CHAPTER V

CONCLUSION AND RECOMMENDATIONS
V.1 BACKGROUND

Quality of work life has been defined as the workplace strategies, operations and environment that promote and maintain employee satisfaction with an aim to improving working conditions for employees and organizational effectiveness for employers. There are many studies and emphasis on QWL in America, while in comparison, the concept has been negligibly researched in South-east Asia, especially India. Given that India is now undergoing dramatic changes in its social and economic structure, it will want to pay attention to factors that will improve its ability to compete in the business world. Improving the QWL may be one of those competitive factors needing attention in business organizations. Although the constructs of QWL have been studied in recent times, it is felt that the research is incomplete as most of the studies focused primarily on job-related outcomes only with little or no regard for workplace environment. Also, most QWL studies pertain to manufacturing sector and very few in service sector.

This research examines the employees perception about QWL in B-schools (institutions offering management education in affiliated colleges) in Bengaluru. Higher education and especially Management education has gained prominence and has been making rapid strides. However, the adequacy and quality of faculty in B-schools has been much debated. There has been a gap in assessing the QWL of faculty which would provide deeper insights about issues faced by faculty and hence its impact on well-being, satisfaction and productivity. B-school faculty are expected to mould global citizens of the future and hence their QWL is of prime importance for their efficient functioning.

Causal research design was employed for data collection, analysis and testing of service quality research model used in this research.
The aim of the research is to suggest measures to improve the quality of work life of faculty serving in B-schools. The primary objective of the research was to assess the perception of B-school faculty about their quality of work life.

The secondary objectives were: (a) to study the impact of Promotion prospects, Relations with Peers, Benefits, Superiors, Job security, Resources adequacy on faculty’s perceived satisfaction with extrinsic job factors; (b) to study the impact of Job Content and Clarity, Opportunity to use and develop human capacities, Social relevance of work life, Autonomy and Control, Recognition, Progress and development on faculty’s perceived satisfaction with intrinsic job factors; (c) to study the impact of Structure and Leadership, Equity and fairness, Communication, Participative Management, Consideration, warmth and support, Initiative and Motivation to achieve on faculty’s perceived satisfaction with workplace environment factors; (d) to study the impact of satisfaction with extrinsic job factors, intrinsic job factors and workplace environment factors on faculty’s perceived satisfaction with their overall quality of work life.

Conceptual framework of the current research was based upon research gaps and exhaustive review of literature. The rationale behind constructing this framework was that it attempts to facilitate a more holistic model relating to quality of work life by adding more determinants. The research model has been constructed by researcher and adapted from variables cited in literature. Factors affecting quality of work life comprised three determinants and eighteen sub-determinants.
V.2 SUMMARY OF FINDINGS AND RECOMMENDATIONS

V.2.1 Demography

Faculty (respondents) employed in colleges affiliated to Visveswaraya Technological University dominate as compared to colleges affiliated to Bangalore University. A little more than half of the number of respondents was male. Nearly three-fifths of the number of respondents was in the age group of 26 to 35 years. Almost three-fifths of the number of respondents was senior lecturers. A little more than three-fifths of the number of respondents earned an average monthly income between Rs. 15,001 and Rs. 30,000. Nearly half of the number of respondents possessed corporate experience. A little more than two-fifths of the number of respondents possessed 3 to 6 years of service in current institution.

V.2.2 Reasons for Joining Institution Rankings

Summary of Findings: Brand name was ranked higher for institutions affiliated to BU as compared to other institutions. Compensation was ranked higher for institutions affiliated to BU as compared to other institutions. Opportunity to grow was ranked higher for institutions affiliated to VTU as compared to other institutions. Institution timing was ranked higher for institutions affiliated to VTU as compared to other institutions. Intellectual capital was ranked higher for institutions affiliated to VTU as compared to other institutions. Emphasis on research was ranked higher for institutions affiliated to VTU as compared to other institutions. Emphasis on consultancy was ranked higher for institutions affiliated to VTU as compared to other institutions. Infrastructure was ranked higher for institutions affiliated to BU as compared to other institutions. Innovative practice was ranked higher for institutions affiliated to VTU as compared to other institutions. Incentive / fringe benefit was ranked higher for institutions affiliated to VTU as compared to other institutions. Location was
ranked higher for institutions affiliated to BU as compared to other institutions. Opportunity to grow and Brand name were the top two reasons for joining institution.

**Recommendations for Institutions affiliated to VTU:** Incentives / benefits, Emphasis on Consultancy and Compensation need greater attention as these are ranked the lowest.

**Recommendations for Institutions affiliated to BU:** Incentives / benefits, Emphasis on Consultancy and Innovative practices need greater attention as these are ranked the lowest.

**Recommendations for Affiliated Institutions:** Incentives / benefits, Emphasis on Consultancy and Innovative practices need greater attention as these are ranked the lowest.

**V.2.3 Extrinsic Job Factors Ratings**

**Summary of Findings:** Benefit was rated at the same level for institutions affiliated to VTU and BU. Overall ratings indicate good level of benefit. Relation with peers was rated higher for institutions affiliated to VTU as compared to other institutions. Overall ratings indicate moderate relation with peers. Promotion prospect was rated higher for institutions affiliated to VTU as compared to other institutions. Overall ratings indicate moderate promotion prospect. Job security was rated higher for institutions affiliated to VTU as compared to other institutions. Overall ratings indicate good level of job security. Resource adequacy was rated higher for institutions affiliated to BU as compared to other institutions. Overall ratings indicate moderate resource adequacy. Superiors was rated higher for institutions affiliated to BU as compared to other institutions. Overall ratings indicate moderate support from superiors.
Recommendations for Institutions affiliated to VTU: Superiors, Job security and Benefits need greater attention.

Recommendations for Institutions affiliated to BU: Superiors, Job security and Benefits need greater attention.

Recommendations for Affiliated Institutions: Superiors, Job security and Benefits need greater attention.

V.2.4 Intrinsic Job Factors

Summary of Findings: Autonomy and control was rated higher for institutions affiliated to VTU as compared to other institutions. Overall ratings indicate moderate level of autonomy and control. Recognition was rated higher for institutions affiliated to VTU as compared to other institutions. Overall ratings indicate moderate level of recognition. Job content and clarity was rated higher for institutions affiliated to BU as compared to other institutions. Overall ratings indicate moderate satisfaction with job content and clarity. Development of Human Capacities was rated higher for institutions affiliated to BU as compared to other institutions. Overall ratings indicate moderate facilitation for development of Human Capacities. Progress and Development was rated higher for institutions affiliated to VTU as compared to other institutions. Overall ratings indicate moderate adequacy of progress and development. Social relevance of work life was rated higher for institutions affiliated to BU as compared to other institutions. Overall ratings indicate moderate social relevance of work life.
**Recommendations for Institutions affiliated to VTU:** Autonomy and control needs drastic improvements. Development of Human Capacities and Social relevance of work life could also be improved.

**Recommendations for Institutions affiliated to BU:** Autonomy and control needs drastic improvements. Recognition, Development of Human Capacities and Social relevance of work life could also be improved.

**Recommendations for Affiliated Institutions:** Autonomy and control needs drastic improvements. Social relevance of work life and Development of Human Capacities could also be improved.

**V.2.5 Workplace Environment Factors**

**Summary of Findings:** Communication was rated higher for institutions affiliated to VTU as compared to other institutions. Overall ratings indicate moderate level of communication. Participative Management was rated higher for institutions affiliated to VTU as compared to other institutions. Overall ratings indicate moderate level of participative Management. Initiative and motivation to achieve was rated higher for institutions affiliated to VTU as compared to other institutions. Overall ratings indicate moderate level of Initiative and motivation. Equity and fairness was rated higher for institutions affiliated to VTU as compared to other institutions. Overall ratings indicate moderate level of equity and fairness. Structure and Leadership was rated higher for institutions affiliated to VTU as compared to other institutions. Overall ratings indicate good level of structure and leadership. Consideration, warmth and support was rated higher for institutions affiliated to BU as
compared to other institutions. Overall ratings indicate good level of consideration, warmth and support.

**Recommendations for Institutions affiliated to VTU:** Communication and Equity and fairness could be improved.

**Recommendations for Institutions affiliated to BU:** Consideration, warmth and support need drastic improvements. Structure and Leadership and Communication could be improved.

**Recommendations for Affiliated Institutions:** Communication and Equity and fairness could be improved.

**V.2.6 Overall Satisfaction**

**Summary of Findings:** Extrinsic job factors were rated higher for institutions affiliated to BU as compared to other institutions. Overall ratings indicate good level of extrinsic job factors. Intrinsic job factors were rated higher for institutions affiliated to BU as compared to other institutions. Overall ratings indicate good level of intrinsic job factors. Workplace environment factors were rated higher for institutions affiliated to BU as compared to other institutions. Overall ratings indicate good level of workplace environment factors. Satisfaction with QWL was rated higher for institutions affiliated to BU as compared to other institutions. Overall ratings indicate good level of satisfaction with QWL. The mean rating was highest for satisfaction with intrinsic job factor followed by satisfaction with workplace environment factors. Satisfaction with extrinsic job factors was rated the least.
Recommendations for Institutions affiliated to VTU: QWL needs improvement on an overall basis. Amongst all influencing dimensions, intrinsic job factors fared the best.

Recommendations for Institutions affiliated to BU: QWL needs improvement on an overall basis. Amongst all influencing dimensions, extrinsic job factors fared the best.

Recommendations for Affiliated Institutions: QWL needs improvement on an overall basis. Amongst all influencing dimensions, intrinsic job factors fared the best followed by workplace environment factors.

V.2.7 Structural Equation Modelling

Summary of Findings for Extrinsic Job Factors: The coefficient of Extrinsic Job factor 1 being 0.168 represents the partial positive effect of Promotion prospects on faculty’s perceived satisfaction with extrinsic job factors. The coefficient of Extrinsic Job factor 2 being 0.195 represents the partial positive effect of Relations with Peers on faculty’s perceived satisfaction with extrinsic job factors. The coefficient of Extrinsic Job factor 3 being 0.153 represents the partial positive effect of Benefits on faculty’s perceived satisfaction with extrinsic job factors. The coefficient of Extrinsic Job factor 4 being 0.149 represents the partial positive effect of Superiors on faculty’s perceived satisfaction with extrinsic job factors. The coefficient of Extrinsic Job factor 5 being 0.237 represents the partial positive effect of Job security on faculty’s perceived satisfaction with extrinsic job factors. The coefficient of Extrinsic Job factor 6 being 0.093 represents the partial positive effect of Resources adequacy on faculty’s perceived satisfaction with extrinsic job factors.
Summary of Findings for Intrinsic Job Factors: The coefficient of Intrinsic Job factor 1 being 0.149 represents the partial positive effect of Job Content and Clarity on faculty’s perceived satisfaction with intrinsic job factors. The coefficient of Intrinsic Job factor 2 being 0.2 represents the partial positive effect of Opportunity to use and develop human capacities on faculty’s perceived satisfaction with intrinsic job factors. The coefficient of Intrinsic Job factor 3 being 0.123 represents the partial positive effect of Social relevance of work life on faculty’s perceived satisfaction with intrinsic job factors. The coefficient of Intrinsic Job factor 4 being 0.108 represents the partial positive effect of Autonomy and Control on faculty’s perceived satisfaction with intrinsic job factors. The coefficient of Intrinsic Job factor 5 being 0.203 represents the partial positive effect of Recognition on faculty’s perceived satisfaction with intrinsic job factors. The coefficient of Intrinsic Job factor 6 being 0.243 represents the partial positive effect of Progress and development on faculty’s perceived satisfaction with intrinsic job factors.

Summary of Findings for Workplace Environment Factors: The coefficient of Workplace Environment factor 1 being 0.165 represents the partial positive effect of Structure and Leadership on faculty’s perceived satisfaction with workplace environment factors. The coefficient of Workplace Environment factor 2 being 0.176 represents the partial positive effect of Equity and fairness on faculty’s perceived satisfaction with workplace environment factors. The coefficient of Workplace Environment factor 3 being 0.180 represents the partial positive effect of Communication on faculty’s perceived satisfaction with workplace environment factors. The coefficient of Workplace Environment factor 4 being 0.049 represents the partial positive effect of Participative Management on faculty’s perceived satisfaction with workplace environment factors. The coefficient of Workplace Environment factor 5 being 0.219 represents the partial positive effect of Consideration, warmth and
support on faculty’s perceived satisfaction with workplace environment factors. The coefficient of Workplace Environment factor being 0.33 represents the partial positive effect of Initiative and Motivation to achieve on faculty’s perceived satisfaction with workplace environment factors.

**Summary of Findings for QWL:** The coefficient of Extrinsic Job factor Satisfaction being 0.338 represents the partial positive effect of satisfaction with extrinsic job factor on faculty’s perceived satisfaction with quality of work life. The coefficient of Intrinsic Job factor Satisfaction being 0.259 represents the partial positive effect of satisfaction with intrinsic job factor on faculty’s perceived satisfaction with quality of work life. The coefficient of Workplace Environment factor Satisfaction being 0.348 represents the partial positive effect of satisfaction with workplace environment factors on faculty’s perceived satisfaction with quality of work life.

**Recommendations for Affiliated Institutions:** Since all variables have a positive influence on Quality of Work Life, they need to be given equal importance to propel the B-School towards excellence.

**V.2.8 Other Statistical Tests**

i. There is no significant difference between male and female with respect to perception about quality of work life of faculty.

ii. There is no significant difference between institutional affiliation with respect to perception about quality of work life of faculty.

iii. There is no significant difference between prior corporate experience with respect to perception about quality of work life of faculty.
iv. There is no significant difference between age group with respect to perception about quality of work life of faculty.

v. There is no significant difference between duration of service in current institution with respect to perception about quality of work life of faculty.

vi. There is no association between designation and perception about quality of work life of faculty.

vii. There is no association between monthly compensation and perception about quality of work life of faculty.

**Recommendations for Affiliated Institutions:** Since all demographic variables do not affect perception about Quality of Work Life, the B-School should be inclined towards affirmative action and inclusive growth.

**V.3 OVERALL RECOMMENDATIONS FOR FOSTERING EXCELLENT QUALITY OF WORK LIFE**

The recommendations for fostering excellent quality of work life are presented in three categories: B-School level, functional area (department) level and employee level.

**V.3.1 IMPROVING QWL AT B-SCHOOL LEVEL**

(i) **Need for an integrated approach toward QOL, QWL and health:** The term quality of life almost became a household word. Reference to terms such as happiness, well-being, the good life, health and standard of living has lend itself to a host of subjective and one-sided definitions and interpretations of the concept by all interested parties alike - medical, social, economic, psychological and political. They all claim to have the individual welfare foremost in their minds. This in term led to fragmented and limiting research approaches and ways to
measure the quality of individual lives. There exists an urgent need to search for a global, holistic concept of the quality of life, which focuses on the totality of life aspects of the individual. It must be theoretically sound and common to people everywhere irrespective of age, sex, ethnic group, culture, income, and state of health.

(ii) Strategy for the new millennium - Hard value from soft values: In order to ensure the wanted outcomes for the individual and organization it makes good sense to structure such efforts in a practical, controlled and cost effective way within the organization. Thus, a QWL-Health intervention process should be planned in such a way that it continuously and systematically guides the company through preventative QWL-Health interventions and at the same time teaches people to help themselves.

(iii) Scientific approach: Using knowledge to create knowledge: Science has given us our wealth, ample food, breathtaking technology, computers, paintings, new materials, machines and life saving medication. It allows us to master the universe, to get freedom and control. Science also allows us to develop tools to change the world. Basically science is nothing but knowledge structured in such a way, that it can be used in practice. It is about knowing what to do and how to do it when you want to make a difference. The difference can be achieved using such knowledge to spread awareness about QWL and its benefits.

(iv) Bridging cultural differences - Valuing diversity and creating a new society: Most people do not differ from one another in terms of their basic need for the experience of quality of life and quality of work-life. The essence of both these experiences is our satisfaction with the relationships we have with other people in our lives and environment,
our work-process (colleagues and leaders) and ourselves. We also know that this satisfaction depends greatly on our philosophy of and attitudes toward life. For any multi-cultural society, this holds immense promise. For what can be more useful than developing attitudes and a philosophy of life that allow us to value other people around us, but at the same time feel good about ourselves. The accompanying development of life-skills, such as conflict-resolution and stress-management will help us to resolve problems and difficulties that might arise, but also make us more aware and understanding of the immense richness in possibilities the various cultures offer for experiencing QOL and learning from one another.

(v) Decision-making: The management of B-Schools must encourage for constitution of committees to facilitate faculty involvement in the decision making process. Faculty suggestion scheme needs to be operationalised effectively so as to utilise the creativity of faculty.

(vi) Job Redesign and enrichment: Job redesigning or job enrichment improves the quality of the jobs. Institutions must attempt to provide employees with exciting, interesting, stimulating and challenging work. It helps to satisfy the higher level needs of the employees.

(vii) Opportunity for Development: Career development is very important for ambitious and achievement-oriented faculty. Faculty must be provided with opportunities for their advancement and growth which will foster high motivation and commitment.

(viii) Job Security: Employees want stability of employment. Adequate job security provided to the employees will improve the Quality of Work Life to a large extent.
(ix) **Equitable Justice:** The principle of equitable administrative justice should be applied in disciplinary actions, grievance procedures, promotions, work assignments etc. Partiality and biasness at any stage can discourage the workers and affect the Quality of Work Life.

(x) **Employee’s Participation in Management:** People in the organization should be allowed to participate in the management decisions affecting their lives. Quality circles, Management by objectives, suggestion system and other forms of employee’s participation in management help to improve the Quality of Work Life. The management must take faculty bodies / councils into confidence and need to discuss the policies and decisions with them before implementation. Similarly such bodies must consider them as the strategic service partners and cooperate with the management for maintaining peace and progress of the organisation.

(xi) **Organizational Commitment:** Committed faculty remain with the organization for longer periods of time than those who are less committed. Organizations must seek to foster a philosophy of commitment so that the likelihood of an employee searching for employment elsewhere is lowered.

(xii) **Organisational Support:** Besides organizational climate the level of support offered by the organization is also an indication of the work-life quality in organizations. Organizational Support is defined as the extent to which employees perceive that the organization values their contributions and cares about their wellbeing. This should be viewed as a key factor in influencing employee commitment to the organization, job satisfaction, and general quality of work life.
(xiii) **High quality work environments**: High quality work environments must be made central to corporate values and mission, creating accountability for treating employees as assets. Clear roles and responsibilities for management, government, and professional associations need to be negotiated and discussed. Job quality needs to be benchmarked, and impact on employees and results needs to be analysed. Areas of strength and weakness need to be diagnosed, strategies developed and progress tracked.

(xiv) **Organisational Climate**: Impact of organizational climate on employees and results need to be analysed. Faculty need to be informed about how high quality work environments improve the quality of social and economic life.

(xv) **Organisational Change**: Change strategies must address a wide range of factors like physical work environment; psycho-social work environment; employment relationships; organizational structures and processes; job design; management practices and supervision; overall business strategy; organizational culture; and worker attitudes and behaviour.

(xvi) **Effective grievance redressal**: Grievance is the seed of dispute and the management should give due consideration to the faculty’s day to day grievances. In order to maintain peace and harmonious relations, the management should take proactive measures to settle inter-personal conflicts so as to avoid work stoppages. Although B-Schools have multi-stage grievance/issue redressal procedure, they need to be operated properly by the management. This will reduce the dissatisfaction among faculty.
(xvii) **Performance and productivity linked to rewards:** The management must encourage faculty through significant reward and recognition system to foster more committed towards the organisational objectives.

(xviii) **Sense of competence:** Sense of Competence describes confidence in one's ability to accomplish things. B-schools need to build a sense of competence among faculty. This could be facilitated by providing knowledge; giving positive feedback; recognizing skill; facing challenges; and fostering high, non-comparative standards.

(xix) **Job satisfaction:** Job satisfaction is very critical to foster QWL. This can be fostered by improvement in job skills, developing new projects, mentoring associates, breaking monotony, cross-training, stopping negative thoughts and feelings and enabling faculty to seek holistic development.

(xx) **Organizational health programmes / Reduce occupational stress:** Higher education institutions should intervene to reduce occupational stress. Efforts to combat job-related strain have been conceptualised as primary interventions, secondary interventions and tertiary interventions.

Primary interventions are based on the assumption that the most effective way to combat strain is to eliminate, or at least reduce, the source of strain in the work environment, therefore alleviating the pressure placed upon faculty. Faculty’s job tasks could be redesigned (through task enrichment and enlargement) to increase faculty autonomy and control over job functions and work schedules. Since work relationships may also lead to stress and health problems, the provision of a more supportive climate (including more constructive feedback on job performance) may reduce stress regarding work relationships. In addition, overload
also plays a central role regarding occupational stress and strain, and reducing overload therefore seems warranted.

Secondary level interventions focus on stress management training to alleviate the impact that environmental stressors exert on faculty, rather than making changes to work conditions. Such interventions can therefore be implemented for those who are already showing symptoms of stress in order to prevent them from getting sick, to increase their awareness of their levels of strain and to enhance their personal coping strategies. Techniques that ought to be considered include relaxation training, biofeedback, cognitive restructuring, time management and conflict resolution strategies.

The tertiary level of stress management intervention is concerned with the rehabilitation of faculty who have suffered ill health or reduced well-being as a result of strain in the workplace.

V.3.2 IMPROVING QWL AT FUNCTIONAL AREA / DEPARTMENT LEVEL

(a) Autonomous Work Groups: Autonomous work groups are also called self-managed work teams. In such groups the faculty are given freedom of decision making. They are themselves responsible for planning, organizing and controlling the activities of their groups. The groups are also responsible for their success or failures.

(b) Effective leadership/Congenial work supervision: Leadership is the art or process of influencing faculty to perform assigned tasks willingly, efficiently and effectively. Enabling people to feel they have a say in how they do something results in higher levels of job satisfaction and productivity.
(c) **Quality circles**: Every organization offering goods or services needs Quality Circles to involve its people in a quality consciousness. Quality circles would go a long way in reducing error and enhancing quality; inspiring more effective teamwork; promoting job involvement; increasing employee motivation; creating a problem-solving capability; building an attitude of “problem prevention”; improving company communications; developing harmonious manager-worker relationships; promoting personal and leadership development besides developing a greater safety awareness

**V.3.3 IMPROVING QWL AT EMPLOYEE LEVEL**

(i) **Career Development & Growth**: The purpose of career planning as part of a faculty development program is not only to help faculty feel like their employers are investing in them, but also help faculty manage many aspects of their lives and deal with the fact that there is a clear promotion track. Employers can no longer promise job security, but they can help people maintain the skills they need to remain viable in the job market.

(ii) **Emotional Superior Support**: A supportive senior faculty may help boost a junior faculty’s energy level by discussing problems, reinforce the faculty’s positive self-image by giving feedback, and reduce stress by showing understanding for the faculty’s family life. Such emotional resources may help boost faculty’s work outcomes. Senior faculty support should not be aimed primarily at combining work and family tasks. Instead, it should help junior faculty function better at work and find a work life fit

(iii) **Flexible Work Arrangement**: There should be flexibility in the work schedules of the faculty. Alternative work schedules for the faculty can be flexi-time, staggered hours, compressed work week. Flexi-time is a system of flexible working hours, staggered hours
schedule means that different groups of faculty begin and end work at different intervals. Compressed work week involves longer hours of work per day for lesser days per week. Flexible work arrangements (flexi-time and telecommuting) are thought to contribute to job motivation and dedication. They also enable the faculty to use time more efficiently by scheduling activities in a way that suits his or her situation best. Telecommuting actually saves the faculty time, as it saves time commuting that cannot be used for work or family activities. Flexible work arrangements should be used cautiously else there could be work-family conflict.

**(iv) Motivation:** The general perception is that faculty leave the institution for higher pay. This hypothesis, though intuitively quite appealing, is often not sufficient in describing the entire picture with regard to attrition. The Hawthorne studies in the 19th century have already proved that money is not the only motivator whereas other environmental factors also play a significant role for faculty motivation and performance. B-Schools must recognize that individuals have unique motives for working and quite often it is complex to know what motivates faculty. There must be a focus on all aspects of working life that might conceivably be relevant to faculty satisfaction and motivation.

**(v) Rewards, Benefits and Compensation:** Personal needs are satisfied when rewards from the B-School such as compensation, promotion, recognition and development meet their expectations. Besides rewards and benefits the level of support created by the compensation structure is also an indication of the work-life quality in organizations. Some B-Schools try to emphasize a team environment, but continue to reward faculty for individual achievement. These inconsistencies can cause frustration and cynicism. It is especially difficult when faculty are not seeing significant pay raises, yet B-Schools heads are richly rewarded. The entire B-School must buy into the culture of faculty development.
(vi) **Stepping Out**: B-Schools must make it a point to do something bold and different every day: They must step out of comfort zone and leave the routine.

(vii) **Continuous Learning**: B-Schools must foster new and continuous learning: New topics in different functional areas must be explored and researched.

(viii) **Happiness Factor**: B-Schools must recognize this just as countries around the world do. It could be publishing, presenting papers, organizing events, doing R&D or consultancy or just reviewing projects.

(ix) **Stress Management**: B-Schools must alleviate broken thoughts. Faculty should be trained not to stress about obstacles and failures.

(x) **Suggestion Schemes**: Faculty suggestion scheme promote creativity. It provides opportunity to give suggestions in improving organisational effectiveness. It improves the individual’s potential as well as motivates them to be more committed. The management must always extend its hands of cooperation by accepting and implementing the cost-effective and productive suggestions from the faculty.
V.4 CONCLUSION

It was found that promotion prospects, relations with peers, benefits, superiors, job security, and resources adequacy had a positive impact on faculty’s perceived satisfaction with extrinsic job factors. Job content and clarity, developing human capacities, social relevance of work, autonomy and control, recognition and progress and development had a positive impact on faculty’s perceived satisfaction with intrinsic job factors.

Structure and leadership, equity and fairness, communication, participative management, consideration, warmth and support and initiative and motivation to achieve had a positive impact on faculty’s perceived satisfaction with workplace environment factors. Satisfaction with extrinsic job factors, intrinsic job factors and workplace environment factors had a positive impact on faculty’s perceived satisfaction with quality of work life.

The research assessed the perception of B-school faculty about their quality of work life. It helped in studying the impact of Promotion prospects, Relations with Peers, Benefits, Superiors, Job security, Resources adequacy on faculty’s perceived satisfaction with extrinsic job factors.

It also helped in studying the impact of Job Content and Clarity, Opportunity to use and develop human capacities, Social relevance of work life, Autonomy and Control, Recognition, Progress and development on faculty’s perceived satisfaction with intrinsic job factors.

The impact of Structure and Leadership, Equity and fairness, Communication, Participative Management, Consideration, warmth and support, Initiative and Motivation to achieve on faculty’s perceived satisfaction with workplace environment factors was studied. The model helped in understanding the causal relations between satisfaction with extrinsic job factors, intrinsic job factors and workplace environment factors and perceived satisfaction
with quality of work life. Last but not the least, this research has aided in suggesting measures to improve the quality of work life of faculty serving in B-Schools.

Broadly, improvements in Quality of Work Life could stem from fostering Quality of Life, management of Work-life Balance, enhancing satisfaction and enjoyment at work, maintenance and improvement of working conditions, improved motivation in faculty and provision of better Management support.