is .56 when the results of 15 studies in Forest plot graph are combined with the analysis conducted according to the random effects model.

Conclusion and Discussion

The aim of this research was to reach a general conclusion by synthesizing the results of the primary researches examining relationship between educational stakeholders’ perceptions of quality of work life, their job satisfaction and organizational commitment all over the world. In this context, 29 studies derived from the literature review were analyzed based on the random effects model in meta-analytic method.

The first result obtained from the current research is that educational stakeholders’ perception of quality of work life has a positive and strong effect on their organizational commitment. This result shows consistencies with previous researches (Barzoki & Sarand, 2015; Farid et al., 2014; Heidarie et. al., 2012; Salem, 2017; Shahhoseini et. al., 2015; Daud, 2012; Erdem, 2010; Yalçın & Akan, 2016). This result indicates that teachers and academicians’ embracement of their organizations’ objectives, principles, visions and values, their identification with their organizations and emotional attachment to it and enthusiastic to work at their institutions for a long time are significantly affected by quality of work life. Findings obtained from many studies, which are conducted with educational stakeholders support this result. In a study which was carried out with academicians and was conducted by Daud (2010), it was seen that academicians’ organizational commitment to participate in administrative processes has improved. In the same study, it was also concluded that the wages and benefits provided to academicians are closely related to organizational commitment. In the study carried out with teachers and is conducted by Akar (2018), it is seen that the general perception about the quality of work life both directly and indirectly affected the affective commitment of the teachers to the school that they work in (indirectly through burnout and alienation to the school). Ahmadian et al. (2015) discovered in the study conducted with academicians that the dimensions of quality of work life (fair and
adequate payment, legalism, social dependency, developing individual capabilities, safety of environment, social integration) were related to organizational commitment. Based on all these results, it can be said that meeting teachers and academicians' professional development needs, allowing them to work independently and autonomously and thereby having control over their jobs, supporting them to participate in decision-making processes, helping them create home-work life balance, creating a working environment where they feel secure and comfortable and do not experience stress and their well-being is supported, increase their commitments to the institutions where they work.

The second result derived from the research is that grade level where educational stakeholders work, has a moderator role in the effect of their perceptions of quality of work life on their organizational commitment as opposed to the country where the research was conducted, and sampling participant variables. In other words, the effect of quality of work life on organizational commitment shows significant differences with regard to grade level variable. It is observed that the effect sizes in university, other grade levels and high school are at strong level, whereas the effect size in middle school is modest.

The third result obtained from the research is that educational stakeholders' perception of quality of work life has a positive and strong effect on their job satisfaction. This result is also supported with the previous researches (Bhatnagar & Soni, 2015; Fetahi et al., 2015; Ghasemizad et al., 2012; Heidarie et al., 2012; Nimalathasan & Ather, 2010; Vasita & Prajabata, 2014; Jannesar et al., 2015; Tabassum, 2012). Based on this result, it can be expressed that quality of work life has a decisive effect in enabling teachers and academicians to create positive emotions or attitudes towards their professions and working conditions. It is emphasized in the researches that the factors affecting quality of work life such as administrators and colleagues’ support, working hours, professional development opportunities and advancement, heavy workload, salary and reward system, relationships in working environment, fair treatments and secure working conditions significantly influence their job satisfactions, development of positive emotions towards their professions (Akar, 2017; Pors, 2003; Rai, 2013; Liu & Ramsey, 2008; McGlamory & Edick, 2004). It is quite important for educational stakeholders to receive satisfaction from both an individual and an organizational point of view. Shann (2001) suggests that job satisfaction is the determinant of teachers’ permanence in a school and organizational commitment to school, which also contributes to school productivity. Job satisfaction can improve individual and organizational performance by, increasing motivation and organizational citizenship behaviour, and can decrease costs associated with negative organizational behaviours such as exhaustion, indifference and absenteeism (Harrison, Newman and Roth, 2006). Along with this, job satisfaction is an important determinant of employees’ mental health and general well-being. The effect of job satisfaction on happiness and well being is really important and can not be denied (Ayele, 2014). All these results require educational stakeholders to be satisfied with their work in order to enable educational institutions to continue their existence in an effective and productive way. It can be stated that the satisfaction of educational stakeholders depends on the improvement of the working conditions.

The fourth result derived from the research is that it is seen that grade level and the country variable where the research was conducted, variables have moderator roles in the effect of educational stakeholders’ quality of work life on their job satisfactions as opposed to sampling participant variable. That is, grade level and country variables show significant differences in the effect of quality of work on job satisfaction. It is observed that the effect size in high school, university and other grade level is at strong level, while it is moderate in middle school and primary school. The effect size is very strong in Bangladesh; strong in Kenya and Iran; moderate in India and modest in Malaysia.

The results of this research are important to reveal that quality of work life determines how educational stakeholders develop commitment to their institutions and be satisfied with their professions. In this regard,
the results of this research are expected to provide decision makers in education with a roadmap to increase employees and organizations’ effectiveness and efficiency.
REFERENCES

The references marked with an asterisk (*) are included in the meta-analysis.


