

# Factors Affecting The Quality Of Work Life Among Faculty Members of Tribhuvan University

*Baburam Lamichhane\**

## **Abstract**

*The Quality teaching staff is the lifeblood of a successful educational system and for the development of quality teaching faculty attention has to be paid to their QWL to ensure their job satisfaction and commitment to their University. It is as the usual conception that the QWL of faculties largely depends upon the quality of the people one works with, assisting colleagues in the organization, the salary structure of an organization, nature of work, provision for respect and achievement. But there are some other significant dimensions of QWL such as the autonomy of the work, relation, and co-operation, fair and adequate compensation, and work environment which too have an impact. The aim of the present study, therefore, was to investigate the relationship on QWL among teaching faculty of universities. The data were collected from full-time academicians working in selected campuses in the Pokhara Valley. A structured Google form questionnaire was used to gather the data. 400 questionnaires were distributed, out of which only 204 questionnaires were found to be complete and usable for the analysis. Data were analyzed using SPSS, in which descriptive analysis and correlation matrix. The findings of the study pointed out that there is a significant positive relationship QWL dimensions and job position among university professors, associated professors, and lecturers. They will serve as valuable inputs for the universities in identifying the key workplace issues to develop strategies to address and improve the quality of working conditions and to increase the quality of work-life of the faculty members towards their universities.*

*Keywords: Autonomy of the work, Fair and adequate compensation, Faculty members, QWL, Relation and co-operation, Work environment*

---

## **Introduction**

Quality of Work-life refers to the quality of the relationship between workforces and the total working condition which assumes, safe and healthy working environment, adequate and fair compensation and opportunity for using and enhancing human capacities, the chance for career growth, socialization among the workforce, work-life balance, participative management style, reward, and identity. "Quality of Work Life" (QWL) is used to call a broad range of working environments and the related

---

*\*Lecturer: Prithivi Narayan Campus, Pokhara*

ISSN: 2392-4519 (Print)

desire and anomaly of the workforce. It can be explained as the subjectively feeling of satisfaction in different aspects of individual work-life. It is an indicator of what people find quality dimensions at their work. Therefore, one needs to be careful about the factors related to outcomes, identity, responsibility, career growth, salary, organizational policies, working conditions. QWL is not only to improve work-life but also the family life of the workforce. It includes a wide variety of methods and techniques that have been developed to adjust the different policies of individual life and the organization structure, i.e. quality of life and organizational achievement. QWL has, therefore become a key factor of consideration in the present situation.

Universities are the main source of social, economic, cultural, and political enhancement, play a pivotal role in educating human resources. Identifying and explaining the important factors of growth and development in all types of societies indicate that the effectiveness of educational systems in any area promotes its inclusive strength. Teaching faculties as one of the biggest resources of any society and one of the vital factors of educational systems play an important role in empowering specialized forces. The efforts of the faculty members cause getting social development and growth in human societies. A technical and social requirement of the job in our organization can be fulfilled by arranging better QWL of the employees (Adhikari & Gautam, 2010). Most of the dimensions of QWL are common for each field, these common applying dimensions are healthy working conditions, fair and adequate compensation, opportunity to use and develop human skills, an opportunity for career growth, social integration, work-life balance, inclusion, constitutionalism, and social acceptance of the work.

There are different researches were existed on QWL in different fields (Lee, Back & Chan, 2014; Gayathiri & Ramakrishnan, 2013), however, still very much need to study the impact of QWL factors in higher education like our country. Pugalendi, Umaselvi, and Nakkeeran (2010) QWL depending upon the situational requirement so that there is no change according to job designation. There are different types of campuses and programs running under T.U. due to that, the impact of QWL factors and thinking and perception about QWL of faculties should be different. Considering the above facts there is the relationship exists or not of QWL factors among faculty members of T.U. is a researchable phenomenon. The research work tries to answer the research questions of, what is the relationship existed among faculty members' QWL dimensions on total QWL?

The research work mainly focuses on the quality of work-life of university faculty members. Therefore, the main purpose of this study is to examine the relationship of the factors among faculty members towards QWL factors.

## **Literature Review**

In the era of “stagflation,” and American manufacturers felt increasing foreign competition, the focus on worker participation shifted toward improving workers’ efficiency and production quality. It was hoped that improving the work environment and motivating workers to participate in organizational decisions would help to stop the decline in the U.S. effectiveness and growth rate (Levitan and Werneke, 1984). As well as issues of product quantity and quality because of the impact of worker involvement on human resource (HR) outcomes as irregularity, grievances, discontinuity, and industrial safety condition. Formal communication conducted with worker participation programs contributes to a decrease in grievances (Ronchi, 1981) and industrial accidents (Macy, 1980). Besides this employee participation in organizational decisions causes increases job satisfaction due to reducing absenteeism and employee turnover (Lawler, 1988). By examining these relationships suitably through time basis, controls for economic trends that could have a moderating effect on HR results. In specific, changes in regional unemployment and firm employment are existed to influence HR efficiency.

### **The autonomy of work and quality of work-life**

Autonomy is the capacity of the workforce to control the overloading situation. The power is decentralized among the workers where workers can participative in the decision-making process. Besides, this, workforce plan, coordinates, control, organize and make a decision on work-related activities in the autonomy of the work.

According to Scully, Kirkpatrick, and Locke (1995), higher autonomy on the job increases the knowledge gaining and implication while greater involvement is held to enhance cognitive growth and increased knowledge assimilation among the workforce. Feuer (1989) and Che Rose, Beh and Idris (2006) explored people also feel of QWL as a fixed of techniques, these were job enrichment, autonomous workgroups, and high participation aimed at enhancing the satisfaction and efficiency of employees. Saraji and Dargahi (2006) conducted research work on the Nursing Work-life Satisfaction survey results explored that nurses’ quality of work-life was depended upon mostly the Pay and Autonomy. Rethinam (2008) explored that, when the organization provides adequate authority to work activities to the individual workers, then it is a

great possibility that the job activities can adjust their workforces' needs that enhance the organizational outcomes. **H<sub>1</sub>**: There is a positive significant relationship between the autonomy of the work and the QWL of faculty members.

### **Fair and adequate compensation and quality of work-life**

The main motivational factors are compensation and rewards, the rewards, build the competition among the workforce to work hard and to gain both organizational and individual aims. The financial will of people forward them to work at a job and least partially depends upon employee satisfaction, on the compensation offered. Pay should be depended upon individual skills, responsibilities undertook, performance, the work done, and accomplishments. Mirvis and Lawler (1984) argued that QWL was related to satisfaction, salaries, hours, and working environment explaining the "main factors of a good QWL" as; equitable wages, safe working environment, opportunities for advancement, and equal employment opportunities.

Saraji and Dargahi (2006) research work results showed that Pay and benefits were played an important role in nurses' quality of work life. Nurses' quality of work-life, the behavioral significance of job and eliminate tension among them. Sufficient and fair compensation is an important factor for creating a suitable work environment (Weisboard, 2007). Drobnic, Behan and Prag (2010) argued that secured jobs and good pay would feel comfortable by employees in the workplace and positively affects their quality of life. **H<sub>2</sub>**: There is a positive significant relationship between fair and adequate compensation and QWL of faculty members.

### **Work environment and quality of work-life**

A working environment is a place where employees perform their job. It includes a social and professional environment in which they are involved with several people and working in the coordinative environment. Safety and healthy working conditions confirm continuity of services, good health, and decreased bad labor relations. A healthy worker ensures effectiveness in the work. Happy employees are cheerful and confident they confirm an invaluable asset to the organization. It assumes determining proper working hours and a safe physical and mental working environment. According to Winter, Taylor & Sarros (2000) argued that quality of work-life of faculties as an attitudinal feeling to the prevailing work environment and important work environment factors that include job characteristics, role stress, structural, supervisory, and sectorial characteristics too, directly and indirectly, determine academicians attitudes, experience, and behavior. Lau, Wag, Chan & Law (2001) analyzed the quality

of work-life as a suitable working environment that enhances and promotes satisfaction by assuring rewards, job security, and career growth opportunities to the employees. **H<sub>3</sub>**: There is a positive significant relationship between the work environment and the QWL of faculty members.

### **Relation and co-operation and quality of work-life**

Relation and co-operation are interacting between management and workers, focusing on workplace decisions, conflicts, and problem resolving. Social organization and the nature of personal relationships becomes an important factor of Quality of Work Life for persuading work and career. The social phenomenon in the work organization was work-related skills, traits, abilities, and potential without regard to race, sex, physical appearance, etc. It is a sense of belonging to the organizational acceptance of the worker. Robbins, Crino and Fredendall (2002) & Bandura (1988) they explained human relation and care can increase staff's self-confidence and self-efficacy, and successfully manage the difficulties. According to Che Rose., Beh., Uli., and Idris, (2006) conducted quality of work-life is connected with career development and career enriching from interaction among individuals within the organization. **H<sub>4</sub>**: There is a positive significant relationship between the relation and co-operation and QWL of faculty members.

### **Methodology**

The study confirmed the position and relationship between QWL and four dimensions to total QWL. Ontological philosophy in reality exists out there on Universities Campuses. Also, epistemology is "objective" because the body of knowledge is implied directly from the subjects in an objective manner. Moreover, the deductive approach is used to begin quantitative research in collecting and arranging data thus methodology includes the adoption of quantitative methods so that findings are supported through the numerical figure.

### **The population and sampling of the study**

The statistical population consists of total permanent teaching faculties of T.U affiliated and constituent campus inside the Pokhara Valley. Among these campuses, Prithvi Narayan campus and Western Regional campus (WRC) are constituent campuses, and Janapriya multiple campus (JMC), Kanya campus Nadipur and Gupteshwor Mahadev Multiple are affiliated campuses. The total numbers of faculty members of these campuses are 400, which represents the total population of the study.

The structure of the total population is presented in table 1.

**Table 1** The Structure of the Total Population of Faculties and Selected Campuses

Population nature and numbers	Professors	Associated professors	Lecturers
Prithivi Narayan Campus (PNC)	22	65	192
Western Regional Campus (WRC)	-	10	44
Janapriya Multiple Campus (JMC)	-	-	35
Kanya Campus Nadipur KAC)	-	-	17
Gupteshwor Mahadev Multiple Campus Chorrepatan ( GMMC)	-	-	15

The sampling frame for the study covers the list of professors, Associate Professors, and Lecturers of the selected constituent and affiliated campuses.

Sample size fixes by using the reasonable technique of sampling by a formula of Yamane (1967) by utilizing the formula sample size is 200 faculty members. This study covers 204 faculty members among professors, associated professors, and lecturers of sample campuses.

$$n = N/1+(N*d^2)$$

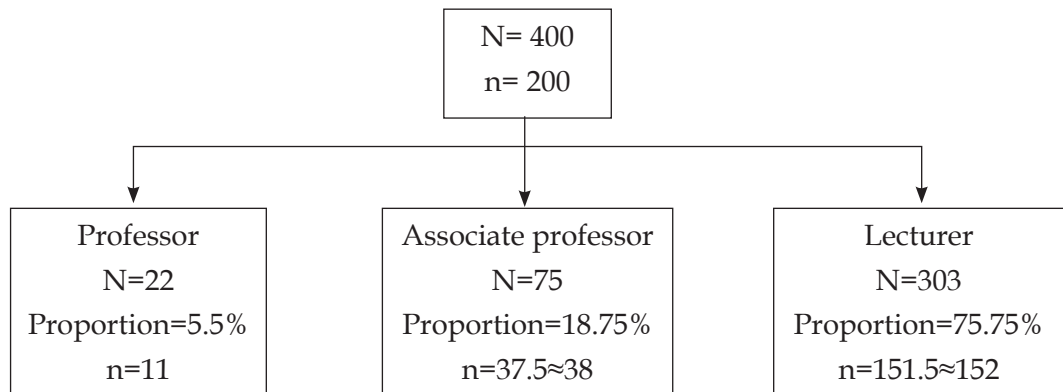
Where,

N=Total Population

n=Sample Size

d= Error term

Proportionate to population size, stratified simple random sampling is used to select the respondents. The strata formulated based on the current job position of faculty members of T.U. The job position consists of Lecturers, Associated professors, and Professors.



**Figure 1.** Sample Size Based on the Job Position of the University.

### Measuring instrument

The study uses a five-point Likert scale in the survey instrument, ranging from strongly disagree (1) to strongly agree (5) as used by (Swamy, Nanjundeswaraswamy & Rashmi, 2015). Each dimension has five constructs so that the minimum mean score is 5 and the maximum mean score is 25 for all five dimensions.

### Reliability test

Cronbach alpha is used for testing the reliability of data. Reliability reflects the consistency of variables in measuring the study concept. . It may lies between 0 to 1, but the satisfactory value is needed to be more than 0.6 for the scale to be reliable (Malhotra, 2002; Cronbach, 1951). The present study applies Cronbach's alpha as a measure of the reliability of the scale.

**Table 2 :** Reliability Value of Different Constructs

Scale	No. of Items	Cronbach's Alpha ( $\alpha$ )
QWL	5	0.71
Work environment	5	0.71
Relation and co-operation	5	0.66
Fair and adequate compensation	5	0.67
The autonomy of the work	5	0.62

*Source: A field survey, 2020*

From table 2, it has been seen that the reliability value was lied to be  $\alpha=0.62$  to 0.71if we compare the reliability value of the scale used in the present study with the

standard value alpha of 0.6 advocated by Cronbach (1951), it is observed that the scale of the present study was highly reliable for data analysis. The validity is defined as differences in observed scale scores among objects on the features being measured, rather than a systematic or random error (Malhotra, 2002). In this study, we considered only criterion validity, which includes demographic characteristics, attitudinal and behavioral measures.

### **Data collection tools**

All the respondents were asked to fill up the questionnaire on their respective Campuses. At the initial stage, the respective campuses in charge were consulted to seek approval to collect information for academic research. Then the individual faculties who were present on the day of research and agreed to provide the information were mailed the structured questionnaire through Google forms to the respondents.

### **Statistical tools**

The effective outcomes have been investigated by using SPSS version 20. The findings of the study analyze by applying following statistical tools.

- Descriptive analysis
- Pearson's correlation matrix

### **Analysis And Results**

The success of the education field is directly dependent on employees, especially on teaching faculties and their quality of work life. Despite the phenomenal growth in the higher education sector, teachers still have many problems with the quality of their work-life regarding issues such as bad working conditions, inadequate compensation, overcrowded classes, low career insight, low job security, lack of freedom of speech, lack of career opportunities, poor organizational work culture, job overload, roles not clearly defined, absence of compensation strategies have contributed to the degradation of the QWL of university employees. As reported in the preceding chapters, this research study attempts to assess the relationship work environment, relation and co-operation, fair and adequate compensation, and autonomy of the work to QWL of faculties in the universities of T.U. It mainly aims to examine the causes of the effect of these dimensions on the quality of work-life. Therefore, the current study would be of strategic importance to educational institutions to identify the important factors that could improve the faculty's quality of work-life level.

### **Demographic description of the sample respondents**



Out of the total respondents, 90.2 percent were male and 9.8 percent were female. The majority of the respondents were aged between 40-50 years, 38.2 percent, followed by above 50 years 36.3 percent, 30-40 years 23.5 percent, and below 30 years 2 percent. 68.1 percent of the respondents were from PNC, 11.8 percent from WRC, 9.3 percent from JMC, 5.9 percent from GMMC, and 4.9 percent were from KAC. The majority of respondents have master's degrees 82.8 percent, Mphil 7.4 percent, and doctorate 9.8 percent. In terms of job position of service, 82.8 percent of the respondents had a lecturer of which 18.6 percent of these respondents were associate professors and 5.4 percent were a professor. Likewise, 48 percent of respondents have 40 to 50 thousand monthly income, followed by 21.1 percent of respondents have 50-60 thousand monthly income, 17.2 percent of respondents have above 60 thousand monthly income and 13.7 percent of respondents have below 40 thousand monthly income. Respondents represent by teaching faculty or department are 24.5 percent from management, same as from humanities and social science 25.5 percent, 23 percent from science and technology, 18.1 percent from education, and 9.8 percent from engineering.

The characteristics of the demographic information revealed that most of the respondents are male likewise the study covers the majority age group 40 to 50 and as followed by the age group of above 50. The respondent's engagement highly from the Prithvi Narayan Campus because of the higher population representation. From the educational point of view, most of the respondents are master's degrees and with job positions as lecturers. The monthly earning capacity of the majority of respondents is between Rs 40 to Rs 50 thousand. So that the study represents diverse characters in demographic combination.

### Descriptive analysis

To explain the responses for the major dimensions under study, descriptive statistics such as mean and standard deviations on all the explanatory and dependent variables were found. Table 4.2 shows the overall results of mean, standard deviations of the QWL, and its constructs.

**Table 3 :** Means, Standard Deviations of the QWL and Its Dimensions

<b>Variables</b>	<b>Number of respondents</b>	<b>Mean</b>	<b>Standard deviation</b>
QWL	204	16.87	3.03
Work environment	204	15.56	3.19

Relation and co-operation	204	19.26	2.45
Fair and adequate compensation	204	17.11	3.00
Autonomy of work	204	17.21	3.07

Source: Field survey, 2020

From the results in Table 3, all the dependent and independent variables' total mean scores are maximum of 25 and the minimum score is 5. The dependent variable QWL represents the mean score of 16.87 with an S.D of 3.03. Likewise, independent variable work environment, relation and co-operation, fair and adequate compensation, and autonomy of the work represent 15.56, 19.26, 17.11, and 17.21 with S.D of these dimensions is 3.19, 2.45, 3.00, and 3.07 respectively. Among these, all independent variables relation and co-operation, bearing a higher mean score of 19.26. The mean score of QWL variables lies between 15.56 to 19.26 with an S.D of 2.45 to 3.19.

#### The relationship between total QWL and Its four dimensions

Correlation analysis was conducted to test the association and significance of the linear relationship between the independent and dependent variables. Pearson correlation matrix was employed to determine the relationship between the dimensions used for assessing the overall quality of the work-life level of faculty members. The relationship also is to clarify the higher influencing factors on QWL of faculty members of T.U.

**Table 4 :** The Relationship between QWL and Four Dimensions

Variables	Correlation value	P-value
Quality of work-life (QWL)	1	-
Fair and adequate compensation	0.560	0.000*
Relation and co-operation	0.505	0.000*
Work environment	0.628	0.000*
The autonomy of the work	0.458	0.000*

\*Correlation significant is at 0.01 levels

Table no. 4 shows that the relationship between quality of work-life and fair and adequate compensation is significant the p-value is less than 0.01 ( $P < 0.01$ ). The relationship between the two variables is positive the value of (r) is 0.560 which indicates a good positive association between the two variables. It means that when good fair and adequate compensation the quality of work-life is increased and when

there is poor and inadequate compensation, the quality of work-life decreases.

The relationship between quality of work-life (QWL) and relation and co-operation is positive and significant. The correlation Value ( $r$ ) is 0.505 and P-value less than 0.01 i.e. ( $P < 0.01$ ). It indicates that when relation and co-operation increase quality of work-life increases and when relation and co-operation would decrease, then the quality of work-life QWL also decreases.

The relationship between the work environment and quality of work-life is highly significant and positive. The P-value is less than 0.01 i.e. ( $P < 0.01$ ). The correlation value of these variables ( $r$ ) is 0.628 which indicates the conducive and good relation between these variables. When the quality of work-life of faculties is good when the working environment is good, likewise when the working environment is poor then the quality of work-life is also lower.

The relationship between the autonomy of the work and the quality of work-life is positive and significant. The P-value is less than 0.01 i.e. ( $P < 0.01$ ). The correlation between these two variables ( $r$ ) is 0.458 which indicates that the association is highly positive and in the same direction. When autonomy of the work can exist on campuses, the quality of the work-life of faculty increases.

The test result between all four independent variables and one dependent variable is highly significant. The association between these independent variables on the quality of work-life is positive and same direction.

## **Discussion, Conclusion, And Implication**

### **Discussion**

Most of the results of the test show that the four dimensions of QWL are a highly significant and positive association with the total of work-life. Hypothesis 1 ( $H_1$ ) proposed that the autonomy of the work would have a direct and positive effect on the quality of work-life among faculty members of T.U. Results showed that  $H_1$  was fully supported. An earlier study of Saraji and Dargahi (2006) conducted research work on the Nursing Work-life Satisfaction survey results explored that nurses' quality of work-life was depended upon mostly the Pay and Autonomy. Rethinam's (2008) explored that, when the organization provides adequate authority to work activities to the individual workers, then it is a great possibility that the job activities can adjust their workforces' needs that enhance the organizational outcomes It is cleared that the result of the study between the autonomy of the work and QWL highly associated

with the same pattern of past study.

The relationship between fair and adequate compensation and quality of work-life was positive and significant.  $H_2$  proposed that fair and adequate compensation has a positive and significant effect on the quality of work-life. The results of the study also clearly explored that the relationship is significant and positive. The past study of Weisboard (2007) argued that Sufficient and fair compensation is an important factor for creating a suitable work environment.

Quality of work-life is more closely related because faculty members are felt the good quality of work-life when adequate compensation to faculties additionally, the weaker path between compensation and benefits and QWL. The past study of Drobnic et al. (2010) suggested that secured jobs and good pay would feel comfortable by employees in the workplace and positively affects their quality of life. Behan and Prag (2010) suggest that workers that proper jobs and pay would feel comfortable in the organization and this affects their quality of life. The result of the study also explores the same as past relation of compensation and QWL of faculty members.

Hypothesis 3 ( $H_3$ ) proposed that there is a significant relationship between the work environment and the QWL of faculty members. The result of the study also fully supports the  $H_3$ . The past result by Winter et al. (2000) argued that quality of work-life of faculties as an attitudinal feeling to the prevailing work environment and important work environment factors that include job characteristics, role stress, structural, supervisory, and sectorial characteristics too, directly and indirectly, determine academicians' attitudes, experience, and behavior. Lau et al. (2001) analyzed the quality of work-life as a suitable working environment that enhances and promotes satisfaction by assuring rewards, job security, and career growth opportunities to the employees. This study also explores the same result in the past.

Hypothesis 4 ( $H_4$ ) proposed that there is a significant relationship between co-operation between faculties and their quality of work-life. The result of the study also fully supports the  $H_4$ . The past study by Robbins et al (2002) and Bandura (1988) explained human relation and care can increase staff's self-confidence and self-efficacy, and successfully manage the difficulties. According to Che Rose., Beh., Uli., & Idris, (2006) conducted quality of work-life is connected with career development and career enriching from interaction among individuals within the organization. The result of the study also explores the same as past relations of the relation and co-operation and QWL of faculty members. From the result of this study, it can be concluded that all the relationships are the same directional as in the past study. Most of the past studies

explored that assumed the dimension of QWL were significant and positive associated. This study also explores the same result in the past.

## **Conclusion**

This study explored that there is a positive and same directional relationship between the four dimensions of QWL and total QWL of teaching faculties at Tribhuvan University. In higher academic sectors, the autonomy of the work dimension positively affected total QWL. It indicates that a sufficient level of autonomy in the university would indicate a high-level QWL among academic staff in the university. Therefore, the executive body of the university must arrange programs or strategies to enhance the level of autonomy to improve the work-life among teaching faculties. The work environment was another dimension that significantly affected the quality of life among the teaching faculties in the university. It plays a vital role to improve the level of remunerations and other economic benefits for faculty members to enhance their QWL. Besides, the university should provide better financial facilities for faculty members to motivate them. Besides these, the co-worker relationship had a significant impact on total QWL. Among colleagues and the level of social support at work, the place factor plays a vital role effect on the faculty's well-being, If the university provides space and flexibility to ensure that faculty members were able to maintain good co-worker relationships. This would enhance the total quality of work-life among teaching faculty on campuses. Based on the findings of this study, a better QWL of faculty members does not only enhance their total quality of work-life but would also improve the service effectiveness in the university.

## **Implication**

The policy application may be useful for the overall advancement of the quality of work-life among faculty members of Tribhuvan University should create a good working condition. This provides academic professionals to do their work efficiently.

- University should manage faculty members to perform well. This can be gained by managing fair and adequate compensation, providing a good work environment, the autonomy of the work.
- Academic Professionals need well relations among colleagues and co-operation with campus executive bodies to adopt new technology and develop their careers, so this study helps to contribute to develop adoptive conception among teaching faculties.
- A suitable working environment should be created. University campuses

should arrange adequate facilities for academic staff to discharge their duties such as an appropriate tool, innovative teaching pedagogy, and work-sharing environment.

- This study will also serve as valuable contributions to future research of other main dimensions of QWL of faculties. These main dimensions will be training and development, job security, factors of work-life balance, and constitutionalism. It will also provide direction to the comparative causal study about the quality of work-life of faculties in constituent and affiliated campuses of T.U.

## References

- Adhikar, D. R. & Gautam, D. K. (2010). Labour legislation for improving the quality of work-life in Nepal. *International Journal of Law and Management*, 52(1), 40-53.
- Che Rose, R; Beh, L. S., Uli, J. & Idris, K. (2006 ). Quality of work life: Implications of career dimensions. *Journal of Social Sciences*, 2(2), 61-67.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 6, (3), 297-334.
- Feuer, D. (1989). Quality of work life: a cure for all ills? Training. *The Magazine of Human Resources Development*, 26, 65-66.
- Gayathiri, R. & Ramakrishnan, L. (2013). Quality of work life: Linkage with job satisfaction and performance. *International Journal of Business and Management Invention*, 2(1), 1-8.
- Lawler, E. E. (1988). Choosing an Involvement Strategy. *Academy of Management Executive*, (2), 197-204.
- Lau, T., Wong, Y. H., Chan, K. F., & Law, M. (2001). Information technology and the work environment-does it change the way people interact at work. *Human Systems Management*, 20(3), 267-280.
- Macy, B. A. (1980). The Bolivar Quality of Work Life Program: A Longitudinal Behavioral and Performance Assessment. *Proceedings of the 32nd annual meeting of the Industrial Relations Research Association*, 83-93.
- Malhotra, N. K. (2002). *Marketing research: an applied orientation* (3<sup>rd</sup>ed.). New Delhi: Pearson Education Asia.
- Mirvis, P. H., & Lawler, E. E. (1984). Accounting for the Quality of Work Life. *Journal of Occupational Behaviour*, 5, 197-212.
- Rethinam, G. S. (2008). Constructs of Quality of Work Life: A Perspective of Information and Technology Professionals. *European Journal of Social Sciences*. 7(1), 58-70.
- Robbins, T. L., Crino, M. D. & Fredendall, L. D. (2002). An integrative model of the

- empowerment process. *Human Resources Management Review*, 12, 419-443.
- Ronchi, D. (1981). Quality of Working Life Movement. *Employee Relations*, 3, 2-6.
- Saraji, G. N., Dargahi, H. (2006). Study of Quality of Work Life (QWL). *Iranian Journal of Public Health*, 35(4), 8-14.
- Scully, J., Kirkpatrick, A., & Locke, E. (1995). Locus of Knowledge as a Determination of the Effects of Participation on Performance, Affect, and Perceptions. *Organizational Behaviour Human Decision Making Process*, 61, 276-288.
- Swamy, D. R., Nanjundeswaraswamy, T.S & Rashmi, S. (2015). Quality of Work Life: Scale Development and Validation. *International Journal of Caring Sciences*, 8 (2), 281.
- Weisboard, M. R. (2007). *Productive Workplace: Organizing and Managing for Dignity, Meaning and Community*, 5th edition, San Francisco, CA: Jossey Bass.
- Winter, R., Taylor, T. & Sarros, J. (2000). Trouble at the mill: quality of academic work-life issues within a comprehensive Australian university. *Studies in Higher Education*, 25, 279- 294.
- Yamane, T. (1967). *Statistics, an Introductory Analysis*, 2nd Ed., New York: Harper and Row.