

JOB SATISFACTION AND QUALITY OF WORK-LIFE (A CASE STUDY OF COLLEGE TEACHERS AT HIGHER EDUCATION)

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Abstract: Job Satisfaction and Quality of Work-life are widely studied factors in Management Literature which are the precursors of employee's performance. Teachers are the pillars of the society, who help students to grow to shoulder the responsibility of taking their nation ahead of others. It is important to keep the teachers happy and satisfied and also to ensure the quality life at a work place. The present study aims to study the various dimensions of Job Satisfaction and Quality of Work-life among the working teachers in educational institutions coming under University of Rohilkhand, Bareilly. 290 teachers from different colleges coming under Mahatma Jyotiba Phule Rohilkhand University were chosen and Random Stratified Sampling method was used to collect the data through a Structured Questionnaire. This research study aims to understand the relationship between Job Satisfaction on Quality of Work-life. The finding shows that there is positive impact of Job Satisfaction on Quality of Work-life of Teachers at Higher Education in Meerut.

Keywords: Quality of Work Life, Job Satisfaction, Working Environment

I. INTRODUCTION

Quality of Work-life leads to create motivation, loyalty and flexibility in the workforce. All these factors are crucial for competitiveness of the organizations and also Quality of Work-life leads to reduce absenteeism, turnover rate and increase their Job Satisfaction. An average respondent of different experience and Income groups have the same level of opinion on the constructs Quality of Work-life. Quality of Work-life refers to the quality of the relationship between Teachers and the Teaching Climate of the Institutions which includes – Fair Pay Packet, Level of Autonomy, Safe and Healthy Environment, Valued Participation, Student Behaviour, Social Integration in the Work force, Work-life balance in your professional as well as in your personal life like family support & relationship with spouse, Reward and Recognition, Management tendency to treat teachers as the most valuable resource and Professional learning and growth opportunities.

- A tendency on the part of employee to be mutually helpful and collaborative.
- Management's tendency to treat employees as the most valuable resource.
- Trust & Attention paid to suggestions you make.
- The working conditions.
- A tendency to help employees recognize their strengths and weaknesses.
- Authenticity and Responsibility.
- Team spirit among employees and other staff.
- Confrontation (Discussion without fear).
- Openness (Freedom of expression).
- The feedback you get about how well you do your Job.
- The amount of variety in your Job.
- The recognition you get from your Job.
- Your Pay.
- Your Job Security.
- Your Fringe Benefits.

II. REVIEW OF LITERATURE

Hoppock (1935) defines Job Satisfaction as any combination of psychological, physiological and environmental circumstances that brings satisfaction in the job. Chelte (1983) defines Quality of Work-life as, quality of relationship between employees and the total working environment with human dimensions, technical and economic consideration. Many researchers have tried to identify the different kinds of dimensions that determine Quality of Work-life. Mirvis and Lawler (1984) pointed out the indicators such as satisfaction with wages, hours and working conditions, safe work environment, equitable wages, equal employment opportunities and opportunities for advancement are the basic elements of a good Quality of Work-life.

Chappel (1995) opines that Job Satisfaction has been a topic of interest to researchers because of the perception that it is associated with absenteeism, worker productivity, employee turnover, and general mental health of employees. Locke (2001) defines Job Satisfaction as the degree to which an employee likes the job.

Watson et al, (2003) explains that Job Satisfaction is the favorableness or un-favorableness with which employees view their work. It is affected by the environment. Different aspects such as pay, promotions, supervision, fringe benefits, co-workers support are associated with the levels of Job Satisfaction.

Tasmin (2006) claimed that women teachers' Job Satisfaction is influenced by their work environment, interpersonal relation and supervision of the head teachers, where as men teacher's Job Satisfaction is influenced by salary and job security.

Rochita Ganguly (2010) conducted study to know the relationship between Quality of Work-life and Job Satisfaction among university employees. The result of the study reveals that the university employees were not happy with the degree of autonomy they

are enjoying, the nature of personal growth opportunities, work complexity, their control on the task and the degree of top management support in the work. The study also reveals that there is positive relationship between Job Satisfaction and QWL.

Sobia and Bhutto (2011) study examined the impact of Work Life Balance on 273 employees in private banking sector of Karachi and found that WLB have less impact on employee Job Satisfaction and some factors of Work Life Balance such as employee intention to leave job, work pressure and long working hours have negative relation with employee Job Satisfaction. Efficient management was the prominent key to achieve WLB. Flexible working conditions & WLB program & policies of an organization have positive and strong relation with employee Job Satisfaction.

K Sundar and P. Ashok Kumar (2012) studied to identify the relationship between demographic factors of employees and Job Satisfaction of 369 employees of Life Insurance Corporation Vellore division in Tamil Nadu. It is brought to an end that there is significant association between gender, educational qualification and association Job Satisfaction but there is no significant association between age, marital status of spouse, level of pay, experience and Job Satisfaction.

Ayesha Tabassum (2012) used Walton's eight components of Quality of Work-life to measure the relationship between the components of QWL and Job Satisfaction in faculty members of private universities in Bangladesh. The study reveals that all the components are positively associated with the Job Satisfaction of faculty.

Nidhi Aggarwal (2015) the focus of the study was on working women in banks with the special reference to state bank of India Patiala. A sample consisted of 100 respondents of SBI in Patiala city, Punjab. WLB was a major concern. There were so many factors affecting WLB such as social, psychological, working environment type of job etc. Some suggestions were given. If organization want higher productivity at job from employees then employee should given freedom to choose their work schedule quality of work. This research paper has focused on Non-financial rewards than financial Rewards because it had more impact than financial rewards in attaining Job Satisfaction& managing life.

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 employees in private technical institutions in Bareilly Region, India revealed a significant association between QWL and demographic characteristics (gender and salary) of the employees. They 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.

Tanushree Bhatnagar and Harvinder Soni (2015) in their study on the impact of Quality of Work-life on Job Satisfaction has been studied based on the demographic variables of gender, age and work experience of teachers. The method of this study is descriptive research and the survey was conducted among 100 school teachers in Udaipur city. Results show that there is a relationship between QWL and Job Satisfaction.

Debasis Pani (2015) in their research tried to understand how various independent factors like nature of job, Stress Level, Work Independence, Job Security, Career Prospects, Safety and Health Work Conditions, Opportunity for growth and security and Total life space positively influence the dependent factor i.e., overall QWL experiences of faculties working in various private engineering colleges. The study reveals that Opportunity for Growth and Security factor have larger impact on overall QWL experience, where as Nature of job, Job security and life space has moderate impact and the rest factors has less impact on overall QWL experience. Finding of the study further indicates that overall QWL experiences do not vary significantly due to age and gender.

III. SCOPE OF THE STUDY

Several research studies have focused on the relationship of Job Satisfaction and Quality of Work-life in business service sector organization. However, there are not many studies which have been carried out on the teachers who are working at Higher Educational institutions. Therefore the researcher has undertaken the study the relationship between Job Satisfaction and Quality of Work-life including the demographic variables among working teachers in Higher Education. The study was confined to the teachers working in the college affiliated to Rohilkhand University, Bareilly, which has the jurisdictions on four districts, namely Bareilly, Chandausi, Moradabad and Rampur.

Table 3.1: Area wise Number of Respondents

S.N	Name of Area	No. of Respondents
1	Bareilly	140
2	Chandausi	51
3	Rampur	45
4	Moradabad	54

Table 3.2: Job Satisfaction based on Lengthwise Service Distribution of Teachers of Colleges at Higher Education Level

Experience	Teacher of Colleges
11 – 20 Years	138
21 – 30 Years	22
31 – 40 Years	110
Above 40 Years	20

IV. RESEARCH METHODOLOGY

The research is Descriptive and Exploratory in nature. The study population comprised the working teachers of under graduate and post graduate affiliated colleges of University of Rohilkhand, Bareilly. The colleges from Bareilly, Moradabad, Rampur and Chandausi comes under University of Rohilkhand, Bareilly have been taken. By using proportionate Stratified Random Sampling method 290 teachers were considered as final sample for the study. The data was collected from the sample respondents through survey method by

administering questionnaire developed for the purpose. The questionnaire has three sections. First section is related to various demographic variables of the respondents, second section consists of fifteen items to measure the Job Satisfaction level of teachers by using Likert's four point scale and third section consists of 34 items to measure Quality of Work-life through Likert's five point scale. The data was collected during the January 2017 to June 2018.

V. OBJECTIVES OF THE STUDY

Following objectives are identified for the present study,

- To know the level of Job Satisfaction and Quality of Work-life among teachers in colleges at Higher Education.
- To know the relationship between Job Satisfaction and Quality of Work-life among teachers in colleges at Higher Education.
- To know the impact of Job Satisfaction on Quality of Work-life among teachers in colleges at Higher Education.

VI. ANALYSIS OF DATA

1. Demographic Analysis

Out of the total 290 respondents, 48.3% respondents are from Bareilly district, 18.6% of them are from Moradabad district, 17.6% of them are from Chandausi district and 15.5% respondents are from Rampur district. Out of the total respondents, who have 20 years of service are 47.58%, the respondents who have about 21 to 40 years of service are 45.51% and respondents who have above than 40 years of service are 6.89%. About 40.8% of the respondents are in the medium age of 30-40 years. Majority of the respondents about 63% have post-graduation degree, 23.2% of the respondents have both post-graduation and M. Phil degree and 13.8% have Ph. D. degree. About 41.2% of the respondents are earning up to E30000 per month, 26% are having monthly income of E30000 to E55000 and 32.8% respondents have monthly income of E55000 and above. To know the level of Job Satisfaction and Quality of Work-life of the respondents, overall score of the construct Job Satisfaction is classified as low (15.0–37.5), moderate (37.5–48.25) and high (48.25–60.0). The mean value of the construct Job Satisfaction is 40.415, it is understood that all the respondents have moderate level of satisfaction towards their jobs. The overall score of the construct Quality of Work-life is classified as low (34–102), moderate (102–136) and high (136–170). The mean value of the construct Quality of Work-life is 109.930, it is understood that all the respondents have moderate level of Quality of Work-life.

2. Analysis of Variance (ANOVA)

To find the level of Job Satisfaction and Quality of Work-life among college teacher, demographic variables like Experience, Age, Qualification and Monthly Income were considered and statistical tool ANOVA was applied appropriately.

2.1 Age Verses Level of Opinion on Constructs

Null Hypothesis: Respondents belonging to various age groups have on an average same level of opinion on job satisfaction and quality of work life.

Alternative Hypothesis: Respondents belonging to various age groups do not have on an average same level of opinion on job satisfaction and quality of work life.

Table 7.1: Showing the Mean value of constructs based on Age of the Respondents

Age	Job Satisfaction	Quality of Work Life
Less than 30	38.73	109.80
30 – 40	39.95	108.65
Above 40	42.61	111.76

Source of date: Primary Data

Table 7.2: ANOVA (Analysis of Variance)

		Sum of Square	DF	Mean Square	F	Sig.	Remark
Job Satisfaction	Between Group	684.353	2	342.176	6.608	0.002	Significant
	Within Group	14809.820	286	51.783			
	Total	15494.173	288				
Quality of Work Life	Between Group	488.957	2	244.479	0.445	0.642	Significant
	Within Group	157301.659	286	550.006			
	Total	157790.616	288				

Significant at the 0.05 level

Source of date: Primary Data

ANOVA reveals that, table significant value of the construct job satisfaction is less than 0.05, the level of significance, the null hypothesis is rejected and it is concluded that respondents belonging to various age groups differ significantly in their opinion on Job satisfaction. However, the table significant value of quality of work life is more than 0.05, the level of significance, the null hypothesis is accepted and it is concluded that the respondents belonging to different age groups do not differ in their opinion on quality of work life. To find out which age group differ significantly from others Post Hoc Test was followed

Table 7.3: Post Hoc Test result of Job Satisfaction based on Age

Construct	Age	Sum of Square	Mean Difference	Sig.
Job Satisfaction	Above 40	684.353	3.87870	0.001
		14809.820	2.65601	0.025

The Mean difference is significant at the 0.05 level.

From the Post Hoc analysis it is observed that respondents belonging to the age group above 40 years differ significantly from other two groups of respondents having age of less than 30 years and between 30–40 years. The magnitude of the mean value says that respondents who are having age of above 40 years' experience higher level of job satisfaction than the respondents having age of less than 30 years and 30–40 years. As the increase in the age of the college women teachers, their job satisfaction will increase.

2.2 Qualification Verses Level of Opinion on Constructs

Null Hypothesis: Respondents having different qualification have on an average same level of opinion on job satisfaction and quality of work life.

Alternative Hypothesis: Respondents having different qualification do not have on an average same level of opinion on job satisfaction and quality of work life.

Table 7.4: Mean Value of constructs based on Qualification of the Respondents

Qualification	Job Satisfaction	Quality of Work Life
PG	39.37	106.42
M. Phil	41.46	113.17
Ph. D	43.40	120.45

Source of date: Primary Data

Table 7.5: ANOVA (Analysis of Variance)

		Sum of Square	DF	Mean Square	F	Sig.	Remark
Job Satisfaction	Between Group	627.323	2	313.661	6.034	0.003	Significant
	Within Group	14866.850	286	51.982			
	Total	33026.00	288				
Quality of Work Life	Between Group	7372.442	2	3686.221	7.009	0.001	Significant
	Within Group	150418.174	286	525.938			
	Total	157790.616	288				

Significant at the 0.05 level

Source of date: Primary Data

The table significant value of both the constructs are less than 0.05, so the null hypothesis is rejected and it is concluded that the respondents having different qualification groups differ significantly in their opinion on job satisfaction and quality of work life. To find out which qualification group of respondents differs significantly from other groups, Post Hoc Test is followed.

Table 7.6: Post Hoc Test result of Job Satisfaction based on Qualification

Construct	Qualification	Mean Difference	Sig.
Job Satisfaction	Ph. D - PG	4.02637	0.004
	Ph. D - M. Phil	1.93731	0.372

The Mean difference is significant at the 0.05 level.

From the Post Hoc analysis it is observed that the respondents having PhD qualification are significantly different from the respondents with PG qualification. The magnitude of the mean value says that PhD qualified respondents experience high job satisfaction than the respondents having PG qualification. However, M. Phil qualified respondents and PhD qualified respondents have on an average the same level of opinion towards the construct job satisfaction.

Table 7.7: Post Hoc Test result of Quality of Work-Life based on Qualification

Construct	Qualification	Mean Difference	Sig.
Quality of Work Life	Ph. D - PG	14.02692	0.002
	Ph. D - M. Phil	7.27090	0.253

From the Post Hoc analysis it is observed that PhD qualified respondents differ significantly in their level of opinion on quality of work life than PG qualified respondents. The magnitude of the mean value says that respondents with PhD qualification experience high level of quality of work life than the respondents with PG qualification. However, M. Phil and PhD qualified respondents on an average experience same level quality of work life.

2.3 Monthly Income Verses Level of Opinion on Constructs

Null Hypothesis: Respondents belonging to various income groups have on an average same level of opinion on job satisfaction and quality of work life.

Alternative Hypothesis: Respondents belonging to various income groups do not have on an average same level of opinion on job satisfaction and quality of work life.

Table 7.8: Mean value of constructs based on Monthly Income of the Respondents

Monthly Income	Job Satisfaction	Quality of Work Life
Less than 30,000	38.4286	107.7983
30,000 – 55,000	42.2133	110.1733
Above 55,000	41.4842	112.4105

Source of date: Primary Data

Table 7.9: ANOVA (Analysis of Variance)

		Sum of Square	DF	Mean Square	F	Sig.	Remark
Job Satisfaction	Between Group	820.717	2	410.359	7.998	0.0001	Significant
	Within Group	14673.456	286	51.306			
	Total	15494.173	288				
Quality of Work Life	Between Group	1129.720	2	564.860	1.031	0.358	Significant
	Within Group	156660.896	286	547.765			
	Total	157790.616	288				

Significant at the 0.05 level

Source of date: Primary Data

ANOVA reveals that the table significant value of job satisfaction is less than 0.05, the level of significance, the null hypothesis is rejected and it is concluded that respondents of different income groups differ significantly in their opinion on the construct job satisfaction. However, the table significant value of quality of work life is more than 0.05, the level of significance, the null hypothesis is accepted. It is concluded that on an average respondents of different income groups have the same level of opinion on the constructs quality of work life. To find out which income group differs significantly from others, post hoc test was followed.

Table 7.7: Post Hoc Test result of Quality of Work-Life based on Qualification

Construct	Monthly Income	Mean Difference	Sig.
Quality of Work Life	Less Than 30,000	3.78479	0.001
	30,000 – 55,000	7.27090	0.253
	Above 55,000	3.05564	0.006
	Less Than 30,000	0.72912	0.787

From post hoc test analysis it is observed that respondents having income between E30,000 – E55,000 differ significantly from the respondents having income less than E30,000. The magnitude of the mean value says that respondents having income between E30,000 – E 55,000 experience high level of job satisfaction than the respondents having income less than 15000.

It is also revealed from the Post Hoc test that respondents having income above E40,000 differ significantly in their opinion on levels of job satisfaction from the respondents earning less than E30,000. The magnitude of the mean value says that respondents having income above E55,000 experience higher level of job satisfaction than the respondents earning less than E30,000.

3. Factor Analysis

Factor analysis was applied to reduce the complexity of data (Joseph S Hair Jr et al., 2009). The questionnaire contained fifteen items to measure the job satisfaction. It is difficult to understand the influence of these items on quality of work life; therefore it is reduced to few components or factors. The items were grouped into two factors: Working Environment and Job Security & Pay. However, to find out whether the data is fit to apply factor analysis Kaiser – Meyer- Olkin (KMO) test and Bartlett’s Test of Sphericity is applied on the data. The Table 11 explains the results of KMO test and Bartlett’s test.

Table 7.8: KMO and Bartlett's Test on the construct Job Satisfaction

Kaiser Meyer-Olkin Measure of Sampling Adequacy		0.876
Bartlett’s Test of Sphericity	Approx. Chi-Square	1652.596
	DF	105
	Sig.	.0001

Source of Data: Primary Data

The above table shows that Kaiser-Meyer-Olkin Measure of Sampling Adequacy test value is (0.876) closer to 1 indicates that the sample size is sufficient for applying factor analysis. Therefore the data was taken for further analysis of factors.

The Bartlett’s test of Sphericity ensures overall significance of the correlations in correlation metrics. The Chi-square significance ensures the significance of correlations. Hence the list approves the application of factor analysis to the data. The following is the Rotated component obtained from factor analysis

Table 7.9: Mean value of constructs based on Monthly Income of the Respondents

Items	Components	
	1	2
The way Employees help one another	.757	-.050
The way this college is managed	.748	.028
The attention paid to suggestions you make	.744	.078
The information you get to do your job	.736	-.059
The working conditions	.682	.207
The attention paid to your opinion	.638	.194
The teamwork between Employees and other staff	.627	.289
The amount of responsibility you have	.619	.132
The recognition you get for your work	.569	.470
The supplies you use on the job	.523	.314
The feedback you get about how well you do your job	.516	.255
Amount of variety in your job	.480	.316
Your job security	.026	.839

Your pay	.020	.830
Your fringe benefits	.220	.668

The items given below are named as working environment for further analysis.

- A tendency on the part of employee to be mutually helpful and collaborative.
- Management’s tendency to treat employees as the most valuable resource.
- Trust & Attention paid to suggestions you make.
- The working conditions.
- A tendency to help employees recognize their strengths and weaknesses.
- Authenticity and Responsibility.
- Team spirit among employees and other staff.
- Confrontation (Discussion without fear).
- Openness (Freedom of expression).
- The feedback you get about how well you do your Job.
- The amount of variety in your Job.
- The recognition you get from your Job.

The items given below are named as monetary benefit and security for further analysis

- Pay
- Job Security
- Fringe Benefits

To find the mutual interrelationship between the factors such as Pay & Security, Working Environment and the construct Quality of Work Life, Correlation Analysis was adopted.

Table 7.10: Correlation between factors of job satisfaction and quality of work life

	Pay and Security	Working Environment	Mean Difference	Sig.
Pay and Security	Pearson Correlation	1	0.345	.187
	Sig. (2 Tailed)		0.0001	0.001
	N	289	289	289
Working Environment	Pearson Correlation	1	1	0.524
	Sig. (2 Tailed)	0.0001		0.0001
	N	289	289	289
Quality of Work Life	Pearson Correlation	0.187	0.524	0.0001
	Sig. (2 Tailed)	0.001	0.0001	
	N	289	289	289

Correlation if significant at the 0.01 level (2-tailed). **Source of Data:** Primary data.

Table 10, explains the correlation analysis of the two factors of job satisfaction i.e. working environment and pay & security positively and significantly correlated (.345). Since these two factors influences each other, to find out how these two factors influence on quality of work life, the path analysis concept was used (Joseph S Hair Jr et al., 2009). Path analysis gives the following result.

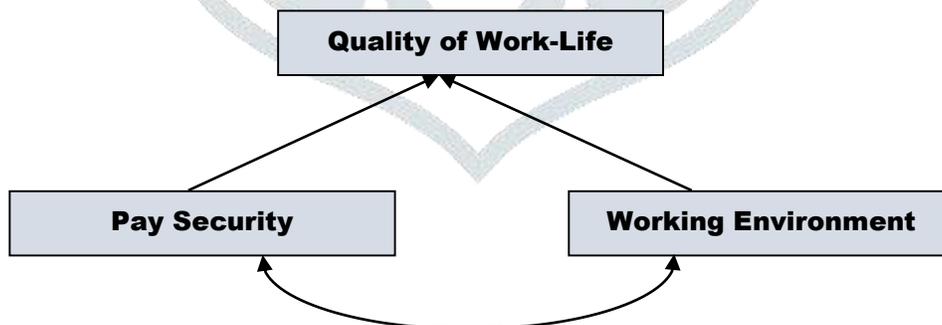


Figure 7.1: Impact of components of job satisfaction on quality of work life

From the path analysis it is understood that taking the impact of pay and security (0.34), working environment influences on Quality of Work-life more (0.52). Teaching Climate has more influence on the teachers than monetary benefit and security of the job. Working environment has positive impact on the Quality of Work-life. If the teachers are satisfied with their work environment, their Quality of Work-life will be high. If the teachers are not satisfied with their working environment, their Quality of Work-life will be low.

VII. FINDINGS OF THE STUDY

Respondents belonging to the age group of above than 40 years of experience have high level of Job Satisfaction than other two groups’ i.e. the respondent’s age group of less than 30 years and between 30-40years. Respondents having different qualification groups differ significantly in their opinion on Job Satisfaction and Quality of Work-life. PhD qualified respondents experience high Job Satisfaction than the respondents having qualification of PG. However, M. Phil qualified respondents’ Job Satisfaction is on an average, at the same level when we compare it with PhD qualified respondents.

PhD qualified respondents experience high level of Quality of Work-life than PG qualified respondents. However, M. Phil qualified respondents have on an average same level of Quality of Work-life as experienced by PhD qualified respondents.

Respondents who are earning income between Rs. E30,000– E55,000 experience high levels of Job Satisfaction than the respondents who have the earnings less than E30,000. It was also observed that, respondents who earning above E55,000 experience high level of Job Satisfaction than the respondents' income group which is less than E30,000. Hence, teachers having more income experiences high level of Job Satisfaction than the women teachers having low income.

Correlation analysis reveals that there is a positive significant relationship between two factors of Job Satisfaction such as teaching climate and pay & job security and Quality of Work-life. This finding is in accordance with the study conducted by Mohamed (2012) reveals that, teaching climate, family life, spouse relationship, career growth, working condition and compensatory policy and benefits have positive and significant influence on the Quality of Work-life.

Path analysis reveals that there is more influence of teaching climate on Quality of Work-life. Teaching climate has positive impact on the Quality of Work-life. If the teachers are satisfied with their teaching climate, their Quality of Work-life will be high. If the teachers are not satisfied with their teaching climate, their Quality of Work-life will be low.

IX. CONCLUSION

Based on the above discussions it is concluded that, there is positive significant relationship between job satisfaction and quality of work life of teacher. The study also reveals that teaching climate has more impact on the quality of work life than pay and job security aspects. If college teachers are happy with the factors such as attention paid to their opinion, responsibility, recognition, and attention paid to their suggestions, they experience better quality of work life. So Universities and educational institutions need to concentrate more on better teaching climate to increase the quality of work life of working teachers. The present study was limited to the population of the working teachers in University of Rohilkhand, Bareilly only. Hence, the generality of the results may not represent the entire working teachers across the state or country.

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