

## Study on Quality of Work Life among the Academicians of Private Technical Educational Institutions in Bhopal M. P.

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### Abstract:

*A high quality of work life (QWL) is essential for all organizations to continue to attract and retain employee. The purpose of the study is to determine the impact of quality of work life on job satisfaction of the faculties working in private engineering college in Bhopal. Quality of work life is an essential factor in motivating employees and increasing their job satisfaction which helps the organization to achieve its goals.*

*This study helps the technical institution employees to know the level of perception towards QWL and to enhance the same by the management. In this study we tried to focus on the major problem of QWL faced by the academicians of technical education in Bhopal (M.P.). The aim of the study is to find out the perceived QWL status of the respondent. The sample consist the 312 teaching and 104 non-teaching staff of six private engineering colleges of Bhopal. The data was gathered through a five point Likert scale questionnaire from total 416 respondents. Mean, Standard deviation, one way ANOVA, T-test were carried out to serve the purpose of study.*

**Key Word:** *Quality of Work Life, Job Satisfaction.*

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### 1. Introduction:

Quality of Work Life is the essential concept of favorable situations in a working environment. The QWL facilitates employee's training opportunities, job satisfaction and working conditions. A better quality of work life improves the growth of the employee's along with the organization growth. QWL is necessary for this competitive environment for maintaining qualified and skilled employees. High QWL would helps to carry out employees' needs, there by accomplish the organizational goals effectively and efficiently.

QWL encompasses every aspect of a person's work which includes working condition, job security, pay allowances, recognition, appreciation, development, interpersonal relation etc. and its effect on his life outside work. Faculty's role is crucial in providing education, creating knowledge, facilitate technological advancement. People get knowledge through education, evaluate the phenomenon and generate as well as share the ideas in the society. In order to attain these goals the faculty should not only be a committed and devoted but also

competent and creative and for that matter they should be provided a better quality of work life.

Factors such as salary and wages biasness between same qualified employees, advancement opportunity for growth is low, salary and job satisfaction issues are badly affecting the relationship with administration and academicians, dissatisfaction regarding leave flexibility etc. are responsible for low QWL of respondents. This study revealed that there is a weighty difference found between faculties and non-teaching staff with reference to their perceptions on "Job Satisfaction and Job Security" dimensions of Quality of Work Life at their engineering colleges. QWL significantly contributes towards increasing the job satisfaction or dissatisfaction depending upon the employee's negative or positive perception of QWL dimensions. Faculty members indicated positive job satisfaction and would continue to stay in the same job only if they have opportunity for growth and development along with organizational prestige, financial factors.

The study was proposed to find out the impact of quality of work life on Job satisfaction of

faculties in Bhopal. The study considered various factors such as working condition, security, advancement, salary role clarity, working hours, promotion and development, management relation etc. which helps in finding

## 2. Review of Literature:

Before resuming with objectives the researcher has gone through past studies on the topic and present as review of literature as follows.

Ayesha Tabassum (2012) investigated QWL of staff within the personal universities of Asian nation. She collected information from seventy two fulltime college members among eleven personal universities. She analyzed the scale of quality of work life and its relationship with job satisfaction. This study terminated that there's positive relationship between the scale of QWL and job satisfaction. This study advised to the management of the establishments that the policies designed in such some way that QWL problems ought to be anxious. Associate in nursing improved QWL provides the next level of job satisfaction that successively cut back pedagogue employee turnover.

During a study conducted in Asian nation by Mehdipour et al. (2012) on the link between the QWL and job involvement of Iranian education lecturers, the results discovered that the QWL differs considerably on the idea of demographic factors like gender, work expertise, and honour. However, the amount of QWL isn't considerably influenced by age.

Jerome, S. (2013) in his study reveals that there is no significant difference in Quality of Work Life based on the different levels of education of the employees. Similarly, there is no significant difference in the level of Quality of Work Life with relation to age and financial gain of the respondents.

Nanjundeswaraswamy and Swamy (2013) conducted a study on QWL of staff privately technical establishments and located that out of the 109 respondents, 48.6% were glad whereas fifty one.4% were found not glad with the QWL. Their results reveal a big relationship between QWL of teaching and non-teaching employees however demographic variables like age, gender, designation, salary, expertise area unit freelance of QWL. In step with them, Quality of work

life is very important for all organizations to take care of and attract the workers. It's conjointly discovered that adequacy of resources is a lot of correlative and coaching and development area unit less correlative with quality of work life in teaching staffs and just in case of non teaching staffs compensation and reward area unit a lot of correlative and work surroundings is a smaller amount correlative with QWL.

Arif S., & Ilyas M., (2013) the study indicated of personal universities in Lahore, Pakistan. They explored varied dimensions of quality of work life that have an effect on life and therefore the angle of lecturers. This quantitative study took 360 members of university and analyzed their perception of QWL. This study conjointly investigated the QWL effects on worker commitment, engagement, job involvement and name of the university. This analysis steered that the perceived price of labor, work climate, work-life balance and satisfaction area unit the most factors that formed the work angle and conjointly improve workers work life.

Vishwakarma et al. (2013) studied QWL of academicians, significantly within the personal technical institute and located it's not in a very higher condition. Factors like earnings and wages, biasness between same qualified workers, advancement chance for growth is low, earnings and job security problems area unit badly moving the connection with administration and academicians, discontent concerning leave flexibility etc. area unit accountable for low QWL of respondents.

Manju (2014) conjointly investigated lecturers' perceptions of QWL among one hundred school teachers from Mysore town and located that majority of them (70.2%) possessed a mean level of QWL whereas 13.9% and 15.9% of them possessed low level and high level of QWL severally. There results conjointly indicate a significance distinction between male

feminine| and feminine} lecturers' QWL with female teachers enjoying the next QWL than their male counterparts however no vital distinction was discovered once it involves the teachers' level of labor expertise.

Archana Pandey and B.K. Jha (2014) discovered that pedagogy is that the key of success of a nation that boosts the economic potential of entire nation resulting in the event of the state.

This can be sort of a middleware transformation engine that produces force for business, develops entrepreneurs and motivates young minds for analysis and development.

This responsibility is on the shoulders of academic staff to know and remodel the energy and data of scholars in economical and efficient manner. Associate abundance of analysis studies instructed that the standard of labor life (QWL) is one in all the foremost important and economical tools of human resource management. Quality of labor life programs encourage staff, create balance between skilled, personal and social life and ultimately enhances worker job satisfaction.

Khodadadi, S. et al.'s (2014) study results shows that pay and policies of the organization encompasses a important and positive relationship with the quality of work life of the staff.

In another study conducted by Sivakumar. S and Ganesan. N.M (2014) sixty four shows QWL LED to associate identification of two general factors particularly work and worker welfare and well being. At intervals the primary issue area unit enclosed such options as democracy, task content/physical options of the work, amount and quality of time off created by the work, and promotion. The second broad QWL issue primarily emphasizes

worker welfare and well-being. That emphasized the physical operating surroundings together with safe and healthy operating conditions whereas stressed security, equity, and individuation of the worker as options of a top quality operating expertise, emphasized job

security, good pay, and edges severally. Healthy social relations and social integration were two different workers welfare options thought to compromise QWL.

Jain Bindu and Hindoo Yashika (2014) in their study divulged that QWL in Indian Educational sector is of low level. A planned modification within the operating surroundings is needed to enhance QWL in educational sector. Training, plan of labor, workshops for data sweetening and private growth, valuable participation in higher cognitive process, modification in promotion theme etc. area unit a number of the ways in which we will improve QWL. Improved QWL is useful for each the worker and institute therefore it's the mutual responsibility of the two. QWL of academics at educational sector is below satisfaction and needed attention and implementation of effective measures to improvement it. The foremost problems concerning QWL in educational sector are: i. Avenues for growth and development not satisfactory. ii. Promotional aspects don't seem to be satisfactory. iii. Teacher's participation in higher cognitive process is below satisfaction. iv. Job security is there however Job satisfaction is missing. v. Job involvement is lacking. Solutions: i. the amount and range of designation concerning school ought to be hyperbolic and it ought to be same in school and university level. ii. There should be transparency and decisive role of academics in higher cognitive process bodies of establishment since academics don't seem to be solely the half and parcel of the establishment, however conjointly the vital instrument within the implementation of various policies, rules and rules. iii. Autonomy of the establishment ought to be maintained with relevance its varied dimensions like enlisting, selection, framing of general polices, rules regulation etc. iv. Regular orientation /refresher courses, workshops, seminar, conference

etc. ought to be organized for teachers' up gradation on current trends, methods, strategies, pedagogy of education. v. "Personality assessment test" for choice of latest school ought to be strictly conducted. vi. The administration ought to organize health connected programmes for academics so as to produce them higher QWL.

Tanushree Bhatnagar and Harvinder Soni (2015) in their study on the impact of quality of work life on job satisfaction has been studied supported the demographic variables of gender, age and work expertise of academics. The tactic of this study is descriptive analysis and also the survey was conducted among a hundred college academics in Udaipur town. Results show that there's a relationship between QWL and job satisfaction.

Debasis Pani (2015) in their analysis tried to grasp however varied freelance factors like nature of job, Stress Level, Work Independence, Job Security, Career Prospects, Safety and Health Work Conditions, chance for growth and security and Total life house absolutely influence the dependent coagulation factor i.e., overall QWL experiences of colleges operating in numerous private engineering colleges. The study reveals that chance for Growth and Security issue have larger impact on overall QWL expertise, wherever as Nature of job, Job security and life area has moderate impact and therefore the rest factors has less impact on overall QWL expertise. Finding of the study additional indicates that overall QWL

### 3. OBJECTIVES

The study is a descriptive research aimed at impacts of QWL on job satisfaction of faculties of private engineering college in Bhopal. The study was to analyze various sectors. The study has provided solutions and path to clearly understand the factors leading to dissatisfaction among faculties. This study aims to explore the following factors:

experiences don't vary considerably because of age and gender.

On the contrary, the results of the study conducted by Mehrotra and Khandelwal (2015) in their investigation on the association of demographic factors (gender and salary) on QWL of teaching staff of private technical establishments in Bareilly Region, Asian country discovered a major association between QWL and demographic characteristics (gender and salary) of the staff, teacher's job satisfaction, commitment, and performance level. Hence, higher instructional authority ought to take progressive steps to arrange a tributary and congenial work culture and surroundings at higher instructional level during which each teacher works in an exceedingly well outlined manner for his or her own excellence and for institutional effectiveness conjointly.

In another research conducted in India by Elamparuthy and Jambulingam (2016) on 230 college teachers' perceptions of concluded that female employees are more satisfied with their QWL than male employees. They observed that female employees are more satisfied than male employees; the chi square test confirms that the demographic variable gender and salary have an association with each other and therefore with the Quality of Work Life of Teaching staff in Private technical institutions. The sample consists of 110 teaching employees of a technical institution.

- To evaluate the effects of Quality of Work life and their impact on academicians respondents working in selected self financing engineering colleges with demographic factors of Job satisfaction.

- To throw light on the perceptions of the academicians respondents considered for the study.
- To offer appropriate suggestions for better improvement in the Quality of Work Life on Job satisfaction level of academicians associated with self financing engineering colleges for the study.

#### 4. PROPOSED METHODOLOGY OF THE STUDY

**4.1 Scope of the Study:** The respondents were teaching and non-teaching staff involved in this research study were selected from various reputed privately managed engineering colleges LNCT, TIT, OIST, SIRT, RIT, VNSIT established in Bhopal.

**4.2 Sample Size:** the population of sample size for this study includes teaching and non-teaching staff who are employed in various self financed engineering colleges in the Bhopal district of M.P. It involves a sample size of 416 employees.

**4.3 Data Collection:** Primary data will be collected through questionnaire constructed for this study. The study

focuses on perceptions and attitudes of employees in relation to various quality of work life parameters like security, compensation, welfare facilities etc. While the views and opinions on broad issues have been collected from institutional authorities and heads of various departments in the selected institutions, the sample respondent employees constituted the main source of information which is collected by administering a structured questionnaire.

**4.4 Survey Instrument:** A structured questionnaire was developed with five point Likert scale, with 1 the Highly Dissatisfied and 5 is Highly Satisfied on QWK variables such as Working Environment, Organization Culture and climate, Relation and Co-operation etc. A three point Likert scale developed to measure the overall variable, with 2 is dissatisfied, 3 is Neutral, 4 is Satisfied.

**4.5 Statistical Tools:** Data analysis was done using statistical package for social science (SPSS) version 20.0 for the data gathered through structured questionnaire. Mean, Standard Deviation, T-test and one way ANOVA were used as statistical tools.

#### 5. DATA ANALYSIS:

Demographic features of teaching and non-teaching staff of self financing engineering colleges in the district of Bhopal are exhibited with the help of table 1 below:

Demographic Variable	Categories	Counts	Percentage
Age	Less than 30 Years	49	11.78%
	30 to 45 Years	233	56.01%
	Above 45 Years	134	32.21%
Gender	Male	282	67.78%
	Female	134	32.22%
Educational Qualification	Under Graduate & below	120	28.84%
	Post Graduate	249	59.86%
	PhD.	47	11.30%
Academic Experience	2 to 5 Years	44	10.58%
	6 to 10 Years	116	27.88%
	Above 10 Years	256	61.54%
Annual Salary	1 to 2 lakhs	67	16.10%
	2 to 4 lakhs	152	36.54%
	Above 4 lakhs	197	47.36%

In the present study a sample size of 416 teaching and non-teaching staff of different private engineering colleges in the district of Bhopal has been taken as respondents, which include 282 male and 134 female employees and they have been categorized on the basis of various demographic factors like age, gender, educational qualification, academic experience, annual salary.

### 5.1 Descriptive Statistical Analysis:

The t-value for the variable “I feel comfortable and satisfied with my job” of Job satisfaction and job security obtained significant ( $t=93.60$ ,  $p<.01$ ). The mean value for the teaching ( $M=3.92$ ) staff is higher than non teaching ( $M=3.63$ ) staff. It indicates that teaching staff favoured variable “I feel comfortable and satisfied with my job” compared to non teaching staff.

The t-value for the variable “I feel Quite secured about my job” of Job satisfaction and job security obtained significant ( $t=7.80$ ,  $p<.01$ ). The mean value for the teaching ( $M=3.70$ ) staff is higher than non teaching ( $M=3.66$ ) staff. It indicates that teaching staff favoured variable “I feel quite secured about my job” compared to non teaching staff.

The t-value for the variable “Conditions in my job allow me to be as productive as I could be” of job satisfaction and job security obtained significant ( $t=48.33$ ,  $p<.01$ ). The mean value for the teaching ( $M=3.80$ ) staff is higher than non teaching ( $M=3.54$ ) staff. It indicates that teaching staff favoured variable “Conditions in my job allow me to be as productive as I could be” compared to non teaching staff.

The t-value for the variable “A strong trade union is required in my institution to protect employee’s interests” of job satisfaction and job security obtained significant ( $t=10.34$ ,  $p<.01$ ). The mean value for the teaching ( $M=3.60$ ) staff is higher than non teaching ( $M=3.21$ ) staff. It indicates that teaching staff favoured variable “A strong trade union is required in my institution to protect employee’s interests” compared to non teaching staff.

The t-value for the variable “My institute

values its employees” of job satisfaction and job security obtained significant ( $t=57.53$ ,  $p<.01$ ). The mean value for the non teaching ( $M=4.15$ ) staff is higher than teaching ( $M=3.83$ ) staff. It indicates that non teaching staff favoured variable “My institute values its employees” compared to teaching staff.

The t-value for the variable “The institution provides opportunities for career development within the organization” of job satisfaction and job security obtained significant ( $t=50.74$ ,  $p<.01$ ). The mean value for the teaching ( $M=3.90$ ) staff is higher than non teaching ( $M=3.76$ ) staff. It indicates that teaching staff favoured variable “The institution provides opportunities for career development within the organization” compared to non teaching staff.

The t-value for the variable “The procedure followed for job rotation in the institution is good” of job satisfaction and job security obtained significant ( $t=142.49$ ,  $p<.01$ ). The mean value for the non teaching ( $M=3.94$ ) staff is higher than teaching ( $M=3.72$ ) staff. It indicates that non teaching staff favoured variable “The procedure followed for job rotation in the institution is good” compared to teaching staff.

The t-value for the variable “I feel that my work allows me to do my best in a particular area/ domain” of job satisfaction and job security obtained significant ( $t=84.71$ ,  $p<.01$ ). The mean value for the teaching ( $M=3.86$ ) staff is higher than non teaching ( $M=3.76$ ) staff. It indicates that teaching staff favoured variable “I feel that my work allows me to do my best in a particular area/ domain” compared to non teaching staff.

The t-value for the variable “Work load is reasonable and justified in the organization” of job satisfaction and job security obtained significant ( $t=33.49$ ,  $p<.01$ ). The mean value for the teaching ( $M=3.61$ ) staff is higher than non teaching ( $M=3.32$ ) staff. It indicates that teaching staff favoured variable “Work load is reasonable and justified in the organization” compared to non teaching staff.

The t-value for the variable “My job lets me use my skills and abilities” of job satisfaction and job security obtained significant ( $t=114.79$ ,  $p<.01$ ). The mean value for the teaching ( $M=3.92$ ) staff is higher than non teaching ( $M=3.83$ ) staff. It indicates that teaching staff favoured variable “My job lets me use my skills and abilities” compared to non teaching staff.

The t-value for the variable “The people I work with can be relied on when I need help” of job satisfaction and job security obtained significant ( $t=135.87$ ,  $p<.01$ ). The mean value for the non teaching ( $M=3.92$ ) staff is higher than teaching ( $M=3.90$ ) staff. It indicates that non teaching staff favoured variable “The people I work with can be relied on when I need help” compared to teaching staff.

The t-value for the variable “My physical health (physical illness and injury) and mental health (stress, depression and problems with emotions) during the past 12 months is good” of job satisfaction and job security obtained significant ( $t=37.72$ ,  $p<.01$ ). The mean value for the non teaching ( $M=3.96$ ) staff is higher than teaching ( $M=3.94$ ) staff. It indicates that non teaching staff favoured variable “My physical health (physical illness and injury) and mental

health (stress, depression and problems with emotions) during the past 12 months is good” compared to teaching staff.

The t-value for the variable “I can see a long-term future for myself here” of job satisfaction and job security obtained significant ( $t=37.85$ ,  $p<.01$ ). The mean value for the teaching ( $M=3.75$ ) staff is higher than non teaching ( $M=3.43$ ) staff. It indicates that teaching staff favoured variable “I can see a long-term future for myself here” compared to non teaching staff.

The t-value for the variable “My institute is well managed” job satisfaction and job security obtained significant ( $t=6.21$ ,  $p<.01$ ). The mean value for the non teaching ( $M=4.32$ ) staff is higher than teaching ( $M=4.00$ ) staff. It indicates that non teaching staff favoured variable “My institute is well managed” compared to teaching staff.

The t-value for the variable “My superior treats all employees in my department equitably” of job satisfaction and job security obtained significant ( $t=26.87$ ,  $p<.01$ ). The mean value for the non teaching ( $M=3.85$ ) staff is higher than teaching ( $M=3.84$ ) staff. It indicates that non teaching staff favoured variable “My superior treats all employees in my department equitably” compared to teaching staff.

The t-value for the variable “Overall job satisfaction is good in this organization” of job satisfaction and job security obtained significant ( $t=25.83$ ,  $p<.01$ ). The mean value for the non teaching ( $M=4.0$ ) staff is higher than teaching ( $M=3.92$ ) staff. It indicates that non-teaching staff favoured variable “Overall job satisfaction is good in this organization” compared to teaching staff.

## 5.2 Findings of the Study:

Job satisfaction is a positive workplace attitude in employees and has got lot of research attention as a major interest in industrial-organizational psychology and human resource management. Individual's experiences of happiness or satisfaction at one's job satisfaction. But protection of one's employment or job in the organization is connected to one's job security. Both job satisfaction and job security are studied under a single dimension of quality of work life in the present study. As per the data, the findings are as under:

- a. The non teaching staff (M=4.32) favoured variable "My institute is well managed" compared to teaching staff.
- b. The non teaching staff (M=4.15) favoured variable "My institute values its employees" compared to teaching staff.
- c. The non teaching staff (M=4.0) favoured variable "Overall job satisfaction is good in this organization" compared to teaching staff.
- a. The non teaching staff (M=3.96) favoured variable "My physical health (physical illness and injury) and mental health (stress, depression and problems with emotions) during the past 12 months is good" compared to teaching staff.
- b. The non teaching staff (M=3.94) favoured variable "The procedure followed for job rotation in the institution is good" compared to teaching staff.
- f. The teaching staff (M=3.92) favoured variable "I feel comfortable and satisfied with my job" compared to non teaching staff.
- g. The teaching staff (M=3.92) favoured variable "My job lets me use my skills

and abilities" compared to non teaching staff.

- h. The non teaching staff (M=3.92) favoured variable "The people I work with can be relied on when I need help" compared to teaching staff.
- i. The teaching staff (M=3.90) favoured variable "The institution provides opportunities for career development within the organization" compared to non teaching staff.
- j. The teaching staff (M=3.86) favoured variable "I feel that my work allows me to do my best in a particular area/ domain" compared to non teaching staff.
- k. The non teaching staff (M=3.85) favoured variable "My superior treats all employees in my department equitably" compared to teaching staff.
- l. The teaching staff (M=3.80) favoured variable "Conditions in my job allow me to be as productive as I could be" compared to non teaching staff.
- m. The teaching staff (M=3.75) favoured variable "I can see a long-term future for myself here" compared to non teaching staff.
- n. The teaching staff (M=3.70) favoured variable "I feel quite secured about my job" compared to non teaching staff.
- o. The teaching staff (M=3.61) favoured variable "Work load is reasonable and justified in the organization" compared to non teaching staff.
- p. The teaching staff (M=3.60) favoured variable "A strong trade union is required in my institution to protect employee's interests" compared to non teaching staff.

## 6. HYPOTHESIS TESTING RESULTS:

### Hypothesis No.-1:

**H<sub>N</sub>:** There will be no deviation with reference to the dimensions "Job Satisfaction and Job Security" of the QWL among the faculties'

respondents according to their demographic features.

**H<sub>A</sub>:** There will be weighty perceptual deviation with reference to the dimensions "Job Satisfaction and Job Security" of Quality of Work Life among the faculties' respondents

according to their demographic features.

**The overall data analysis results reveal that our null hypothesis has been discarded; I found that the alternate hypothesis is the current hypothesis.**

### Hypothesis No.-2:

**H<sub>N</sub>:** There will be no deviation with reference to the dimensions “Job Satisfaction and Job Security” of the QWL among the non-teaching staff respondents according to their demographic features.

**H<sub>A</sub>:** There will be weighty perceptual variance found with reference to the dimensions “Job Satisfaction and Job Security” of Quality of Work Life among the non-teaching staff respondents according to their demographic features.

**The overall data analysis results reveal that our null hypothesis has been discarded; I found that the alternate hypothesis is the current hypothesis.**

### Hypothesis No.-3:

**H<sub>N</sub>:** There will be no difference between faculties and non-teaching staff with reference to their perceptions on

## 7. Conclusion:

The results of the study show that there is weighty difference found in the perceptions of the respondents towards the dimension “Job Satisfaction and Job Security” of Quality of Work Life. In the light of the above stated objectives, it is found that quality of work life is an important issue; it affects the employee’s job satisfaction level, commitment, engagement, performance, etc. Therefore the present study would be of considered importance to educational institutions to recognize the vital and determinants factors that could improve employee’s job satisfaction, commitment and

“Job Satisfaction and Job Security” dimensions of QWL at their engineering colleges.

**H<sub>A</sub>:** There will be weighty difference found between faculties and non-teaching staff with reference to their perceptions on “Job Satisfaction and Job Security” dimensions of Quality of Work Life at their engineering colleges.

**The overall data analysis results reveal that our null hypothesis has been discarded; I found that the alternate hypothesis is the current hypothesis.**

The foregone detailed presentation on the data analysis results clearly evidences that **all the 3 null hypothesis** formulated and mentioned by the researcher in the methodological framework of the study are **fully discarded**, the alternate hypothesis is applied for this study. Viewing either from the basis of independent samples **T-Test or One Way ANOVA**, all through significant perceptual differences are detected among the teaching and non-teaching respondents with regard to the 9 dimensions of Quality of Work Life according to their demographic characteristics.

performance level. Hence, the authorities of technical institutions should take progressive steps to organize a conducive and pleasant work culture and environment at technical educational level in which every employee works in a well defined manner for their own distinction and for institutional effectiveness also. This shows that the Job satisfaction and QWL co-varied. In other words we can say that if there is good level of QWL in the organization, people would be highly satisfied with their jobs.

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