CHAPTER - III

REVIEW OF LITERATURE

Literature related to the basic theoretical and empirical aspects of Quality of Work Life and Job Satisfaction is reviewed in this chapter.

3.1 Studies Related to Quality of Work Life

Pruett, Ellen S. (2001) His research on restructuring faculty workload: A qualitative study of the effects of faculty role differentiation on senior faculty member’s perceptions of the quality of work life was conducted at Midwestern Land grant University. The findings point out that a well established Faculty Role Differentiation Policy reduces faculty feelings of stress, increases job satisfaction, has little or no effect on faculty desire to collaborate, has minimal positive effect on the quality of faculty work, increases quality of work life, has minimal effect on the nature of faculty work, and positively affects allocation of faculty time. Evidence also points to the conclusion that the following factors affect adoption of the differentiation policy, use of an appropriate model to implement the change process, awareness of the need for change, associate provost, deans, and department heads, an effective level of communication, existence of a vision shared by all faculty, existence of an academic culture that shares core values and is open to change, empowerment, understanding by all that change takes time, creation of short-term goals, celebration of successes, enhancement of department culture to facilitate the change process, existence of professional development of department heads to facilitate the cultural change and policy implementation, faculty understanding that transformation is a group process, and thorough understanding of the policy guidance by all involved in
the transformation effort. This evidence will assist college and university leaders in their constant process of transformation in order to meet today’s challenges in higher education.

**Linda K. Johnsrud (2002)** studied the quality of work life on College and University campuses. The result of the analysis presents that colleges and universities pay a price for ignoring the quality of work life experienced by members of their faculty and administrative staff. Work life can be improved but the effort needed is rarely a priority for senior administrators who face a multitude of challenges, both internal and external to the institution. Nonetheless, it is in the best interests of colleges and universities to attend to the concerns of faculty and administrative staff. The vitality and quality of the entire academic enterprise depends on their performance.

**Kelly L. Bruning (2004),** this study deals with Quality of Work Life issues in dual-earner families: A study of the northern-lower Michigan dual-earner families working in fourteen organizations participated in this study with employee representatives of Healthcare, Education, Banking, Insurance, Tourism, and the Manufacturing Industries. A Likert-type scale was used to assess the perception of 278 members of dual-career families on how helpful eighteen personnel practices were in alleviating work-life conflict. The ranking of the personnel practices were examined and implications to business and industry made. The survey instrument also measured perceived employee commitment level to the organization. Subjects were grouped by organizational commitment level (low, moderate or high) based on their responses to the commitment level survey items. T-tests analyzing the difference of means were conducted to evaluate significant difference of the rating of personnel
practices among the three groups. Differences were reported and their implications to personnel practices explained. Linear regression models were analyzed to determine linearity of the data. The employee perception of commitment level was not directly related to their perceptual ranking of personnel practices.

Chao, Chih Yang (2005) studied the relationship between leadership behaviour of a Principal and Quality of Work Life (QWL) of Teachers. This was a case study of an industrial vocational high school in Taiwan. The results showed the differences in perspectives about leadership behavior of the principal and quality of work life of teachers with different backgrounds, as well as the relationship between two variables. Finally, the conclusions will be for the principal as the reference, for promoting teachers’ quality of work life and their further performance.

Nasal Saraji G, Dargahi H (2005) A high quality of work life (QWL) is essential for organizations to continue to attract and retain employees. QWL is a comprehensive programme designated to improve employee satisfaction. This research aimed to provide insights into the positive and negative attitudes of Tehran University of Medical Sciences (TUMS) employees. The results showed that the majority of employees were dissatisfied with occupational health and safety. Intermediate and senior managers, with their income, balance between the time they spent working and with family and also indicated that their work was not interesting and satisfying. TUMS employees responding to this survey have a poor quality of work life. The Researcher suggests more training and education for TUMS hospitals’ managers on QWL issues.

N. Karl Haden, Ph.D., William Hendricson, M.S et.al (2007) studied The Quality of Work-Life of Dental Faculty: Report on the 2007 Dental School Faculty
Work Environment Survey. The purpose of the study was to assess faculty perceptions and recommendations related to work environment, sources of job satisfaction and dissatisfaction, and professional development needs. More broadly, the study intends to provide insight into the "change readiness" of dental schools to move forward with curricular improvements and innovations. Findings are based on 1,748 responses from forty-nine U.S. dental schools obtained during the time frame of February to April 2007. The total number of respondents constituted 17 percent of all U.S. dental school faculties. The average response rate per school was thirty-six (21 percent). To elucidate the data in terms of issues related to the quality of faculty work life based on demographics, the authors compared perceptions of various aspects of the work culture in academic dentistry among faculty with different academic ranks and academic degrees and by other variables such as age and gender, tenure versus non-tenure appointments, and full- versus part-time status. Quantitative and qualitative analyses show that the majority of faculty members described them as very satisfied to satisfied with their dental school overall and with their department as a place to work. Tenured associate professors expressed the greatest level of dissatisfaction. Opportunities for and support of professional development emerged as an area requiring substantially more attention from dental schools. The authors of the study suggest that overall dental school leaders have to assess their individual dental school’s work environment and to plan changes as needed.

Mark H. Conklin, Shane P. Desselle (2007), conducted a research on Snapshot of Pharmacy Faculty Quality of Work Life and Productivity. Due to less literature in this area they are revealed this study with the help of pharmacy faculties. They have identified that the pharmacy faculty has less confidence on research and indicated areas of teaching. They identified that the faculty reported only modest
levels of commitment, satisfaction, and support, with relatively high consensus among department colleagues on a number of teaching and research issues. Finally they concluded that much of the research productivity was done by minority of faculty and there must be a need for formalized mentoring programs, particularly for females and pharmacy practice faculty.

**Nirmala Kaushik, Manju Singh Tonk (2008)** studied the relationship between Personality and Quality of Work Life (QWL) in the colleges and universities in Haryana. Five dimensions of personality and eight dimensions of QWL were measured on 200 randomly selected teachers, using NEO-Five factor inventory and QWL scale. Correlation analysis was carried out. Three dimensions of personality were positively correlated with the QWL. Extroversion was positively related to opportunities to use and develop human capacity. Agreeableness was positively related to social integration in the work force. Conscientiousness is positively related to opportunities to use and develop human capacity, social integration in the work force and constitutionalism in the work organisation.

**Rosalie Pamaylaon Bagtasos, Rowena Patriarca Espere (2008)** examined and compared the Quality of Work Life(QWL) of selected public and private secondary school teachers in Davao City in terms of remuneration, safe and healthy environment, development of human capabilities/growth and security, social integration, protection of rights/social relevance and balance of life/work life balance. Public school teachers have good QWL in protecting their rights/social relevance reflected in the three top indicators of existence of dignity and respect for teachers, freedom of the individual to express honest opinion and freedom of the individual to decide on how to do one's work with while the least rated indicator is the initiation of
personal judgment. Teachers in private schools experience very good QWL in terms of protection of rights/social relevance with their top indicators as existence of dignity and respect for teachers and freedom of oneself from harassment and discrimination in terms of age and ethnic origin. In terms of balance of life, teachers in both public and private schools are good in balancing their lives with the same top three indicators -interference of job demand with other personal activities in terms of interests, opportunities of the individual to make friends and chances of knowing other people while on the job. Public school teachers consider their upgrading on current trends as their first recommended improvement while those from private schools look at remuneration as their priority. It is recommended to Department of Education as well as in the private schools to increase the salary and benefits of teachers; improve or provide physical facilities; upgrade the teachers professionally at least twice a year; involve the teachers in the decision-making process; activate joint partnership with the stakeholders; evaluate the teachers' promotion fairly; introduce work life programs and policies; reduce work-loads and working hours of teachers; and to conduct further studies on QWL of teachers on a bigger population like tertiary level.

Kian-Sam Hong, Kok-Wah Tan & Suraini Bujang (2010) studied the relationships between quality of work life and work commitment, work stress and work satisfaction of Teachers of Kuching, Sarawak in Malaysia. Findings in this study showed that the respondents only had moderate work life quality. There were also moderate relationships between work life quality and work commitment, stress, and satisfaction but there were no differences in the quality of work life based on demographic variables. However there were differences in work commitment based on gender. This research also revealed that there were also no differences in work stress and satisfaction based on the same demographic variables. Similarly, the
findings suggested that work commitment, work stress and satisfaction were not significantly correlated. Work Life Quality of teachers could still be improved to ensure that students gain maximum benefits from teaching and learning practices in the classrooms.

Khairunnee zam Mohd Noor (2011) examined the relationship between perceived work-life balance satisfaction of academics in Malaysian public higher education institutions and their intentions to leave the organisation. The study used an on-line survey of academics from three public universities in Malaysia. The results indicated that perceived work-life balance satisfaction was correlated negatively with intention to leave the organisation among academics. The results of the simple mediation analysis indicate that job satisfaction and organisational commitment are partial mediators for the relationship between work-life balance and intention to leave.

Nasrin Aghdami, Elmira Sadeghi, Shahram Ranjdoust (2011) aimed to determine the relationship between the qualities of work life based on Walton model with a tendency to early retirement of teacher’s primary school in Tabriz in 2011. Results showed the significant relation between the physical conditions of work and there is no tendency toward retiring teachers. Most teachers’ questions about the physical condition of the components that would work more moderate, but about this question, to what extent your work is considered appropriate, and it appears most teachers of their working hours, despite a holiday for 20 years and older teachers are unhappy. There is no significant relation between the orientation and the tendency to retire. Education and training of teachers and other employees have accepted the rules and are committed to it, and it shows that if teachers have the same conditions and the legislation is identical for all of them likely will be less inclined to retire. Test results
showed that the fifth hypothesis, there is no significant relationship between social dependence on the working life of employees and their tendency to early retirement and a negative correlation between these two variables can be expressed. Among the questions mean that the question of how social conditions impact on your profession is held, it was higher than average and closer to the maximum, indicating the role of teachers in the department of community, that education and society which should have noticed and comfort of teachers for better educate tomorrow's generation to operate. But mean the question mean that to what extent the community has influence on your career is below average and this represents a low value and dignity of teachers in today's society, one reason could be that their tendency is towards retirement.

Subburethina Bharathi(2011) highlights the quality of work life of college teachers under various dimensions. The results show that there is a significant association between quality of work life total and quality of life in teaching environment total. It shows QWL of college teachers is in low level. According to a report, improved flexible working environment is found to be successful in Europe, Japan, United States and Canada. According to traditional teachings, the workplace is a temple and work is worship. A planned change in the working environment is the need of the hour to improve QWL in India. Improved flexible working environment can be an answer to the multifarious roles of the Indian employees. This research is to enhance the QWL of the college teachers by integrating the task role and social role, such that the synergies are effectively obtained.

Seyed Mohammad Mirkamali, Fatemeh Narenji Thani(2011), conducted a study to determine the Quality of Work Life (QWL) among faculty members of
University of Tehran and Sharif University of Technology. From social cohesiveness point of view, the faculty members of SUT possess a higher position. In summary, the results of the present research show that: a) The faculty members of UT and SUT are on a fairly unfavorable level of QWL, b) There is no significant difference in QWL among the faculty members of UT and SUT universities.

Adetayo Erlinda Dionco, Olaoye Ismail Kayode (2011) examined the role of ICT in the maintenance of balance between work and staffs personal life roles of private universities in South-Western Nigeria. Using descriptive and inferential tools to analyse the data, it was discovered that demographic characteristics had no significant influence on the work-life balance perception of the respondents with regards to the usage of ICT. This reinforced the assumption that ICT is not gender sensitive. Results also show that working from home is a major contributor to work-life conflict and imbalance. Contrary to generally held views, respondents rated ICT usage in transit as a positive function of work-life balance, while overall ICT influence is also considered positively correlated to a perception of a positive work-life balance.

Samson B.Begas (2012) studied the quality of work life and productivity of the faculty of Higher Education Institutions in Capiz. The descriptive survey method was used. The result of the study showed that the degree of quality of work life of HEI faculty was “very good” and the level of productivity was “satisfactory.” There were no significant differences in the perceived quality of work life and productivity of the HEI faculty in Capiz when they were categorized according to sex, age, marital status, length of service, and monthly income. The study further revealed that quality of work life and productivity were significantly related. It was recommended that the
Office of Academic Affairs should provide their faculty members a comprehensive and responsive faculty development program to support them in their quest for research and community service. Activities should include the implementation of faculty research assignments where faculty members write/conduct researches during summer and senior faculty members act as research mentors of newly-hired faculty members of their institution.

Reena, Jayan (2012) conducted a research on Role of Quality of Work Life on the Job Attitude and Personal Effectiveness of Engineering College Teachers of Kerala. The results also indicate that the high levels of quality of work life groups have significantly higher scores in the personal effectiveness dimensions of Personal Focus, Personal growth, Team effectiveness, Relationships, and Personal adaptability than the moderate and low quality of work life groups and there is a significant difference between the Personal growth of the respondents and their perceived levels of overall quality of work life. Healthy employee relations lead to more efficient, motivated and productive employees which further lead towards organizational success. Quality of work life initiatives can also provide certain positive experiences for staff, especially when they promote the opportunity to socialize and build connections with co-workers and help to fulfill employee needs for humor, and balance. Thus, it can be concluded that the high quality of work life group has high personal effectiveness. The moderate and low level quality of work life group has respectively moderate and low personal effectiveness. The results also indicate that the high levels of Quality of Work Life groups have significantly higher scores in the Job Attitude dimensions of job commitment and job satisfaction than the moderate and low quality of work life groups. One dimension (job involvement) is not significant.
Mohammad Kazem Emadzadeh, Mahnaz Khorasani, Fateme Nematizadeh (2012) have assessed the quality of work life and its components in the primary school teachers of the Isfahan city. The results show that the quality of work life of teachers is less than average and they do not enjoy the good quality of work life. However, the desire and motivation to the teachers was high. Salary components of the teachers had the greatest dissatisfaction. The results indicate that female teachers have the higher quality of life than male teachers and also suggest that there is no difference between single and married teachers’ comments on the quality of work life and there is no difference between the views of teachers with less than a bachelor's degree and bachelor's degree or higher about the Quality of Work Life and its components.

Mobolaji Ogunsanya (2012) investigated the organisational pressure on Quality-of-Work life of academic and non-academic women in tertiary institutions in Lagos State, Nigeria. Significant differences were found between academic and non-academic female members of staff in their sources of pressure. The factors included: salary, health-care benefits, day-care services on workplace premises and workload. However, no significant differences were found between academic and non-academic female members of the staff on sources of satisfaction which included, daily workload, salary, fairness in performance assessment, special recognition for high performance, internet facilities at work and health-care benefit and organisational pressure factors. Factors such as salary, health-care benefit, day-care services, recognition, workload and others influenced QWL of women. Government and management committees of the tertiary institutions should ensure the reduction of organisational pressure and promote high QWL. This would enable the women workers contribute to the productivity of their organisation. On the other hand, it
could be said conclusively that both academic and non-academic female workers of
tertiary institutions in Lagos State do not differ significantly in their sources of
satisfaction at work and their sources of organisational pressure.

**Miryala, Ramesh Kumar; Chiluka, Nagapiya (2012)** highlight the
necessity of adopting Work-Life Balance (WLB) policies for teachers teaching at
different levels. They examine different elements of Work Life Balance, especially
with reference to government and private institution teachers. Based on the empirical
evidence, the study proposes that there is a necessity of adopting Work Life Balance
policies for teachers. The data for the study was collected from 100 teachers working
for government and private schools, colleges, universities and professional courses.
The findings of the study indicate that there is a need for designing Work Life
Balance policies and programs for the teaching community to enable them to balance
their work and life needs. Through this study, an attempt has also been made to
identify different personal motives and its priority among different demographic
groups which could become the basis for designing WLB policies for teachers.
QWL Programme

Quality of Work life (QWL) program is revitalization, reflection, and realization of manufacturing/service firms’ responsibilities towards the growth and development of the surrounding workplace. QWL implementation includes various initiatives including economic efficiency, social equity and participation and environmental system. The essential connections between economic, social and environmental have gained universal acceptance. Current research must focus on collecting and integrating information to reflect the goals of quality of work life. QWL program creates a workplace that enhances employee well-being and satisfaction in terms of operational excellence. The general goal of QWL programme is to satisfy the full range of employee needs. The new paradigm of QWL is a paradigm that goes beyond intellectual and technical aspects about layout facilities, transcends commercial and economical dimensions, and surpasses the material and sensorial features (King, 1992).

QWL programmes are implemented in varied forms and sizes, ranging from flexible working hours to new compensation plans. QWL programmes, undertaken at General Motors, Volvo, BHEL and RCF are as follows:

General Motors QWL Programme

The programme took place in the Buick division of General Motors. The division specialized in large and luxurious automobiles, with poor gas mileage. In conjunction with very poor labour relations and poor record of product quality, it was hard hit by the energy crisis of the 1970s. It was agreed by both the union and the management that some kind of dramatic change programme should be undertaken. Accordingly, a QWL programme was visualized to improve the quality of work life
of employees and quality of the company’s products. Employee’s idea was solicited in participative forums to improve production methods and product quality. Autonomous groups were formed with responsibility for both assembly and inspection of the finished product. Workers were trained to perform a wide variety of jobs required in the group. Both managers and workers were also trained in listening skills, goal-setting and resolving conflicts in groups. These measures led to an increase in sales by 77% and a dramatic improvement in product quality. Labour unrest disappeared in the division and absenteeism declined to 2% (as compared to the General Motors average of 5%). The improvement in the QWL was evidenced by such comments as: ‘I believe there is total trust between the company and the union’.

The Volvo QWL Programme

The Volvo plant is located in Sweden. It was visualized by the head of Volvo that the severe turnover and absenteeism problems were symptoms of employees’ values. There was a demand by the employees for meaningful work, embracing better pay and security as well as participation in the decision-making process and self-regulation. The existing technology (i.e. the assemble line) did not allow the expression of such values. Therefore, it was decided to introduce technological changes involving a natural module of work rather than continuous work. Attempts were made to form autonomous groups consisting of 5 -12 workers who elected their own supervisors. These groups were made responsible to schedule, assign and inspect their own work. Except the elected supervisors, all group members were paid on piece rate basis. Initially, this programme was implemented on a piecemeal basis. Subsequently, the new Kalmer assembly plant was designed using this approach. Cars were transported to different groups by a carrier. Twenty-five groups were established
to perform different modules in the manufacture of an automobile. These groups had complete control over their work, including inspection. A human work climate was with arrangements for ‘coffee corners’ and well-equipped changing rooms. These measures led to substantial improvements in QWL and reduced turnover and absenteeism. Till date, Volvo continues to innovate in its application of QWL activities, using programmes, such as lectures and discussions on interpersonal relations, group-working and problem-solving.

**BHEL QWL Programme**

The Central Labour Institute, Mumbai conducted a study to analyse the QWL as an intangible outcome of Quality Circles (QCs) in BHEL (Hyderabad). The study team members comprised J.S. Joseph, A. Ganguly and D.V. Kho bragade. The study intended to evaluate the process and direction of the emerging changes, if any, on the basis of certain accepted criteria and principles of QWL. The sample was selected randomly as follows:

Top level managers : 18  
Middle level managers : 43  
QC non-members : 169  
QC members : 229  

The variables analysed include:

1. Opinions, attitude and reactions

2. QWL measures – perceived organizational climate and psychological dimensions – job satisfaction, sense of accomplishment, pattern of need satisfaction and alienation.

Data were collected through questionnaires, interviews and group discussions.
The findings of the study are:

1. **Changes in Self:** Changes in self revealed positive impacts in the areas like teamwork, sense of belonging, personal image, analytical ability, decision-making ability, ability to plan, ability to adapt to common goals, communication skills, creative ability, getting along with others etc.

2. **Changes in Work and Organizational Aspects:** Jobs became more enjoyable (72%), better relationships with work teams (81%), better relationships with people outside the work area (74%), better quality of workmanship within the work teams (85%), greater and more prompt response to suggestions (59%), and better team spirit among co-workers (57%).

3. **Perceived Organizational Climate:** There was significant improvement in all the four relevant aspects relating to organizational climate, help provided by supervisors for doing good quality work, sharing of work load by group members, extent of information given to do the job in the best possible way, and a sense of recognition from the management.

4. **Job Satisfaction and Sense of Accomplishment:** significant difference did not occur between members and non-members in respect of overall job satisfaction and their sense of accomplishment from work.

5. **Pattern of Need Satisfaction:** Members of QC were likely to have higher growth need strength than deficiency need strength; the non-members did not reveal this trend.

6. **Alienation:** QC members as a whole were less separated than non-members vis-à-vis three dimensions: powerless, formlessness and social isolation.
Rashtriya Chemicals and Fertilizers (RFC) Ltd. QWL Programme

RFC is one of the largest public sector corporations in India. Its operations initiated with taking over the Mumbai based operations of the Fertilizer Corporation of India from April 1978. It began its activities in Trombay with Urea (fertilizer and technical grade), suphala, methanol, sodium nitrate, ammonium bicarbonate and varied bi-products and intermediates. With the high technology of production system, the company can optimize its productivity through developing commitment, innovation, and creative abilities of its people. The company has adopted QWL programme to accomplish the following tasks:

- Participative Culture
- Work Redesigning and Job Environment
- Hygiene Factors in the Working and Living Environment
- Fringe Benefits and Welfare Measures
- Effective Communication
- Human Capital Optimization

The ultimate results accomplished by the company in terms of productivity of resources, production, profit, capacity utilization, growth rate, social welfare, etc., are truly the reflection of the efforts made by it in human investment.
3.2 Studies Related to Job Satisfaction

Jaime X. Castillo and Jamie Cano (2004) conducted a descriptive-correlational study to describe the amount of variance in faculty members’ overall level of job satisfaction explained by Herzberg, Mausner, and Snyderman’s (1959) job motivator and hygiene factors. A census for this study was conducted among faculty at the College of Food, Agricultural, and Environmental Sciences at The Ohio State University. The result of the analysis shows that the Faculty in the College of Food, Agricultural, and Environmental Sciences were generally satisfied with their jobs. However, female faculty members were less satisfied than male faculty in the current study which implies that there may be some systems in place which fail to take into consideration the perceptions of female faculty members. Focusing on the motivator-hygiene factors, administrators should use the results of this study to investigate particular systems for gender equity.

H.K. Ch’ng, W.K. Chong and Nakesvari (2010) studied the job satisfaction of private college lecturers in Penang, Malaysia. The findings show that management support, salary and promotion opportunities are significantly correlated with job satisfaction with positive relationships. This indicates that all the three independent variables above said are significant in determining the job satisfaction of private college lecturers. It is consistent with the results of many studies carried out on the influence of above said variables on job satisfaction. Next with regard to the moderating effect of the age, the research results have shown that there is no significant influence of age towards the relationship of management support, salary and promotion opportunities with job satisfaction.
Shariq Abbas, Vandana Premi, Anant Jyoti (2010) had examined the job satisfaction factors like financial, working condition, supervision, geographic location, advancement opportunities, organizational prestige and gender for faculty members of 32 professional colleges in Delhi. The results of this empirical study show that there is a significant relationship between four factors while gender has no role to play vis-à-vis job satisfaction. Positive satisfaction levels with job are found among faculties and they would remain in their present jobs only if they have advancement opportunities closely followed by organizational prestige and financial factors.

Khurram Shahzad, Humera Mumtaz, Khansa Hayat(2010) carried a study to find out the mediating impact of job satisfaction on the relationship of compensation and workload with academic quality in the public sector educational institutions of Pakistan. The Results of the study show that academic quality can be achieved through faculty job satisfaction and the major antecedents of job satisfaction of faculty are workload and faculty compensation, however compensation is not having any direct impact on academic quality whereas it has a significant relationship with the job satisfaction which shows that there is a mediating impact of job satisfaction on the relationship of faculty compensation and academic quality. Similarly there is a positive relationship between job satisfaction and academic quality. The results show that if the workload of faculty members is higher this will lead to a downfall in job satisfaction and the outcome would be poor academic quality. Over all, the results of the study show that there is a positive impact of faculty compensation and negative impact of faculty work overload on the faculty satisfaction in the educational institutions.
Muhammad Ehsan Malik and Samina Nawab (2010) studied the impact of teachers’ satisfaction with job dimensions on perceived organizational commitment in public sector universities of Pakistan. In addition, the study aimed at exploring to what extent these teachers are committed to their universities and satisfied with different dimensions of their job. The findings of the study indicated the satisfaction with work-itself, quality of supervision and pay satisfaction had significant positive influence on organizational commitment of faculty members. They had high degree of organizational commitment and satisfaction with work-itself, supervision, salary, co-workers and opportunities for promotion. It was also found out that they were highly satisfied with their supervisor, co-workers, compensation, work-itself and opportunities of advancement in their universities. Common sense confirms that higher education is not immune to the problem of teachers’ low level of job satisfaction and organizational commitment which could result into unfavorable economic and non economic outcomes such as high exit turnover, reduced teaching effectiveness and intellectual development of the students.

Khalid Latif, Muhammad Naeem Shahid (2011) studied influential factors contributing to job satisfaction and dissatisfaction of college teachers of district Faisalabad, Pakistan. It also examines the level of job satisfaction of teachers in public and private sector colleges. Teachers of public sector reported more satisfaction with their job, educational qualification, working hours, benefits, and opportunities for promotion, salary, job security and work life balance than private sector teachers. The teachers of private colleges are taking limited salary because employer of private colleges basically focus on cost cutting strategy and put extra work load on teachers. Moreover there is no proper policy of promotion for private sector teachers that caused dissatisfaction in them. To increase the satisfaction level of
teachers of private colleges a proper attention should be paid on salary, benefits and promotion opportunities and like that, the employers of private sector colleges will be able to retain teachers, a valuable asset of their institution.

Bala Pronay (2011) a study was conducted to assess job satisfaction among non government college teachers in Bangladesh. The findings show that teachers are not satisfied with their job without work place and training and factors considered for promotion is fully dissatisfied to teachers, working place, training and outcomes of training only satisfied issue of teachers. On payment issues, teachers are very dissatisfied. Equity of justice maintained in promotion and pay from institute are serious issues. It usually interfere managerial decision making hamper the discipline and order. The findings demonstrate that personnel’s average satisfaction level reached 26.19%. Based on the findings it was recommended that some existing policies be changed and suggested that it is required to replace some old policies could be replaced in case of promotion, equity of justice maintained in promotion and pay determination system.

Kayalvizhi.S, and Chokkanathan. K (2011) undertaken a study with an objective to determine the level of job satisfaction and to identify the major intrinsic and extrinsic sources that influence the job satisfaction of the lecturers employed in self financing Arts colleges. The study results clearly indicate that the lecturers employed in arts colleges situated in Salem are highly dissatisfied with their jobs. The factors which are intrinsic to the job and motivated them were recognition, work itself, advance opportunities and possibility of growth and the extrinsic factor that acted as a major dissatisfying factor was poor compensation and benefits offered by the institution. Many faculty members felt that there was poor interpersonal
relationships prevailing in the work-setting and the common factor indicated by them was verbal abuse by the management. The analysis throws light on the fact the lecturers are satisfied with their profession and were dissatisfied with the Institution they were serving.

Pankaj Deshwal(2011) had investigated the levels of job satisfaction among engineering faculty members in the engineering colleges of technical universities in Uttar Pradesh and to examine the effects of the dimensions of the job on levels of satisfaction among them. Job satisfaction levels of the engineering faculty members were found to be moderately high. However teachers were neutral with dimensions: organizational policies, independence and promotion opportunities. The teachers were satisfied with work variety, creativity, compensation, work itself, colleagues’ cooperation, responsibility, and social status of job, job security, achievement and students’ interaction. The teachers were dissatisfied with working conditions and recognition.

Yogesh Daudkhane and Ashutosh Gadekar(2011) had studied the job satisfaction level of faculty members of hotel management and put forth the causes of being dissatisfied and effects of such dissatisfaction on various elements like students, institute, and future employers of such students and society at large so as to correct them on time to avoid future problems. The researches could find that around 82% faculty members are dissatisfied with existence salary. Around 75% faculty talk about limited scope for creativity as the curriculum is not matching with the need of industry. Some faculty members have also pointed out that students approach & attitude towards education & education system are so bad which is making them worry and a kind of dissatisfied. It is also found good interpersonal relations among
faculty members. Also it is noted that there is a lot of urge among faculty members to
develop the students and they are ready to put in all the required efforts to make it
successful, but somewhere they are stuck up in various elements like system,
bureaucracy, hierarchy, attitude of management and students & so on.

**Celia B.R and Nadarajan.S (2011)** has been done a descriptive study to
know how far the job satisfaction of the teaching staff influence their attitude and to
know the level of association between job satisfaction and the attitude of the teaching
faculty. The study has revealed that majority of the respondents are female and most
of them belong to the age group of 21- 30. Since the study has considered respondents
from engineering colleges most of the respondents are ME faculty. The chi-square
analysis has proved that there is an association between the attitude of the teaching
faculty and their level of job satisfaction. It shows that higher the satisfaction, higher
their attitude to teaching. The Multiple Regression tool has proved that the coefficient
value of 0.583 indicates a relationship between teacher’s attitude towards teaching
and the fifteen independent variables which is quite strong and positive. From
 correlation also the positive relationship between attitude and job satisfaction has
been proven. All the dimensions of job satisfaction have a positive relationship with
the attitude of the teaching staff only that the extent of relationship differs.

**Irum Saba(2011)** Studied job satisfaction level of academic staff in
Bahawalpur. Important factors that have an impact on job satisfaction level are work
itself, pay, promotion opportunities, working conditions, job security and coworkers.
From the study conducted it was evident that the majority of the teachers are
contented with the nature of the job in term of accomplishment and personal
fulfillment, of the total respondents 68% reported high satisfaction in terms of content
of work and utilization of their potential. In terms of compensation received, same
findings reported out of the selected sample a very high proportion that is 65% was
pleased with their salary, if not very satisfied. Working conditions is a factor that
influences the job satisfaction level of the teachers from the questionnaire survey it
was clear that a large number of the teachers i.e. 68% are pleased with their working
conditions and they have the opportunity to work with full concentration and have
decision making power while conducting classes. One of the reason for this
satisfaction is that in the government institutes there is only one head who does not
intervenes in the matters of the individual teachers and gives them autonomy.

Salman Khalid, Muhammad Zohaib Irshad (2012) The purpose of this
study was to investigate the relationship between various facets of job satisfaction
among university academicians in Punjab Province, Pakistan, and how these
differences affect overall job satisfaction of academicians in selected universities of
Province Punjab. The findings of this research show that private university
academicians are more satisfied with most facets of their jobs than public university
academicians. However, both private and public university academicians showed
significant differences in the level of overall job satisfaction that they derived from
the following facets of their jobs: Pay, relationship with co-workers, supervision
behavior, promotional opportunities and job security. The result of this research
showed that private university academicians were more satisfied with pay,
supervision and promotional. However, expect for the two facets i.e. relationship
with co-worker and job security, majority of academicians in public university
reported dissatisfied attitude for other facets. This study also found moderate but
positive relationship between co-workers behavior and job satisfaction. On the other
hand the relationship between job security and overall job satisfaction is significant.
Takupiwa Nyanga, Pilot Mudhovozi, Regis Chireshne (2012) investigated job satisfaction among employees of higher education institutions. The study found that few (69) employees were satisfied with their jobs. Of these, more female than male and younger than older employees reported that they were satisfied with their jobs. In addition, job satisfaction decreased with a rise in academic qualifications. Further research should investigate the nature and magnitude of the influence of gender, age and educational level on job satisfaction among employees.

Om Raj Katoch (2012) had undertaken a study to identify the factors which impact the level of satisfaction of college teachers in Jammu & Kashmir. The study found that female college teachers are more satisfied with their job than the male teachers. One thing common in male and female is that both are satisfied with their income per annum and more than 75 percent of the respondents opined that handsome salary is job satisfaction. Majority of the respondents also sketch, dignity and social status, getting job security, job matching with qualifications, physical environment and to work in a desired profession is job satisfaction.

Rajareegam.A, Christie Doss (2012) have studied the job satisfaction of teachers in Engineering Colleges at Pudhucherry. It is concluded that there is no significant difference between gender, age groups, marital status, Institutions status, age groups, Qualifications of teachers, College Type, work load, salary, promotion opportunities and teaching experience with job satisfaction.

Singh.Y.G (2012) studied Job-Satisfaction of Teacher-Educator Working in Self-Finance Teacher Educational Institution. The results shows that there is no significant different between the Elementary teacher educators in relation to Area and Age but they are significant difference in relation to Gender in self finance
educational institution with regards to job satisfaction in their teaching profession. There is no significant different between the Secondary Teacher Educators in relation to Area, Gender and Age in self finance educational institution with regards to job satisfaction in their teaching profession.

**Roshan Lal And Sarabjit Singh Shergill (2012)** analyzed the job satisfaction, attitude impact of job satisfaction and attitude of male and female teachers of Degree Colleges of Punjab and Haryana state. The study reveals that teachers are very satisfied with their jobs. The further conclusion is that both the male and female teachers teaching in degree colleges have unfavorable attitude towards education. The male teachers have the mean value 85.1 and female teaches have the mean attitude score of female degree colleges’ teachers is higher than that of male teachers. Therefore, it is evident that female degree colleges’ teachers have more favorable attitude towards education as compared to their male counterparts. The difference between the mean is non-significant with t-value 0.104. It is inferred that both male and female teachers do not differ significantly regarding the attitude towards education.

**Mong-Chien HSU and Kao-Mao CHEN (2012)** conducted a study to explore the faculty members’ self-motivation to pursue in-service education; and the relationship between their job satisfaction and commitment and the degree of job satisfaction and organizational commitment of teacher who are participating in continuing education and those who completed this experience and any difference of job satisfaction and commitment to school between who participate in continuing education and teachers who do not participate in continuing education. This study revealed that: the motivation of the teacher who participated in in-service education
was high. Extrinsic motivation was greater than intrinsic motivation. Extrinsic motivation, such as “Go with trend” and “Incentive by school”, were main factors influencing teachers who are participation in in-service education. The level of job satisfaction did not reach significant difference with continuing in in-service education. The difference between organizational commitment and continuing in in-service education was not significant. This phenomenon seemed imply that their in-service education might not really focus on or improve organizational commitment. The faculty possessed higher organization commitment score, while they held the higher the level of job satisfaction. Also, this study found that faculty finished their academic degrees possessed higher organizational commitments than those faculties were pursuing their continuing education.

3.3 Studies showing relationship between Quality of Work Life and Job Satisfaction.

Sardzoska Elisaveta (2005) carried out a research on “Relationship among perceptions of Quality of Work Life and Job Satisfaction”. The results gained by correlative procedure are presented in an adequate table. Correlative analysis revealed an existence of significant associations among quality of work life and satisfaction with a larger number of studied job attributes: satisfaction with organization, control, planning and information about work; satisfaction with opportunity for an increase of qualifications and realization; satisfaction with payment and stimulation; satisfaction with work personality interrelations; satisfaction with the managerial style; satisfaction with the interactions on work among colleagues, administration and management; and satisfaction with the work of the management for organizational development and high quality. The total job satisfaction was proved as a strong
determinant in the variance of quality of work life. This finding supported the well known cognition that job satisfaction’s data can replace measures of work life’s quality. The conclusion of this study suggests the need for a subsequent improvement of job attributes and their permanent adjustment to individual characteristics in order to be realized a higher productivity in the organization.

Hanita Sarah Saad, Ainon Jauhariah Abu Samah (2008) studied about the employee’s perception of their work-life quality in the university. The test indicated that each of the QWL variables on its own is a salient predictor of Job Satisfaction. However, 7 QWL variables are no longer significant predictors for job satisfaction when all the 10 QWL variables are entered into the regression equation. Using multiple linear regressions, only 3 QWL variables (meaningfulness of job, optimism on organizational change and autonomy) are significantly related to Job Satisfaction.

Nimalathasan.B, and Ather.S.M (2010) were designed a study to associate between Qualify of Work Life and Job Satisfaction. A total number of 133 academic professionals (Lecturer, Assistant Professor, Associate Professor and Professor) were selected from eight private universities located at Chittagong, Bangladesh on a stratified random sampling basis. The results shows private universities don’t have service rules, career development programs, scholarships facilities, conducive working environment, research facilities, and the like for their academic professionals. With all these limitations, the findings of the present study have provided answers to the research questions. From the correlation matrix, the highest positive value of correlation between Quality of Work Life and Job Satisfaction and all factors of Quality of Work Life were found to have positive impact on job satisfaction. The findings provided some insights in efforts to improve the Quality of

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Work Life and Job Satisfaction among academic professionals in private universities in Bangladesh. That is concentration on the factors like ‘Creativity of the work’, ‘Job benefits for family’, ‘Job safety’ as well as suggestions and promotions in career will significantly improve the Quality of Work Life and Job Satisfaction in private universities in Bangladesh.

Kian-Sam Hong, Kok-Wah Tan & Suraini Bujang (2010) studied the relationships between quality of work life and work commitment, work stress and work satisfaction of Teachers. Findings in this study showed that the respondents only had moderate work life quality. There were also moderate relationships between work life quality and work commitment, stress, and satisfaction but there were no differences in the quality of work life based on demographic variables. However there were differences in work commitment based on gender. This research also revealed that there were also no differences in work stress and satisfaction based on the same demographic variables. Similarly, the findings suggested that work commitment, work stress and satisfaction were not significantly correlated. Work life quality of teachers could still be improved to ensure that students gain maximum benefits from teaching and learning practices in the classrooms.

Rochita Ganguly (2011) studied selected group of university employees perceived different aspects of their quality of work life as either uncongenial or they have had a certain amount of dilemma to comment on a few other aspects bearing the potential involving a slight trend of negative opinion. Consequently, consonance with the same trend their job satisfaction scores had also been observed to be not up to the level of the expectation. In addition, a set of three component dimensions Autonomy, Top-management support and worker’s control of the QWL had also been identified
as very significant aspects where the satisfied and dissatisfied group of employees did differ. Lastly, the nature of correlation between the job satisfaction and QWL dimensions reveal that the Quality of Work life significantly contribute towards increasing satisfaction or dissatisfaction as experienced by the employees in their concerned job depending largely on the perceived positively or negativity of the relevant dimensions respectively.

**Alireza Ghasemizad and Mozhgan Amirian Zadeh and Shisa Bagheri(2012)** investigated the relationship between spiritual leadership, quality of work life, job satisfaction and productivity in Kerman high schools' principals and teachers. Results show that there is a positive relationship between two variables of teachers' quality of work life and job satisfaction (r=0.54) and this correlation amount is significant. In the other words, the better teachers' quality of work life causes their job satisfaction increase and vice versa. Furthermore, the calculated determination coefficient (r²=29.16) shows that 29.16 percent of teachers' job satisfaction can be explicated by quality of work life factors. Quality of work life programs increase employees' participation in decision makings related to new technology, working environment and skills education. In a more exact meaning, quality of work life is a collection of methods and activities which helps to increase employees’ satisfaction and its goal is to improve their working conditions and increase organizational effectiveness.

**Ayesha Tabassum(2012)** aims to investigate the interrelation between QWL dimensions and job satisfaction of faculty members in the private universities of Bangladesh through quantitative survey on 72 full-time faculty members. These finding are consistent with the literature that states the relationship of QWL with its
dimensions. Adequate and fair compensation and constitutionalism in the work organization show the highest positive correlation with job satisfaction. Opportunity to use and develop human capacities shows the least positive correlation with job satisfaction of faculty members. This positive relationship indicates that attempt to improve the dimensions of QWL can significantly enhance job satisfaction of the faculty members.