



# MANAGEMENT DYNAMICS

*A Peer-reviewed Journal of Management and Economics*



Published by  
Shanker Dev Campus  
Tribhuvan University, Nepal

## Quality of Work-life Perception among Faculty Members of Tribhuvan University

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### Article Info

Received: 4 March 2021

Revised: 16 March 2021

Accepted: 18 March 2021

DOI: <https://doi.org/10.3126/md.v24i1.47537>

### Keywords:

*autonomy of the work, fair compensation, QWL, relation and cooperation, work environment*

### ABSTRACT

*A quality teaching staff is the foundation of a successful educational system. For the development of quality teaching, faculty attention has to be paid to their QWL to confirm their job satisfaction and commitment to their University. It is a common conviction that the QWL of faculties largely depends upon the quality of the people one works with, assisting colleagues in the workplace, the salary structure of an organization, the 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, cooperation, fair and adequate compensation, and work environment, which also have an impact. Therefore, the present study aimed to investigate the perceptual difference in QWL among teaching faculty of universities. The data were collected from full-time academicians working on selected campuses in the Pokhara Valley. A structured Google form questionnaire was used to gather the data. Four hundred 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 a one-way ANOVA test. The findings of the study pointed out that there is no perceptual difference in QWL 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 raise the quality of work-life of the faculty members in their universities.*

## 1. INTRODUCTION

The concept of quality of work-life has been defined in different ways by different conditions. This can be described as the subjectively perceived satisfaction in different aspects of work-life as reported by the individual. It is a catalog of what people find interesting and satisfying in their work. For this reason, one needs to be dedicated to the factors related to performance, recognition, work content, responsibility, promotion, pay, organizational policies, and working conditions. Quality of work life is the work tradition that serves as the cornerstone (Walton, 1973) work culture of the organization should be improved the quality of work-life and effectiveness of the organization. High-quality work-life is essential for an organization to attract and retain efficient and capable employees. It was argued that healthy quality of work-life among employees would increase employee satisfaction, reduce turnover, increase productivity, and increase motivation belonging to the organization would give better turnover, make good decisions and positively enhance the organizational success. The QWL, a philosophical movement, provides a value conception, which has a long-term application for human development and empowerment. It tries to balance both work and domestic life. Hence, an accumulated approach concerning QWL is required for the success of an individual and an organization. This underlines the necessity of searching for studies on the nature of human relations and the problems of human behavior in the organization and suggests measures to adjust to the problems. An in detail of aspects like QWL can throw light on many non-identified aspects of human behavior, which may help in understanding the issues involved, and improving the overall performance of these organizations.

Quality of Work Life is an organizational perspective that includes work-based factors and factors that broadly reflect life's general feelings and well-being situation. The term "quality of work-life" (QWL) was first pronounced in 1972 during an international labor relations conference. Quality of work-life attracted more attention after the United Auto Workers and General Motors possessed a QWL program for work improvement. According to Goodman, QWL assumes multiple factors of the organization and sustains changes over time. According to Glacier, QWL needs an Organizational environment and structure that enhances, facilitates, rewards, questions, challenges, or suggests ways to improve current existing operating systems. According to Luthans (1973), QWL emphasizes overall work conditions. It is a concern about the influence of work on people as organizational effectiveness. Robbins (1989) explained QWL as "a process by which an organization addresses the employee's wants by developing mechanisms to provide them to share fully in the decisions making their design their lives at work". Quality of work-life has been well identified as a multi-dimensional construct. The key concepts covered in the existing literature include higher pay, job security, a better reward system and opportunity for growth participation in groups, and increased organizational performance. Thus QWL provides satisfied, healthier and productive employees, which provides an efficient and sound financial position for the organization (Sadique, 2003). Likewise, Rahimi, Rajaeipour, and Salami (2007) "The quality of work-life of faculty members of Isfahan public universities" find that: "There was no significant difference between faculty members" the quality of work-life by applying the variables of gender, age, academic field, and University's service location.

Saad, Samah, and Juhdi (2008) examined employees' perceptions of work-life quality at Razak University, Malaysia. The main objectives of this study are to see whether the university environment affects employees' perception of job satisfaction; second, to find the different factors that cause stress among university staff and finally, to calculate their level of satisfaction with various job-related aspects. The study employed ten QWL variables (quality of the relationship, work-family interference, meaningfulness, self-competence, impact, self-determination, access to resources, pessimism about organizational change, time control, and support) to test the relationships of QWL with job satisfaction. The study was used on 251 questionnaires and was based on a five-point Likert scale ranging from 1 to 5. A correlation test and multiple linear regression were applied to check the relationship's validity. The multiple linear regressions indicated that only three QWL variables (pessimism about organizational change, meaningfulness, and self-determination) played a significant role in job satisfaction. This study explored that the QWL variables only are not enough to measure employees' job satisfaction. Carried out a study to evaluate the Quality of Work Life in physical education of faculties and departments, Yavari, Amirtash, and Tondnevis (2009) stated that there was no significant difference in the quality of work-life among faculties and departments except in the developing human and personal skills and abilities aspect of QWL, and there was a significant relation between QWL and some of its aspects with age and the number of teaching years of faculty members. The study stated a significant difference in the social relevance of work-life aspects of QWL among male and female faculty members. Pugalendi, Umaselvi, and Nakkeeran (2010) did quality research on Work-life: Perception of college teachers by using the One Way ANOVA test and explored insignificant results among designation of Lecturers, Senior Lecturer, Assistant Professors, and Professors. This study also found no significant perceptual difference based on the job designation of faculties and QWL. Based on the job position of the University of the study includes 12 colleges located within the Tiruchirappalli city limit and 1279 college teachers QWL in a teaching environment. Quality of work-life is the common responsibility not only of the management and job level of employees but also society. To enrich QWL is first to identify and then try to satisfy employees' important wants through their feeling in their working environment. Employee's QWL depends upon the situational requirement so that there is no change according to the job position of faculties.

Jerome (2013) explained on quality of work-life of employees at Jeppiaar cement private Ltd. and found out the factor measurements of QWL. From 200 sample sizes, respondents were fixed from the workman categories, so the study applies the simple random sampling technique. Variables used for this study: work environment, compensation, social relation, safety, job satisfaction, and healthy environment, welfare, and Opportunities for use and Development of Skills and Ability. The data analysis used the Karl Pearson coefficient. The result explored no significant relationship between income and QWL and a significant relationship between education and QWL.

There is no significant relationship between the respondents' educational qualification and their overall work-life quality. There is no significant relationship between the respondents' age and their overall work-life quality. Rao, Arora, and Vashisht (2013) conducted a study

on the “quality of work-life of teachers at Jammu University”. The study used primary data collection, for which 78 teachers have been selected as a sample from Jammu University. The purposes of the study are based on examination by classifying teachers into various designation, age, teaching subject, and gender categories compared with the overall quality of work-life. The study’s major findings explored that there is no significant relationship between university teachers and the level of QWL based on teaching subjects, namely sciences, professional and social science. In the current study, Mayakkannan (2020) argued three significant factors of QWL: organizational philosophy, work background, situation, and prosperity. It was confirmed beyond doubt that these factors have a considerable effect on the quality of work-life of doctors in college/universities and hospitals. Each of these factors is supplementary to the other. There is a significant relationship between the age group of teachers and the three factors of QWL. The experience and age of doctors considerably impact their QWL in the workplace. Skill improvement and training must be provided to teachers to enhance their QWL.

Universities played a key role in social, economic, cultural, and political development and educating human capital. Analyzing the affecting factors of development in all types of societies indicate that the efficiency and efficacy of educational systems in any country enhance its inclusive development and growth. Teaching faculties, as one of the greatest resources of any society and one of the most key dimensions of educational systems, play an important role in training specialized forces. The outcomes of their efforts are social change in human societies. Technical and social requirements of the job in our organizations to be fulfilled by better QWL initiative supports employees (Adhikari & Gautam, 2010).

In Nepal, several problems in the University have a direct impact on different aspects of QWL. Due to these influencing factors, the position of QWL remained to change. Hence, it is indispensable to identify the factors that have a stronger effect on the QWL of faculties at the University. The main four QWL dimensions, the autonomy of the work, fair and adequate compensation, work environment and relation, and cooperation, are assumed by this study. The empirical past studies and literature show that these four dimensions play a vital role in determining the faculty’s QWL and are also strategic issues in the University. The study is helpful in universities to identify the expectation of teaching faculties towards the improvement of quality of work life. It enables in understanding the current position of the University and provides some cosine to satisfy the faculties better based on the organization’s internal facilities. It also contributes to the University for evaluating the quality of work-life conditions of faculties.

Much research is conducted on QWL in different fields (Gayathiri & Ramakrishnan, 2013); however, there is still much need to study the impact of QWL factors in higher education in our country. Pugalendi, Umaselvi, and Nakkeeran (2010) QWL depend 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, the perceptual difference that exists or not of QWL factors among faculty members based on job position in T.U. is a researchable phenomenon. This study tries to answer the research question: Is there a perceptual difference among faculty members on the QWL dimension based on their job position, departments, age, gender/sex, income level, and educational level?

This study mainly focuses on the QWL of university teaching faculties. Therefore, the main objective of this study is to analyze the perceptual differences among faculty members toward total QWL.

## 2. METHODOLOGY

It has been assured that position and relationship between the quality of work-life and the four dimensions of total QWL. The ontological stance is that reality exists out there on Universities Campuses. Besides this, epistemology is "objective" because the body of knowledge is confirmed directly by the subjects objectively. Moreover, the deductive approach is used to begin quantitative research in collecting and sorting data; thus, the methodology includes adopting quantitative methods to support findings through numerical significance.

### 2.1 Population and Sampling of the Study

The statistical population consists of total permanent teaching faculties of T.U affiliated and constituent campuses inside the Pokhara Valley. This study covers five campuses inside the valley. Among these campuses, the Prithvi Narayan and Western Regional (WRC) are constituent and Janapriya multiple campuses (JMC), Kanya campus Nadipur and Gupteshwor Mahadev Multiple are affiliated campuses. The total number of faculty members of these campuses is 400, which is 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 campuses	Professors	Associated professors	Lecturers	Total
Prithivi Narayan Campus (PNC)	22	65	192	279
Western Regional Campus (WRC)	-	10	44	54
Janapriya Multiple Campus (JMC)	-	-	35	35
Kanya Campus Nadipur KAC)	-	-	17	17
Gupteshwor Mahadev Multiple Campus Chorrepatan (GMMC)	-	-	15	15

*Source: Field survey, 2020*

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 using the reasonable technique of sampling by a formula of Yamane (1967) by utilizing the formula sample size of 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=random error term

Stratified simple random sampling is used to select the participants. The strata were formulated by applying the current job position of faculty members of T.U. The job position consists of Lecturers, Associated professors, and Professors.

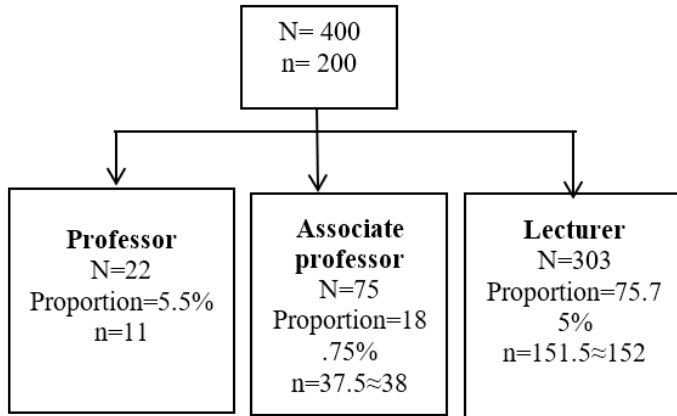


Figure 1. Sample Size Based on Job Position of the University

## 2.2 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 the minimum mean score is five, and the maximum mean score is 25 for all five dimensions.

## 2.3 Reliability Test

Cronbach alpha is used for testing the reliability of data. Reliability reflects the consistency of a set of items (variables) in measuring the study concept. It may be mentioned that its value varies from 0 to 1, but the satisfactory value is required to be more than 0.6 for the scale to be reliable (Malhotra, 2002; Cronbach, 1951). In the present study, we, therefore, used Cronbach's alpha as a measure of the reliability of the scale.

**Table 2**

*Reliability Value of the Scale*

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: Field survey, 2020

From Table 2, it is seen that the reliability value was estimated to be  $\alpha=0.62$  to  $0.71$ , which is above the standard alpha of  $0.6$  as advocated by Cronbach (1951). It is observed that the scale of the present study was highly reliable for data analysis. The validity may be defined as the extent to which differences in observed scale scores reflect true differences among objects on the measured characteristics, rather than a systematic or random error (Malhotra, 2002). In this study, we considered only criterion validity, which denotes that criterion variables (i.e., demographic characteristics, attitudinal and behavioral measures) were collected simultaneously.

#### **2.4 Data Collection Tools**

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

#### **2.5 Statistical Tools for Data Analysis**

The effective outcomes have been investigated using SPSS version 20 to analyze the quantitative data. For the outcome of the findings of the study, the One Way ANOVA Test was employed.

### **3. RESULTS AND DISCUSSION**

The effectiveness of the education sector is directly dependent on employees, especially 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 the issues such as improper working conditions, inappropriate compensation, overcrowded classes, low career insight, identity and resilience, low job security, lack of freedom of speech, limited career opportunities, poor organizational culture, job overload, roles not clearly defined, absence of compensation strategies have contributed to the degradation of the QWL of university employees.

#### **3.1 Demographic Description of the Sample Respondents**

In this study, the demographic nature is characterized based on the respondent's age, gender, campus engagement, educational qualification, job position, monthly income, and faculty or department. The demographic characteristics of this study are:

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, followed by the age group above 50. Most respondents are from the Prithvi Narayan Campus because of the higher population representation. From the educational point of view, most of the respondents have master's degrees and have job positions as lecturers. The monthly earning capacity of the majority of respondents is between Rs 40 to Rs 50 thousand, so the study represents diverse characters in its demographic structure.

**Table 3**  
*Demographic Profile of Respondents*

Variables	Numbers of respondents	Percentage of respondents
Age(years)		
Below 30	4	2.0
30-40	48	23.5
40-50	78	38.2
Above 50	74	36.3
Gender		
Female	20	9.8
Male	184	90.2
Campus engagement		
GMMC	12	5.9
JMC	19	9.3
KAC	10	4.9
WRC	24	11.8
PNC	139	68.1
Educational qualification		
Master degree	169	82.8
Mphil	15	7.4
PhD	20	9.8
Job Position		
Lecturer	155	76.0
Associate professor	38	18.6
Professor	11	5.4
Estimated Monthly income		
Below 40 thousand	28	13.7
40-50 thousand	98	48.0
50-60 thousand	43	21.1
Above 60 thousand	35	17.2
Faculty/ department		
Education	37	18.1
Engineering	20	9.8
Humanities and social science	50	24.5
Management	50	24.5
Science and technology	47	23.0

*Source: Field survey, 2020*

Of the total respondents, 90.2 percent were male and 9.8 percent were female. The majority of the respondents were aged 40-50 years 38.2 percent, as 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 have master's degrees 82.8 percent, Mphil 7.4 percent, and doctorate 9.8 percent. Regarding job position of service, 82.8 percent of the respondents had a lecturer, of which 18.6 percent 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 who 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 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.

### **3.2 Perceptual Differences toward QWL based on the Job Position**

The One Way ANOVA test is applied to test the perpetual differences towards QWL based on position. The test shows no significant perceptual difference between QWL and the job position of faculties because the calculated p-value is more than 0.05 ( $P > 0.05$ ). The obtained value of F is 0.66, which indicates that the mean difference does not exist. This result does not support the hypothesis ( $H_1$ ). The detail of the test's significant value and f-value is presented in annex I.

### **3.3 Perceptual Differences toward QWL based on Department/ Faculty**

There is no significant mean difference between different faculty/ departments of campuses and QWL among faculty members. The calculating p-value is more than 0.05 ( $P > 0.05$ ). The obtained value of F 1.023 indicates that the mean difference does not exist. This result does not support the hypothesis ( $H_1$ ). Thus, all working departments have the same perceptual concept of the importance attached, especially to job satisfaction, the good relationship between colleges, good compensation, and a conducive environment (QWL). The detailed result of the test is presented in Annex II.

### **3.4 Perceptual Differences toward QWL based on Gender/Sex**

There is no significant mean difference between different gender of campuses and QWL among faculty members. The calculating p-value is more than 0.05 ( $P > 0.05$ ). The obtained value of F 2.319 indicates that the mean difference does not exist. This result does not support the hypothesis ( $H_1$ ). Thus it can be said that gender also has the same perceptual concept on the importance of job satisfaction, the good relationship between colleges, good compensation, and a conducive environment (QWL). The detailed result of the test is presented in annex III.

### **3.5 Perceptual Differences toward QWL based on Age**

There is no significant mean difference between different ages of campuses and QWL among faculty members. The calculating p-value is more than 0.05 ( $P > 0.05$ ). The obtained value of F 0.533 indicates that the mean difference does not exist. This result does not support the hypothesis ( $H_1$ ). Thus, age difference also has the same perceptual concept on the importance of job satisfaction, the good relationship between colleges, good compensation, and a conducive environment (QWL). The detailed result of the test is presented in annex IV.

### 3.6 Perceptual Differences toward QWL based on Monthly Income

There is no significant mean difference between the different income levels of campuses and QWL among faculty members. The calculating p-value is more than 0.05 ( $P > 0.05$ ). The obtained value of F 2.448 indicates that the mean difference does not exist. This result does not support the hypothesis ( $H_1$ ). Thus, income difference also has the same perceptual concept on the importance of job satisfaction, the good relationship between colleges, good compensation, and a conducive environment (QWL). The detailed result of the test is presented in annex V.

### 3.7 Perceptual Differences toward QWL based on Educational Qualification

There is no significant mean difference between the different educational qualifications of campuses and QWL among faculty members. The calculating p-value is more than 0.05 ( $P > 0.05$ ). The obtained value of F 0.020 indicates that the mean difference does not exist. This result does not support the hypothesis ( $H_1$ ). Thus, it can be said that qualification difference also has the same perceptual concept on the importance of job satisfaction, the good relationship between colleges, good compensation, and a conducive environment (QWL). The detailed result of the test is presented in annex VI.

The result explores no perceptual difference in QWL among lecturers, associate professors, and professors. The main cause of no perceptual difference in QWL among lecturers, associate professors, and the professor is no change in their working environment and academic responsibilities.

The test of Perpetual differences toward QWL is based on the demographic variables of age, gender, types of campuses, income level, departments, and faculty qualification. The result presents no significant difference between the job position of professors, associate professors, and lecturers because the 'F' value of the test is insignificant, which presents the test of ANOVA by using different demographic variables. Pugalendi explored the past study of this relationship. Umaselvi & Nakkeeran (2010) argued that Quality of Work-life: Perception of college teachers by applying the One Way ANOVA test and found no perceptual difference among designation of Lecturers, Senior Lecturer, Assistant Professors, and Professors. The One Way ANOVA test result is insignificant based on the job designation of the University of the Study includes 12 colleges located within the Tiruchirappalli city limit and 1279 college teachers QWL in the teaching environment. QWL is the shared responsibility of employees and society's management and job level. To improve QWL is first to identify and then try to satisfy employees' important needs through their experience in their working environment. An employee's QWL depends upon the situational requirement, so there is no change according to job designation.

Rao et al. (2013) explained that the quality of work-life of teachers at Jammu University divides teachers into various ages, designation, and teaching subjects based on the study's objectives on analysis and gender categories compared with the levels of overall quality of work-life. The study findings reveal that there is no significant relationship between university teachers and the quality of work-life based on teaching subjects, namely sciences, professional and

social science. In the past, the result of the study explored mixed patterns. However, most of the studies presented the same result as this study. The QWL of faculties is not significantly different from the job position, department of faculties, income level, education level, sex, and gender in T.U. The result explores no perceptual difference in QWL among lecturers, associate professors, and professors. The main causes of these results should be the almost same level of monthly income, same work conditions, same autonomy and management, and colleague relationships.

#### 4. CONCLUSION AND IMPLICATION

The findings of the study in the relationship of autonomy of the work, work environment, relation and cooperation, and fair and adequate compensation with total QWL of academic staff are highly influential and positive. At the same time, due to some differences in the work culture, some factors may be more important in constituent campuses compared to affiliated and vice versa. Therefore, this research provides valuable insights to improve the QWL of faculty members, which would improve their work performance and overall QWL.

The study explored that if any of the quality of work-life factors improved, the total QWL in the University also enhanced among faculty members. However, the total quality of work-life of the faculty members has not been perceived as a difference among them the changing job position at the University. Therefore, the demographic variables of upgrade job position, age, gender, income level, departments, and educational qualification has the same perception in the total quality of work-life among university professors, associate professors, and lecturers because the QWL dimensions remain almost the same if one faculty member promotes his/her job position.

The policy allegations may be useful for the overall enhancement of QWL of work-life among faculty members of Tribhuvan University should develop a good working condition. This facilitates academic professionals to do their work effectively.

A proper working environment should be designed. University campuses should provide adequate facilities for academic professionals, such as suitable equipment, innovative teaching pedagogy, and work sharing.

The findings of this study 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 increase the quality of work-life of the faculty members in their universities.

University can adjust QWL factors by evaluating the organization's nature and perceptual conception because QWL factors play an important role in enriching the inner capacity of faculty members.

This study will also serve as a valuable contribution to future research of other main dimensions of QWL of faculties. These main dimensions will be training and development, job security, work-life balance, and constitutionalism. It will also provide direction to comparative causal study about the quality of work-life of faculties in higher academic sectors.

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**ANNEX- I***One way ANOVA test of job position and QWL*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.170	2	6.085	.660	.518
Within Groups	1854.516	201	9.226		
Total	1866.686	203			

**ANNEX- II***One-way ANOVA test of department/faculty and QWL*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	65.805	7	9.401	1.023	.416
Within Groups	1800.882	196	9.188		
Total	1866.686	203			

**ANNEX- III***One-way ANOVA test of age and QWL*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.800	3	4.933	.533	.660
Within Groups	1851.887	200	9.259		
Total	1866.686	203			

**ANNEX- IV***One-way ANOVA test of gender and QWL*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21.185	1	21.185	2.319	.129
Within Groups	1845.501	202	9.136		
Total	1866.686	203			

**ANNEX- V***One way ANOVA test of educational qualification and QWL*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.370	2	.185	.020	.980
Within Groups	1866.316	201	9.285		
Total	1866.686	203			

**ANNEX- VI***One-way ANOVA test of monthly income level and QWL*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	67.156	3	22.385	2.488	.062
Within Groups	1799.530	200	8.998		
Total	1866.686	203			