

## EXECUTIVE SUMMARY

The concept of Quality of Work Life (QWL) has emerged as an important determinant of a model employment. Wages and salaries do not indicate how good the employer is. It is the total Quality of Work Life, wages and salaries include that is taken into account while rating employment conditions. Effective management therefore, is also about ensuring better quality of work life to the working class. The emphasis has to be on how good are the total living conditions of the working class rather than only the work climate provided in the industrial unit. Worker does not lead on the job work life only. In fact the off the job life is also equally important. Sometimes, maybe it is more important because a worker spends more time off the job than on the job. Obviously, the quality of work will always have to be a function of both whether the managements like it or not. In order to ensure high quality performance, the managements need to provide a high quality of work life.

The below given dimensions of Quality of Work Life are considered for the present study. They are 1. Work Environment, 2. Organization Culture and Climate, 3. Relation and Cooperation, 4. Training and Development, 5. Compensation and Rewards, 6. Facilities, 7. Job Satisfaction and Job Security, 8. Autonomy at Work, and 9. Adequacy of Resources.

In this connection Quality of work life practices are considered as useful in promoting positive workplace behaviour and attitudes. Thus perceived positive quality of work life experience in the private engineering college employees, both teaching and non-teaching staff may affect the outcomes at work place. So the understanding the perceived QWL among teaching and non-teaching staff may serve in providing new insights and inputs which will be useful for decision support in policy initiatives of these higher educational institutions.

The study of the Quality of work life would essentially serve the following important objectives:

1. To examine the concept of quality of work life, to review the literature, and to study the importance, determinants, and dimensions of Quality of Work Life.

2. To identify different parameters of quality of work life that significantly impact the employees working in select private engineering colleges and their respective contribution.
3. To throw light on the perceptions of the teaching and non-teaching respondents considered for the study.
4. To offer suitable suggestions for improving the quality of work life among teaching and non-teaching staff associated with the select private engineering colleges of the study.

The hypotheses developed for the current study are presented below.

- H<sub>1</sub>: There will be significant perceptual variance with regard to the nine dimensions of Quality of Work Life among the teaching staff respondents according to their demographic features.
- H<sub>2</sub>: There will be significant perceptual variance with regard to the nine dimensions of Quality of Work Life among the non-teaching staff respondents according to their demographics.
- H<sub>3</sub>: There will be significant difference between teaching and non-teaching staff with regard to their perceptions on the nine dimensions Quality of Work Life at their engineering colleges.
- H<sub>4</sub>: There will be significant variance in the overall Quality of Work Life perceptions between teaching staff and non-teaching staff of the select private engineering colleges.

In Methodology of the Study both primary and secondary source of data have been used for this study: The researcher has chosen survey based descriptive research design in view of nature of the present study. The study confines to 6 private engineering colleges situated in Srikakulam district of Andhra Pradesh State. From the total staff working in these colleges, i.e 837 faculty members, and 465 non-teaching staff, a random sample of 209 faculty members, and 117 non-teaching staff were chosen for the study. So the teaching staff comprises 25% of the total faculty population, and non-teaching staff comprises 25% of the total non-teaching staff population in these colleges. The total sample (both teaching and non-teaching respondents) comprises 25% of the total staff working in these 6 colleges. The

questionnaires was distributed to the respondents separately to teaching staff and non-teaching staff by personal visits to all these six campuses and collected.

The data was tabulated and neatly presented. Simple percentages were calculated for item-wise analysis of each item in all the 9 dimensions of QWL questionnaire. Descriptive statistics were calculated for understanding the mean and standard deviation of perceptions of teaching and non-teaching on various dimensions as well as for composite QWL. For knowing the significant differences in perceptions among various groups on various dimensions of QWL, independent samples t-test, and One-way ANOVA was conducted. To study the association between demographics of respondents and QWL, Chi-square test was conducted. For hypothesis testing process, significance level ( $\alpha$ ) at  $p < 0.05$  level was considered as statistically significant.

This study has been presented in 6 chapters. The first Chapter 'Introduction' deals with QWL concept, need for the study, objectives, methodology and dimensions used in the study. The second Chapter deals with literature review on QWL. The third Chapter deals with Theoretical considerations. Fourth Chapter deals with profile of the organizations selected for the study. Fifth chapter contains a brief profile of the respondents, data analysis results, and their interpretation. Sixth Chapter deals with Summary, conclusions, and recommendations.

Based on the results it can be safely concluded that, although majority of the teaching and non-teaching respondents have expressed their satisfaction on various aspects in the 9 dimensions of Quality of Work Life, still their dissatisfaction on various aspects of QWL is found substantial, which requires to be mitigated. The results indicate that demographic characteristics of the faculty-respondents, non-teaching staff respondents separately and the demographic features of the total respondents together are found associated with the overall Quality of Work Life at their institutions.

The results indicate that the some of the demographic features of faculty respondents, some of the demographic features of non-teaching respondents, and some demographic characteristics off the total respondents are associated with their

overall Quality of Work Life; which once again reiterated the role of demographics in shaping QWL perceptions in the study subjects.

The overall QWL perceptions of the non-teaching respondents are lower in comparison with that of QWL perceptions of the faculty respondents, which also reflect an imbalance in QWL in these two important parts of human resources associated with these institutions. Thus it requires attention from the managements to equalize QWL perceptions in both these segments. Fair policies, fairness in their implementation, and trustworthiness in decision executives in superior positions will help improve QWL here.

The study shares the limitations characteristic of a cross-sectional study. The research results presented in the report reflect the experience based feelings and opinions of the study participants only. The responses of the respondents might also be subject to influences of extraneous factors like their mood, or future relation with their employer or other perceptual biases. Besides that, the study sample confines to and taken from only 6 private engineering colleges situated in Srikakulam district of Andhra Pradesh State, as such the generalizability of the results may not be possible, which is also a limitation.

Though some studies have been conducted on Quality of Work Life, still, there is some scope for further research. Research studies on various segments of activities like steel, coal, Paper, fertilizers, etc. deserve a special study. In addition, a comparative study of quality of work life of employees in different industries also needs further attention. Quality of work life of employees in educational institutions, a comparative study of various institutions require another study for improving the conditions of the Teaching employees and Non-teaching employees in different organizations. Quality of work life of employees in service sector, especially, hotels and restaurants, tourism and transportation also need to be focused.

**QUALITY OF WORK LIFE OF EMPLOYEES IN PRIVATE  
ENGINEERING COLLEGES-A STUDY IN SRIKAKULAM DIST.**

**FINAL REPORT OF THE  
MINOR RESEARCH PROJECT**

**SUBMITTED TO  
UNIVERSITY GRANTS COMMISSION, NEW DELHI**



*By*

**Dr. B. BALARAM, M.Com.,M.B.A.,Ph.D  
PRINCIPAL INVESTIGATOR & ASSOCIATE PROFESSOR**

**Dept. of Management Studies  
Aditya Institute of Technology and Management (AITAM),  
Tekkali- 532201, Srikakulam Dist., A.P  
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## PREFACE

Quality of Work Life in essence signifies the extent of overall perceived favorable situation in employees about their workplace. It encompasses employees perceptions on various elements of their job, workplace, and people management practices of the organization and the consequent overall realistic feelings in the people based on their evaluations thereof. Quality of Work Life is advantageous to organizations along with the growth and well being of employees. Positive perceptions on quality of work life instill confidence in employees and are linked with and permeate into various positive workplace outcomes like positive employee behavior and attitudes, quality in job performance, productivity, and thereby contribute towards organizational advancement. From a conceptual stage; Quality of Work Life has now evolved into an approach and philosophy in people management of various organizations. In this context, the present study is an attempt to reiterate the importance of employee quality of work life in general, and the study private engineering colleges in specific.

This study has covered six engineering colleges in Srikakulam District of Andhra Pradesh. It helped in interacting with all the institutional heads and experts associated with different colleges. It is the profound duty to acknowledge all those who helped me at various stages of the study. As the list is very long, some of their names and the institutions only are mentioned.

At the outset, I express my gratitude to the University Grants Commission, New Delhi for providing financial assistance to undertake this project. The Chairman, Secretary, officials and all other people at the UGC are gratefully acknowledged for their cooperation. Andhra University, my alma meter extended its full Support and encouragement. I express my gratitude to **Prof.R.Satyaraju** , Professor Emeritus , DCMS, Visakhapatnam and Former Principal, College of Arts & Commerce, Andhra University, Visakhapatnam and **M. Narayana Gupta** for their cooperation.

I express my sincere thanks to the management of Aditya Institute of Technology and Management (AITAM) **Prof.V.V.Nageswar Rao**, Director, **Dr.K.B.Madhu Sahu**, Principal, **Dr.D.Vishnu.Murthy**, Dean(A&P), **Dr. A.S.Srinivasa Rao**, Dean(Academics) , **Dr. N.Haribabu**, Dean(R&D) and **Sri. P.T.Raju**, **Sri.Bhaskar Babu** and other staff members of our college, who encouraged me for completion of my research work.

Last,but not least, I am beholden to my parents **Sri Dalaiah** and **Smt. Vasudevi** for the love and affection bestowed on me. I remain thankful to my wife **Smt. Lokeswari** and sons **Chy. Siddardha** and **Chy. Jaswanth** and all other affectionate members of our family who extended all cooperation for enabling me to pursue my research work.

Place: Tekkali,

Date:

**(B. BALARAM)**

**Principal Investigator,  
UGC–Minor Research Project.**

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## INTRODUCTION

The concept of Quality of Work Life (QWL) has emerged as an important determinant of a model employment. Wages and salaries do not indicate how good the employer is. It is the total Quality of Work Life, wages and salaries include that is taken into account while rating employment conditions. Effective management therefore, is also about ensuring better quality of work life to the working class. The emphasis has to be on how good are the total living conditions of the working class rather than only the work climate provided in the industrial unit. Worker does not lead on the job work life only. In fact the off the job life is also equally important. Sometimes, may be it is more important because a worker spends more time off the job than on the job. Obviously, the quality of work will always have to be a function of both whether the managements like it or not. In order to ensure high quality performance, the managements need to provide a high quality of work life. Naturally, as one of the fundamental principles of management has always been “looking after your men well”. It is not just the modern day management thinkers like Peter Drucker<sup>1</sup> who have been harping on this idea.

Man works not only to earn for his bread but to satisfy his social, esteem and other higher order needs explained by Maslow<sup>2</sup>. The meanings attached to work have been changing through developmental stages of human society. For a Greek, a perfect man is a noble man, who does not engage in labour, his leisure takes part in war and produces spiritual work<sup>3</sup>. The Romans played the same model. They despised most work activities and acquired slaves to perform them, thus keeping themselves available for the intellectual pursuits in life. The French noble men, before revolution considered any type of professional unworthy of their noble class<sup>4</sup>.

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<sup>1</sup> Drucker, P. (1964), *Managing of Results*, New York, Harper.

<sup>2</sup> Maslow, A. (1966), *The Psychology of Science*, Harper Row, New York.

<sup>3</sup> Jaspers Mishmi (1983), *Meaning of Work*, Osaka; Institute for group dynamics, Osaka university, referred in work culture in India context by J.B.P. sinha, New Delhi, sage publication.

<sup>4</sup> Levy Le Boyer, C. (1986), *A Psychologist's Analysis of The Work Values Crisis*. *International Review of applied psychology*, 35 (1): 53-62, referred in 'Work culture in Indian context' by J.B.P Sinha, New Delhi, Sage publications.

This negative connotation of work was based on the assumption that work meant physical activity, which is performed, for the mundane purposes of survival and existence. The meaning of work however was radically altered under the protestant ethic where salvation by faith was replaced by salvation through work<sup>5</sup>. The Calvinists religious demand for life time dedication and service was extended to the obligation for hard work which assumed the nature of one's calling. Ousset and Creuzet<sup>6</sup> preached that work is freedom. Man truly becomes free through his work and he is obliged to work because god has created him to be free. They added; work in the painful and glorious road that leads us to god. People work in order to ensure subsistence, to create something useful, to improve themselves and to be in harmony with the environment with all its beauty, grandeur and truth. Bible encourages man to work. It says if any man does not work, he should not eat<sup>7</sup>.

Usually the worker experiences the work organization as alienating. The politico-economic structure of the work organisation, the drive towards profit generation, the hierarchy of control, division of labour, the dehumanizing structure of the work processes, exploitative management practices and procedures, the manipulation of worker behaviour in organisations and other factors combine to form the basis of the worker experience of alienation. This experience, though largely psychological, is a result of a combination of factors, objective as well as subjective as given below:

- That work is external to the worker. It does not flow from his own creativity, from his own volition, from his own aspirations. The politico-economic structure of the work environment divests the worker of his power to control the modalities of his work life.
- Working is forced on the worker because of the urgent need for satisfying his various survival needs. Work itself is not the satisfaction of a need but merely a means.

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<sup>5</sup> Weber, M. (1930), *The Protestant Ethic and The Spirit of Capitalism*, London: Allen and unwin referred in 'work culture in Indian context' by J.B.P Sinha, New Delhi, sage publications.

<sup>6</sup> Ousset, J. and Creuzet, M. (1962), *Letrevail, Quebec; La cite Catholique*, referred by J.B.P Sinha, in *work culture in India Context*, New Delhi Sage publication

<sup>7</sup> The Holy Bible: The New Testament

- As a worker, he surrenders his freedom to the organisation and to impersonal market forces in return for wages. His condition amounts to wage slavery.
- The alienated worker, therefore, has no control over what work he has to do, what his work is going to produce and also over the structure and process enveloping his work life. He on the contrary, through his work creates power structures and process which in turn contributes restlessly to his own oppression and exploitation.

### **The Concept of Quality of Work Life:**

There are two ways of looking at what we mean by “Quality of Work Life”, one way is to equate QWL with a set of objective organizational conditions and practices (job enrichment, democratic supervision, employee involvement and safe working conditions). The other way is equating QWL with employees perceptions that they are safe, relatively well satisfied, and are able to grow and develop as human beings. This relates QWL to the degree to which the full range of human needs is met<sup>8</sup>.

In many cases these two views merge; a worker who likes his organisation and the way his job is structured well feels that his works fulfil his needs. In such cases, either approach will lead to a common determination of whether a good QWL exists. However, because of the differences among people and because of the fact that the second view is quite subjective- it allows, for example, that not everyone finds such things as democratic decision making and enriched jobs to be an important component of a good QWL.

Quality of work life<sup>9</sup> can be defined as the status of objective conditions/status of living of workers at the work place. It is a function between objective conditions of life and the subjective attitude. The condition in which the worker is exposed to the working place is work place environment. A fair quality

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<sup>8</sup> Herzberg, F. (1966), *Work and nature of man*, New York: World Publishing Co.

<sup>9</sup> Panda, N., Pal, A.K. and Saxena C.N.C. (2001), “Quality of life for socio-economic development”, ENVIS Monograph, No. 7. March., pp. 65 – 66

of work life can be defined for a worker as a condition in which he is able to meet his and his family members necessary requirements without stretching the means he has. The factors on which QWL depends are the following:

- Work Environment
- Organization culture and climate
- Relation and co-operation
- Training and development
- Compensation and rewards
- Facilities
- Job satisfaction and job security
- Autonomy of work
- Adequacy of resources
- And other related parameters.

By virtue of his power to think man occupies a unique status in the global eco system. Also man is the only species on the globe utilizing the resources with the objective of improving the quality of work life of the human being. In fact all human activities are aimed at the improvement of QWL though on the other side most of these activities disturb the environment. It is generally believed that the contribution of the human beings towards environmental degradation is highly significant compared to that from other species, which is considered to be negligible.

Socio-economic studies are required to ascertain the living condition of the people i.e. quality of work life. This quality of life is not just the flavour of the month. It is not going to go away. Achieving quality of work life will involve a lot of hard work, a lot of change, a lot of hard questioning, a lot of honest appraisal of the way things are currently done and an enormous amount of commitment. The quality of work life paradigm is a philosophy that generates an approach and set of practical down-to-earth management tools that must pervade the complete spectrum of organizational functions and training in particular if we are to survive as a competitive nation in the market of 21<sup>st</sup> century.

For more than two decades, a sizeable volume of literature has been developed on quality of work life (QWL). In India also, scholars as well as practitioners of human resource management and industrial relations have studied its various aspects and developed a few case studies. However, no comprehensive attempt has been made so far in India objectively to measure the quality of work life of employees associated with Engineering colleges and to develop a suitable theoretical frame for its assessment at micro level in the context of a less developed economy or to examine the determinants of QWL in that specific context. No attempt has also been made to identify the approaches that should be useful at the micro-level for improvement of QWL in employees of engineering colleges.

The term Quality of work life encompasses a wide range of issues and areas such as humanization of work, industrial democracy, workplace participation, work improvement programmes, socio-economic condition, environment and pollution and social security. Quality of work life varies with place, time, and availability of resources, educational status and aspirations of the society.

As the theories and concepts in human resources management can't be divorced from the socio-economic reality of the environment, each country could examine the relevance of the alternative concepts of the quality of work life in its own context. On examining the literature on the Quality of work life, we find a narrow concept of quality of work life (QWL) existing side by side with a broader concept. The narrow concept confines Quality of work life mainly to improvements in housing, education, employment and working conditions and job enrichment or satisfaction. The broader concept of quality of work life seeks improvement in all spheres of life activity e.g. safe and healthy working condition, immediate opportunity to use and develop human capacities, social integration in the work organization, socio-economic integration to work, balanced role of work in the total life space and social relevance of life.

In a developing economy like India, it is the broader concept of quality of work life that is relevant. In an industrializing country, the inflationary pressure of

development tends to outpace the growth of money-income that also remains inadequate for vast majority of employees receive less than what is adequate for decent standard of living. Thus quality of work life has to depend on adequacy of the compensation for work and the environment of work and safety in the work place in addition to other factors.

All these programmes related with improvement in quality of work life in engineering colleges involve a wide variety of secondary objectives with the hope that end results bring about QWL in their organizations. There can be no argument that all workers have the right to dignity on the job, a decent environment in which to work and reasonable compensation perhaps for efforts. A quality of work life programme is a vehicle that is supposed to give the employee a right in determination about the conditions of employment.

Such programme, being directed towards the human development of the employees, elevating human dignity and self-fulfillment, require mutual cooperative effort on the part of management and employees. For quality of work life programme to work properly, it must be perceived as being of benefit to both sides – employee and management. A quality of work life needs to be structured to meet all the goals of such a programme and not only the desire of the institution to increase productivity and bring down costs. Both sides must be sincere or else the programme will rightfully be regarded as yet another management fad. To check against institute misuse of the programme, many employee have insisted that they be integrally involved in many aspects of such systems from the moment they are suggested, through all phases of their implementation. This co-equal or partnership status is regarded as a necessary element to ensure that neither side can take advantage of the other.

One of the major problems facing the developing and the developed world is the quality of working life of a vast majority of employees engaged in productive pursuits. This issue is not just one of achieving greater human satisfaction but it also aims at improving productivity, adaptability and overall effectiveness of organizations. The quality of the work life movement in a broader

sense to aim to achieve integration among the technological, human, organizational and societal demands which are often contradictory and conflicting.

Quality of work life is not based on any particular theory. Nor does it advocate a certain technique for application. Rather, QWL is more concerned with the overall climate of work and the impact that work has on the people as well as on the organizational effectiveness. Direct participation of employees in problem solving and decision making, particularly in areas related to their work is considered as a necessary condition for providing greater autonomy and opportunity for self-direction and self-control to workers. The ultimate objective is upgrading the QWL. The recognized purpose is to change the climate at work so that the human technological – organisational interface leads to a better QWL and eventually to an improved QWL in community and society.

Although physical and technical conditions of work and their effects on individuals and on productivity have been a subject matter of research for the past few decades, it is only recently that socio-cultural environment of people have received systematic attention. A growing body of knowledge has made it possible to draw certain broad conclusions with regard to the meaning of work to an individual and the relationship between work life and other aspects of life.

Work plays a central role in the life of most people engaged in productive activities. Jerome M. Rosow<sup>10</sup> with the long experience in government and business has summed up the centrality of work in the following statements. Work is at the core of life. Consider the deeper meaning of work to the individual and the life values; work means a good provider, it means autonomy, it pays off in success, and it establishes self respect or self worth.

With in this frame work, the person who openly confesses active job dissatisfaction is virtually admitting failure as a man, a failure in fulfilling his moral role in society. Since work resides at the very core of life values, self esteem colours the response to job satisfaction attitude surveys. A negative answer

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<sup>10</sup> Rosow, J.M. (1981), Quality of Work Life issued for the 1980s. training & Development journal, 35, pp.33 – 52

may negate the life style and the very ego of the individual. It may well involve a painful, if not impossible, denial of basic goods in life. It is tantamount to an admission of an inability to achieve and perform an economic, useful and productive role in the society, the family, the church and the community.

Commenting on the impact of routine work on individuals and its subsequent dysfunctional manifestations, George Strauss<sup>11</sup> sums up the research finding as “There is overwhelming evidence that many (but not all) workers react negatively to work that is routine and without challenge. A whole series of studies from mass production industry shows, for example, that dissatisfaction appears directly related to short job cycles, lack of autonomy and control over work place, and jobs, which require attention but not challenge. Such factors also relate to absenteeism, turnover, strikes and even poor mental health.”

“Challenges in bureaucratic jobs inhibit the normal development of human personality, thus leading to poor mental health, apathy, and even the delusion that one prefers highly structured work. Workers suffering from such conditions attempt to redirect their limited energies to activities off the job, to social life of the job, or to sheer fantasy-but never with great success and always with considerable emotional cost.”

One great significance in Strauss’ observation is that “whole cultures tamely adjust to job opportunities which call for little challenge and so change “personality”. Although such adjustment may be unhealthy, it can be stable and not leading to revolt unless the underlying conditions change.” Responses of such culture with changed personality to challenges in other aspects of life are likely to be one of inaction, apathy and withdrawal, rather than of positive action, commitment and involvement.

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<sup>11</sup> Strauss, G. (1976), “Worker Attitude and Adjustments” in Rosow, J. (ed.) *The workers and the job*. N.J.: Prentice hall.

In “the institution of work”<sup>12</sup>, the workplace for most people in organized sector of human activities is confluence of organization’s objectives, values and practices; the individual’s attitudes, potentials and aspirations; and the larger objectives of the society and the demands that the society places on them. There are multiple inter-linkages among the work system, the organization, the individual and the society at large. It is necessary to look into the institution of work and examine the nature of inter linkages between work and some aspects of socio-cultural and psychological milieu. It is further added that in the recent years, a growing interest among concerned professionals in bringing about improvement in QWL in organizational sectors is indicative of their efforts to exercise the choice in a deliberate and planned manner to design new work systems which alone can meet the aspirations of the people in the given socio-cultural context. Work system changes have wider implications for society as a whole because improvement of QWL in any society presupposes enhancement of QWL.

In the late 1800, when our present factory system was developing, the work force was composed primarily of immigrants who would accept any sort of job just to survive. In those days, a dehumanizing and dissatisfying job was frequently compensated for by a family structure in which the worker was dominant and respected. That situation does not exist today. Education in school systems emphasize personal recognition, fairness to others, and self-realization. Today’s employees’ rebel against any work methods they see as destructive to their health and self-respect.

This growing alienation with work is expressed in rising turnover rates, absenteeism, strikes, company theft, and even sabotage. Sadly, it is also expressed in personal terms- increasing drug addiction, alcoholism, and feeling of frustration and helplessness.

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<sup>12</sup> “The Institution of Work – Quality of Working Life” (1999), Organizational Design, Development & Change, MS-10. Indira Gandhi National Open University (IGNOU) course material, pp. 29 – 30.

In today's result oriented and aggressive corporate climate, the stress and strains have become all too visible and even disturbing. While management has been constantly accused of controlling, not managing its business, workers and other employees on the other hand, have been seen as instruments that are controlled, not guided by the vested interests that be. Trade unions have degenerated into mere bargaining counters and modern management pays only lip service to workers' welfare and career development. In India such negative aspects are, at times in many places, quiet appalling.

The concept of QWL aims at the better understanding of employees, their needs and hopes by the organization. It also seeks to generate awareness among employees of their role as a resource of the organization for attainment of its goals and objectives, thus minimizing the areas of conflict between the two and promoting the integrated approach. While the subordinate needs to be encouraged to identify his strengths and weaknesses and also the nature of support he expects from the organization, the boss must take genuine interest in his development, advising him when needed, and provide him with opportunities for training while facilitating frequent interaction with those who can guide him. It is like mentoring.

The democratic industrial societies are all showing a deep interest in quality of work life (QWL). Although each of these countries approaches QWL from a different historical starting point there appears to be consensus on what it is that a job should provide: fair pay, reasonable hours, due process, a safe workplace, interesting work and opportunities to exercise power of competence.

Importance of QWL refers to ensuring basic infrastructure support leading to self-fulfillment and to creative partnership in the use of a nations productive forces and its human potential. Though it is sound self interest to pursue QWL, the concept of responsibility for QWL has still not taken root within the country. People are likely to have different views about why QWL is essential for their development. The first task, therefore, is to develop a consensus about the areas of QWL and their level.

More than half of the families cannot afford even the cheaper houses now being built. Apart from keeping down costs and rents, the key factors are supply of minimal essential services such as drainage, energy, health care, education, proximity to workplace, and other social facilities. One way to achieve QWL is to let the economy of the country grow at a fast pace and industrialize so that the people will increasingly be in a position to help them. Any attempt on the part of the state agency or individual to launch a new program aimed at improving the QWL, especially of the erstwhile disadvantaged section is likely to be resented by those in positions of advantage. Studies indicate that Government program for the developments of poorest of the poor have simply been efforts from above which failed to reach the lowest rungs of the society. The disadvantaged class succeeds only in areas and industries where specific skills possessed by the disadvantaged prove useful, while the advantaged refrain from joining the occupations such as leather industry, shoe making industry, etc<sup>13</sup>.

The most effective way of achieving rapid and politically sustainable improvements in the quality of work life for the worker is the pursuit of a pattern of growth that ensures productive use of the workers most abundant asset-labour and to provide him/her opportunity and widespread provisions of basic social service, especially primary education, primary health care, and family planning which improve the capacity of poor to take advantage of these opportunities. Adequate provision for the social sector would allow a rapid reduction in child mortality and an increase in the primary school enrolment<sup>14</sup>.

The present study is a hitherto un-attempted venture in measuring the quality of work life of employee working in private engineering colleges and tries to determine the parameters, which have an impact on QWL with a view to identify ways of improving Quality of work life to enhance productivity.

Factors such as slumping productivity, loss of jobs, and loss of competitive market share in global economic competition are major reasons why we are

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<sup>13</sup> Panda, N., Pal, A.K. and Saxena N.C., op cit

<sup>14</sup> World Bank Development Report, 1998 – 99, pp. 234 – 241

willing to experiment with QWL. In one sense this is fortuitous, for the value system of nations have changed drastically over the past decade. While some would say that these changes have had a negative impact on nations' business, the fact remains that the value system has changed. The old approach to managing people may no longer be appropriate response to economic or social reality. The willingness of the managers to experiment with new approaches to managing people is healthy. To the extent that the newer approaches do enhance QWL, everybody wins.

Quality of work life is a catch-all term for a variety of programme generally designed to improve communication and involve workers in work related decisions which lead to improvement in workers job satisfaction, improvement in production, productivity and reduction in cost. Every industry is introducing programmes aimed at utilizing a very vital resource i.e. human resource for improving the quality of life, which will in turn help to solve the production problem.

For the overall development of workers, only good wages and service conditions are not adequate. Equally important is the environment in which they work. This mostly relates to physical environment such as heating and air conditioners, lighting and safety and general aesthetic atmosphere in the organization. Quality of work life is focused generally on these aspects and also on other motivational factors such as flexibility in working hours, autonomy and discretion in the performance of jobs and the very nature of the work etc. Very little systematic work has been done in the areas of QWL.

It implies that when QWL issues are not frontally addressed, it does not require extraordinary understanding to predict exacerbated social tensions, violence and severe problems of law and order. A large part of prevailing turbulence, social tensions and violence can be attributed directly to inadequate attention to the QWL of the employee.

### **Need for the Study:**

Technological advancement is showing enormous impact on the modern civilization and it has changed the pace and face of the economies of the world. At this juncture, engineering colleges are playing pivotal role in producing highly talented human capital, which is inevitably a factor in making the economy vibrant. In this context, faculty members constitute an important element in the teaching –learning process and delivery of outcomes. Quality teaching learning systems and processes as well as quality faculty are inevitable in transmission of knowledge and skills to the students. Besides that, the non-teaching staff will assume significant role in maintaining the working environment run smoothly. So, the quality of work life of teaching and non-teaching staff perceived at their engineering colleges will exert influence on their motivation, morale, commitment and job satisfaction; which in turn show impact on the outcomes at the work place.

Further, modern organisations are trying to reinvent their cultures with high emphasis on positive workplace behaviours and attitudes in their employees. In this connection Quality of work life practices are considered as useful in promoting positive workplace behaviour and attitudes. Thus perceived positive quality of work life experience in the private engineering college employees, both teaching and non-teaching staff may affect the outcomes at work place. So the understanding the perceived QWL among teaching and non-teaching staff may serve in providing new insights and inputs which will be useful for decision support in policy initiatives of these higher educational institutions.

More so, it is understood that, so far as private engineering colleges are concerned , studies on QWL has not been conducted, especially in srikakulam district no such study was undertaken. Thus, with a motive to improve the quality outcomes in engineering colleges, the present study on Quality of work life among the private engineering college employees been undertaken. The study results may provide important inputs to the managements of the select engineering colleges in specific, to other private engineering colleges in general for an understanding of the perceived QWL prevailing in these higher educational institutions. With this ulterior motive in mind, the current study in undertaken.

### **Objectives of the Study:**

The study of the Quality of work life would essentially serve the following important objectives:

1. To examine the concept of quality of work life, to review the literature, and to study the importance, determinants, and dimensions of Quality of Work Life.
2. To identify different parameters of quality of work life that significantly impact the employees working in select private engineering colleges and their respective contribution.
3. To throw light on the perceptions of the teaching and non-teaching respondents considered for the study.
4. To offer suitable suggestions for improving the quality of work life among the teaching and non-teaching staff associated with private engineering colleges for the study.

### **Hypotheses of the study:**

It is identified that, in some of the research studies reviewed for the purpose of the current study revealed a significant perceptual variance on QWL practices among different groups of respondents according to their personal, social, occupational, educational and economic factors. Therefore, based on the findings identified in the previous literature and research, the researcher has developed some testable hypotheses for the present study. Work Environment, Organization culture and climate, Relation and co-operation, Training and development, Compensation and rewards, Facilities, Job satisfaction and job security, Autonomy of work and Adequacy of resources are the nine dimensions considered to understand perceived Quality of Work Life in the respondents.

The hypotheses developed for the current study are presented below.

**H<sub>1</sub>:** There will be significant perceptual variance with regard to the nine dimensions of Quality of Work Life among the teaching staff respondents according to their demographic features.

**H<sub>2</sub>:** There will be significant perceptual variance with regard to the nine dimensions of Quality of Work Life among the non-teaching staff respondents according to their demographics.

**H<sub>3</sub>:** There will be significant difference between teaching and non-teaching staff with regard to their perceptions on the nine dimensions Quality of Work Life at their engineering colleges.

**H<sub>4</sub>:** There will be significant variance in the overall Quality of Work Life perceptions between teaching staff and non-teaching staff of the select private engineering colleges.

### **Methodology of the Study:**

Keeping the objectives of the study in mind, the following methodology has been adopted for conducting the present study. Both primary and secondary source of data have been used for this study:

**Secondary Data** has been collected from administrative records and college websites. This data has been largely used in providing the background and profile of the selected engineering colleges. Various journals were referred for the purpose of literature review.

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

### **Questionnaire Design:**

Before starting the investigation we have to decide what we wanted to measure and thereby to design an instrument that would help us to accomplish our goals. As our goals were clear, we started from the theory and findings already available in this field, though both were limited. Past research was invariably consulted for useful measures, and many new items and scales were developed as well careful attention was given in the order of topics and questions, question format, the vocabulary used, avoiding biased or emotionally loaded wording, maximizing clarity, and ensuring both completeness and conciseness.

The past research and available literature were consulted and the parameters of QWL identified. These parameters were then incorporated as domains of QWL. In order to further supplement these, domains experts were consulted through a mailed response to give their views on the indicators identified as well as to add or delete any items which deemed fit. After the experts had checked over the items and given their views, the final questionnaire was designed taking into account the common agreed upon indicators. Some items were taken from past research, and many were constructed specially for the present study. After getting responses from the identified experts, a comprehensive list of parameters were framed and again discussed at local levels and the final shape of the list of parameters was then prepared. The decision was also made to use face to face interviews as the method of collecting the data, in order to allow the respondents considerable freedom in expressing themselves and to ensure a relatively high response rate. The resulting questionnaire included about 94 questions on QWL.

The questionnaire has both open ended questions to get general reactions to a topic and close ended ones to get specific answers that could be compared from one respondent to another. The researcher met the respondents on regular working time of the employees' i.e. teaching and non-teaching staff of the select private engineering colleges. The questionnaire consists of two parts. The first part contains 14 items to elicit demographical data of the respondents. The second part of the questionnaire contains 94 questions to tap respondents' perceptions with regard to Quality of Work Life in their respective engineering colleges.

Two sets of questionnaires were designed separately for Teaching staff and Non-Teaching staff. The form of the question may be either closed (i.e., of the type 'HS' / 'S' / 'N' / 'DS' / 'HDS' ) . At the end of the questionnaire few relevant open ended questions are provided for inviting free response. Closed questions included in this research are e.g. Satisfaction about education facility.

<b>HS</b>	<b>S</b>	<b>N</b>	<b>NS</b>	<b>HDS</b>
Note: HS – Highly satisfied; S – Satisfied; N – Neutral; DS – Dissatisfied; HDS – Highly Dissatisfied.				
Please put [✓] in appropriate box				

In this questionnaire the ambiguity has been eliminated in framing the questions, Simple words are used which are familiar to all the respondents to get meaningful and reliable response to a large extent from the respondents. For the convenience of the employees, the questionnaire was translated into Hindi, Odiya as well as Telugu as it was felt that some of the non-teaching staff might be not able to understand English.

### **Data Analysis:**

Data Analysis was conducted at two levels. At first, descriptive statistics are provided on the demographic features of the study respondents i.e for teaching staff and non-teaching staff considered for the sample. Descriptive statistics (mean, percentage, frequency, standard deviation) on the Quality of Work Life variables are also presented in the tables. With regard to inferential statistics, Student independent samples **t**-test was conducted to identify the significance of variance in the mean perception of respondents in two groups. One-way ANOVA test was conducted to verify significant variance in the mean perception of respondents in more than two i.e three or four groups. Besides that, percentage analysis was also done to study the perceptions of the teaching and non-teaching staff with regard to each item in all the nine dimensions of the QWL questionnaire. For **t**-test and **F** –test, the significance level ( $\alpha$ ) was considered at 0.5 level. Data was loaded in SPSS 20.0 version and the data analysis results are conveniently tabulated, neatly presented and interpreted for developing insights.

### **Sample Selection:**

The next major phase in survey is selection of respondents. All surveys are aimed at reaching some reasonable conclusions about a population of respondents. There are 10 private engineering colleges were established in the north coastal district of Srikakulam in Andhra Pradesh state. Till now no government engineering college was established in this district. Out of these 10 private engineering colleges, at the time of survey two colleges were closed. And two more colleges were on the verge of closure. So the researcher (as shown in Table: 1.1) has conducted survey in the remaining engineering colleges. A sum total of 837 faculty members and 458 non-teaching staff are working in these colleges as on December 2017 and this constitutes the population (Universe-1302) for the

study. Using simple random sampling the researcher has carefully chosen the respondents to have a representative sample from the universe. Since the researcher wants to compare and contrast the perceptual divergence in teaching and non-teaching staff with respect to the overall QWL and the nine dimensions constituting QWL; sample representing both the teaching and non-teaching staff was considered. Accordingly a sample comprising of 209 faculty respondents and 117 non-teaching respondents were chosen for the study. Thus the total sample comprises of 326 respondents constituting 25 per cent of the universe. In the same line, sample for faculty respondents constituting 25 per cent of the total faculty strength, and sample for non-teaching staff also constituting 25 per cent of the total non-teaching staff strength was chosen.

Table 1.1: College wise strength and sample of teaching and non-teaching staff

Sl. No	Name of the engineering college	Teaching		Non-Teaching	
		Total	Sample	Total	Sample
1	Aditya Institute of Technology And Management (AITAM)	262	65	122	30
2	GMR Institute of Technology (GMRIT)	253	63	107	27
3	Sarada Institute of Science, Technology And Management (SISTAM)	76	19	69	17
4	Sri Sivani College of Engineering (SSCE)	120	30	74	19
5	Sri Sivani College of Information Technology (SSIT)	36	9	23	6
6	Sri Venkateswara College of Engineering and Technology (SVCET)	90	23	70	18
	Total	837	209	465	117

Finally the following parameters are considered for measurement of Quality of Work Life.

### **Dimensions of QWL**

For the current research, based on the literature review and brainstorming with academicians nine important components were identified. They are Work environment, Organization culture and climate, Relation and co-operation, Training and development, Compensation and Rewards, Facilities, Job satisfaction and Job security, Autonomy of work and Adequacy of resources.

**Work Environment:**

Work environment is a place in which one works. It is a social and professional environment in which employees are supposed to interact with a number of people, and have to work with co-ordination in one or the other way. Safe and healthy working conditions ensure good health, continuity of services, decreased bad labour management relations. A healthy worker registers a high productivity. Employees are cheerful, confident and may prove an invaluable asset to the organization if the working environment is good. It consists of safe physical and mental working situations and determining reasonable working hours. The Work environment dimension of QWL consists of six questions.

**Organization Culture and Climate:**

Organization culture is a set of properties and organization climate is a collective behaviour of people that are part of an organization values, vision, norms etc. Promotion opportunities, promotion and reward evaluation criteria used are both under the direct control of an organization and subject to the organization's policies. The Organization Culture and Climate dimension of QWL comprises of ten questions.

**Relation and Co-Operation:**

Relation and cooperation is a communication between management and employees, concerning workplace decision, conflicts and problem resolving. Work and career are typically pursued within the framework of social organization and the nature of personal relationships becomes an important dimension of Quality of Work Life. Acceptance of the workers is based on skills, work related traits, abilities and potential without considering the race, sex, physical appearance, etc. Relation and cooperation dimension of QWL comprises 14 questions.

**Training and Development:**

Training and development is an organizational activity aimed at bettering the performance of individual and groups. QWL is ensured by the opportunities provided by the job for the development of the employees and encouragement given by the management to perform the job, having good conditions to increase

personal empowerment and skills. Training and development dimension of QWL has four questions.

### **Compensation and Rewards:**

Compensation and rewards are motivational factors. The best performer is given the rewards, and this builds the competitions among the employees to work hard and to achieve both organizational and individual goals. The economic interests of employees drive them to work and employee satisfaction dependent to some extent on the compensation offered. Pay should be fixed on the basis of the work done, individual skills, responsibilities undertaken, performance and accomplishments. We have framed 12 questions for Compensation and rewards dimension of QWL.

### **Facilities:**

Facilities play major role in actualization of the goals and objectives by satisfying both the physical and emotional needs of the employees. Facilities include food service, transportation, security, etc. Many employers have found it beneficial to allow alternate work arrangements for their employees. This is one method to increase employee productivity and morale. The alternate work arrangements to the employees include flexible working hours, shorter or no commute, and secure working environment. Finally 14 questions were kept for denoting facilities dimension of Quality of Work Life.

### **Job Satisfaction and Job Security:**

Job satisfaction is the favourableness or un-favourableness with which employees view their work. Job satisfaction is impacted by job design. Jobs that are rich in constructive behavioural elements such as work autonomy, task variety, identity, work significance and feedback etc contribute to employees' satisfaction. Employees want stability of employment and do not like to be the victims of whimsical personal policies and stay at the mercy of employers. Job security is another factor that is of concern to employees. Permanent employment provides security to the employees and improves their QWL. For Job Satisfaction and Job Security dimension finally 17 questions were confirmed.

### **Autonomy of Work:**

In autonomous work groups, employees are given the freedom of decision making. Workers themselves plan, co-ordinate and control work related activities. It also includes different opportunities for personnel such as independency at work and having the authority to access the related information for their task. Eight questions were framed for Autonomy of Work of QWL.

**Adequacy of Resources:**

Resources should match with stated objectives, otherwise, workforce will not be competent to achieve the predefined objectives. This results in employee dissatisfaction and lower QWL. Adequacy of resources has to do with enough time and equipment, adequate information and help to complete assignments. Nine questions were framed for Adequacy of Resources dimension in QWL.

**Presentation of the Study:**

This study has been presented in six chapters.

- ✚ The first chapter ‘Introduction’ deals with the concept, need for the study, objectives, methodology and dimensions used in the study.
- ✚ The second chapter deals with literature review on QWL.
- ✚ The third chapter deals with the Theoretical considerations.
- ✚ Fourth chapter deals with the profile of the organisation selected for the study as well as the profile of the respondents.
- ✚ Fifth chapter deals with data analysis results and interpretation and
- ✚ Sixth chapter deals with the summary and conclusions.

## REVIEW OF LITERATURE

Researchers across the world have done extensive research on Quality of Work Life (QWL) both at its conceptual, application and implementation level. Some researchers studied Quality of Work Life aspects in Indian organizations, both in public and private sector organizational settings. Some researchers focused on the dimensions constituting Quality of Work Life, while some of them did research on formulating QWL framework suitable to different industrial, national and cultural contexts. Several researchers studied the relationship of QWL with workplace outcomes like job satisfaction, employee organizational commitment, Organizational trust, employee engagement, job involvement, employees' efforts in job, job performance, absenteeism, turnover, grievances etc. Some studies have focused their attention to study perceptions of individuals in various professions like doctors, lawyers, university faculty, managerial and non-managerial cadre industrial employees, nurses, teachers, non-teaching employees in schools etc. Besides that extensive research was also done to understand the change in perceived QWL with demographics of study subjects.

Still, there is scope for further research in Quality of Work Life (QWL) in Indian context, with reference to various organizations. At present research attention is still very less in understanding the perceived QWL in engineering college employees, private engineering colleges in specific. The current study aims at understanding the QWL in both teaching and non-teaching staff working in private engineering colleges in Srikakulam District of Andhra Pradesh. Thus, in this connection, the available literature on QWL is reviewed and presented briefly.

Trevor Bain (1984)<sup>15</sup> opined that the literature on occupational choice and QWL have traditionally been quite separate. Occupational decisions made in the pre-work setting may have implications for job satisfaction and the QWL later on. Results indicate that the aspiration levels of many students are unrealistic and that an adaptive process of occupational decision-making is required later on. The

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<sup>15</sup> Trevor Bain (1984), Realism of Occupational Choice among High School Seniors: Implications for Quality of Work Life, Journal of Occupational Behaviour. Vol. 5; No 4; p. 237 – 251.

implications of these findings for job satisfaction and QWL are discussed. Louis and Smith's (1990)<sup>16</sup> research identified the importance of QWL in reducing employee' turnover and employee well-being with its impact on the services offered. Rossmiller (1992)<sup>17</sup> did a study of QWL on secondary school teachers and principals. He focused on great workplace and found that there is a positive influence between QWL and teacher's participation, professional collaboration and interaction, use of skill and knowledge, and teaching environment.

Faculty members indicated positive job satisfaction and would continue to stay in the same job only if they have opportunity for growth and development along with their perceptions on organizational prestige, and financial factors. In this direction it was found that the four major determinants of QWL i.e. exercising authority in decision-making, growth and development opportunities, recognition and appreciation at workplace, and promotional avenues are vital factors teachers would more dearly search for at workplace and they try to join academic environment that includes these factors (Chander et al.,1993)<sup>18</sup>.

Kumar and Shanubhogue(1996)<sup>19</sup> studied and compared the existing and expected QWL in universities and found an extensive gap between the employees. They defined the quality of work life program as an approach helps in improving the life of employees and improves the overall university's performance. According to Paula Jorde Bloom(1996)<sup>20</sup>, the Study Assessed Differences in the Work Environments of Naeyc Accredited and Non-accredited Centers. The Results revealed that there were Notable Differences between Accredited and Non-accredited Programmes Relating to the Quality of Work Life for Staff. In 10 Dimensions of Organisational Climate, there were Statistically Significant Differences between Accredited and Non-accredited Programmes. The Four

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<sup>16</sup> Louis, K. S. & Smith, B. (1990), "Teacher working conditions" in: Reyes, P. (Ed.), *Teachers and their Workplace: Commitment, Performance and Productivity*. Sage publication, Newbury Park, CA, pp. 23-47.

<sup>17</sup> Rosmiller, R., A., (1992). *The Secondary School Principal Teachers' Quality of Work Life*, Educationalmanagement and Administration, 132-146.

<sup>18</sup> Chander Subash and Singh Parampal(1993), *Quality of Work Life in a University: An empirical investigation*, Mgmt. and Labour Studies, Jamshedpur: XLRI, 18(2), 97-107.

<sup>19</sup> Kumar, H., & Shanubhogue, A., (1996). *Quality of Work Life-An Empirical Approach*, Manpower Journal, 32(3), 17-32.

<sup>20</sup> Paula Jorde Bloom (1996), *The Quality of Work Life in Naeyc Accredited and Nonaccredited Early Childhood Programs*, Early Education and Development. Vol. 7; No 4; p. 301 – 317.

Dimensions which together Accounted for the Greatest Variation in Differences were Innovativeness, Goal Consensus, Opportunities for Professional Growth, and Clarity. Statistically Significant Differences were also registered in Staffs Level of Job Commitment, Staff Turnover, and Teachers' Current and Desired Levels of Decision- Making Influence.

David Lewis et al.'s (2001)<sup>21</sup> research study shows that income, supervisor relationship, and commitment play significant role in determining the Quality of Work Life of the employees. The findings of the study also show that female employees have lower level of Quality of Work Life compare to male employees. WFD Consulting (2003)<sup>22</sup> engaged in the "Office of Academic Affairs and Office of Human Resources" conducted a survey to evaluate the experiences and perceptions of the work environment and work life issues of Ohio state university's faculty. This study examined the relationship between work environment and work life issues and identified the priority areas for solving problems. According to this survey, gender, job position, family demographics and nature of the job play a vital role in deciding the satisfaction factor because their expectations are different from each other. Better work life is required for increasing satisfaction and commitment which will contribute to the organizational goal of achieving world class excellence employees.

Ramezani (2004)<sup>23</sup> studied the relationship between principals' quality of life and their performance in high schools of the city of Hamedan in Iran and concluded that if the quality of working life increases, performance will improve. Buffardi et al. (2004)<sup>24</sup> conducted a survey on the task force in George Mason University's employees to correctly measure the quality of work life. Using Eisenberger's construct of perceived organizational support (POS), survey was done to know which key factor is influencing employee commitment to the organization, job satisfaction, and general quality of work life. In this study, the

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<sup>21</sup> Lewis D et. al., Extrinsic and intrinsic determinants of Quality of Work Life, leadership in health sciences. MCB university press 2001; 14(2): 9-15.

<sup>22</sup> WFD Consulting. (2003). The Ohio State University Faculty Work Environment and Work/Life Quality Report Executive Summary. Retrieved from Staff Professional Development and Work/Life Survey Report. website: <http://senate.osu.edu/WorkLifeExecSummary.pdf>.

<sup>23</sup> Ramezani FM (2004). Evaluation of Quality of Working Life with Normal Practice Managers Girls and Boys High School City of Hamedan. MA Thesis for management training course, Tehran: an Allameh Tabatabai University, Faculty of Science of Educational Psychology.

<sup>24</sup> Buffardi, L., Baughman, K., & Morse, K., (2004). Findings from the 2003 Quality of Work Life Survey of George Mason University Employees, Draft Report.

researcher said that employees are looking for various factors which come under the quality of work life constructs. These are salary, health care benefits, retirement benefits, job security, work space, special recognition for achievements, availability of on-campus child care, adequate input in the decision process and fair and equitable performance appraisal, and equitable distribution of resources.

Saraji and Dargahi (2006)<sup>25</sup> examined the positive and negative attitudes of employees of Tehran University of Medical Sciences (TUMS) Hospitals' towards quality QWL. A questionnaire based on 14 key factors of QWL was distributed to 908 employees of 15 different hospitals and around 70% of employees given their responses. A cross-sectional, descriptive and analytical study was conducted. A stratified random sampling technique was used to select respondents. This study results shows most of the employees were dissatisfied with occupational health and safety, intermediate and senior managers' support, their income and work and family life balance. This study indicated that the employees were not satisfied with their job. This indicated that there was a need of improving quality of work life of employees in TUMS. They identified QWL variables as fair pay and autonomy, job security, health and safety standards at work, reward systems, recognition of efforts, training and career advancement opportunities, participation in decision making, interesting and satisfying work, trust in senior management, balance between the time spent at work and with family and friends, level of stress experienced at work, amount of work to be done, occupational health and safety at work.

Ming Chang Tomayko (2007)<sup>26</sup> analyzed the quality of work life of mathematics teachers in Maryland. The purpose of this study was to improve both the effectiveness and satisfaction of mathematics teachers. This study was based on the stress of mathematics teaching. This study made an underlying base of

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<sup>25</sup> Nasl Saraji, H Dargahi (2006), "Study of Quality of Work Life (QWL)", Dept of Health Care Management, School of Allied Medicine, Tehran University of Medical Sciences, Iran. *Iranian J Publ Health*, Vol. 35(4), pp.8-14

<sup>26</sup> Tomayko, Ming Chang, (2007). *An Examination of the Working Conditions, Challenges, and Tensions Experienced by Mathematics Teachers* (Doctoral dissertation, Faculty of the Graduate School of them University of Maryland, College Park). Retrieved from <http://drum.lib.umd.edu/bitstream/1903/8542/1/umi-umd-5625.pdf>

prior researches on social psychology and organizational behavior theory to understand the different approaches to study of tension in mathematics teaching. He divided the tension in 5 different strands like goal congruence, agency, teacher efficacy and respect, professional interaction and load appropriateness. A Likert-type questionnaire created on these different tension strands and distributed through e-mails and. The survey data were analyzed in two ways. First, the teachers working condition were analyzed on the five selected stressors and then factor analysis of the survey data identified six underlying components of stress in the work lives of mathematics teachers. Teacher working conditions were then re-evaluated with respect to these six components. This study revealed that mathematics teachers were overloaded with the job responsibilities and had a lack of agency. On the other hand teachers were fully motivated to teach mathematics. Rahimi Hamid et al (2007)<sup>27</sup> conducted a study on Quality of Work Life of faculty members in public universities. Their research study concludes that there is no significant difference in Quality of Work Life of the faculty members with respect to age, gender, department, and location.

Saad et al. (2008)<sup>28</sup> investigated the employee's perception of their work-life quality in the Razak University, Malaysia. The prime objectives of this study to see whether the university environment influences employees' perception of job satisfaction; second, to find the different sources which arises stress among university employees and finally to calculate employees level of satisfaction with regard to various job related aspects. In this study ten QWL variables (work-family interference, quality of relationship, meaningfulness, pessimism about organizational change, self competence, impact, self determination, access to resources, time control and support) were used to test the relationships of QWL with job satisfaction. The study is based on 251 questionnaires which were based on a five-point Likert scale ranging from 1 to 5. To check the validity of relationship, correlation test and multiple linear regression were used. The multiple linear regressions indicated that only 3 QWL variables (meaningfulness,

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<sup>27</sup> Hamid R, Rajaeipour S, Salimi GA.(2007) A study on the Quality of work Life of faculty members of Isfahan public universities. Knowledge and Research in Educational Sciences, Winter 2007; 20(12): 41-54.

<sup>28</sup> Saad, H., S., Samah, A., J., A., & Juhdi, N., (2008). Employees' Perception on Quality Work Life and Job Satisfaction in a Private Higher Learning Institution, International Review of Business Research Papers, 4(3), 23-34.

pessimism about organizational change and self determination) were significantly related to Job satisfaction. This study indicated that the QWL variables only are insufficient to measure employees' job satisfaction . Vicente Royuela; Jordi López-Tamayo and Jordi Suriñach (2008)<sup>29</sup> observed that how the quality of work life has been focused and defined by the European Commission (EC) and compared the EC definition with the academic one and try to see how close they are. They also analyse the possibility of applying the institutional definition to the Spanish case through the development of specific indicators. Their main conclusions are that QWL is increasingly important for policy makers. In addition, it is essential to have objective indicators and to conduct surveys in order to reliably measure QWL.

Yavari et al (2009)<sup>30</sup> conducted a study on Quality of Work Life among the faculty members. The results of the study show that there is a significant difference in Quality of Work Life among faculties with respect to age and years of experience. The study also reveals that there is a significant difference found in Quality of Work Life among the male and female faculty members. Bharathi et al. (2009)<sup>31</sup> examined the perception of college teacher towards QWL. The aim of the study was to analyze the QWL under various dimensions. Data was collected from 12 colleges located in Tiruchirappalli city and 239 respondents' data were selected out of 1279 college teachers. The researcher created a standard questionnaire of 116 questions which was based on 16 different dimensions. Questioner consists of questions on socio-economic characteristics, various dimensions of QWL and QWL in a teaching environment. The collected data were analyzed by using SPSS and various statistical tests were applied based on hypotheses and the matching variables. Descriptive cum Diagnostic research design method was used to understand the characteristics of a particular individual, or a group and the association between the variables. This study

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<sup>29</sup>Vicente Royuela; Jordi López-Tamayo; Jordi Suriñach (2008), The Institutional vs. the Academic Definition of the Quality of Work Life. What is the Focus of the European Commission?, *Social Indicators Research*. Vol. 86; No 3; p. 401 – 415.

<sup>30</sup> Yavari Y, Amirtash AM, Tondnevis F. (2009) Comparison of Quality of Work Life among faculty members in physical education faculties and departments. *Journal of Movement Science*. Spring-Summer 2009; 7(13): 99-109.

<sup>31</sup> Bharathi, P. S., Umaselvi, M., & Kumar, N., S., (2009). Quality of Work Life: Perception of College Teachers. *Indian Journal of Commerce & Management Studies*, 2(1), 22..

revealed that overall 59.0% of the respondents have high levels of QWL and 41.0% have low levels of QWL.

Balasundaram Nimalathan (2010)<sup>32</sup> identified four factors of QWL practices. The four practices are job benefits for family, physically safe, payment for work, and creativity of outside. Policy implications may be useful for overall improvement of QWL of academic professions. The research suggests Universities should provide job security, conducive working environment, research facilities, and overall career advancement opportunities for their academic professionals. The study suggests Universities should offer minimum reasonable salaries and benefits to their academic professionals. B. Pratapa Reddy(2010)<sup>33</sup>, observed with the quality of work life of professionals in public libraries in Andhra Pradesh. This study is confined to Professionals working in State Central Library, Regional Libraries and Libraries under Zilla Grandhalaya Samsthas. Walton's eight point criteria with a few additions has been taken to measure QWL in public libraries. The study covers economic, social and psychological and organisational aspects of work life. Based on the findings of the study, some suggestions are given to improve the Quality of work life of professionals in public library system of Andhra Pradesh.

Rochita Ganguly (2010)<sup>34</sup> examined the QWL of university employees and the relationship between quality of work life and job satisfaction. The researcher was very careful in data collection. She considered literate and experienced persons who understand the significance of questionnaire and fill up the data correctly. She designed the questionnaire in Bengali, a regional language of employee for better understanding and thought flow. The results indicated that the employees are not happy with the degree of autonomy, personal growth and superior support. The employees were not satisfied with their job and unhappy with QWL of university. A study on the university employees revealed that there

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<sup>32</sup>Balasundaram Nimalathan (2010), Quality of Work Life Practices of Academic Professionals in Bangladesh: A Factor Analytical Approach, International Journal of Research in Commerce & Management, Volume No: 1, Issue No. 7, November p.6-11.

<sup>33</sup>B. Pratapa Reddy (2010), Quality of Work Life of Professionals in Public Libraries in Andhra Pradesh - A Study, PEARL - A Journal of Library and Information Science. Vol. 4; No 2.

<sup>34</sup> Ganguly, Rochita Mukharjee (2010). Quality of Work life and Job Satisfaction of A Group of University Employees, Asian Journal Of Management Research, 209-216.

is a positive relationship between job satisfaction and QWL dimensions. QWL significantly contributes towards increasing the job satisfaction or dissatisfaction depending upon the employee's negative or positive perception of QWL dimensions.

Mehdi Hosseini et al. (2010)<sup>35</sup> concluded that the career achievement, career satisfaction and career balance are not only the significant variables to achieve good Quality of Work Life, but QWL or the quality of work system as one of the most interesting methods creating motivation and is a way to have job enrichment. It is also noted from the research that fair pay, growth opportunities and continuing promotion improves staffs' performance which in turn increases QWL of employees. Shariq Abbas et al. (2010)<sup>36</sup> observed that major cause of disgruntlement was found to be advancement opportunity, organizational prestige and financial factors. So the college administration must give due weightage to these factors as respondents have held these factors responsible for retaining them in their present jobs.

Bharathi P.S. Umaselvi and Senthil Kumar (2011)<sup>37</sup> observed that If the QWL of teachers is below average then its resultant impact will be on teaching and research work and these are the basis for the progress of any society. QWL and Quality of life has a significant association in teaching environment. Research carried out in academic sector shows that QWL of college teachers is in low level. D. Kumar and J.M. Deo (2011)<sup>38</sup> did a study to measure the effect of stress on quality of work life of college teachers. They took 100 college teachers of universities of Bihar and Jharkhand and studied their different perception of quality of work life. Findings exposed that junior teachers had more stress than senior teachers. As well as female teachers were feeling more stress in their job in

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<sup>35</sup> Mehdi Hosseini, Gholamreza Mehdizadeh Jorjatki (2010). "Quality of work life(QWL) and its relationship with performance", University Of Firouzkouh Branch, Tehran.

<sup>36</sup> Shariq Abbas S.M., Premi Vandana and Jyoti Anant(2010), Job Satisfaction In Management Faculties Of A Metropolitan And Proximate Area: A Study Of Private Colleges,IJRCM, Yamuna Nagar, 1(1) 13-28 .

<sup>37</sup> Bharathi P.S. Umaselvi and Senthil Kumar(2011), Quality of Work Life: Perception Of College Teachers, Hallamark Business School, Trichy, Tamilnadu, India, Paper No. 27868, posted 6. 10:44 UTC.

<sup>38</sup> Kumar, D., & Deo, J., M., (2011). Stress and Work Life of College Teachers, Journal of Academy of Indian Academy of Applied Psychology, 37, 78-85.

comparison to male teachers. Shahbaji et al. (2011)<sup>39</sup> identified the relationship between the quality of work life and performance of Esfahan University and Esfahan medical University employees. According to this study, performance was directly related to adequate and fair compensation, safe and healthy work environment, development of human capacities, growth and security, social integration and work environment, constitutionalism (rule of law), work life space, and social relevance of work life. Out of these constructs developments of human capacities, social integration, constitutionalism, work and life space were more effectively related to performance. They concluded that level of quality of work life was different from university to university.

Jessica Li and Roland K. Yeo(2011)<sup>40</sup> examine various aspects of work and affecting QWL. The purpose of the study is to examine what employees perceive as positive and negative aspects of their work, and how these affect their perceptions of the QWL and their career development decisions. The study has identified the positive and negative factors that influence the way employees perceive their QWL. These factors can help organisations to conceptualize strategies that seek to positively integrate QWL and career development, ensuring long-term competitive advantage. It offers four domains of tensions and a career development matrix that will add value to both the research and practice of QWL and career planning in organisations.

Rafidah Abdul Aziz et. al. (2011)<sup>41</sup> observed that the success of any organisation is highly dependent on how it attracts workers and motivates, and retains its workforce. The purpose of this study was to investigate the relationship between work and non-work variables and QWL. Findings from this study indicated that both work variables and non-work variables do matter in

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<sup>39</sup> Shahbazi, B., Shokrzadeh, S., Bejani, H., Malekinia, E., & Ghoroneh, D., (2011). A Survey of Relationship Between The Quality of Work Life and Performance of Department Chairpersons of Esfahan University and Esfahan Medical Science University. *Procedia - Social and Behavioral Sciences*, 30(1), 1555-1560.

<sup>40</sup> Jessica Li; Roland K. Yeo (2011), Quality of Work Life and Career Development: Perceptions of part-time MBA Students, *Employee Relations*. Vol. 33; No 3; p. 201 – 220.

<sup>41</sup> Rafidah Abdul Aziz; Fuziah Mohd Nadzar; Haslinda Husaini; Asmah Maarof; Salleh Mohd Radzi; Izhairi Ismail (2011), Quality of Work Life of Librarians in Government Academic Libraries in the Klang Valley, Malaysia, *International Information and Library Review*. Vol. 43; No 3; p. 149 – 158.

determining the QWL. Shaveta T Grover and Ms Geeta Sachdeva(2011)<sup>42</sup> made an attempt to investigate the relationship between jobs related variables and quality of work life, further it shows how private institutions working methodology affects the employees' professional life, further investigate try to check the discrepancies between expected and actual dimensions of QWL in their respective organisations. The study is found to be critical as respondents' expectations related to the various dimensions of QWL are quite high in comparison to the actual they are getting. In order to resolve the problems many recommendations have been quoted in the study.

According to Natarajan, P. and Annamalai, C. (2011)<sup>43</sup> the term Quality of Work Life is one of the most discussed terms in Human Resource Management and is getting its space in the HR discussions. Maintaining organisational health as well as the employee's satisfaction on a regular basis is one of key factor for achieving organisational success and also for the organisational sustainability. If quality of life at work could be improved, it would benefit and reward the individual employee and the organisation, its employees and society as a whole. In order to ensure excellence in action, universities have to work for creating congenial QWL and induce the work force both teaching and non-teaching to deliver their best for the betterment of the organisation. This will pave the way for making an university into World Class University.

The Quality of work life is based on performance. QWL has positive relations with performance and developing human capabilities and constitutionalism in the work organization. The department chairpersons in the Esfahan medical university are in the high level concerning quality of work life dimension (Shabhazi & Shokrzad, 2011)<sup>44</sup>. Mirkamali and Thani (2011)<sup>45</sup> used

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<sup>42</sup> Shaveta T Grover, Ms Geeta Sachdeva (2011), A Study of Quality of Work Life: Critical View to Private Professional Colleges in Haryana, Indian Journal of Commerce & Management Studies, Vol. II, Issue - 5 , p 70 – 78..

<sup>43</sup> Natarajan, P., Annamalai, C. (2011), A Study of Quality of Work Life in Pondicherry University Puducherry, Advances in Management; Vol. 4 Issue 5, p 46 – 51, 6p.

<sup>44</sup> Behzad Shabhazi, Sadegh Shokrzadeh (2011) “A survey of relationship between the quality of work life and performance of department Chairpersons of Esfahan University and Esfahan Medical University” Elsevier – Social and Behavioral Sciences 30. PP 1555–1560.

modified form of Walton's factors questionnaire to determine the Quality of Work Life among faculty members of University of Tehran and Sharif University of Technology. This questionnaire comprises the following aspects: Adequate and fair compensation, Safe and healthy working, Opportunities for continued growth and security, Constitutionalism in the work organization, The social relevance in work life, Overall life space, Social integration and cohesiveness, Human progress capabilities, This questionnaire contains 32 questions and on the basis of Likert's 5 degree scale.

Ghasemizad and Amirian Zadeh (2012)<sup>46</sup> identified that QWL has direct bearing with productivity, as improved QWL will ultimately lead to higher productivity and job satisfaction. Mohammad Kazem Emadzadeh et. al. (2012)<sup>47</sup> in their study assessing the quality of work life and its components in the primary school teachers of the Isfahan city. The method of this study is descriptive survey and the statistical population was composed of 862 teachers in Isfahan city and 120 samples were selected based on statistical estimates and simple random sampling. In the study, the QWL and its components has been studied based on the demographic variables of gender, marital status, education level and work experience of teachers. In another study Patricio Henrique De Vasconcelos et. al. (2012)<sup>48</sup> on quality of working life of the teachers at a higher education institution observed that In a world increasingly globalized and competitive, organisations make the largest difference on the individuals within those organisations and officials display a willingness to increase the quality of work life and strive to look for the best way to obtain a better organisational

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<sup>45</sup> Seyed Mohammad Mirkamali and Fatemeh Narenji Thani (2011). A study on the quality of work life among faculty members of University of Tehran and Sharif University of Technology. *Procedia-Social and Behavioral Sciences*, 29, 179-187.

<sup>46</sup> Alireza Ghasemizad and Mozghan Amirian zadeh, A Study of the Relationship between Teachers and Principals' Spiritual Leadership, Quality of Work Life, Job Satisfaction and Productivity, *American Jou. of Sci. Res.*, 49, 11-20 (2012).

<sup>47</sup> Mohammad kazem Emadzadeh, Mahnaz Khorasani, Fateme Nematizadeh (2012), "Assessing The Quality Of Work Life Of Primary School Teachers In Isfahan City", *Interdisciplinary Journal of Contemporary Research in Business*, Institute of Interdisciplinary Business Research, Vol. 3, No 9, p.438 – 448.

<sup>48</sup> Patricio Henrique De Vasconcelos; Carlos Eduardo Leitão Alves; Suenya Freire Do Monte Santos; Antonio Carlos De Francisco (2012) "Quality of the Working Life of Teachers: A Case Study at a Higher Education Institution", *Review of Administration and Innovation*. Vol. 9; No 2; p. 79 – 97.

performance. Somvir and Sudha Kaushik<sup>49</sup> in their study “Quality of Work Life among library professionals in Haryana state” explained the success of any organisation is highly dependent on how it attracts recruits, motivates, and retains its workforce. The study focussed on the significance of difference between mean Quality work life scores of library professionals and independent variables. The T-test is used for this purpose and data was collected from both primary and secondary sources. A structured questionnaire was constructed in the two parts: General Data Sheet and Quality of Work life to collect the data.

According to Reena Jayan(2012)<sup>50</sup> QWL programmes provide opportunity for growth and development by facilitating training to the employees which consequently increases job satisfaction. QWL is concerned with creating work environment which is conducive and congenial. There is a significant relation between job satisfaction, personal growth, and team effectiveness even in the academic sector. A high QWL is required for the growth of both the employees and the institutions. Dr. Samson B Begas (2012)<sup>51</sup> did a research on faculty of higher education institutions in CAPIZ state province of the Philippines. Data is gathered through descriptive survey, informal interviews and documentary analysis. The significance of differences and relationships between QWL and productivity were tested by t-test, anova and pearson tests. He took age, gender, year of experience and income as parameters for the analysis. This study revealed that the degree of QWL was very good and level of productivity was “satisfactory in these institutions. He analyzed and found that there is a positive relation between QWL & satisfaction and QWL & productivity. This study recommended that the Faculty Development Programs should be conducted in these institutions for research and community service.

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<sup>49</sup> Somvir, Sudha Kaushik, (2012), “Quality of Work Life Among Library Professionals in Haryana State”, International Journal of Research in Commerce & Management, Volume No. 3, Issue No. 3 (March), p. 131 – 34.

<sup>50</sup> Reena Jayan, Role of Quality of Work Life on the Job Attitude and Personal Effectiveness of Engineering College Teachers, *Academicia*, 2(6), (2012).

<sup>51</sup> Begas, S., B., (2012). Quality of Work Life: Its Relationship to Faculty Productivity in Higher Education Institutions in Capiz. International Research Conference for Globalization and Sustainability. Retrieved from [http://wvsu.edu.ph/ircgs/quality-of-work-life-its-relation-ship-to-facultyproductivity-in-higher-education institu-tions-incapiz/](http://wvsu.edu.ph/ircgs/quality-of-work-life-its-relation-ship-to-facultyproductivity-in-higher-education-institu-tions-incapiz/)

Saeid Farahbakhsh(2012)<sup>52</sup> studied The Role of Emotional Intelligence in Increasing Quality of Work Life in School Principals studied the emotional intelligence and its relation to QWL of school principals in IRAN. The study is a descriptive co relational research. The sample was consisted the 139 school principals of Khorramabad city that who were selected by randomized stratified method, hi order to collect the required data regarding research variables, the quality of work life questionnaire and emotional intelligence inventory were used. Increasing emotional intelligence is able to provide a better work environment for principals and for this cause, the performance of them grow to be enlarged.

Ayesha Tabassum (2012)<sup>53</sup> investigated QWL of employees in the private universities of Bangladesh. She collected data from 72 fulltime faculty members among 11 private universities. She analyzed the dimensions of quality of work life and its relationship with job satisfaction. This study concluded that there is positive relationship between the dimensions of QWL and job satisfaction. This study suggested to the management of the institutions that the policies designed in such a way that QWL issues should be concerned. An improved QWL provides a higher level of job satisfaction which in turn reduce faculty member turnover rate. In a study conducted in Iran by Mehdipour et al. (2012)<sup>54</sup> on the relationship between the QWL and job involvement of Iranian physical education teachers, the results revealed that the QWL differs significantly on the basis of demographic factors such as gender, work experience, and academic degree. However, the level of QWL is not significantly influenced by age.

Jerome, S. (2013)<sup>55</sup> in his study reveals that there is no significant difference in Quality of Work Life based on the different levels of education of the employees. Similarly, there is no significant difference in the level of Quality

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<sup>52</sup> Saeid Farahbakhsh (2012) “The Role of Emotional Intelligence in Increasing Quality of Work Life in School Principals” *Procedia - Social and Behavioral Sciences*. Vol. 46; p. 31 – 35.

<sup>53</sup> Tabassum, A., (2012). Interrelations between Quality of Work Life Dimensions and Faculty Member Job Satisfaction in the Private Universities of Bangladesh, *European Journal of Business and Management*, 4(2), 78-89.

<sup>54</sup> Mehdipour, A., Boushehri, S. N. S., Saemi, E., & Rayegan, A. (2012). Relationship between the quality of working life and job involvement of Iranian physical education teachers. *Studies in Physical Culture and Tourism*, 19(4), 185-190.

<sup>55</sup> Jerome S. (2013). A Study on Quality of Work Life of Employees at Jeppiaar Cement Private Ltd: Perambalur. *International Journal of Advance Research in Computer Science and Management Studies*; 1(4): 49-57.

of Work Life with respect to age and income of the respondents. Nanjundeswaraswamy and Swamy (2013)<sup>56</sup> conducted a study on QWL of employees in private technical institutions and found that out of the 109 respondents, 48.6% were satisfied while 51.4% were found not satisfied with the QWL. Their results reveal a significant relationship between QWL of teaching and non-teaching staff but demographic variables such as age, gender, designation, salary, experience are independent of QWL. According to them, Quality of work life is important for all organizations to maintain and attract the employees. It is also revealed that adequacy of resources is more correlated and training and development are less correlated with quality of work life in teaching staffs and in case of non teaching staffs compensation and reward are more correlated and work environment is less correlated with QWL. The study indicated that enhancement in the dimensions of QWL, can lead to increase in overall quality of work life of faculties.

The results of a rare study to find out the difference between QWL of permanent teachers and contractual teachers in higher education conducted by Gupta and Gupta (2013)<sup>57</sup> indicates that there is a meaningful difference between permanent and contractual teachers' QWL. They concluded that permanent teachers are satisfied with all aspects of QWL while contractual teachers are least satisfied with all aspects of QWL. Nalwade and Nikam (2013)<sup>58</sup> done a literature review on quality of work life in academics and explores earlier research in the academic area. The researcher explains quality of work life on Walton's eight factors. They establish its relationship with employee demographic variable, stress, satisfaction, commitment, performance, job satisfaction which reveals that the former are the determinant of QWL.

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<sup>56</sup> T. S. Nanjundeswaraswamy and Swamy D. R (2013), "Quality of Work Life of Employees in Private Technical Institutions", *International Journal for Quality Research*, Volume 7 No.3 Page No. 431 – 442.

<sup>57</sup> Gupta, P., & Gupta, R. (2013). Comparative study between permanent and contractual teachers' quality of work life: A study in higher education. *International Journal of Advanced Research in Management and Social Sciences* 2(8), 231-244.

<sup>58</sup> Nalwade, K. M., & Nikam, S., R., (2013). Quality of Work Life in Academic: A Review of Literature. *International Journal of Scientific Research*, 2(2), 214-216.

Arif and Maryam Ilyas (2013)<sup>59</sup> focused on quality of work life of private universities in Lahore, Pakistan. They explored various dimensions of quality of work life which affect life and the attitude of teachers. This quantitative study took 360 members of university and analyzed their perception of QWL. This study also investigated the QWL effects on employee commitment, engagement, job involvement and reputation of the university. This research suggested that the perceived value of work, work climate, work-life balance and satisfaction are the main factors which shaped the work attitude and also improve employees work life. Vishwakarma et al. (2013)<sup>60</sup> studied QWL of academicians, particularly in the private technical institute and found it is not in a better condition. Factors such as salary and wages, biasness between same qualified employees, advancement opportunity for growth is low, salary and job security issues are badly affecting the relationship with administration and academicians, dissatisfaction regarding leave flexibility etc. are responsible for low QWL of respondents.

Manju (2014)<sup>61</sup> also investigated teachers' perceptions of QWL among 100 secondary school teachers from Mysore City and found that majority of them (70.2%) possessed an average level of QWL while 13.9% and 15.9% of them possessed low level and high level of QWL respectively. There results also indicate a significance difference between male and female teachers' QWL with female teachers enjoying a higher QWL than their male counterparts but no significant difference was revealed when it comes to the teachers' level of work experience. Archana Pandey and B.K. Jha (2014)<sup>62</sup> observed that Higher education is the key of success of a nation which boosts the economic potential of entire nation leading to the development of the nation. This is like a middleware transformation engine which produces manpower for industry, develops entrepreneurs and motivates young minds for research and development. This

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<sup>59</sup>Arif S., & Ilyas M., (2013). Quality of Work- life model for Teachers of Private Universities in Pakistan. Quality Assurance in Education, Emerald Group Publishing Limited. 21(3), 282-298.

<sup>60</sup>Vishwakarma A.C., Lakhawat P.S. and Poonam (2013), Study on quality of work life among academicians of private technical educational institutions: allahabad city, uttar pradesh , IRJMST, 4(3), 51-60

<sup>61</sup>Manju, N. D. (2014). Quality of work life: perception of school teachers. International Journal of Education and Psychological Research (IJEPR), 3(2), 77-80.

<sup>62</sup>Archana Pandey & Dr. B.K. Jha (2014), Review and Redefine: Quality of Work Life for Higher Education, Global Journal of Management and Business Research: A Administration and Management, Global Journals Inc. (USA) , Volume 14 Issue 11 p.35-41.

responsibility is on the shoulders of educational employees to understand and transform the energy and knowledge of students in an effective and efficient manner. An abundance of research studies suggested that the quality of work life (QWL) is one of the most significant and efficient tools of human resource management. Quality of work life programs encourage employees, make balance between professional, personal and social life and ultimately enhances employee job satisfaction.

Khodadadi, S. et al.'s (2014)<sup>63</sup> study results shows that salary and policies of the organization has a significant and positive relationship with the Quality of Work Life of the employees. In another study conducted by Sivakumar. S and Ganesan. N.M (2014)<sup>64</sup> shows QWL led to an identification of two general factors namely work/work environment and employee welfare and well being. Within the first factor are included such features as democracy, task content/physical features of the job, quantity and quality of leisure time created by the job, and promotion. The second broad QWL factor mainly emphasizes employee welfare and well-being. That emphasized the physical working environment including safe and healthy working conditions while stressed security, equity, and individuation of the employee as features of a quality working experience, emphasized job security, good pay, and benefits respectively. Healthy social relations and social integration were two other employee welfare features thought to comprise QWL.

Jain Bindu and Swami Yashika(2014)<sup>65</sup>, in their study divulged that QWL in Indian academic sector is of low level. A planned change in the working environment is required to improve QWL in academic sector. Training, redesign of work, workshops for knowledge enhancement and personal growth, valuable participation in decision making, modification in promotion scheme etc. are some of the ways through which we can improve QWL. Improved QWL is beneficial

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<sup>63</sup>Khodadadi et. al., Investigating the QWL dimensions effect on the employees' job satisfaction. Applied mathematics in Engineering, Management and Technology 2014; 2(1).

<sup>64</sup>Sivakumar.S,Ganesan.N.M. (2014), "Quality of work life of college teachers – A study with reference to Madurai district.", Indian Journal of Applied Research, Volume-4, issues-8, pp. 369-371.

<sup>65</sup>Jain Bindu and Swami Yashika(2014), Quality of Work Life with Special Reference to Academic Sector, Research Journal of Management Sciences, Vol. 3(1), 14-17.

for both the employee and institute so it's the mutual responsibility of the two. QWL of teachers at academic sector is below satisfaction and required attention and implementation of effective measures to improvement it. The major issues regarding QWL in academic sector are: i. Avenues for growth and development not satisfactory. ii. Promotional aspects are not satisfactory. iii. Teacher's participation in decision making is below satisfaction. iv. Job security is there but Job satisfaction is missing. v. Job involvement is lacking. Solutions: i. The level and number of designation regarding faculty should be increased and it should be same at college and university level. ii. There must be transparency and decisive role of teachers in decision making bodies of institution since teachers are not only the part and parcel of the institution, but also the important instrument in the implementation of different policies, rules and regulations. iii. Autonomy of the institution should be maintained with respect to its various dimensions such as recruitment, selection, framing of general polices, rules regulation etc. iv. Regular orientation/refresher courses, workshops, seminar, symposium etc. should be organized for teachers' up gradation on current trends, methods, strategies, pedagogy of education. v. "Personality assessment test" for selection of new faculty should be rigorously conducted. vi. The administration should organize health related programmes for teachers in order to provide them better QWL.

Tanushree Bhatnagar and Harvinder Soni(2015)<sup>66</sup> 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)<sup>67</sup> 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

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<sup>66</sup>Tanushree Bhatnagar and Dr. Harvinder Soni(2015), Impact of Quality of work life on Job satisfaction of School Teachers in Udaipur city, IOSR Journal of Business and Management (IOSR-JBM) Volume 17, Issue 3.Ver. II (Mar. 2015), p 10-14.

<sup>67</sup> Debasis Pani (2015), A Study on Quality of Work Life with Special Reference to Private Engineering College Teachers in the District of Rayagada, Journal of Management and Science , Vol.5. No.3, p. 81-90.

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.

On the contrary, the results of the study conducted by Mehrotra and Khandelwal (2015)<sup>68</sup> 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.

O.P.Singh and S. K. Singh (2015)<sup>69</sup> observed that the current study would be of strategic importance to educational institutions to identify the critical factors that could enhance teacher's job satisfaction, commitment, and performance level. Hence, higher educational authority should take progressive steps to organize a conducive and congenial work culture and environment at higher educational level in which every teacher works in a well defined manner for their own excellence and for institutional effectiveness also. In another research conducted in India by Elamparuthy and Jambulingam (2016)<sup>70</sup> on 230 college teachers' perceptions of

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<sup>68</sup>Rajeev Mehrotra and Vinay Khandelwal(2015), Association of Demographic Variables (Gender and Salary) On Quality of Work Life of Teaching Employees in Private Technical Institutions in Bareilly Region, International Journal of Education and Science Research Review, Volume-2, Issue-2, p.1-6.

<sup>69</sup>O.P.Singh and Sandeep Kumar Singh(2015),Quality of Work Life of Teachers Working in Higher Educational Institutions: A Strategic Approach towards Teacher's Excellence, International Journal of Advance Research in Computer Science and Management Studies, Volume 3, Issue 9, September 2015, p. 180-186

<sup>70</sup> Elamparuthy, D., & Jambulingam, S. (2016). A study on quality of work life of college teachers' perception. International Journal of Research in Management 1(6).

QWL working in 18 colleges located within the “Tiruchirappalli and Kumbakonam” city limits. The results indicate that the level of QWL of college teachers is low. Their results further indicate that there is a significant difference in QWL perceptions as per length of service of the respondents but no significant difference exist in QWL perceptions a per gender, age, designation and income levels of the respondents.

Abdulkadir Mohamud Dahie et al. (2017)<sup>71</sup> utilized convenient sampling to collect 95 questionnaires from University of Somalia in Mogadishu, Somalia. These respondents were provided a questionnaire with three main construct which measuring general well-being, career and job satisfaction and working conditions. However, the study found that general well-being, career and job satisfaction as well as good working condition workplace have significant impact on quality of work life. The prime objective of Malarkodi. K, Prasanna. S. and Renukadevi R.(2017)<sup>72</sup>, research is to critically envisages the various parameters determining Quality of work life among the faculties. Descriptive research Design and convenient sampling method adopted for this study. 200 sample size from the total population chosen for this study. Faculty members have expressed their opinion that the management needs to take necessary steps for structuring proper work load models to be offered to the faculties.

Madhuri Sitaram Ban and U.V.Panchal(2017)<sup>73</sup> observed that emotional intelligence will help an employee experience better work – life balance. High self – awareness helps an individual to monitor the actions and try to rectify it if required, self-awareness guides an individual to fine tune the job performance style and become more acceptable and socially networked. Further it also helps employees, use their emotions to facilitate performance by directing them toward

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<sup>71</sup> Abdulkadir Mohamud Dahie, Ali Abdi Mohamed and Hassan Bedel Khalif(2017), Examining factors affecting the Quality of Work Life of Lecturers: Case study from University of Somalia in Mogadishu, Somalia, International Journal of Advance Engineering and Research Development (IJAERD) Volume 4, Issue 4, April-2017, p. 1117-1124.

<sup>72</sup> Malarkodi. K, Prasanna. S., Renukadevi R.(2017), A Critical Study on Quality of Work Life Among Faculty Members of Higher Educational Institutions In Private Engineering Colleges, International Journal of Latest Engineering Research and Applications (IJLERA) ISSN: 2455-7137 Volume – 02, Issue – 04, April – 2017, PP – 55-60.

<sup>73</sup> Madhuri Sitaram Ban and Dr.U.V.Panchal(2017),A study of Quality of Work Life of engineering institute faculties, International Journal of Engineering Sciences & Management Research, Ban\*, 4(6): June, 2017], p.79-82..

Constructive activities and improving personal performance. Any person highly capable in this dimension would be able to encourage him or herself to do better continuously and direct his or her emotions in positive and productive directions. Shanmuga priya. I and J. Vijayadurai(2017) <sup>74</sup> expressed that today roles of women have changed a lot depending upon their profession throughout the world. Due to financial demands, economical status, education effective usage all are major role for women lecturers. This study concludes performance , satisfaction, stress relief all could be main outcomes in quality of work life for an working women lecturer in colleges.

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<sup>74</sup> Shanmuga priya. I and Dr. J. Vijayadurai(2017) , Quality of Work Life of Women Lecturers in Engineering Colleges in Southern Districts of Tamilnadu, International Journal of Latest Engineering and Management Research (IJLEMR), Volume 02 - Issue 02, PP. 64-69.

## **QUALITY OF WORK LIFE OF EMPLOYEES: AN OVERVIEW**

The term Quality of Work Life (QWL) refers to the favourableness or unfavourableness of a job environment for people<sup>75</sup>. Employees at the gross- root level experience a sense of frustration because of low level of wages, poor working conditions, unfavourable terms of employment, inhuman treatment by their superiors and the like, whereas managerial personnel feel frustrated with their conditions of employment, inter-personal conflicts, role conflicts, job pressures, lack of freedom in work, absence of challenging work, etc. It indicates that high QWL is sought through good supervision, good working conditions, adequate salary and benefits as well as interesting, challenging and rewarding job. QWL efforts are systematic attempts by organizations to give employees a greater opportunity to affect the way they do their jobs and the contributions they make to the organization's overall effectiveness. As such QWL has assumed increasing interest and importance in both industrialized as well as developing countries of the world. In India, its scope seems to be broader than many labor legislations enacted to protect the workers. QWL is more than a sheer work organization movement which focuses on job security and economic growth to the employees.

The quest for improved productivity through human resources has its beginning in the early 1900s. F.W.Taylor's scientific management principles created a new awareness regarding human resources, who were earlier considered as mere instruments of production, ready to work from dawn to dusk under whatever conditions and being motivated by the lure of money. From then, till today continuous research and experiments have been undertaken to understand human beings at work and the ways to improve their job satisfaction, balanced with the aim of the organizations to combine better productivity with job and employee satisfaction. In order to achieve these twin objectives, different

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<sup>75</sup> Newstorm, J.W., and Davis, K. (2005). Organizational behaviour: Human behaviour at work, Tata McGraw Hill Publishing Company Ltd, 11<sup>th</sup> edition, New Delhi, p. 244.

approaches have been developed and applied. The concept of QWL has originated from this continuous research process<sup>76</sup>.

The theories of motivation and leadership provided a sound base for the concept of QWL<sup>77</sup>. Maslow depicted the complexity of human nature by describing various levels of human needs and satisfaction. As soon as the lower-order needs are satisfied, people seek satisfaction of the higher-order needs. Herzberg<sup>78</sup> went a step further and distinguished ‘hygiene factors’ (maintenance factors), which maintain a reasonable level of motivation and ‘motivational factors’ which can improve employee’s performance. McGregor in his Theory-Y assumed that under proper conditions, people have the potential to work with responsibility.

Walton<sup>79</sup> attributes the evolution of QWL to various phases in history. Legislation enacted in early 20<sup>th</sup> century to protect employees from job-injury and to eliminate hazardous working conditions, followed by the unionization movement in the 1930s and 1940s were the initial steps. Emphasis was given to ‘job security, due process at the work place, and economic gains for the worker’. The 1950s and the 1960s saw the development of different theories by psychologists proposing a ‘positive relationship between morale and productivity’ and the possibility that improved human relations would lead to the enhancement of both. Attempts at reform to acquire equal employment opportunity and job enrichment schemes also were introduced. Finally, in the 1970s the idea of QWL was conceived which, according to Walton, is broader than these earlier developments and that must include ‘the values that were at the heart of these earlier reform movements’ and ‘human needs and aspirations’.

QWL activity gained importance between 1969 and 1974, when a broad group of researchers, scholars, union leaders and government personnel developed

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<sup>76</sup> Monappa, A., and Saiyadain, M. S. (1996). Personnel management, Tata McGraw Hill Publishing Company Ltd, New Delhi, pp. 373-388.

<sup>77</sup> Maslow, A.H. (1954). Motivation and personality, New York: Harper and Row.

<sup>78</sup> Herzberg, F. (1968). One more time: How do you motivate employees, Harvard Business Review, Jan-Feb: 53 - 64

<sup>79</sup> Walton, R. E. (1973). Quality of working life: What is it? Sloan Management Review, 15(1), Fall: 11 – 21.

interest in how to improve the quality of an individual through on-the-job experience. University of Michigan between 1969 and 1973 attracted attention towards the quality of employment. The US Department of Health, Education and Welfare sponsored a study on this issue, which led to the publication of *Work in America* (MIT Press: 1973). Similarly, the Federal Productivity Commission (USA) in collaboration with University of Michigan and National Quality of Work Centre had conducted considerable experimental research on QWL aspects<sup>80</sup>.

The term QWL emerged in a much broader perspective after the Arden House Meet in New York in 1972, which led to the establishment of the International Centre of QWL. The term QWL was introduced by Louis Davis. The first International QWL Conference was held in Toronto in 1972. Several QWL projects initiated during the early 1970s had by then matured and began to bear fruit (i.e. certain high visibility initiatives, such as those by General Motors) and catch the public eye<sup>81</sup>. The American Society of Training and Development established a task force on QWL in 1979<sup>82</sup>. The concept of QWL has evolved from continuous research process.

QWL is a cooperative rather than authoritarian; evolutionary and open rather than static and rigid; informal rather than rule-bound; impersonal rather than mechanistic; mutual respect and trust rather than hatred against each other<sup>83</sup>. Since the origin of the term in early 1970's, quality of work life has become an important matter of concern in work organizations<sup>84</sup>.

The term "Humanization of Work", "Industrial Democracy", "Quality of Work Life" and "Participative Work" are interchangeably used to denote the same sense. The core of these concepts in the value of treating the worker as a human being and emphasizing his development and involvement in work decisions.

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<sup>80</sup> Dwivedi R.S. (2007). Human relations and organisational behaviour, Macmillan India Ltd, New Delhi: 773-784.

<sup>81</sup> Venkatachalam, J., and Velayudhan, A. (1997), "Quality of work life: A review of literature", South Asian Journal of Management, January -March: 45- 57.

<sup>82</sup> Saiyadain, M. S. (2003). Human resource management, Tata McGraw Hill, New Delhi: 359- 389.

<sup>83</sup> Rao V.S.P., and Krishna, V. H. (2009). Management, Excel books, New Delhi, p. 623

<sup>84</sup> Saklani D.R (2003). Quality of work life: Instrument design, Indian Journal of Industrial Relations, 38(4), p.485.

These concepts are very close to the HRD concepts<sup>85</sup>. Taylor suggested that the concept of quality of work life includes emphasis on extrinsic and intrinsic job factors and other aspects like individual power; employees participation in the management process; fairness and equity, social support, use of one's present skills ; self-development, meaningful future at work; social relevance of the work.

Katzell<sup>86</sup> observed that a worker enjoys a high quality of working life when he (1) has positive feeling towards his job and its future prospects (2) is motivated in the job and perform well, and (3) feels his working life fits well with his private life to afford him a balance between the two in terms of his personal values.

One of the major problems being faced by the developing and the developed countries is the quality of work life of a vast majority of employees engaged in productive pursuits. The issue is not just one of achieving greater human satisfactions but it also aims at improving productivity, adaptability and overall effectiveness of organizations.

Quality of Work Life is a prescriptive concept; it attempts to design work environments so as to maximize concern for human welfare. It is a goal, as well as a process<sup>87</sup>”The goal is the creation of more involving, satisfying and effective jobs and work environment for people at all levels of the organization. As a process QWL involves efforts to realize this goal through active participation. The quality of work life movement in a broader sense seeks to achieve integration among the technological, human, organizational and societal demands which are often contradictory and conflicting<sup>88</sup>.

A growing number of companies recognize that employees are more likely to choose a firm and stay there if they believe that it offers a high quality of work

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<sup>85</sup>Pareek, U., and VenkateswaraRao, J. (1997). Designing and managing human resources systems, Oxford & IBH Publishing Company Ltd, p.235

<sup>86</sup>Katzell, R.A. et al. (1975). Work productivity and job satisfaction, New York: The Psychological Corporation.

<sup>87</sup>Rao, V.S.P.(2008), Human resource management: Text and cases, Excel Books, New Delhi. p. 544-545

<sup>88</sup>VenkataRatnam C.S.,and Srivastava B.K. (1995), Personnel management and human resources, Tata McGraw Hill Publishing Company Limited, New Delhi, p.238.

life. A high quality of work life is related to job satisfaction, which in turn is a strong predictor of absenteeism and turnover. A firm's investments in improving the quality of work life also pay off in the form of better customer service<sup>89</sup>.

The basic concept underlying the QWL is what has come to be known as "humanization of work". It involves basically the development of an environment of work that stimulates the creative abilities of the workers, generates cooperation, and interest in self-growth. Herrick and Maccoby<sup>90</sup> (Cited in Mirza S. Saiyadain, 2003) have identified four basic principles which summarize the humanization of work. These principles are:

1. The principle of SECURITY: Humanization of work implies freedom from anxiety, fear and the loss of future employment. The working conditions should be safe and there should be no fear of economic want. These preconditions will guarantee utmost development of skills and ideas.
2. The principle of EQUITY: Hostility is generated if there are substantial differences between efforts and rewards. The equity principle requires that there is a just way of evaluating the conditions of an employee. Another aspect of equity refers to paying for knowledge and skill to carry out the task and not for the task alone. If work has to be humanised, equity would also require sharing in the profits of the organisation according to the individual or group contribution.
3. The principle of INDIVIDUATION: Individuation refers to the work environment in which employees are encouraged to develop themselves to their utmost competence, a system of work that facilitated blossoming of individual potential. A basic precondition for this is the availability of freedom and autonomy in deciding their own pace of activity and design of operations.
4. The principle of DEMOCRACY: Akin to the principle of individuation, this also implies greater authority and responsibility vested into the work force. Increasing controls, close supervision, and

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<sup>89</sup>Go`mez-Mejia, L.R., Balkin, D.B., and Cardy, R. L. (2007). Managing human resources, Pearson Education, New Jersey, p. 18-19.

<sup>90</sup>Saiyadain, M. S. (2003). Human resource management, Tata McGraw Hill Co. Ltd., New Delhi, p.361-362.

a general institutionalization inhibit humanization of work. Meaningful participation in decision-making also guarantees the “right of citizenship”.

Quality of work life is somewhat a general concept, referring to several aspects of the job experience. These include such factors as management and supervisory style, freedom and autonomy to make decisions on the job, satisfactory physical surroundings, job safety, satisfactory working hours, and meaningful tasks. Basically, a sound quality of work life (QWL) programme assumes that a job and the work environment should be structured to meet as many of worker’s needs as possible<sup>91</sup>. The American Society of Training and Development<sup>92</sup> established a task force on the QWL in 1979, which defined QWL as ‘a process of work organizations which enables its members at all levels to actively participate in shaping the organization’s environment, methods and outcomes.

Cohen and Rosenthal<sup>93</sup> describe it as an “internationally designed effort to bring about increased labour management cooperation to jointly solve the problem of improving organisational performance and employees’ satisfaction”. Udai Pareek and Venkateswara Rao<sup>94</sup> defined it as ‘the quality of relationship between employees and the total working environment’.

Wilson<sup>95</sup> defined QWL as enriching the nature of work experience, grappling with issues of efficiency and satisfaction. Dubey<sup>96</sup> defined QWL as ‘the degree of excellence of one’s life which contributes to the individual and benefits the society at large’. Richard and Lloyd<sup>97</sup> defined QWL as “the degree to which

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<sup>91</sup>Ivancevich, J. M. (2008). Human resource management, Tata McGraw Hill Publishing Co.Ltd, New Delhi, p.17.

<sup>92</sup> Saiyadain, M. S. (2003). Human resource management”, Tata McGraw Hill Co. Limited, New Delhi, p. 359.

<sup>93</sup> Cohen .R., and Rosenthal. E. (1980), Should unions participate in quality of working life, The Canadian Science, Vol. 1(4): 7-12.

<sup>94</sup>Pareek, U., and Venkateswara Rao J. Op. cit. p. 239.

<sup>95</sup>Wilson N.A.B.(1973). On the quality of working life, Manpower Paper, No.7, London.

<sup>96</sup>Dubey, B.L. et al. (1988). Construction and standardization of quality of life scale for use with industrial workers in India, The Creative Psychologist, Vol. 1(1):

<sup>97</sup> Richard, H., and Suttle, L. (1977). Improving life at work: Behavioural science approaches to organisational change” Santa Monica Calif., Goodyear, p.258.

members of a work organization are able to satisfy their personal needs through their experiences in the organization.”

In 1977 the staff of American Centre for Quality of work life<sup>98</sup> developed the following definition: “Quality of work life improvements are defined as activities which take place at every level of an organization which seek greater organizational effectiveness through the enhancement of human dignity and growth... a process through which the stake holders in the organization-management, unions and employees – learn how to work together better... to determine for themselves, what actions change and improvements are desirable and workable in order to achieve the twin and simultaneous goals of an improved quality of life at work for all members of the organization and greater effectiveness for both the company and the unions”.

According to Takezawa<sup>99</sup> “what constitutes a high quality of working life may vary in relation to both the workers aspirations and the objective reality of his work and society. It is ultimately defined by the workers himself.” Luthans<sup>100</sup> recognizes the purpose as “to change the climate at work so that the human-technological-organizational interface leads to a better quality of work life”. Quality of work life is ensured when members of an organization are able to satisfy their important personal needs through their experiences in the organization<sup>101</sup>. Thus, Quality of work life refers to ensuring basic infrastructure support leading to self-fulfillment and to creative partnership in the use of a nations productive forces and its human potential.

More than half of the families cannot afford even the cheaper houses now being built. Apart from keeping down costs and rents, the key factors are supply of minimal essential services such as health care, education, energy, drainage, proximity to workplace and other social facilities. One way to achieve Quality of work life is to let the economy of the country grow at a fast pace and industrialize

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<sup>98</sup> Edwin B. F. (1984). Quality of work life and quality circles, Personnel Management, McGraw Hill, p.412.

<sup>99</sup> Takezawa, S. (1986). The quality of working life: Trends in Japan, Research series No.11, Geneva, International Institute of Labour Studies, p.1.

<sup>100</sup> Luthans, F.(2008). Organisational Behaviour, New York: McGraw Hill International, p. 273

<sup>101</sup> Aswathappa, K. (2011). Human resource management, New Delhi:Tata McGraw Hill, p.457.

so that the people will increasingly be in a position to help them. Any attempt on the part of the state agency or individual to launch a new programme aimed at improving the Quality of work life, especially of the erstwhile disadvantaged section is likely to be resented by those in positions of advantage. Studies indicate that Government program for the developments of poorest of the poor have simply been efforts from above which failed to reach the lowest rungs the society. The disadvantaged classes succeeded only in areas and industries where specific skills possessed by the disadvantaged prove useful, whilst the advantaged refrain from joining the occupations such as leather or shoe making industry etc.<sup>102</sup>

The most effective way of achieving rapid and politically sustainable improvements in the quality of work life for the worker is the pursuit of a pattern of growth that ensures productive use of the workers most abundant asset—labor and to provide him/her opportunity and widespread provisions of basic social service, especially primary education, primary health care and family planning which improve the capacity of poor to take advantage of these opportunities. Adequate provision for the social sector would allow a rapid reduction in child mortality and an increase in the primary school enrolment<sup>103</sup>.

QWL is a large step forward from the traditional job design of scientific management, which focused mostly on specialization and efficiency for the performance of narrow tasks. As it evolved, it used full division of labor, rigid hierarchy and standardization of labor to research its objective efficiently. The idea was to lower costs by using unskilled, repetitive labor that could be trained easily to do a small part of the job. Job performance was controlled by a large hierarchy, which strictly enforced the one best way of work as defined by technical people<sup>104</sup>.

Poor quality of work life is a disease; it leads to low productivity, high cost of production per unit, high labor turnover and finally the organization going into

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<sup>102</sup> Panda N., Pal A.K., and Saxena N.C. (2001). Quality of life for socio-economic development, ENVIS Monograph, No. 7: 65 – 66.

<sup>103</sup> World Bank Development Report (1998 – 99): 234 -241.

<sup>104</sup> Davis, K., and Newstom, J.W. (1994). Human behaviour at work, New Delhi: Tata McGraw Hills Co.

insolvency position. The symptoms of poor quality of work life<sup>105</sup> are (i) High absenteeism and labor turnover, (ii) Poor quality of product, (iii) Low productivity, (iv) High cost of production per unit, (v) Human relation conflicts, and (vi) Non-involvement and apathy.

In general, the benefits of QWL<sup>106</sup> include: (a) healthier, satisfied and productive employees; and (b) efficient, adaptive and profitable organizations. Specifically, the benefits are as follows:

- More positive feelings towards one's self (greater self-esteem)
- More positive feelings towards one's job (improved job satisfaction and involvement)
- More positive feelings towards the organization (stronger commitment to the organization's goals)
- Improved physical and psychological health
- Greater growth and development of the individual as a person and as a productive member of the organization
- Decreased absenteeism and turnover, and fewer accidents
- Higher quality and quantity of output of goods and services

Thus, QWL involves interaction of the individual and the organization to satisfy each other's needs and expectations. QWL improvements may also facilitate such social goals as greater economic prosperity or political stability. They may also provide remedies to such social evils, like mental health problems, unemployment, drug and alcohol addiction, among workers and their families. Lastly, QWL improvements are also desirable from the perspective of humanitarian values.

From the above QWL concepts and definitions, the following determinants are identified. The QWL determinants are as follows:

Physical working conditions include temperature; lighting and comfortable work place should be at an optimum level. Some of the shops must be provided with air conditioning. Regular bi-annual medical checkup of the employees working on hazardous jobs are to be carried out and allowances are to be provided

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<sup>105</sup>Udapa S.R.(1997). Quality circles, Tata McGraw Hill Publishing Ltd., p.12.

<sup>106</sup>Dwivedi, R. S. (2007). Human relations and organisational behaviour, Macmillan India, New Delhi, p.773-784.

to them. Dust extraction systems should also be provided in dust prone shops. Following are the physical working conditions.

The work environment has important bearing on the efficiency and satisfaction of the employees. A dimly lighting, poorly ventilated and crowded place of work hampers efficiency. The workers will be forced to spend more energy to accomplish tasks which they can do with much lesser efforts if good working conditions are provided. Poor working conditions have been found to cause greater fatigue negligence, absenteeism, indiscipline and insubordination among the employees. Working conditions include house-keeping temperature/humidity, canteen/welfare, working postures and lighting, work surface height, noise, space for work, strenuous work load, dust etc. If organization provides good working conditions it boosts the quality of work life of employees.

1. Temperature at work place: Ideal temperature is required to undertake any work with utmost efficiency. In summer, the workers must be provided with temperate climatic conditions to work near the boilers with ease to work.
2. Lighting: Sufficient lighting is required to do the work by the employee. It is not possible for the employees to do the work in dark places. If he does that may lead to accident. So sufficient lighting should be provided at work place, either through natural or artificial measures.
3. Freedom from excessive supervision and control: The employees require freedom to discharge their duties with heart and soul. Excessive supervision or over control may lead to overburden at work place.
4. Autonomy at work place: The employees should be vested with such powers as are absolutely necessary to handle their work with efficiency and reflect originality. This leads to increase in the quality of work life in organization.
5. Appreciation of merit and talents: The employees' talent/merit must be appreciated by his supervisor, departmental managers and

organization. It leads to increase the confidence of the employees and improve the economy of the organization.

6. Safe and Healthy working conditions: The organization should provide safe and healthy working conditions so as to enable the employees to work with vigor and vitality. That means employees are not interested to do the work in unsafe conditions even though they get high amount of remuneration. Because if their health is spoiled everything is spoiled. So, the organization should provide safe-working conditions and protect the employees from hazardous working conditions.
7. Absence of job stress: Organizations should not cause stress to its employees or overburden them with the work. The organization should create congenial and happy atmosphere to the employees.

Further Canteen facility should be extended to employees where food items are provided at subsidized rates. The organizations should run a shop where daily necessities of life are sold at relatively cheaper rates. Crèche facilities must be provided. School fees concession and transport facilities must be provided for education of employee's children. However the recreational facility for workers is conspicuous by its absence in many work places. The organization must maintain a dispensary for their employees and provide accommodation for in-patient facilities. The following steps are necessary for employee welfare and to increase the quality of work life.

1. Hospital facilities
2. Medicare after retirement
3. Educational Allowances for Self development
4. School Subsidy for children
5. Subsidized Transport for the school going employee's children
6. House Building Loans at low interest
7. Pension scheme
8. Loan for purchase of vehicles by employees
9. Loan for purchase for durable consumer goods
10. Reimbursement of medical treatment expenses for other than company hospitals.
11. Festival advances repayable on easy installment
12. Subsidized canteen facilities
13. Reimbursement of examination fees for acquisition of professional qualifications
14. Recreational facilities

15. Quarters within the organization premises

16. Crèche facilities

The organization should provide facilities to its employees through various schemes such as scheme for providing financial assistance for the construction, purchase of residential accommodation through approved financial institutions, leave travel concessions, interest subsidy for purchase of vehicles, hiring of unfurnished/furnished residential accommodation to their employees on concessional rates, compensation for employment injury to those not covered under the workmen's compensation act besides other schemes. The same way, organizations should give job security, advancement based on merit, employees' involvement in decision making etc. lead to increase the quality of work life. The following are the measures adopted by any organization to achieve this objective.

1. Job security
2. Job enlargements
3. Job enrichment
4. Advancement based on merit
5. Employee Commitment on the job (Feeling of loyalty and concern for future of the organization)
6. Employee involvement and influence on the job.
7. Appreciation of ability and talents.
8. Disciplinary mechanism
9. Opportunity to use one's own capability (Applying job knowledge and skill)
10. Standing of the organization in the society (Performance of organization in a society in a beneficial manner).

The organization must pay to the employee's adequate and fair remuneration. The following factors need to be considered in remunerating employees.

1. Adequate financial compensation/salary
2. Giving of different types of allowances to workers.
3. Payment of bonus (Production and Annual bonus)
4. Compensation payable to employee or employee's nominee for accident or death, and
5. Retirement benefits.

Collective bargaining system increases the economic strength of unions against management, to establish uniform conditions of employment with a view

to avoiding industrial disputes and maintaining stable peace by which representatives of management and workers negotiate over wages, hours and other terms and conditions of employment. Traditionally wages and working conditions have been the primary focus of collective bargaining is to agree upon acceptable contract, voluntarily through negotiations. Traditionally, collective bargaining between labor and management has been adversarial. Presently, negotiations are carried out in an atmosphere of mutual trust and faith. In recent times, the bargaining scenario between labour and management in India has changed quite dramatically. Unions have become somewhat flexible in negotiating the terms with management. Productivity bargaining has gained ground, militant postures more or less seem to have been a thing of the past, political and ideological pressures have also taken the back seat and both parties seem to have realized the importance of resolving knotty issues to mutual satisfaction, which in turn enhance employees' QWL.

Incentive plans envisage a basic rate usually on time basis applicable to all workers and incentive rates payable to the more efficient among them as extra compensation for their meritorious performance in terms of time, cost and quality. The incentive rates may take the form of bonus or premium. Bonus means payment to workers of the entire benefit accruing from savings in costs, time, and improvement in quality etc. Premium means the benefits accruing to the firm as the result of higher output or better quality will be shared equally or on some agreed basis between the management and the workers. Individual incentive plans are most widely used pay for performance plans in Industry. These pay plans attempt to relate individual effort to pay. Popular approaches include Piece work plans, Standard hour's plans, Merit pay raises, Lump sum merit payments, Sales incentives and Commissions. These incentives influence employee's satisfaction and quality of work life.

The main purpose of effective safety programme in an organization is to prevent work related injuries and accidents. A well-managed factory will see to it that there are no physical hazards such as: shipping and falling hazards, fire hazards, hazards from falling objects etc. The accident represents a social loss of great magnitude in the form of pain. Loss of earning capacity and disturbance to

economic efficiency. Getting men to work safety are primary concern of employer to ensure safe performance. Prevention of accidents is an objective of every organization which requires no explanation. This is one area in which there is complete identity of employer and employee interests. The employee does not want to be injured and the employer does not want to incur the cost of injury. If organization maintains good safety measures, it would definitely decrease/prevent accidents and make employees work safely.

The training and development of employees is an essential aspect of creating quality work force in any organization. However, it is often difficult to identify exactly how employees have benefitted from their training programmes and correlate it to its effect on the organization. Evaluation of training programme is very critical to ensure that training input is effective. It should broadly achieve the objectives of the organization. Generally, evaluation is the systematic appraisal by which we determine the worth, value or meaning of something to someone.

Training is widely understood as communication directed at a defined population for the purpose of developing skills, modifying behavior and increasing competence. Generally training focuses exclusively on what needs to be known. It is the learning focused up on the competency needed for employees to perform their current job efficiency and be prepared to meet the dynamic requirement in the future. The trained employees upgrade their skills, increase their efficiency, save the time, and decrease the accidents. These are definitely helpful to enhance the employee's quality of work life.

A 'Quality Circle' is a small group of employees who meet periodically to identify, analyze and solve quality and other work related problems in their area. Generally speaking members of a particular circle should be from the same work area, or who perform similar work so that the problems they select will be familiar to all of them. The ideal size of the group is six to eight members. Quality circle is one of the employee's participative methods along with their personal interest for improving the productivity and self- actualization. It implies development of their skills, capabilities, confidence, knowledge and creative abilities that lead to a co-

operative work environment, good working conditions, which create and sustain their motivation and commitment towards work excellence. It contributes to employees' quality of work life.

Job satisfaction refers to a general attitude resulting from various specific attitudes relating to specific job factors. It is not self-satisfaction, happiness or self-contentment but satisfaction on job. Satisfaction does mean the simple feeling/state accompanying the attainment of any goal; the end state is a feeling accompanying the attainment of an objective. Occupational levels, job content, considerate leadership, pay and career opportunities, interaction in the work group, security and loyalty etc. influence employee job satisfaction and quality of work life.

Work and working are central to man's life. There cannot be living without working. The work of a primitive man was only to acquire food and shelter. Whereas the modern man considers work as something which satisfies physiological, security, social and self-actualization needs. In fact, he prefers 'working' by expenditure of energy to 'not working' because of financial remuneration, social interaction and status. Such working takes various forms like performing jobs, playing roles and pursuing career either in organizations or for families and society. It also includes both compensation and non-compensation oriented activities.

With the shift in the economy towards a knowledge-based economy, the meaning and the importance of quality of work life has got a new significance. The factors that have created the need for maintaining work-life balance; shifts in societal patterns; technological breakthroughs; new horizon of expectations; creating institutional support mechanisms; providing managerial support practicing what you preach and sustaining the flexible work schedule practices. Thus a balanced work-life creates greater employee productivity and what is important is the long-term not the short-term employee commitment, which seems to be the focus of many organizations.

Individuals are bundles of energy, which when not aligned in a common direction, can spill over in several directions and get wasted. Similarly, an organization which is not focused and does not have a well-articulated mission, vision and goal statement will be unable to align the performance of its members in the desired direction. Hence an effective performance management system should flow from the organizational goals and should be clear, achievable and measurable. It needs to be designed after a thorough analysis of the kind of skills; behavior and preparation that will be required to achieve those goals. Performance management is the systematic, data-oriented approach to manage people at work that relies on positive reinforcement as the major way to maximize performance. It provides a precise way of analyzing work and implementing a management system that not only address the problems of inadequate performance, but also leads to practical ways to maximize performance in every aspect of the company business as well as to increase the employees' quality of work life.

Workers participation in management is considered as a mechanism where workers participate in decision making process of an organization. Most of the countries in the world implement this scheme. In Yugoslavia it is called as 'self-management', in Germany it is known as 'co-determination', in Anglo-American countries it is called as 'collective bargaining', where as in India it known as 'joint management council and works committee approach'. The International Labor Organization encourages implementation of workers' participation in management of all its member nations. It was implemented in Indian organizations like the Government Printing Press, Tata Iron and Steel Company, Indian Aluminium Works and Indian Railways. One step forward, the Delhi Cloth and General Mills Limited even elect the workers representatives into their Board of Directors. Workers participation in management also influences employees' quality of work life.

Every employee has certain expectations which he thinks must be fulfilled by the organization he is working for. When the organizations fail to do this, he develops a feeling of discontent or dissatisfaction. When an employee feels that something is unfair in the organization, he is said to have a grievance. But personnel experts distinguish between dissatisfaction, complaint and grievance.

Dissatisfaction is a state of feeling of discontent, whether it is innate and unexpressed or explicitly expressed. A dissatisfaction orally made known by one employee to another is known as a complaint. A complaint becomes a grievance when this dissatisfaction, which is mostly related to work and notice to the management. A grievance may take any of the following forms: Factual, imaginary and disguised. If the individual grievances are ignored and unattended, there is a danger that these grievances may result in collective disputes that lead to strike. So there it is essential to have a proper grievance handling procedure for the smooth functioning of the organisation. So, organisation must maintain a grievance redressal procedure, which in turn improves employees' quality of work life.

A number of attempts have been made to identify various dimensions of this concept. "Some have emphasized that the improvement in working conditions leads to better quality of life, while others feel a fair compensation and job security should be emphasized"<sup>107</sup>, Duening and Ivancevich(2009)<sup>108</sup> defined QWL as "an attempt through a formal program to integrate employee needs and well-being with the intention of improved productivity, greater work involvement and higher levels of job satisfaction".

Richard E. Walton explains quality of work life in terms of eight broad conditions of employment that constitute desirable quality of work life(QWL). He proposed the same criteria for measuring QWL. Those conditions of criteria include:

- (i) *Adequate and fair compensation*: There are different opinions about the adequate compensation. The committee on fair wages defined fair wage as "...the wage which is above the minimum wage but below the living wage".
- (ii) *Safe and Healthy working conditions*: Most of the organizations provide safe and healthy working conditions due to humanitarian requirements and/or legal requirements. In fact these conditions are a matter of enlightened self-interest.

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<sup>107</sup>Siayadain, M. S. (1995). Human resource management, Tata McGraw Hill, New Delhi, p.130.

<sup>108</sup>Duening, T.N., and Ivancevich, J.M.(2009). Management: Principles and guidelines. Biztantra, New Delhi, p. 322.

- (iii) *Opportunity to use and develop human capacities*: Contrary to the traditional assumptions, QWL is improved "...to the extent that the worker can exercise more control over his or her work, and the degree to which the job embraces an entire meaningful task..." but not a part of it. Further QWL provides for opportunities like autonomy in work and participation in planning in order to use human capabilities.
- (iv) *Opportunity for career growth*: Opportunities for promotions are limited in case of all categories of employees either due to educational barriers or due to limited openings at the higher level. QWL provides future opportunity for continued growth and security by expanding one's capabilities, knowledge and qualifications.
- (v) *Social integration in the work force*: Social integration in the work force can be established by creating freedom from prejudice, supporting primary work groups, sense of community and inter-personnel openness, egalitarianism and upward mobility.
- (vi) *Constitutionalism in the work organisation*: QWL provides constitutional protection to the employees only to the level of desirability as it hampers workers. It happens because the management's action is challenged in every action and bureaucratic procedures need to be followed at that level. Constitutional protection is provided to employees on such matters as privacy, free speech, equity and due process.
- (vii) *Work and quality of life*: QWL provides for the balanced relationship among work, non-work and family aspects of life. In other words family life and social life should not be strained by working hours including overtime work, work during inconvenient hours, business travel, transfers, vacations etc.
- (viii) *Social relevance of work*: QWL is concerned about the establishment of social relevance to work in a socially beneficial manner. The workers' self-esteem would be high if his work is useful to the society and the vice versa is also true.

Klott, Mundick and Schuster<sup>109</sup> suggested 11 major QWL issues (Cited in Subba Rao, P., 2009). They are:

- (i) *Pay and Stability of Employment*: Adequate pay still dominates most of the other factors in employee satisfaction. Various alternative means for providing wages should be developed in view of increase in cost of living index, increase in levels and rates of income tax and profession tax. Stability to greater extent can be provided by enhancing the facilities for human resource development.
- (ii) *Occupational stress*: Stress is a condition of strain on one's emotions, thought process and physical condition, stress is determined by the nature of work, working conditions, working hours, pause in the work schedule, worker's abilities and nature and match with the job requirements. Stress is caused due to irritability, hyper excitation or depression, unstable behavior, fatigue, stuttering, trembling psychometric pains, heavy smoking and drug abuse. Stress adversely affects employee's productivity. The HR manager, in order to minimize the stress, has to identify, prevent and tackle the problem. He may arrange the treatment of the problem with the health unit of the company.
- (iii) *Organizational health programmes*: Organizational health programmes aim at educating employees about health problems, means of maintaining and improving of health etc. These programmes cover drinking and smoking cessation, hypertension control, other forms of cardiovascular risk reduction, family planning etc. Effective implementation of these programmes result in reduction in absenteeism, hospitalisation, disability, excessive job turnover and premature death. This programme should also cover relaxation, physical exercise, diet control etc.
- (iv) *Alternative work schedules*: Alternative work schedules including work at home, flexible working hours, staggered hours, reduced work week, part-time employment which may be introduced for the convenience and comfort of the workers.

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<sup>109</sup>SubbaRao, P.(2009). Personnel and human resource management, Mumbai: Himalaya Publishing House, pp.403-407.

- (v) *Participative management and control of work*: Trade unions and workers believe that workers' participation in management and decision-making improves QWL. Workers also feel that they have control over their work, use their skills and make a real contribution to the job if they are allowed to participate in creative and decisionmaking process.
- (vi) *Recognition*: Recognizing the employee as a human being rather than as a labourer increases the QWL. Participative management, awarding the rewarding systems, congratulating the employees for their achievement, job enrichment, offering prestigious designations to the jobs, providing well-furnished and decent work places, offering membership in clubs or association, providing vehicles, offering vacation trips are some means to recognize the employees.
- (vii) *Congenial worker-supervisor relations*: Harmonious supervisor-worker relations give the worker a sense of social association, belongingness, achievement of work results etc. This in turn leads to better QWL.
- (viii) *Grievance procedure*: Workers have a sense of fair treatment when the company gives them the opportunity to ventilate their grievances and represent their case succinctly rather than settling the problems arbitrarily.
- (ix) *Adequacy of resources*: Resources should match with stated objectives, otherwise, employees will not be able to attain the objectives. This results in employee dissatisfaction and lower QWL.
- (x) *Seniority and merit in promotions*: Seniority is generally taken as the basis for promotion in case of operating employees. Merit is considered as the basis for advancement for managerial people whereas seniority cum-merit is preferred for promotion of ministerial employees. The promotional policies and activities should be fair and just in order to ensure higher QWL.
- (xi) *Employment on permanent basis*: Employment of workers on casual, temporary, probationary basis gives them a sense of insecurity. On the other hand, employment on permanent basis gives them security and leads to higher order QWL.

**TABLE 3.1: COMPONENTS OF QWL IN THE VIEW OF DIFFERENT RESEARCHERS<sup>110</sup>**

<b>Author</b>	<b>Components</b>
Walton (1975)	1. Adequate and fair compensation, 2. Safe and Healthy working conditions, 3. Immediate opportunity to use and develop human capacities, 4. Opportunity for continued growth and security, 5.Social Integration in the work organisation, 6. Constitutionalism in the work organisation, 7. Work and total life space& 8. Social relevance of work.
Stein (1983)	1. Autonomy or being independent, 2. Being recognized and prized, 3.Belongingness, 4. Progression and development and 5. External reward.
Levine, Taylor and Davis (1984)	1. Respect from supervisor and trust on employee’s capability, 2.Change of work 3. Challenge of the work, 4.Future development opportunity arising from the current work;5.Self-esteem;6.Scope of impacted work and life beyond work itself; 7.Contribution towards society by work
Baba and Jamal (1991)	1. Job satisfaction, 2. Job involvement,3. Work role ambiguity,4. Work role conflict, 5.Work role overload,6.Job stress,7. Organisational commitment and 8. Turnover intentions
CaiHui-ru (1994)	1. Living quality: compensation, welfare, work safety, work protection; 2. Social quality: the relationship with the boss, colleagues, and customers; 3. Growth quality: participation management, promotion, self-growth, self-esteem and work characteristic
Lau RSM, Bruce EM (1998)	1. Job security 2. Reward systems 3. Training 4. Carrier advancements opportunities 5. Participation in decision in decision making
Ellis and Pompli (2002)	1. Poor working environment, 2. Resident aggression, 3.Workload, inability to deliver quality of care preferred, 4.Work-family balance, 5.Shiftwork, 6.Lack of involvement in decision making, 7.

<sup>110</sup>Nanjundeswaraswamy, T. S., and Swamy, D. R. (2012). A literature review on quality of work life and leadership styles, International Journal of Engineering Research and Applications, Vol. 2(3),1053-1059.

	Professional isolation, 8.Lack of recognition, 9. Poor relationships with supervisor/peers, 10. Role conflict, 11. Lack of opportunity to learn new skills.
ChenJia-sheng, Fan Jing-li(2003)	1. Working environment; 2.Salary and bonus; 3. Welfare; 4.Promotion; 5. Work nature; 6. Training and development; 7.Leadership style of the boss; 8. Cooperation among colleagues; 9. Enterprise image; 10.Communication; 11.Organisational regulations; 12. Organisation climate and culture; 13. Working time and workload
G NaslSaraji, H Dargahi (2006)	1. Fair Pay and Autonomy 2. Job security, 3. Reward systems, 4.Training and career advancements 5.Opportunities, 6. Participation in decision making 7.Interesting and satisfying work. 8. Trust in senior management. 9. Recognition of efforts 10.Health and safety standards at work 11.Balance between the time spent at work and the time spent with family and friends 12.Amount of work to be done 13. Level of stress experienced at work 14. Occupational health and safety at work
Qing Tao, PengTian-yu and LuoJian (2007)	1. Work related task: work autonomy, importance of the tasks, feedback on work, significance of the work; 2.Organisational environment: team spirit, interpersonal relationship, management style; 3. Social psychology: social and psychological support, mutual respect, social image of the enterprise, economic position
Seyed, M. H., and Gholamreza, M. J. (2010)	1. Fair and adequate pay and benefits rights, 2. Observance of safety and health factors, 3. Opportunities to continue growth and security of staff, 4. Acceptance work organisation, 5. Work life and social dependence on society and individual life, 6. Governing the overall living space in the environment, 7. Integration of social improved human abilities

Adapted from Nanjundeswaraswamy, T. S. and Swamy, D. R. (2012)

Davis and Newstrom<sup>111</sup> could perceive a wide range of QWL activities as (1) Open communications, (2) Equitable rewards systems,(3) Concern for

<sup>111</sup> Davis, K., and Newstrom, J.W. (1989). Human behaviour at work: Organisational Behaviour, McGraw Hill:New York, p. 387.

employee- job security and (4) Participation in job designs. Accordingly to them, emphasis should be placed on employees' skill development, the reduction of occupational stress and the development of more co-operative labor management relations.

Michael Maccaoby<sup>112</sup>(1984) identified four factors to measure QWL, such as (1) Security (right to work and working conditions),(2) Equality (distributive justice), (3) Democracy (Autonomy and opportunity to use abilities) and (4) Individualization (perception of uniqueness).

Sakani<sup>113</sup> has chosen thirteen dimensions for analyzing the concept of QWL viz., 1.Adequate and fair compensation, 2. Fringe benefits and welfare measures, 3. Job security, 4. Safe and healthy physical environment, 5. Work load, 6. Opportunity to use and develop human capacity, 7. Opportunity for continued growth, 8. Human relations, 9. Participation in decision making, 10. Reward and penalty system, 11. Equity, justice and grievance handling, 12. Work and total life space, and 13. Image of organisation in the society.

Greenberg and Baron (2008)<sup>114</sup>stated that QWL programs are ways of increasing organizational output and improving quality by involving employees in the decisions that affect them on their jobs. Besides that these programs support highly democratic treatment of employees at all levels and encourage their participation in decision making.

Ramakrishnarao, B., Madhusudhana Rao, M., and Shanmukharao, P.<sup>115</sup> have taken the following 9 dimensions as measures of QWL. They are compensation, security (job, economic and social security), welfare measures, work environment (working conditions, working hours, and work schedules and safety measures), career growth and development, Grievance handling system, participation in management, collaboration and group effort and social relevance of work life.

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<sup>112</sup> Maccoby, M. (1984). Helping the labour and firm set up a QWL Programme, Monthly Labour Review, Vol. 107(3), p. 28-32.

<sup>113</sup>Saklani D.R (2003). Quality of work life: Instrument design, Indian Journal of Industrial Relations, Vol. 38(4): 480-503

<sup>114</sup> Greenberg,J., and Baron,R.A. (2008). Behaviour in organizations, Prentice Hall of India, New Delhi, p. 652.

<sup>115</sup>Ramakrishnarao.B, MadhusudhanaRao.M and Shanmukharao.P (2008). Quality of work life, Thesis submitted to Andhra University, Visakhapatnam, India.

Hackman and Oldham (1976)<sup>116</sup> drew attention to what they described as psychological growth needs as relevant to the consideration of quality of working life. Several such needs identified were: (1) Skill variety, (2) Task Identity, (3) Task significance, (4) Autonomy and (5) Feedback. They suggested that such needs have to be addressed if employees are to experience high quality of working life.

Warr and colleagues (1979)<sup>117</sup>, in an investigation of quality of working life, considered a range of apparently relevant factors including:

- Work involvement,
- Intrinsic job motivation,
- Higher order need strength,
- Perceived intrinsic job characteristics,
- Job satisfaction,
- Life satisfaction,
- Happiness, and
- Self-rated anxiety.

They discussed a range of correlations derived from their work, such as those between work involvement and job satisfaction, intrinsic job motivation and job satisfaction, and perceived intrinsic job characteristics and job satisfaction. In particular, Warr et.al. found evidence for a moderate association between total job satisfaction and total life satisfaction and happiness; with a less strong but significant association with self-rated anxiety. Thus, while some authors have emphasized the workplace aspects in quality of working life, others have identified the relevance of personality factors, psychological well-being, and broader concepts of happiness and life satisfaction. Thus, factors more obviously and directly affecting work have received main focus of attention in quality of working life research.

Baba and Jamal (1991)<sup>118</sup> listed what they described as typical indicators of quality of working life, including:

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<sup>116</sup> Hackman, J., and Oldham, G. (1974). *The Job Diagnostic Survey*. New Haven: Yale University.

<sup>117</sup>Warr, P., Cook, J., and Wall, T. (1979). Scales for the measurement of some work attitudes and aspects of psychological well-being, *Journal of Occupational Psychology*, 52, pp.129-148.

- Job satisfaction,
- Job involvement,
- Work role ambiguity,
- Work role conflict,
- Work role overload,
- Job stress,
- Organizational commitment and
- Turnover intentions.

Further, Sirgy et al. (2001)<sup>119</sup> suggested the key factors in quality of working life are including:

- Need satisfaction based on job requirements,
- Need satisfaction based on work environment,
- Need satisfaction based on supervisory behavior,
- Need satisfaction based on ancillary programs, and
- Organizational commitment.

Sirgy et al. (2001) viewed quality of working life as satisfaction of the above key needs through resources, activities, and outcomes stemming from participation in the workplace. Needs as defined by the psychologist Abraham Maslow were seen as relevant in underpinning this model, covering health and safety, economic and family, social, esteem, actualization, knowledge and aesthetic needs. Here, the attention is paid on quality of work life rather than the broader concept of quality of life.

There are few recognized measures of quality of working life and jobs, and of those that exist few have evidence of validity and reliability, although the Brief Index of Affective Job Satisfaction has been systematically developed to be reliable and is rigorously psychometrically validated<sup>120</sup>. A recent statistical

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<sup>118</sup> Baba, V.V. and Jamal, M. (1991), Routinisation of job context and job content as related to employees quality of working life: A study of psychiatric nurses. *Journal of Organisational Behaviour*, 12, pp. 379-386.

<sup>119</sup> Sirgy, M. J., Efraty, D., Siegel, P and Lee, D. (2001), A new measure of quality of work life based on need satisfaction and spill over theories, *Social Indicators Research*, 55, pp. 241-302.

<sup>120</sup> Thompson, E.R., and Phua, F.T.T. (2012), "A brief index of affective job satisfaction". *Group & Organisation Management*, 37 (3), 275-307.

analysis of a new measure, the Work-Related Quality of Life scale (WRQoL)<sup>121</sup>, indicates that this assessment device should prove to be a useful instrument, although further evaluation would be useful. The WRQoL measure uses six core factors to explain most of the variation in an individual's quality of working life. They are : Job and Career Satisfaction; Working Conditions; General Well-being; Home-Work Interface; Stress at Work and Control at Work. Each of the above said 6 dimensions were developed by taking into consideration of relevant indicators and each dimension was further validated.

Regular assessment of Quality of Working Life can potentially provide organizations with important information about the welfare of their employees, such as job satisfaction, general well-being, work-related stress and the home-work interface. Studies conducted on UK University sector employees have shown that Quality of Working Life <sup>122</sup>can be used as an effective HR intervention.

Worrall and Cooper (2006)<sup>123</sup> recently reported that a low level of well-being at work is estimated to cost about 5-10 per cent of Gross National Product per annum, yet Quality of Working Life as a theoretical construct remains relatively unexplored and unexplained within the organizational psychology research literature.

Some of the factors used to measure quality of working life pick up on things that don't actually make people feel good, but which seem to make people feel bad about work if those things are absent. For example, noise – if the place where someone works is too noisy, they might get frequent headaches, or find they cannot concentrate, and so feel dissatisfied.

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<sup>121</sup>Laar, V. D., Edwards, J., and Easton, S. (2007). The work-related quality of life scale for healthcare workers, *Journal of Advanced Nursing*, Vol. 60(3),325-333.

<sup>122</sup> Edwards, J., Van Laar, D.L. and Easton, S. (2009), The work-related quality of life (WRQoL) scales for higher education employees, *Quality in Higher Education*, 15(3), 207-219.

<sup>123</sup> Worrall, L. and Cooper, C. L. (2006). The quality of working life: managers' health and well-being. Executive Report, Chartered Management Institute.

Indian philosophy<sup>124</sup> advocates self-actualization as the goal of life and work as a way of life instrumental in achieving the ultimate goal. “Work-life, according to the Indian view, is itself a spiritual discipline. The process of refinement to realize this objective or the identity of the self is *yoga*”. According to traditional teachings, the workplace is a temple and work is worship. “The basic philosophy-cum-central theme of Gita is *Karma Yoga*. *Karma Yoga* is concerned with multifarious development. The development of the self, the community, the society and industry is possible only through *Karma Yoga*. *Karma Yoga* means action, duty or work which is not prohibited, which is not harmful and which is not performed with a selfish motive but with the object of servicing humanity. *Gita* says that doing one’s duty itself is worshipping the Lord God.

More and more women are joining the workforce due to the economic gains as well as due to the high level of education. Because of the societal values and responsibilities of women who are the caretakers of the family, they find it extremely difficult to balance the dual roles. However, women have reached a stage where she can choose either job or family. And yet, the responsibilities in the family, which do not synthesize with work due to its inflexible structure, the choice is again to opt for family. Otherwise, the path is rarely smooth. On an average, a working woman works a minimum of 12 hours a day – eight hours in the organisation and four hours at home. Supervising requires extra time. The strenuous mental conditions reflect in her behaviour towards children adversely affect their bringing up. Lack of attention at home and adverse impacts of the conflicts between parents create problems for the children. As a result, they do not grow up as responsible citizens; as such unrest follows and it reflects on the society.

Considering this basic nature of the Indian worker, especially the women employees and the Indian social systems at large, the yet underdeveloped infrastructure outside the workplace, like transportation, housing facilities, drinking water, etc., it requires a planned change in various aspects at the workplace and employee work life, which is the need of the hour to improve the overall quality of work life in India.

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<sup>124</sup>Monappa, A., and Saiyadain, M. S. (1996). Personnel management, New Delhi: Tata McGraw Hill, pp. 377-388.

The foregone presentation has provided various important conceptualizations on Quality of Work Life across the world in organizational settings in diverse cultural contexts. Besides that, the role, relevance and the implications of Quality of Work Life practices are also presented. It can be gathered from the conceptual framework that there may be wide probability for divergence in perceived Quality of Work Life in different groups working in different environments or on the lines of their personal or personality characteristics. Even the researchers have also conceived different tenets/facets in QWL conceptualizations. But at the heart, all these conceptualizations on QWL converge at one point that QWL practices whether initiated and practiced at the true spirit of managements, or at the instance and initiative of unions, or started at the advisory of a third party-ultimately QWL promotes the work life of employees and their families, organizations directly, and further it helps in industrial productivity, communal advancement, and notional prosperity and happiness ultimately.

**PROFILE OF THE SELECT PRIVATE ENGINEERING  
COLLEGES**

**(The Setting of the Study)**

**INTRODUCTION**

The present study confines to 6 private engineering colleges and the teaching and non-teaching staff associated with these colleges constitutes the universe of the study. A sample comprising of 326 respondents (209 faculty members and 117 non-teaching staff) was chosen randomly for data collection and accordingly data were collected. Care has been taken while selecting the faculty members in terms of their designations, age, gender, marital status, caste-cum-reservation category, educational attainments, total experience, length of service in the current institution, annual pay with a view that these demographic variables may show impact on their perceived Quality of Work Life (Composite) as well as on their perceptions at the level of 9 dimensions of QWL. In this Chapter, the brief profiles of the 6 private engineering colleges are presented. Before that, a very brief note on the regulatory bodies setting the direction for higher and technical education in India i.e. The University Grants Commission, New Delhi, The All India Council for Technical Education, as well as Jawaharlal Nehru Technological University, Kakinada (the Affiliating University) are also presented.

**UNIVERSITY GRANTS COMMISSION OF INDIA**

**Genesis:**

From ancient Bharat to modern India, higher education has always occupied a place of prominence in Indian history. In ancient times, Nalanda, Taxila and Vikramsila universities were renowned seats of higher learning, attracting students not only from all over the country but from far off countries like Korea, China, Burma (now Myanmar), Ceylon (now Sri Lanka), Tibet and Nepal. Today, India manages one of the largest higher education systems in the world. The present system of higher education dates back to Mount Stuart Elphinstone's Minutes of 1823, which stressed on the need for establishing

schools for teaching English and the European sciences. Later, Lord Macaulay, in his minutes of 1835, advocated "efforts to make natives of the country thoroughly good English scholars". Sir Charles Wood's Dispatch of 1854, famously known as the 'Magna Carta of English Education in India', recommended creating a properly articulated scheme of education from the primary school to the university. It sought to encourage indigenous education and planned the formulation of a coherent policy of education. Subsequently, the universities of Calcutta, Bombay (now Mumbai) and Madras were set up in 1857, followed by the University of Allahabad in 1887. The Inter-University Board (later Association of Indian Universities) was established in 1925 to promote university activities, by sharing information and cooperation in the field of education, culture, sports and allied areas.<sup>125</sup>

The first attempt to formulate a national system of education in India came in 1944, with the Report of the Central Advisory Board of Education on Post War Educational Development in India, also known as the Sargeant Report. It recommended the formation of a University Grants Committee, which was formed in 1945 to oversee the work of the three Central Universities of Aligarh, Banaras and Delhi. In 1947, the Committee was entrusted with the responsibility of dealing with all the then existing Universities.<sup>126</sup>

The University Education Commission <sup>127</sup> was set up in 1948 under the Chairmanship of Dr. S Radha krishnan and it recommended that the University Grants Committee be reconstituted on the general model of the University Grants Commission of the United Kingdom with a full-time Chairman and other members to be appointed from amongst educationists of repute. Consequently, the University Grants Commission (UGC) was formally inaugurated by late Shri Maulana Abul Kalam Azad, the then Minister of Education, Natural Resources and Scientific Research on 28 December 1953. The UGC, however, was formally established only in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India. In order to ensure

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<sup>125</sup>. [www.ugc.ac.in](http://www.ugc.ac.in)

<sup>126</sup>. [www.ugc.ac.in](http://www.ugc.ac.in)

<sup>127</sup>. [www.ugc.ac.in](http://www.ugc.ac.in)

effective region-wise coverage throughout the country, the UGC has decentralized its operations by setting up six regional centers at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. The head office of the UGC is located at Bahadur Shah Zafar Marg in New Delhi, with two additional bureaus operating from 35, Feroze Shah Road and the South Campus of University of Delhi as well.

### **UGC Mandate:**

The UGC Mandate has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education. The UGC's mandate includes: (i) Promoting and coordinating university education, (ii) Determining and maintaining standards of teaching, examination and research in universities, (iii) Framing regulations on minimum standards of education, (iv) Monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges, and (v) Serving as a vital link between the Union and State governments and institutions of higher learning advising the Central and State governments on the measures necessary for improvement of university education.<sup>128</sup>

### **Financial Assistance to Higher and Technical Educational Institutions:**

The University Grants Commission (UGC) provides financial assistance to eligible colleges which are included under Section 2(f) \* and declared fit to receive central assistance (UGC Grant) under Section 12 (B) \*\* of UGC Act, 1956 as per approved pattern of assistance under various schemes.<sup>129</sup>

### **Universities and Higher Educational Institutions under the Purview of UGC**

There are total 842 Universities in the Country out of which, State Universities are 381, Deemed to be Universities are 123, Central Universities are 47 and Private Universities are 291 as on 06.02.2018. There are 374 approved autonomous colleges under the 'UGC scheme on Autonomous College' as on

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<sup>128</sup>. [www.ugc.ac.in](http://www.ugc.ac.in)

<sup>129</sup>. [www.ugc.ac.in](http://www.ugc.ac.in)

05.04.2011. 314 colleges from 90 universities were selected under the Status of Centre Potential of Excellence/Centre for Excellence as on 01.04.2017. UGC, along with CSIR currently conducts NET for appointments of teachers in colleges and universities. It has made NET qualification mandatory for teaching at Graduation level and at Post Graduation level since July 2009. However, those with Ph. D are given five percent relaxation.<sup>130</sup>

Accreditation for higher learning over Universities under the aegis of University Grants Commission is overseen by following fifteen autonomous statutory institutions<sup>131</sup>:

- ✚ All India Council for Technical Education (AICTE)
- ✚ Distance Education Council (DEC)
- ✚ Indian Council of Agricultural Research (ICAR)
- ✚ Bar Council of India (BCI)
- ✚ Board of Theological Education of the Senate of Serampore College (BTESSC)
- ✚ National Council for Teacher Education (NCTE)
- ✚ Rehabilitation Council of India (RCI)
- ✚ Medical Council of India (MCI)
- ✚ Pharmacy Council of India (PCI)
- ✚ Indian Nursing Council (INC)
- ✚ Dental Council of India (DCI)
- ✚ Central Council of Homoeopathy (CCH)
- ✚ Central Council of Indian Medicine (CCIM)
- ✚ National Council for Rural Institutes (NCRI)
- ✚ State Councils of Higher Education (SCHE)
- ✚ Council of Architecture
- ✚ Veterinary Council of India (VCI)

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<sup>130</sup>. [www.ugc.ac.in](http://www.ugc.ac.in)

<sup>131</sup>. [www.ugc.ac.in](http://www.ugc.ac.in)

## ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

The All India Council for Technical Education (AICTE)<sup>132</sup> was set up in November 1945 as a national-level apex advisory body to conduct a survey on the facilities available for technical education and to promote development in the country in a coordinated and integrated manner and to ensure the same as stipulated in the National Policy of Education (1986). It is vested with:

- ✚ Statutory authority for planning, formulation, and maintenance of norms & standards
- ✚ Quality assurance through accreditation
- ✚ Funding in priority areas, monitoring, and evaluation
- ✚ Maintaining parity of certification & awards
- ✚ The management of technical education in the country

The Government of India (the Ministry of Human Resource Development) also constituted a National Working Group to look into the role of AICTE in the context of proliferation of technical institutions, maintenance of standards, and other related matters. The Working Group recommended that AICTE be vested with the necessary statutory authority for making it more effective, which would consequently require restructuring and strengthening with the necessary infrastructure and operating mechanisms. The AICTE Act was constituted to provide proper planning and co-ordinated development of a technical education system throughout the country, the promotion of qualitative improvements of such education in relation to planned quantitative growth, and regulation and proper maintenance of norms and standards in the technical education system and for the matters connected therewith. The purview of AICTE covers programmes of technical education including training and research in Engineering, Technology, Architecture, Town Planning, Management, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology etc. at different levels.<sup>133</sup>

### **AICTE Administrative Setup:**

In accordance with the provisions of the AICTE Act, 1987, for the first five years after its inception in 1988, the Minister for Human Resource

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<sup>132</sup>. [www.aicte-india.org](http://www.aicte-india.org)

<sup>133</sup>. [www.aicte-india.org](http://www.aicte-india.org)

Development, the Government of India, was the Chairman of the Council. The first full-time Chairman was appointed on July 2, 1993 and the Council was reconstituted in March 1994 with a term of three years. The Executive Committee was re-constituted on July 7, 1994 and All India Board of Studies and Advisory Boards were constituted in 1994-95. Regional Offices of the Ministry of Human Resource Development, the Government of India, located in Kolkata, Chennai, Kanpur, and Mumbai were transferred to AICTE and the staff working in these offices was also deputed to the Council w.e.f. October 1, 1995. These offices functioned as secretariats of regional Committees in the four regions (North, East, West and South). Three new regional Committees in southwest, central, and northwest regions with their secretariats located in Bangalore, Bhopal, and Chandigarh, respectively, were also established on July 27, 1994. One more regional committee in South-Central region with its Secretariat in Hyderabad was notified on March 8, 2007<sup>134</sup>.

### **AICTE Objectives**

- ✚ Promotion of Quality in Technical Education.
- ✚ Planning and Coordinated Development of Technical Education System.
- ✚ Regulations and Maintenance of Norms and Standards.

### **AICTE Vision**

*“To be a world class organization leading technological and socio-economic development of the country by enhancing the global competitiveness of technical manpower and by ensuring high quality technical education to all sections of the society.”*

### **AICTE Mission**

*A true facilitator and an objective regulator; Transparent governance and accountable approach towards the society; Planned and coordinated development of Technical Education in the country by ensuring world-class standards of institutions through accreditation; Emphasis on developing high quality institutions, academic excellence, and innovative research and*

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<sup>134</sup>. [www.aicte-india.org](http://www.aicte-india.org)

*development programmes; Networking with/ or a network of institutions for optimum resource utilization; Dissemination of knowledge; Technology forecasting and global manpower planning; Promoting industry-institution interaction for developing new products, services, and patents; Inculcating entrepreneurship; Encouraging indigenous technology; Focusing on non-formal education; Providing affordable education to all; Making Technical Education in India globally acceptable.*<sup>135</sup>

### **AICTE Bureaus and Cells:**

The AICTE have (i) Approval, (ii) Administration, (iii) Finance, (iv) Policy and Academic Planning and (v) Research Institution & Faculty Development (RIFD) Bureaus to facilitate its smooth functioning. Besides that (i) CMAT, (ii) e-governance, (iii) PMSSS-Jammu & Kashmir, (iv) GPAT, (v) Skill Development, (vi) SWAYAM, (vii) Grievance Redressal, (viii) Legal, (ix) Vigilance, (x) TEQIP, (xi) Estate Management, (xii) RTI, (xiii) Parliament, (xiv) Internal Audit and (xv) Hindi cells are also working simultaneously to meet special objectives.

### **AICTE Schemes**

AICTE has evolved some schemes to ensure advancement in academics, research, student and faculty development, technology and infrastructural facilities in technical educational institutes in India. They are:<sup>136</sup>

#### ***Staff Development Schemes:***

AICTE offers various staff development schemes and programmes. They are Seminar Grant (SG), Indian National Academy of Engg. (Teachers Research Fellowship) INAE (TRF), Quality Improvement Programme, Faculty Development Programme (FDP), Adjunct Faculty, Trainee Teacher Scheme, Scheme of Travel Grants (TG), AICTE-INAE-DVP, AICTE – ISTE orientation/ Refresher Programme, Technical book writing and translation, Short Term Training Programme (STTP), Emeritus Professor (distinguished practicing engineer) fellowship etc.

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<sup>135</sup>. [www.aicte-india.org](http://www.aicte-india.org)

<sup>136</sup>. [www.aicte-india.org](http://www.aicte-india.org)

### ***Students Development Schemes:***

These schemes run by AICTE are aiming at promoting technical education. They are PG Scholarship, Prime Minister's Special Scholarship Scheme – PMSSS, Pragati Scholarship, Saksham Scholarship, AICTE-INAE travel grant scheme, Prerana – scheme for preparing SC/ST students for higher education, Samriddhi – scheme for SC/ST students for setting start-ups, National Doctoral Fellowship (NDF), Support to Students for Participating in Competition Abroad (SSPCA), Smart India Hackathon 2017, M.Tech projects as internship with small and medium enterprises (MSMEs) etc.

### ***Institutional Development Schemes:***

These schemes run by AICTE include Share and Mentor Institutions (Margdarshan), Unnat Bharat Abhiyan, Modernization and Removal of Obsolescence (MODROBS), Skill and Personality Development Programme Centre for SC/ST students, Hostels for SC/ST students, Special Scheme for North Eastern States etc.

### ***Research and Innovations Development Schemes:***

These schemes run by AICTE aimed at promoting research in technical education in India. They are Research Promotion Scheme (RPS), Entrepreneurship Development Cell (EDC), e-shodh sindhu, grant for organizing conference etc.

### ***General Schemes:***

General schemes promote co-ordinated development in India. They include Pradhan Mantri Kaushal Vikas Yojna (PMKVY), and Sansad Aadarsh Gram Yojna.

In addition to the regulatory framework provided by the national level regulatory bodies i.e. University Grants Commission and All India Council for Technical Education, the affiliating university i.e. Jawaharlal Nehru Technology University-Kakinada is also overseeing the administration of private engineering colleges affiliated to it. Therefore, a brief note on the affiliating university is also provided here.

## **JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY-KAKINADA**

Jawaharlal Nehru Technological University-Kakinada (JNTU-K)<sup>137</sup> was originally established in the year 1946 as '*The College of Engineering-Vizagapatam*' by the then Government of the Composite Madras State. Later it was affiliated to Andhra University, Visakhapatnam and recently by virtue of Jawaharlal Nehru Technological Universities Act, (A.P. Act No.30) 2008, JNTU-Kakinada was declared as a 'separate' university from 18-8-2008. Currently it has two constituent engineering colleges, one at the Port City of Kakinada in East Godavari District, and the other one at Vijayanagaram District Head Quarters.






### **Vision:**

To be a value driven global-level university and model of excellence leading our peers in technical education. We also envision and endeavor to produce integrity-driven individuals who benefit humanity/society in the long run.

### **Mission:**

To provide the benefits of a world-class university system to the people of Andhra Pradesh, India, and the World.

**JNTU-K** fulfills its Mission by:

-  Providing innovative, global-standard education
-  Conducting world-class research leading to significant discovery, and innovation
-  Conducting significant applied and practical research leading to field implementation of tangible benefits to the common person
-  Educating the whole person in all the elements of a successful and contributing future life
-  Facilitating the transformation of Andhra Pradesh through increased entrepreneurship and regional wealth development

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<sup>137</sup>. [www.jntuk.edu.in](http://www.jntuk.edu.in)

Jawaharlal Nehru Technological University is having two highest decision making bodies. While the College Governing Council (CGC) headed by the University Vice Chancellor, looking after the entire administration of its constituting engineering colleges and the affiliated engineering colleges, the College Academic Council (CAC) is taking care of the academic affairs and academic advance of the university including its affiliated colleges. JNTU-K prepares syllabus for undergraduate and postgraduate programmes in engineering, pharmacy etc. It monitors student attendance and their performance in various dimensions. It also monitors the faculty performance and the prevailing working conditions in the affiliated colleges. It conducts examinations and evaluates student performance. JNTU-K authorities visit the affiliated colleges periodically and verify the quality practices by the college managements and they provide recommendations to improve the quality of technical education from time to time. Subject to fulfillment of its criteria, JNTU-K ratifies the faculty working in its affiliated engineering colleges to the positions of Principal, Professor, Associate Professor, and Assistant Professor.

## **BRIEF PROFILES OF THE STUDY PRIVATE ENGINEERING COLLEGES**

The researcher has conducted survey in 6 private engineering colleges. A brief profile of each private engineering college is presented to have a precise understanding of the prevailing environment in these colleges.

### **1. Aditya Institute of Technology and Management (AITAM)**

This engineering college was established in the year 2001 by Aditya Educational Society. It is recognized by All India Council for Technical Education(AICTE), New Delhi and permanently affiliated to Jawaharlal Nehru Technological University, Kakinada of Andhra Pradesh State. It is a NAAC 'B' Graded, and NBA rated private engineering college. It is a self-financed, non-minority, and co-education college and has earned good image in the public for quality education and student placements. The college imparts technical education in 6 major areas: Mechanical Engineering, Civil Engineering, Electrical and Electronics Engineering, Electronics and Communications Engineering, Computer Science and Engineering, and Information Technology. It is also providing post

graduate education in the above mentioned 6 engineering specializations as well as in Business Administration. The total sanctioned intake per year is 840 in B. Tech programmes, 60 in MBA and 156 in M. Tech specializations<sup>138</sup>.

***Vision:***

To evolve into a premier engineering institution in the country by continuously enhancing the range of our competencies, expanding the gamut of our activities and extending the frontiers of our operation.

***Mission:***

Synergizing knowledge, technology, and human resources we impart the best quality education in technology and management. In this process, we make education more objective so that the efficiency for employability increases on a continued basis.

***Quality Policy:***

AITAM encourages continuous improvement and innovation at various levels and developing the institute into a Centre of Excellence, thus increasing the stakeholder' value and providing quality service to the society.

**2. GMR Institute of Technology (GMRIT)**

This engineering college was established in the year 1997 by GMR Varalakshmi Foundation – the corporate social responsibility arm of GMR Group. It is recognized by All India Council for Technical Education(AICTE), New Delhi and permanently affiliated to Jawaharlal Nehru Technological University, Kakinada of Andhra Pradesh State. The institute became Autonomous in the year 2012-13. It is a NAAC 'A' graded and NBA rated private engineering college. It is a self-financed, non-minority, and co-education college and has earned good brand image in the public for quality education and student placements. The college imparts technical education in 8 engineering streams: Mechanical

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<sup>138</sup>. [www.adityatekkali.edu.in](http://www.adityatekkali.edu.in)

Engineering, Civil Engineering, Electrical and Electronics Engineering, Electronics and Communications Engineering, Computer Science and Engineering, Information Technology, Chemical Engineering and Power Engineering. It is also providing post graduate education in the above mentioned seven engineering specializations. GMRIT offers 8 graduate programs in the disciplines of ECE, CSE, IT, EEE, Civil, MECH, CHEMICAL, POWER ELECTRONICS as well as in post-graduation in 7 disciplines of M. Tech. The total sanctioned intake per year is 900 in B. Tech programs<sup>139</sup>.

***Vision:***

“To be among the most preferred institutions for engineering and technological education in the country...An institution that will bring out the best from its students, faculty and staff – to learn, to achieve, to compete and to grow – among the very best...An institution where ethics, excellence and excitement will be the work religion, while research, innovation and impact, the work culture”

***Mission:***

- ✚ To turnout disciplined and competent engineers with sound work and life ethics.
- ✚ To implement outcome based education in an IT-enabled environment.
- ✚ To encourage all-round rigor and instill a spirit of enquiry and critical thinking among students, faculty and staff.
- ✚ To develop teaching, research and consulting environment in collaboration with industry and other institutions.

**3. Sri Sivani College of Engineering (SSCE)**

This engineering college was established in the year 2006 by Sri Sivani Educational Society. It is an AICTE recognized engineering college, affiliated to Jawaharlal Nehru Technological University, Kakinada of A.P.State. It is a NAAC ‘B’ graded, NBA rated, and ISO9001:2015 Certified engineering college. It is also a private self-financed, non-minority, co-education engineering college. The college is imparting technical education in undergraduate and postgraduate education in five engineering disciplines of Mechanical Engineering, Civil Engineering, Electronics and Communications Engineering, Electrical and

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<sup>139</sup>. [www.gmr.it.org/](http://www.gmr.it.org/)

Electronics Engineering, and Computer Science and Engineering. It is also providing postgraduate education in Business Management. SSCE offers 5 graduate programs in the disciplines of ECE, CSE, EEE, Civil, MECH and post-graduation in 5 specializations of M. Tech. The total sanctioned intake per year is 540 in B. Tech programs and 90 in M.Tech. It is also offering M.B.A and M.C.A each with 60 intake<sup>140</sup>.




***Vision:***

Sri Sivani College of Engineering strives to develop eminent, excellent, and skillful engineers and professionals with superior technical competencies and personalities through high quality education, co- & extra-curricular activities.

***Mission:***

-  Impart high quality professional and technical education for the rural students to become responsible professionals and citizens.
-  Provide a scholarly and vibrant learning environment that enable students, faculty, and staff to achieve personal and professional growth.
-  Contribute to advancement of knowledge in both fundamental and applied areas of engineering, technology, and management sciences.
-  Forge mutually beneficial relationships with governmental entities, industry, society, parents, and alumni.

***Quality Policy :***

-  Imparting quality education by providing good library, laboratories, and infrastructural facilities.
-  Developing students with a disciplined and integrated personality locally and globally.
-  Facilitating faculty and supporting staff to update their knowledge and skills to match the industrial and technological development.

**4. Sri Sivani Institute of Technology (SSIT)**

This engineering college was established in the year 2008 by Sri Sivani Educational Society. It is an AICTE recognized college affiliated to Jawaharlal Nehru Technological University-Kakinada. It is a private self-financed, non-

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<sup>140</sup>.[www.srisivani.com](http://www.srisivani.com)

minority, co-education engineering college in Srikakulam District. The college offers undergraduate and postgraduate programs in five engineering streams: Mechanical Engineering, Electrical and Electronics Engineering, Electronics and Communications Engineering, and Computer Science and Engineering. Besides engineering programmes, this higher educational institution is also offering postgraduate degree in management studies. The total sanctioned intake per year is 300 in B. Tech programs and 36 in M.Tech. The intake seats for M.B.A are 60<sup>141</sup>.

***Vision:***

To be an institute of eminence, and to produce highly skilled and globally competent technocrats.

***Mission:***

✚ Providing high quality, real world, industry relevant, career oriented, professional education to rural students towards their excellence and growth.

✚ Serving as a Center of technical excellence, creating globally competent human resources with ethical and moral values.

***Quality Policy :***

Sri Sivani Educational Society is committed to create quality professionals in order to meet emerging industrial and social needs through a system of quality assurance and to continuously address, monitor, and evaluate the quality of education through an effective teaching-learning process.

**5. Sri Venkateswara College of Engineering and Technology (SVCET)**

This engineering college was established in the year 2008 by Vikas Educational Society. The college is an AICTE recognized NAAC 'A' graded private engineering college affiliated to Jawaharlal Nehru Technological University-Kakinada. It is a self-financed, non-minority, co-educational college. This institution is offering undergraduate and postgraduate courses in Mechanical engineering, Civil Engineering, Electrical and Electronics Engineering,

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<sup>141</sup> . [www.srisivani.com/](http://www.srisivani.com/)

Electronics and Communications Engineering, and Computer Science and Engineering. Besides engineering courses, the college is also offering postgraduate program in management studies. The total sanctioned intake per year is 300 in B. Tech programs and 90 in M. Tech specializations. The intake for M.B.A is 120<sup>142</sup>.

***Vision:***

To emerge as Center of excellence and eminence to produce globally competent professionals adorn with social values.

***Mission:***

✚ Impart a perfect blend of value based, industry relevant, and quality education towards employable graduates.

✚ Create facility to make technically competent, communicative and ethically upright human resources.

***Quality Policy :***

Sri Venkateswara College of Engineering and Technology is committed to “impart quality education to the youth, enable them the right attitude, professional competency, and inculcate ethical values.

***Objectives:***

✚ To provide the students with quality in Technical Education for making a significant contribution to the social upliftment and progress.

✚ Social upliftment through technical education.

✚ Enhance personal development, physical discipline, spiritual and moral awareness among the needy classes.

✚ Integrated education, industrial and consultancy services and to serve various industries and needy organization.

✚ To provide excellent infrastructure facilities and well qualified teaching faculty that are comparable with the best in the country.

✚ To raise itself as a center of excellence in the nation through integrated academic research and industrial consultancy services.

✚ To develop a Research and Development Center for advanced studies in the specialized areas of Engineering and Technology.

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<sup>142</sup> . <http://svcet.info>

✚ To provide other opportunities this will enhance the personality development, individual discipline, spiritual awakening, moral values and social awareness.

✚ To develop a software computer center and offer services to the various industries and organization.

## **6. Sarada Institute of Science, Technology and Management (SISTAM)**

This engineering college was established in the year 1998 by Sarada Educational Society. It is recognized by AICTE, New Delhi. It is an ISO 9001:2008 Certified college having affiliation to Jawaharlal Nehru Technological University-Kakinada of A.P. State. This college is a private self-financed, non-minority, co-educational college and offering in programs in the specializations of Mechanical Engineering, Civil Engineering, Computer Science and Engineering, Electrical and Electronics Engineering, and Electronics and Communications Engineering at undergraduate and postgraduate level. This institution is also offering postgraduate program in Business Administration. SISTAM offers 5 graduate programs in the disciplines of ECE, CSE, EEE, Civil, MECH and post-graduation in 4 specializations of M. Tech. The total sanctioned intake per year is 300 in B. Tech programs and 72 in M. Tech specializations. The intake for M.B.A is 60<sup>143</sup>.

### ***Vision:***

To educate the student community both by theory and practice, to fit in with the society and to meet the tomorrow's technology at global level with human values through our dedicated team.

### ***Mission:***

To endeavour to provide high quality education in engineering, technology and management, foster research & development, encourage creativity, promote innovation, build leadership, and nurture teamwork with the highest ethical values as the inner strength.

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<sup>143</sup>. [www.sistam.in](http://www.sistam.in)

**THE STUDY OBSERVATIONS**  
**(PERCIEVED QUALITY OF WORK LIFE IN THE RESPONDENTS)**

This Chapter spreads into two sections. The first section presents an account of the sampled teaching and non-teaching respondents of the current study. The second part of this Chapter contains data analysis results with regard to quality of work life perceptions of the study respondents i.e. teaching and non-teaching respondents separately. As mentioned earlier, the study respondents are associated with 6 private engineering colleges in Srikakulam District of Andhra Pradesh State. Taking into account of the data analysis pertains to the respondents' demographic features; a precise picture of their profile is developed and it is presented first.

**SECTION - A**

The study sample consists of 326 respondents, which includes two segments. As portrayed in Table 5.1, first segment of the sample comprises of 209 teaching staff respondents and the other part comprises of 117 non-teaching staff of the select private engineering colleges. The details of number of teaching and non-teaching respondents from each engineering college participated in the study are also presented in Table 5.1. Teaching fraternity in these colleges is associated with various departments like Electronics and Communication Engineering, Mechanical Engineering, Civil Engineering, Electrical and Electronics Engineering, Computer Science Engineering, Chemical Engineering, Information Technology, Management Studies, and Basic Sciences and Humanities. The faculty respondents are in the position of Professor, Associate Professor or Assistant Professor. Teaching, laboratory work, research activities, and student development activities occupy major portion of their responsibility in addition to supporting administrative work. The second portion of the sample comprises of non-teaching staff. The respondents in this category support administrative, technical, non-technical works, or attend maintenance works and watch and ward responsibilities in these colleges.

Table 5.1 depicts that 29.1 percent of the total (both teaching and non-teaching) sample respondents are from AITAM. 27 percent of the total respondents are from GMRIT. 11 percent of the total respondents are from SISTAM Engineering College. While 15 percent are from SSCE, 13.2 percent of the total respondents have participated from SV College of Engineering and Technology. Only 4.6 percent of the total respondents are from SSIT. . It indicates that majority (29.1%) of the total respondents who have participated in the study are from AITAM.

### **RESPONDENTS' DEMOGRAPHIC PROFILE**

The demographic data of the respondents was analyzed in terms of their age, gender, marital status, caste-cum-reservation category, total experience, organizational tenure, designation, mother tongue, educational qualifications, technical / non-technical background of their education, and annual pay. In this process, the demographic features of the teaching staff and non-teaching staff are presented below.

#### **Age:**

Table 5.2 shows distribution of sample respondents by their age. It shows that 35.4% of the faculty members are in the age group of those who are below 30 years, while majority of them (59.3%) are having age between 30 to 45 years, the remaining 5.3% of the study-respondents are having age between 45 to 60 years and above. But, just above half of the non-teaching respondents (51.3%) are having age in between 30 to 45 years. 34.1% of them have age below 30 years. The remaining 14.6% of them have age above 45 years. Besides that, it is very clearly seen that majority of the total respondents (56.4 %) are in the age group of 30-45 years.

#### **Gender:**

Table 5.3 presents gender wise distribution of the sample respondents. With regard to gender, as shown in Table 5.3, majority of the respondents (78.5%) in teaching staff are male and the remaining of the respondents (21.5%) are female. The information shown in Table 5.3 also reveals that 73% of the sampled non-teaching staff respondents are male and the remaining 27% of them are female. But, in the total respondents, most (76.7 %) of them are male and only

23.3 % of them are female. Thus majority of the sample respondents (76.7%) are male.

#### **Marital Status:**

Table-5.4 depicts distribution of the sample respondents based on their marital status. More so, Table 5.4 shows that majority (71.3%) of the respondents in the teaching staff are married, while the remaining 28.7% of them are single. The data provided in Table 5.4 also reveals that majority (70%) of the non-teaching respondents are married, while the remaining 30% of these respondents are single. Viewing from the total respondents, majority (70.9 %) of them are married and the remaining 29.1% are single.

#### **Caste:**

The data pertains to distribution of the faculty-respondents as per their caste-cum-reservation category is provided in Table 5.5 and it reveals that majority (66.5%) of faculty belong to backward classes. Respondents from open categories constitute 23.4% of the faculty respondents. While 7.7% of the faculty-respondents belong to scheduled castes, the remaining meager proportion (2.4%) of them belongs to scheduled tribes. Table 5.5 also shows the distribution of non-teaching staff respondents according to their caste-cum-reservation category. Among the non-teaching respondents, majority (61.5%) of them belongs to backward classes and 8.5% of them are from open categories. While 16.3% of the respondents belong to Scheduled Castes, the rest of them (13.7%) are from Scheduled Tribes. But in the total respondents, more than half i.e. 64.7 % of them are from backward communities and 18.1 % are from open categories. While 10.7 % are from Scheduled Castes, the remaining 6.4 % of them belong to Scheduled Tribes. Thus majority of the total respondents belong to backward classes.

#### **Total Experience:**

Table 5.6 shows distribution of the sample respondents based on years of total experience they put in. According to Table 5.6, it is evident that 23% of the faculty respondents have total working experience below 2 years, 25.8% of them have 2-5 years of total working experience. While 31.6% of the respondents have 6-10 years of total experience in teaching, the remaining 19.6% of them have above 10 years of total experience in teaching in engineering colleges. The

information provided in Table 5.6 also indicates that 34.2% of the sample respondents in non-teaching staff are having 6 to 10 years of total working experience. 30.7% of them have 2 to 5 years of total experience. While 25.6% of the respondents have more than 10 years of working experience, the remaining 9.5% of them have below 2 years of total experience. It is identified that in total respondents, 32.5 % of the respondents have 6 to 10 years of experience, 27.6 % of them have 2 to 5 years of experience, 21.8 % of them have more than 10 years of experience, and 18.1 % have less than 2 years of experience.

### **Organizational Tenure:**

Table 5.7 shows data on respondents' length of service in present institution (organizational tenure). 28.2% of the teaching staff has below 2 years of length of service in the present institution they are working with. 34.9% of them have 2-5 years of organizational tenure, 24.9% of the respondents in teaching staff have 6-10 years of service in the current institution they are associated with. The remaining 12% of them have above 10 years of organizational tenure. In non-teaching staff, 33.4% of the respondents have 6-10 years of organizational tenure. 25.6% of the respondents have 2-5 years of length of service. 22.2% of the respondents have above 10 years of length of service and 18.8% of them have below 2 years of length of service in the current institution they are working with. It is also found that 31.6 % of the total respondents have 2 to 5 years of service, 27.9 % of them have 6 to 10 years of service, 24.8 % of them have less than 2 years of service, and 15.7 % have more than 10 years of service.

### **Designation:**

Table 5.8 presents data on distribution of respondents as per their designation. It is already mentioned that the faculty respondents are working in Professor, Associate Professor and Assistant Professor Designations. As shown in Table 5.8, great majority (81%) of the faculty-respondents are Assistant professors associated with the select engineering colleges, 13% of them are Associate Professors and the remaining 6% of them are working as Professors. As such, the information given in Table 5.8 clearly shows that major portion of the teaching staff is in Assistant Professor cadre, and least proportion of the teaching staff are

in Professor cadre. The information presented in Table 5.8 also indicates that majority(60.7%) of the non-teaching staff sampled for the study are working as departmental staff like electrician, office assistant, clerk, senior assistant, computer operator etc. Among them 23.1% of the respondents are working as watch and ward in the select engineering colleges. They are in positions such as attender, office boy, store keeper, maintenance cum house-keeping jobs. The remaining 16.2% of the non-teaching staff are associated with administrative blocks of the colleges. Administrative officer, Accounts officer, Cashier, Public Relations Officers, Transportation and HR assistants will come under this administrative staff.

### **Mother Tongue:**

Table 5.9 provides the particulars of respondents' mother tongue. As shown in Table 5.9, among the teaching staff, majority (89%) of them speak Telugu language, but 6.2% of them speak Odiya as their mother tongue. Only 4.8% of the teaching staff-respondents speak Hindi language. Similarly, majority (68.3%) of the sample respondents in non-teaching staff speak Telugu language, 25.6% of them are conversant with Hindi language and the remaining (6%) of them speak Odiya. Thus, it can be seen that a vast majority (81.6%) from the total respondents speak Telugu.

### **Respondents' Educational Attainments:**

Table 5.10 shows distribution of sample respondents based on their educational qualifications. The data in Table 5.5 indicates that great majority(75%) of the sample respondents in the teaching staff have post-graduation either in Engineering, Management Studies, Basic Sciences or Humanities. 10% of them have M.Phil degree, and the remaining 15% of them have doctorate degree in requisite area of specialization. Pertaining to educational qualifications of non-teaching respondents, 39.3% of them are graduates, 28.2% of them have postgraduate degrees(non-technical), 24% of them have intermediate (Plus 2 level) education and the remaining (8.5%) of them have completed secondary school education.

### **Technical/Non-Technical Background of Education:**

According to Table 5.11, vast majority of the respondents (82.3%) in teaching staff have technical education background, and the remaining of respondents (17.7%) got non-technical education. In non-teaching staff respondents, 46.1% of them have technical education background and the remaining 53.9% of them got non-technical education.

### **Annual Pay:**

Table 5.12 gives information on annual pay paid to the respondents. Pertains to annual pay, 37.3% of the sampled teaching staff are receiving annual pay in the range of Rs.1-2 lakh. 40.1% of the sampled teaching-respondents are receiving annual pay of above Rs.2 Lakhs and up to 4 lakhs, 10.5% of them are in receipt of annual pay of above Rs.4 lakh and up to Rs.5 lakh. 12% of these respondents are receiving annual pay of above Rs.5 lakh. In non-teaching staff-respondents, as per Table 5.12, 47.1% of them are in receipt of annual pay below R. 1 lakh. 41% of them are receiving annual pay above Rs.1 lakh to 2 lakh. The remaining 11.9% of the respondents are receiving annual pay above Rs.2 lakh and up to Rs.4 lakh. In total respondents, 38.7 % of them are paid annual pay between Rs.1lakh to 2 lakh. 30.1 % are paid above Rs.2lakhto 4 lakhs. 16.9 % of them are paid annual pay less than Rs.1 lakh. 6.6 % are paid above Rs.4 lakh to 5 lakh. 7.7 % of them are paid above Rs.5 lakh.

Predominantly, the sample pertains to teaching staff respondents ( $n=209$ ) of the select engineering colleges consists of employees in the age group of 30-45 years, majority of them are male, married, belong to backward classes, Assistant Professors by designation, having 6-10 years of total experience, 2-5 years of organizational tenure, Telugu speaking, having post-graduation in requisite fields of specialization, and are in receipt of annual pay above Rs.2 lakh and up to Rs.4 lakh.

Predominantly, the sample ( $n=117$ ) pertains to non-teaching respondents of the select private engineering colleges consists of employees in the age group of 30-45 years, majority of them are male, married, belong to backward classes, departmental staff, having 6-10 years of total working experience, having 6-10 years of organizational tenure, Telugu speaking, graduates by education, and receiving annual pay above Rs.1lakh and up to Rs.2 lakh.

## **SECTION - B**

### **PERCEIVED QUALITY OF WORK LIFE IN FACULTY-RESPONDENTS**

The item-wise analysis of teaching staff respondents' perceptions on quality of work life at their institutions is provided first. Their perceptual data with specific reference to the 9 facets constituting perceived quality of work life are analyzed and the results are provided below.

#### **PERCEIVED WORKING ENVIRONMENT:**

Perceptual analysis was done on aspects of working environment in the select engineering colleges. As it is seen from Table 5.13 that majority of the respondents felt positively and reported their satisfaction with regard to the 6 aspects of working environment. Item-wise analysis results revealed that majority of the teaching staff respondents have expressed that they have pleasant environment at work (80%), healthy and competitive environment at workplace (71.7%), opportunities to develop individual abilities (71.3%), positive communications in the institution (70.8%), informational adequacy to discharge one's responsibilities (63.7%), and empowerment provided to decide on style and pace of work (60.7%). The overall results show a greater consensus among the teaching staff respondents that they are working in a positive working environment at their institutions. No substantial dissatisfaction is found in this regard on any of the 6 aspects of working environment. However, pleasant working environment got first rank in respondents' perceptions whereas employee empowerment was ranked with least.

#### **PERCEPTIONS ON ORGANIZATIONAL CULTURE AND CLIMATE:**

A positive organizational culture and climate triggers positive workplace experiences in the employees and it leads to willing performance from employees. The data provided in Table 5.14 reveals that a vast majority of Teaching staff respondents (79.5%) perceived no discrimination at workplace based on their gender, age or origin; either by their colleagues at work or the institution management. Similarly, majority of them have positive perceptions on proudness

in association with the institution (76.5%), for constructive comments and suggestions at workplace (75.2%), involvement in decisions affecting their work (67%), freedom to express opinions (61.2%), receipt of communication on changes happening at work place (60.3%), and cooperation among the departments in completion of tasks (60.3%). While slightly above half of the respondents (53.6%) felt positively on grievance handling process in their institutions, only half of the study respondents (50.3%) perceived fairness in annual performance appraisals.

Only minority of the respondents (47.4%) positively perceived on the existence of fair compensation policies in their institutions. Besides that significant proportion of the respondents in teaching staff (24%) reported their dissatisfaction on the fairness of compensation policies adopted by their engineering colleges. Thus the perceptual gaps in respondents in teaching staff in terms of fairness in compensation policies, performance appraisal, and grievance handling process are to be remedied by institutional level measures. Thus, feeling of no discrimination at work based on age, gender, and origin got highest score in faculty respondents' evaluations, but fairness in institutional compensation policies scored the least and got least rank, which in turn linked with considerable amount of faculty dissatisfaction.

#### **PERCEPTIONS ON RELATION AND CO-OPERATION:**

Mutually supportive and encouraging relationship between the members of institutions is an essential element in adding quality of work life. The data on perceptions of relation and co-operation at workplace in faculty-respondents is presented in Table 5.15. The overall picture in this regard appears to be positive and consistently major proportion of the respondents expressed satisfaction with regard to all the 14 items of relations and co-operation dimension. A great majority of the teaching staff felt satisfaction with regard to the ease of communicating with staff members and superiors (80.9%), majority (80.4%) of them even felt a strong sense of belongingness to their institutions. Approximately 80% of them reported positively on harmonious relations with their colleagues, immediate superior and co-operation from the students in the study colleges. Majority of them also felt positive on the support they have from their

subordinates (73.7%), support from general administration (73.2%) as well as on the professional competency of their colleagues(73.2%). Even majority of the respondent expressed satisfaction with the institutional support to overcome individual weaknesses and to improve strengths (68%), constructive feedback from staff members(68.4%), co-operation from top-management (65.5%), people skills in superiors(64.1%), employee ability to attend personal work in spite of the job demands (60.3%), and employee-management relationships (58.8%).

Besides that, 18.7% of the respondents expressed dissatisfaction with regard to employee-management relations in their institutions. Obviously, this will not be a welcoming sign. The reasons for this dissatisfaction are to be probed for remedying this negative situation. So, feeling of no difficulty in communicating with colleagues and superiors and a strong sense of belongingness to the institution secured highest scores and top rank in faculty members' evaluations, while management-employee relations secured the least score and rank.

#### **PERCEIVED TRAINING AND DEVELOPMENT:**

Knowledge updation, skill enhancement and all round development of the employees are linked to institutional patronage and scientific planning and implementation of training and development activities. Data provided in Table 5.16 shows that majority of the teaching staff respondents have reported satisfaction with the role of training programs in providing requisite skills for performing their jobs effectively (74.2%), in improving sound interpersonal relationships (60.8%) and on the institutional role in helping the employees to identify areas of training for professional development(63.7%). In the same way, 68% of the respondents felt that training programs in their institutions should be conducted frequently. It indicates that the respondents have positively perceived on training activities in their institutions. The data shows that faculty members' perceptions over the usefulness of training in honing requisite skills for performing their responsibilities got highest score and first rank, while institutional efforts to identify areas of training for faculty professional development has got least score and last rank. No substantial amount of dissatisfaction is reported by faculty in this regard.

## **PERCEPTIONS ON COMPENSATION AND REWARDS:**

Fair compensation is a big motivator and an important factor in employee performance at work place. It is a basic need in the motivational hierarchy and serves as hygienic factor. Unexpectedly low and inadequate employee compensation and rewards, unsound salary administration, and inequitable policies will hamper the motivational architecture of performing employees in any organization. Since, compensation and rewards occupy a vital sub-system of Quality of Work Life in employees, perceptual analysis is conducted in this connection to comprehend the faculty respondent's view point with regard to their institutional life.

Table 5.17 shows perceptual data on compensation and rewards provided to teaching staff in the engineering colleges studied. It is clear from the data that majority of the faculty-respondents have positively perceived with regard to feedback system on employee performance (72.7%) and institutional encouragement for faculty participation in academic and research activities (70.3%). However, only just above half of the respondents expressed their satisfaction pertains to the linkage of rewards with employee job performance (54.6%), regular payment of salary by institutions (53.1%), recognition of work and appreciation from superiors (52.6%), competitiveness of salary received (52.6%), institutional image/practices as an equal opportunity employer (52.6%), satisfaction with salary and benefits received at work place (50.7%), incentives provided for achievements (50.7%), and social security benefits like EPF/Gratuity/etc. (57.4%) provided by the engineering colleges.

Only below half of the respondents have expressed positively on fairness in promotional process followed by the institutions (48.3%), and with regard to the adequate fringe benefits given to the faculty (40.7%). It is also evident from Table 5.17, that there is considerable amount of dissatisfaction expressed by the respondents on fringe benefits they received (37.3%), competitive remuneration (25.9%), satisfaction with regard to current salary and benefits given by the institution (24.8%), fairness in promotion procedure (22.1%) and performance-

reward linkage (21.1%). The results indicate no consistency or greater consensus among the respondents on compensation and rewards received from the institutions, which requires improvement by institutional measures. Although faculty respondents have evaluated highly on providing performance feedback, they have given low scores for fair promotional procedures and fringe benefits provided by the institutions. It indicates procedural lapses in compensation management.

#### **PERCEPTIONS ON FACILITIES AT WORKPLACE:**

Facilities at workplace have occupied an important place both in industrial engineering and management literature. Facilities at workplace create amicable environment to work. Undoubtedly facilities created in engineering colleges show their influence in the style of faculty working. In this connection, data on perceptions of teaching staff on facilities at their colleges got analyzed and the results are presented in Table 5.18. A vast majority of the teaching staff respondents (83.8%) have felt that classrooms and related facilities are comfortable. Even a great majority of them also felt that the laboratories are safe and user friendly (77.1%), library is fully equipped with books, journals, and relevant materials (76.5%), the institutional premises are safe, neat and ecologically friendly (73.2%), and the infrastructural facilities in the college are good (70.9%). Majority of the respondents also reported positively on the dust removing facility provided by the institution (68.4%), Wi-Fi facility (62.2%), cleanliness and hygienic conditions at the institution (60.2%), clinical facility and medical services (56.4%) and maintenance of hygienic toilet in their campuses (55%). Very slighter majority of the teaching staff-respondents felt that their institutions are creating recreational facilities' (54.1%) and amenities created at their institutions (50.7%). But relatively less percentage of respondents expressed satisfaction with provision of filtered drinking water facility to faculty (46.4%), and Quality food and services provided by the canteen attached with the institutions (42.1%). So, the item 'classrooms and related facilities are comfortable' got highest score and secured first rank in faculty members' perceptions. However, safe drinking water facilities in the campuses, food provided in canteen were evaluated with low scores and least ranking.

Considerable number of faculty members even expressed their dissatisfaction towards quality of food and service in canteens(34%), supply of filtered drinking water in campuses (31.6%), maintenance of toilets and bathrooms (23.9%), and amenities provided to the faculty members (22.1%). Thus, these negative perceptions of faculty with regard to services and amenities provided to them require to be remedied with further improvement.

#### **PERCIEVED JOB SATISFACTION AND JOB SECURITY:**

Job satisfaction is a positive workplace attitude in employees and has got lot of research attention as a major interest in industrial-organizational psychology and human resource management. Individuals' experiences of happiness or satisfaction at one's job connote job satisfaction. But protection of one's employment or job in the organization is connected to one's job security. Both job satisfaction and job security are studied under a single dimension of quality of work life in the present study. The item-wise analysis on job satisfaction and job security in the study engineering colleges is presented in Table 5.19.

As per the data shown in Table 5.19, a great majority of the respondents expressed satisfaction with the working hours and timings of job in their institutions (80.4%), their work load (75.6%), opportunity to utilize personal skills and abilities on job (70.8%), and the overall satisfaction at job (73.7%). 70.3% of the faculty-respondents reported that they are physically and mentally well for the preceding 12 months and they expressed that the people with whom they work can be relied on (72.3%).Majority of the respondents have expressed that they are comfortable and satisfied with their job (68.9%), felt satisfied as the conditions at job conducive to be productive(66.5%).Majority faculty members positively perceived about career development opportunities in their institutions (65%), their job security (63.7%), and job rotation in the institutions (63.7%). Majority of them also perceived positively on the soundness in job rotation procedure used in the institutions (63.7%) and their long-term future in the institutions (62.2%). 61.7% of the respondents in teaching staff reported the necessity of a strong trade union to protect their interests. While 57.8% of the faculty members have positively viewed that their organization values them. But 54.6% of them expressed that

their supervisor provides equitable treatment to all the employees in the department.

Even though the respondents positively and highly evaluated the aspects like that of their personal well-being (physical and mental aspects), work-load, working hours and timings at the colleges, by and large, it can be gauged from the results that the teaching staff-respondents reported positively on job satisfaction and job security at their institutions.

#### **PERCEIVED AUTONOMY AT WORK:**

Autonomy at work is an important element in quality of employee work life. Faculty members' perceptual analysis in this regard (Table 5.20) indicates that majority of teaching staff respondents in the study engineering colleges have positively perceived on the institutional encouragement of innovative teaching methodologies by faculty (72.7%), freedom given to faculty as to how to execute their work (67%), and provision of flexible time option to complete the works (61.7%). 66.5% of the faculty members expressed that they are ready to handle additional responsibilities, but 65.5% of them perceived their academic autonomy is an element of their job. A slight majority(52.6%) of the faculty respondents expressed that they don't find their work is stressful. Only 47.3% of the faculty members agreed that their organization allows doing a part of their job at home and 17.7% of them even expressed dissatisfaction in this regard. In faculty evaluations, institutional encouragement to use innovative teaching methodologies got first rank and allowing part of the college work doing it at home has secured lower score.

Thus, the overall picture indicates that the faculty members are enjoying considerable amount of autonomy at their workplace.

#### **PERCEPTIONS ON ADEQUACY OF RESOURCES:**

Adequate resources are necessary for giving performance as per the stated objectives and goals of the organization. Thus allocation of adequate resources to members of organization is considered as an important dimension of quality of employees work life. In this connection, the item-wise analysis of teaching staff

perceptions on various issues of adequacy of resources is given in Table 5.21. Data shows that majority of the teaching staff expressed that it is important for the institution to get accreditation of its programs by national regulatory bodies (63.6%), and they are also positive on the aspect of availability of funding for prototype research (60.8%). But only slight majority of the respondents expressed satisfaction with regard to enough funding and support for research activities (58.4%), and resource allocation to facilitate performance (56.5%). 54.6% of the faculty-respondents reported satisfaction on information/communication flow in various departments of the institutions, 54.1% of them have expressed satisfaction on the existence of defined channels of communication for information transfer, and 51.6% of them satisfied on removal of obsolete equipment and replacement of equipment from time to time. 47.3% of them told that they were affected by inadequacy of budgetary planning at their institution. The importance of accreditation for institutions by national bodies secured higher score and first rank in faculty evaluations.

Even though there is no greater amount of dissatisfaction is found among respondents on adequacy of resource allocation, but satisfaction confined to only slight majority of respondents. Thus this issue is to be resolved by appropriate institutional measures.

Now, results on non-teaching staff's perceptions on quality of work life are given below.

## **PERCIEVED QUALITY OF WORK LIFE IN NON-TEACHING STAFF**

Besides teaching staff, non-teaching staff also constitutes an important element for smooth functioning of the study engineering colleges. For convenience, non-teaching staff of the study sample is earmarked under the heads of (i) administrative staff, (ii) departmental staff and (iii) auxiliary staff (watch and ward). Since, non-teaching employees are also vital for these colleges, the researcher studied perceptions on quality of their work life. The item-wise analysis of perceptual data in this connection is tabulated and the results are interpreted.

## **PERCEPTIONS ON WORK ENVIRONMENT:**

The perceptual data of the non-teaching staff on each and every item of work environment facet of quality of work life is provided in Table 5.22. The overall results indicated satisfaction in majority of the respondents with regard to various items in sub-scale on work environment. More significantly, 69.3% of the non-teaching respondents positively perceived and reported satisfaction with regard to pleasant work place in their institutions. Also they have expressed satisfaction on healthy and competitive environment at work (67.5%), healthy communications at workplace (65%), opportunities to develop individual abilities (59.8%), freedom given/empowerment to decide on the style and pace of work (59%), and on adequate information to discharge individual responsibilities (57.22%). Thus, non-teaching staff also evaluated highly on the presence of pleasant workplace and healthy and competitive working environment. These items secured first and second ranks respectively.

Besides that, dissatisfaction was identified on the availability of enough information to discharge one's duties, freedom to take decisions on the style and pace of work, and free flow of communications in the organizations (23.9%). Even 28.2% of them are dissatisfied with the opportunities to develop one's own abilities at work. While 21.4% of them have dissatisfaction on the availability of healthy and competitive environment, 17.9% of them negatively responded on the existence of pleasant workplace at their institutions. Thus, respondents' dissatisfaction in these areas requires to be mitigated.

## **PERCEIVED ORGANIZATIONAL CULTURE AND CLIMATE:**

The data presented in Table 5.23 shows that majority of the non-teach respondents reported satisfaction on provision for involvement of employees in decisions affecting them (61.6%), amicable grievance redressal handling (61.5%), no discrimination at workplace (60.7%), and cooperation among the departments in completion of targets (60.6%). Also, majority of the respondents positively perceived on constructive comments and suggestions on employee performance (59.8%), opportunity to express employee opinion when opinion is sought (59%), pride in working with the current institution (56.4%), information exchange to

employees on changes happening at work place (56.4%), fairness of compensation policies(57.3%), and fairness in annual performance appraisal process(53.8%).

20% to 30% of non-teaching respondents expressed dissatisfaction on various aspects of organizational culture and climate, especially this dissent is high in terms of grievance redressal process (26.5%) and in the case of information transfer to employee on changes taking place in institutions. More so, 26.5% of respondents declined to accept that they are proud to be associated with their institution. Thus the data analysis results led to the inference that there is no greater unanimity in respondents on their positive/negative evaluations in terms of organizational culture and climate. Thus it requires improvement in their perceptions in this regard by reducing the perceptual divergence in them.

#### **PERCEPTIONS ON RELATIONS AND CO-OPERATION:**

The item-wise analysis of perceptual data given by non-teaching respondents on relations and co-operation dimension of QWL is presented in Table 5.24. The data reveals that 84.6% of the non-teaching respondents expressed satisfaction with regard to their cordial relationship with immediate superior, 82% of them expressed that they got good support from their colleagues and subordinates at workplace. Majority of the respondents are positive with regard to harmonious relationships with their colleagues (74.3%), sense of belongingness to the institution (72.6%), and ability to attend personal work in spite of job demands (68.4%), feeling of no difficulty in communicating with other staff members and superiors (64.1%), co-operation from the management (62.4%), organizational support to overcome form personal weaknesses and to building on one's own strengths (61.5%), and constructive feedback from superiors (60.7%). Further, 60.7% of the respondents expressed that their colleagues are competent. 59.9% of the respondents felt satisfaction with regard to employee-management relations, co-operation from general administration (59.8%), people skills in superiors (58.9%), and co-operative attitude in students in colleges(58.1%). Thus, non-teaching staff respondents' had highly satisfactory evaluations on their relations and co-operation with management, superiors, colleagues, and subordinates. However, 31.6% of the respondents expressed dissatisfaction on communications with other staff members and superiors and

30.8% of them reported dissatisfaction on people skills of their superiors. Similarly, dissatisfaction is also identified with regard to the feedback provided by superiors (28.2%), competencies of colleagues (28.2%), cooperation from general administration (27.3%), and organizational support to overcome from individual weaknesses and to building on own strengths(26.5%).

Although, major proportion of the non-teaching respondents are satisfied on various aspects of relations component of their quality of work life, still substantial proportion (30%) of the respondents expressed their dissatisfaction on different aspects of their life at work place. Thus, it implies divergence of perceptions in respondents on relations and cooperation at workplace. So, it requires institutional level attention to provide solutions in this regard.

#### **PERCEPTIONS ON TRAINING AND DEVELOPMENT:**

The data presented in Table 5.25 reveal that majority(61.6%) of the respondents positively perceived the role of training programs in improving interpersonal relationships among them. 59% of them felt the training programs were helpful in honing requisite skills to perform their job effectively.60.7% of them told that their institution is helping them to identify areas of training for employees' professional development. 56.4% of these respondents expressed that training programs should be conducted frequently.

So, it can be understood that the respondents reported higher side of satisfaction with regard to the role of training in improving interpersonal relationships among employees as well this item got first rank in their evaluations. However, substantial part of respondents (30.8%) expressed that their institution is not providing opportunity to the employees to identify areas of professional improvement. Similarly, 27.4% of the respondents on frequency of training program, 26.5% of them on the role of training in improving their interpersonal relationships have expressed dissatisfaction. Hence, it requires institutional steps to improve in these areas.

## **COMPENSATION AND REWARDS:**

According to the data provided in Table 5.26, it is visible that only 48-59% (<60%) of the non-teaching respondents reported satisfaction on all the 12 items of compensation and rewards dimension of quality of work life. On the other hand 28-38% of the respondents reported their dissatisfaction on various items of the same dimension. Thus the results show a clear division of respondents in their perceptions towards compensation and reward practices in the select institutions of the present study. Leaving those who are satisfied in this connection, those who are dissatisfied also constitute a significant portion, which in turn is not a healthy sign to the employing institution.

Coming to the details, 59.8% of the respondents on performance-reward linkage, 59% of them on organizational support in sponsoring employee professional developmental activities, 59% of them on recognition and appreciation from the superiors, 57.2% of them on fair promotion procedures and feedback system of employee performance have expressed satisfaction. In the same line, approximately 56% of the respondents positively perceived on the aspects of timely and regular payment of remuneration, remuneration and benefits given at workplace, and the incentives given for employee achievements. Similarly, just above half of the respondents perceived positively on competitiveness of remuneration paid to them (51.2%), employee social security benefits given (51.3%), and belief in the institution as an equal opportunity employer. Only 47.9% of the respondents expressed satisfaction on fringe benefits given by their institutions.

Thus, it can be gathered from the above results that the respondents have sharp perceptual differences with regard to various aspects of compensation and rewards they are given at their institutions, which in turn requires managerial steps for remedying this situation.

## **PERCEPTIONS ON FACILITIES AT WORKPLACE:**

The data provided in Table 5.27 reveals that majority of the non-teaching respondents reported positive perceptions on infrastructural facilities in the institution (67.6%), safe, neat and environmental friendly premises (63.3%), and well equipped library (60.9%). 59% of the respondents have satisfaction with safe, user friendly equipment as well as Wi-Fi facility. Similarly, 58.9% of the respondents on office and related facilities, and 58.1% respondents on bus facility and services reported satisfaction. Only 52.1% respondents on cleanliness of toilets and bathrooms, recreation facilities, and on hygienic conditions in the campus felt positively and reported satisfaction. Similarly, 47.8% of the respondents expressed satisfaction on quality of food provided in canteen and clinical-cum-medical facilities available in their campus. Only 46.2% of the respondents satisfied with the provision of filtered drinking water facility in their institutions. However, considerable number of respondents expressed dissatisfaction on the issues of cleanliness of toilets and bathrooms (36.8%), quality of food in canteen (35.9%), medical facilities (32.5%), office and other related facilities (31.7%), bus facility (31.7%), filtered drinking water facilities (30.8%), and institution's equipment to work with (26.5%).

Thus, the manifest dissatisfaction in respondents' perceptions on facilities provided in their colleges is to be rectified with appropriate measures by the institutions' managements.

## **PERCIEVED JOB SATISFACTION AND JOB SECURITY:**

The item-wise analysis of non-teaching staff respondents' perceptions on job satisfaction and job security is provided in Table 5.28. From the results shown in the table, it is very clear that a great majority of the respondents have satisfaction on their comfort with the present job (82.9%), security of their job (82.1%), conditions at job allowing employees to be productive (75.3%), well management of institution (74.3%). The respondents also felt positively on equitable treatment of employees by superiors (74.3%). 71% of them told that they have long term future in their institutions. 68.4% of them felt that their institution values them. 67.5% of them perceived their overall job satisfaction as positive,

64.1% of them reported satisfaction on procedures followed in job rotation, and 63.3% of them satisfied with working hours and timing of job. 62.2% of the non-teaching respondents perceived that their work allows them to do their level best in a particular domain and same proportion of respondents (62.4%) also felt that their work load is reasonable. Approximately 61% of non-teaching respondents felt that their physical and mental health is well and they can rely on the people they work with in times of need. Also 59% of the respondents perceived positively with regard to the opportunity to use their skills and abilities on the job, 58.1% of them told that their institution takes care of their career development. Similarly, 56.4% of them told positively on the need for constitution of employees' trade union in their campus to protect their interests. The results reveal that the respondents perceived satisfaction on the higher side with regard to the feeling of comfort and satisfaction with their current job, and this item got high score and first rank. The item on value accorded to employees by institution got least evaluations and least rank from employees.

In spite of their positive views on various aspects of job satisfaction and job security, 22 to 27% of the respondents even expressed dissatisfaction on different aspects like employee career development in these institutions, process followed in job rotation, opportunity to do the best on the job, working hours and timings, work load, opportunity to use one's abilities and skills on the job, and reliability on others working in the workplace in times of need.

Thus, the overall results show a positive bent in view point of employees on their job satisfaction and job security. Nevertheless, their dissatisfaction is also to be relieved.

#### **PERCEIVED AUTONOMY AT WORK:**

The data on item-wise analysis results pertaining to non-teaching respondents perceptions on autonomy of work is presented in Table 5.29. It is clear from the results that a majority of the respondents positively perceived on quality of work life aspects like encouragement to innovating thinking and practices at work place (62.8%), provision for flexible time option(64.9%), not

that much of stress at work (66.7%), and organization's acceptance to do part of employees work at home (60.7%). 61.6% of the respondents told that they are ready to handle additional responsibilities in the institution. 59.8% of them are satisfied with the autonomy provided at work place. Similarly, 59% of them are satisfied with the aspect of enough freedom given to decide on how to do their work for finishing targets. Only 56.4% of them satisfied with regard to the opportunities provided at workplace for employee professional advancement. The results clearly shows that flexi-time option provided by the institution got high score and first rank and the availability of sufficient opportunity for professional development of employees was evaluated with least score and rank.

But 29% of the respondents on opportunities available in institution for employees professional advancement, 27.3% of them on autonomy provided at workplace, 24.7% of the respondents on provision of flexi-time options, 23.1% of them on stress at work, 22.2% of them on freedom to decide on how to do work have reported dissatisfaction. So in view of this much amount of dissatisfaction on autonomy at work, institutional steps may mitigate this situation.

#### **PERCEIVED ADEQUACY OF RESOURCES:**

The perceptual analysis of non-teaching respondents on the 9 items of Adequacy of Resources dimension is presented in Table 5.30. The results reveal that majority of the respondents were found satisfied with regard to institutional funding for providing new equipment to employees (77% of respondents), adequate budgetary planning to provide resources to respondents (74.4%), and about the free flow of communication and information between various departments (70.9%). In the same line, 69.2% of non-teaching respondents felt positively that their institutions remove obsolete equipment and replace it with new equipment from time to time. 66.6% of them are satisfied on their institutional support and funding on welfare activities. 62.3% of them told that it is important for the institution to get its programs accredited by national regulatory bodies of technical education. 60.7% of them also positively perceived that their institutions maintain much defined channels for information exchange. 59% of these respondents perceived satisfaction with the allocation of resources to meet

the stated objectives and only 56.4% of them expressed satisfaction that they were given enough resources to perform at their work place.

It is also identified from the above results that approximately 30% of the respondents have dissatisfaction on the resource allocation by their institution in comparison with the resources required for completion of the stated objectives. 23.1% of them have also negatively viewed on the availability of defined channels for information exchange and transfer. Even 22.2% of the non-teaching staff respondents responded negatively on the institutional support in employee performance by providing sufficient resources to them. Thus the above results reveal considerable amount of perceptual differences in the respondents in terms of adequacy of resources allocated to employees for their smooth performance at workplace, as such it requires managerial attention into these issues for taking appropriate steps.

## **DESCRIPTIVE STATISTICS OF QUALITY OF WORK LIFE VARIABLES**

The data pertains to distribution of Mean  $\pm$  Standard deviation of the scores of Quality of Work Life (Composite) and its various dimensions are provided in Table 5.31. The mean values of Quality of Work Life (Composite) perceptions in the total study respondents (Mean= 3.5  $\pm$  S.D=0.6) , total teaching staff respondents (Mean= 3.5  $\pm$  S.D =0.5), and all the non-teaching staff respondents (Mean= 3.4  $\pm$  S.D=0.6) are all reflecting a positive but only moderate level of satisfaction with regard to the Quality of Work Life at their workplace.

The data on distribution of Mean  $\pm$  Standard deviation of the scores of teaching staff respondents on Working environment (Mean= 3.7 ; S.D =0.6), Organization culture and climate (Mean= 3.5 ; S.D =0.7), Relation and co-operation (Mean= 3.7 ; S.D =0.6), Training and development (Mean= 3.6 ; S.D =0.7), Compensation and rewards (Mean= 3.3 ; S.D =0.7), Facilities (Mean= 3.6 ; S.D =0.6), Job satisfaction and job security (Mean= 3.6 ; S.D =0.6), Autonomy of work (Mean= 3.5 ; S.D =0.6), and Adequacy of resources (Mean= 3.4 ; S.D =0.6) are also indicating a positive but moderate level of faculty respondents' satisfaction with regard to the nine facets of Quality of Work Life.

Table 5.31 also portrays data on the distribution of Mean  $\pm$  Standard deviation of scores on nine dimensions of Quality of Work Life (Composite) as perceived by non-teaching staff. The mean scores on working environment (Mean= 3.4 ; S.D =0.9), Organization culture and climate (Mean= 3.4 ; S.D =0.9), Relation and co-operation (Mean= 3.5 ; S.D =0.7), Training and development (Mean= 3.3 ; S.D =0.9), Compensation and Rewards (Mean= 3.2 ; S.D =0.8), Facilities (Mean= 3.4 ; S.D =0.7), Job satisfaction and job security (Mean= 3.6 ; S.D =0.8), Autonomy of work (Mean= 3.4 ; S.D =0.8), and Adequacy of resources (Mean= 3.5 ; S.D =0.6) also clearly indicate that the non-teaching respondents have positive but only moderate satisfaction with regard to the 9 facets of QWL in their working institutions.

According to the above results, the mean scores of the respondents' perception on overall Quality of Working Life as well on its nine facet are closer to ( $3.2 \leq \text{Mean} \leq 3.7$ ) the response "**I am satisfied=4**" on the rating scale and as such it reflects that the study participants are not fully or highly satisfied with QWL (composite) nor with regard to its 9 dimensions of QWL. The mean perceptions of faculty-members are on the higher side with regard to work environment and relation and co-operation at workplace, however, both teaching as well as non-teaching respondents perceived lower mean perceptions on compensation and rewards dimension.

## **PERCEPTIONAL MEAN VARIANCE IN QWL DIMENSIONS BY DEMOGRAPHICS**

### **Introduction**

Significant differences in the mean QWL perceptions in both teaching as well as non-teaching respondents are examined with reference to their demographics. In this regard *independent samples t-test* and *one-way ANOVA* was performed wherever necessary and the results are tabulated and interpreted carefully.

## **Perceptual Mean Variance in Teaching Respondents**

### ***Work Environment:***

The data presented in Table 5.32 shows that the demographic features of respondents' based on their caste-cum-reservation category ( $F=15.26$ ;  $P<0.01$ ), organizational tenure ( $F=3.59$ ;  $P<0.05$ ), mother tongue ( $F=32.49$ ;  $P<0.01$ ), technical/non-technical education ( $F=3.9$ ;  $P<0.01$ ) and their annual pay ( $F=4.06$ ;  $P<0.01$ ) have created significant variance in the mean perceptions on working environment in the study engineering colleges. Among the teaching respondents, those who belong to scheduled tribes, who are having above 10 years of organizational tenure, Hindi speaking respondents, who are from non-technical education background, and who are in receipt of above Rs.4 lakh annual salary have perceived comparatively low work environment in their colleges. However, no significant variance is identified in the teaching respondents' perceptions on working environment according to their age, gender, marital status, total experience, designation and educational attainments.

### ***Organizational Culture and Climate:***

According to Table 5.33, it is very clear that the perceptions over organizational culture and climate in the teaching respondents are varying in terms of their caste-cum-reservation category ( $F=8.96$ ;  $P<0.01$ ), mother tongue ( $F=8.99$ ;  $P<0.001$ ), technical/non-technical educational background ( $t=4.51$ ;  $P<0.001$ ), and their annual pay ( $F=5.05$ ;  $P<0.01$ ). More specifically, teaching staff belong to scheduled tribes, who are speaking Hindi as their mother tongue, who are having non-technical educational background and receiving annual salary above Rs.4 lakh and up to Rs.5 lakh expressed low organizational culture and climate in their engineering colleges. Professors and those who are in the highest salary bracket reported more satisfaction in this connection. But, age, gender, marital status, total experience, organizational tenure, designation, educational attainments of the teaching staff-respondents haven't produced such significant perceptual variance in this regard.

### ***Relation and Co-operation:***

Table 5.34 indicates that Caste-cum-Reservation category ( $F=19.7$ ;  $P<0.01$ ); mother tongue ( $F=24.41$ ;  $P<0.01$ ), the technical/non-technical level of

education ( $t=4.2$ ;  $P<0.01$ ), and the annual pay ( $F=5.17$ ;  $P<0.01$ ) of the respondents in teaching staff have carried variance in their perceptions on relation and cooperation at workplace. Respondents belong to scheduled tribes, who are speaking Hindi as their mother tongue, and who are from non-technical educational background expressed relatively lower mean perceptions than their counterparts. Professors, and who are receiving highest salaries in the study engineering colleges expressed more satisfaction with regard to relation and cooperation elements. The demographic features of age, gender, marital status, total experience, organizational tenure, designation, educational qualifications of the faculty-respondents found not significant in creating such variance in this respect.

#### ***Training and Development:***

Table 5.35 clearly shows that there is significant perceptual variance in perceived training and development aspects in the teaching staff-respondents according to their gender ( $t=3.016$ ;  $P<0.01$ ), caste ( $F=9.07$ ;  $P<0.01$ ), mother tongue ( $F=22.51$ ;  $P<0.01$ ), their technical/non-technical education background ( $t=5.34$ ;  $P<0.01$ ) and annual pay ( $F=4.56$ ;  $P<0.01$ ). While scheduled tribe respondents, Hindi speaking teaching staff, those who are from non-technical education background, those who are in the salary bracket of above Rs.4lakh and up to Rs.5 lakh have perceived comparatively low training and development activities in their institutions; but those who are receiving higher salaries in their colleges expressed more satisfaction with respect to the training and development activities. However, the demographic features of respondents' age, gender, marital status, total experience, organizational tenure, designation, and educational qualifications have not shown significant variance in their perceived training and development activities at workplace.

#### ***Compensation & Rewards:***

According to 5.36, the data clearly evidences that there is significant variance in teaching staff respondents' mean perception with regard to their compensations and rewards according to the demographic features of organizational tenure ( $F=2.79$ ;  $P<0.05$ ), mother tongue ( $F=7.02$ ;  $P<0.01$ ), technical/non-technical education background ( $t=3.9$ ;  $P<0.01$ ), and their annual

pay( $F=3.4$ ;  $P<0.05$ ). Teaching staff respondents belong to scheduled tribes, those who have 6-10 years of organizational tenure, Hindi speaking respondents, those who are from non-technical education background, and those who are receiving annual salary above Rs.4 lakhs and up to Rs.5 lakh expressed lower perception with regard to the compensation at rewards they received. Professors, those who are in the highest pay bracket have reported more satisfaction in this regard. However, no significant mean variance is detected in terms of respondents' age, gender, marital status, caste, total experience, designation, and their educational qualifications.

#### ***Facilities at Workplace:***

Data provided in Table 5.37 reveals that there is significant variance in the mean perceptions of teaching respondents on the facilities provided in their institutions according to the demographic features of age ( $F=3.1$ ;  $P<0.05$ ), caste ( $F=5.44$ ;  $P<0.01$ ), organizational tenure ( $F=2.68$ ;  $P<0.05$ ), mother tongue ( $F=18.7$ ;  $P<0.001$ ), technical/non-technical education background ( $t=3.6$ ;  $P<0.01$ ), and their annual pay ( $F=2.8$ ;  $P<0.05$ ). Teaching staff belong to scheduled tribes, having above 10 years of organizational tenure, Hindi speaking subjects, those who are from non-technical background of education, and those who are receiving annual pay above Rs.4 lakh and up to Rs.5 lakh have reported relatively lower satisfaction with regard to the facilities in their working institutions, but Professors and who are receiving the higher salary have reported higher satisfaction in this regard. However, no significant perceptual variance is found in this respect in terms of teacher-respondents gender, marital status, total experience, designation and educational qualifications.

#### ***Job Satisfaction and Job Security:***

According to the data presented in Table 5.38, it can be gathered that the teacher-respondents' mean perceptions on job satisfaction and job security have varied significantly in accordance with their caste ( $F=4.7$ ;  $P<0.01$ ); mother tongue ( $F=19.08$ ;  $P<0.001$ ); technical/non-technical education background ( $t=4.1$ ;  $P<0.01$ ) and their annual pay ( $F=3.5$ ;  $P<0.05$ ). Respondents belong to scheduled tribes, Hindi speaking teaching staff, who are from non-technical educational background, and receiving annual pay above Rs.4 lakh and up to Rs.5 lakh have

reported lower level of job satisfaction and job security in their engineering colleges. Professors, respondents in open category of caste structure, who are having above 10 years of working experience, having M.Phil qualification, and receiving above Rs.5 Lakh annual pay perceived higher side of job satisfaction and job security in their institutions. But, no significant variance is identified in the mean perceptions of the respondents according to their age, gender, marital status, total experience, organizational tenure, designation, and their qualifications.

***Autonomy at Work:***

Table 5.39 depicts the data analysis results that there is significant variance in the mean perceptions of the teaching staff respondents on the autonomy provided at work place. Perceptual variance is detected in the perceived autonomy at work according to the respondents age ( $F=3.4$ ;  $P<0.05$ ), caste ( $F=4.6$ ;  $P<0.01$ ), total experience ( $F=5.06$ ;  $P<0.01$ ), designation ( $F=3.36$ ;  $P<0.05$ ), mother tongue ( $F=16.1$ ;  $P<0.001$ ), technical/non-technical education background ( $t=3.7$ ;  $P<0.001$ ), and their annual salary ( $F=7.3$ ;  $P<0.001$ ). Respondents who are in the age group of 46-60 years, who belong to Scheduled tribes, who are having 6-10 years of total experience, Assistant Professors, Hindi speaking respondents, who are from non-technical education background, and receiving annual pay above Rs.4 lakh and up to Rs.5 lakh perceived comparatively lower autonomy at workplace. Respondents belong to open categories, having 10 or more years of working experience, Professors, who are receiving above Rs.5 lakh annual pay perceived higher autonomy at workplace. But, no significant mean variance is identified in respondents' perceived autonomy according to their gender, marital status and organizational tenure.

***Adequacy of Resources:***

Table 5.40 clearly shows that there is significant mean variance in the teaching staff respondents' perceptions on the adequacy of resources in their engineering colleges. Significant mean variance is detected in their perceptions according to their caste ( $F=9.92$ ;  $P<0.001$ ), mother tongue ( $F=17.6$ ;  $P<0.001$ ), technical/non-technical education background ( $t=2.6$ ;  $P<0.05$ ), and their annual pay ( $F=2.9$ ;  $P<0.05$ ). Respondents belong to Scheduled tribes, who have Hindi as their mother tongue, who are from non-technical educational background, and

who are in receipt of annual pay above Rs.4 lakh and up to Rs.5 lakh have reported lower perceptions with regard to the adequacy of resources at their workplace. Respondents belong to open category in the caste structure, Professors, who are having M.Phil qualification, and those who are receiving highest annual pay i.e. above Rs.5 lakh have perceived higher side with regard to the adequacy of resources in their engineering colleges. But, no significant variance in the respondents mean perceptions is identified in this respect, according to their age, gender, marital status, total experience, organizational tenure, designation, and educational qualifications.

A closer examination of the above overall results pertain to the mean perceptual variance with regard to the 9 dimensions of Quality of Work Life among the teaching staff-respondents based on their demographic features reveals a *clear cut pattern of their experiences/feelings* at their engineering colleges. It is as follows:

✚ The mean perceptions of teaching staff-respondents on all the 9 dimensions of Quality of Work Life (Working Environment, Organizational Culture and Climate, Relation and Co-operation, Training and Development, Compensation and Rewards, Facilities, Job Satisfaction and Job Security, Autonomy at Work, and Adequacy of Resources) have significantly and consistently varied according to their demographic features of *caste-cum-reservation category, mother tongue, technical/non-technical educational background*, and their *annual pay*.

✚ More specifically, the results reveal a clear picture that on all the 9 dimensions of Quality of Work Life, teaching staff-respondents who belong to *Scheduled tribes*, whose mother tongue is *Hindi*, who are from *non-technical education background*, and respondents who are in receipt of *annual pay above Rs.4 lakh and up to Rs.5 lakh have expressed lower mean perceptions*. Respondents who are Professors by designation, who got M.Phil qualification perceived higher side of satisfaction on all the 9 dimensions of Quality of Work Life when compared with their counterparts. However, the perceptual difference among the respondents as per their designation and educational attainments has not reached statistically significant level ( $P > 0.05$ ).

✚ Respondents in the age group of 40-60 years perceived significantly lower level of perceptions on facilities at work place and autonomy at work than their counterparts in other age groups. Teaching staff respondents who are having below 2 years of working experience perceived significantly lower autonomy at workplace. Teaching respondents with above 10 years of organizational tenure have perceived significantly lower level of working environment and facilities at their engineering colleges. Assistant professors perceived lower autonomy at work than Associate Professors and Professors.

✚ There is *no significant variance in the mean perception of the teaching staff* respondents with respect to any of the 9 dimensions of Quality of Work Life *according to their gender, marital status, and educational qualifications*.

### **Perceptual Mean Variance in Non-teaching Staff Respondents**

#### ***Work Environment:***

Table 5.41 contains data pertains to mean perceptions of non-teaching respondents on work environment prevailed in their engineering colleges. As per the data presented, their mean perceptions are varying significantly according to their age ( $F=7.2$ ;  $P<0.01$ ), marital status ( $t=3.8$ ;  $P<0.01$ ) caste-cum-reservation category ( $F=12.6$ ;  $P<0.01$ ) total experience ( $F=11.4$ ;  $P<0.01$ ); organizational tenure ( $F=32.4$ ;  $P<0.01$ ) Mother tongue ( $F=94.7$ ;  $P<0.01$ ), Educational attainments ( $F=6.3$ ;  $P<0.01$ ) technical/non-technical education background ( $t=4.14$ ;  $P<0.01$ ), and annual pay ( $F=6.4$ ;  $P<0.01$ ). However, no significant mean variance is detected in their perceived working environment according to respondent's gender and designation. Among the respondents these who are from Scheduled tribes, whose mother tongue is Hindi, and who have above 10 years of organizational tenure perceived lower levels of working environment; while respondents with below 2 years of organizational tenure, who are having secondary school certificate, and whose annual pay is in the range of Rs.2,00,001-Rs.4 lakh perceived comparatively high levels of perceived work environment in their institutions.

### ***Organizational Culture and Climate:***

According to Table 5.42, the data clearly shows that the mean perceptions of non-teaching respondents on organizational culture and climate are significantly varying in accordance with their age ( $F=4.5$ ;  $P<0.05$ ), gender ( $t=2.6$ ;  $P<0.05$ ); marital status ( $t=4.0$ ;  $P<0.01$ ), caste ( $F=18.7$ ;  $P<0.01$ ), total experience ( $F=6.6$ ;  $P<0.01$ ), Organizational tenure ( $F=24.4$ ;  $P<0.01$ ), mother tongue ( $F=47.4$ ;  $P<0.01$ ), educational qualification ( $F=4.9$ ;  $P<0.01$ ); technical/non-technical education background ( $t=2.7$ ;  $P<0.01$ ), and annual pay ( $F=3.8$ ;  $P<0.01$ ). But, no significant mean variance is found according to their designation ( $F=0.09$ ;  $P>0.05$ ). Especially, respondents belong to Scheduled tribes, who have above 10 years of organizational tenure, Hindi speaking people perceived comparatively low organizational culture and climate. Respondents, who are having upto secondary school education who have less than 2 years of organizational tenure, those who are receiving annual pay in between Rs.2,00,001-Rs.4 lakh perceived higher levels in this connection.

### ***Relation and C-operation:***

The data presented in Table 5.43 shows that mean perceptions of non-teaching respondents of the present study on relation and cooperation element are significantly varying according to their age ( $F=8.5$ ;  $P<0.01$ ), caste-cum-reservation category ( $F=6.8$ ;  $P<0.01$ ), organizational tenure ( $F=10.5$ ;  $P<0.01$ ) mother tongue ( $F=29.1$ ;  $P<0.01$ ), educational qualifications ( $F=9.6$ ;  $P<0.01$ ), and annual pay ( $F=4.9$ ;  $P<0.01$ ). But gender, marital status, total experience, designation, technical/non-technical education background have not found significant in creating such perceptual variance. Respondents who belong to Scheduled tribes, having above 10 years of organizational tenure, whose mother tongue is Hindi perceived lower levels of relation and co-operation in their institutions. Those who have up to secondary school education, whose organizational tenure is below 2 years have reported relatively higher level of relation and cooperation on their workplace.

### ***Training and Development:***

Table 5.44 depicts the mean perceptions of respondents with regard to training and development activities in their organization are varying according age

of the respondents ( $F=8.1$ ;  $P<0.01$ ), caste ( $F=3$ ;  $P<0.05$ ), organizational tenure ( $F=7.7$ ;  $P<0.01$ ), mother tongue ( $F=33.3$ ;  $P<0.01$ ) and educational qualifications ( $F=15.8$ ;  $P<0.01$ ). However, no significant variance in this regard is identified according to features of gender, marital status, total experience, designation, technical/non-technical education background, and annual pay. In specific, Odiya speaking respondents, those who belong to scheduled tribes, and who got above 10 years of organizational tenure perceived lower levels of training and development activities in their institutions. Respondents who have their age up to 30 years, who have less than 2 years of organizational tenure, whose education was up to secondary school certificate perceived higher level of training and development in their institutions.

#### ***Compensation and Rewards:***

The data analysis results presented in Table 5.45 reveals significant mean variance in perceptions of respondents on compensation and rewards according to their age ( $F=14.8$ ;  $P<0.01$ ), marital status ( $t=2.7$ ;  $P<0.01$ ), caste ( $F=6.05$ ;  $P<0.01$ ), total experience ( $F=4.6$ ;  $P<0.01$ ), organizational tenure ( $F=13.9$ ;  $P<0.01$ ), mother tongue ( $F=57.7$ ;  $P<0.01$ ), educational qualifications ( $F=15.2$ ;  $P<0.01$ ), technical/non-technical education background ( $t=2.6$ ;  $P<0.01$ ), and annual pay ( $F=5.1$ ;  $P<0.01$ ). Gender and designation of the respondents have not played any significant role in this connection. Respondents whose age is up to 30 years whose organizational tenure is less than 2 years, who have upto secondary school education, and whose annual pay is between Rs.2,00,001-Rs.4 lakh perceived higher perceptions with regard to the compensation and rewards, but respondents who belong to Scheduled tribes, whose mother tongue is Hindi, who have above 10 years of organizational tenure reported lower perceptions.

#### ***Facilities at Workplace:***

The data in the Table 5.46 evidences a significant variance in the mean perceptions of non-teaching respondents on facilities at their workplace. Age of the respondents ( $F=5.2$ ;  $P<0.01$ ), marital status ( $t=2$ ;  $P<0.05$ ), caste ( $F=6.7$ ;  $P<0.01$ ), total experience ( $F=3.5$ ;  $P<0.05$ ), organizational tenure ( $F=5.4$ ;  $P<0.01$ ), mother tongue ( $F=33.4$ ;  $P<0.01$ ) and educational qualifications ( $F=9$ ;  $P<0.01$ ) have shown significant variance in their perceptions. Age, gender, designation,

technical/non-technical education background and annual pay have not played any significant role in this regard. Relatively, respondents belong to scheduled tribes, and those who speaking Odiya as their mother tongue expressed less satisfaction with facilities at their workplace, while respondents with less than 2 years of organizational tenure, and who did their education up to secondary school certificate have perceived more facilities at their work place.

***Job Satisfaction and Job Security:***

Table 5.47 contains the data analysis results pertains to the mean perceptons of non-teaching respondents on job satisfaction and job security in their institution. The results indicated a significant perceptonal variance in the respondents according to their marital status ( $t=2.9$ ;  $P<0.01$ ), caste ( $F=5.4$ ;  $P<0.01$ ), organizational tenure ( $F=6.6$ ;  $P<0.01$ ), mother tongue ( $F=25.7$ ;  $P<0.01$ ) and educational qualifications ( $F=8$ ;  $P<0.01$ ). Age, gender, total experience, designation, technical/non-technical education background, and annual pay of the respondents have shown no role in creating any significant variance in their perceptions. Respondents from open categories, who are having below 2 years of organizational tenure, Telugu speaking, those who have up to secondary school education have perceived higher side of job satisfaction and job security, while respondents belong to scheduled tribes, having above 10 years of organizational tenure, whose mother tongue is Hindi perceived lower job satisfaction and security in their institutions.

***Autonomy at Work:***

Table 5.48 shows that demographic features of age ( $F=6.08$ ;  $P<0.01$ ), caste ( $F=4.06$ ;  $P<0.01$ ), total experience ( $F=2.8$ ;  $P<0.05$ ), organizational tenure ( $F=5$ ;  $P<0.01$ ), mother tongue ( $F=36.17$ ;  $P<0.01$ ), educational qualifications ( $F=9.3$ ;  $P<0.01$ ), technical/non-technical education background ( $t=2.4$ ;  $P<0.05$ ) of respondents' have created significant variance in the mean perceptions of respondents on their perceived autonomy at work. Gender, marital status, designation, and annual pay of the respondents have not played any significant role in this connection. While respondents belong to open categories, those who are having less than 2 years of organizational tenure, secondary school certificate holders perceived more autonomy at work; respondents belong to Scheduled tribes

and whose mother tongue is Odiya perceived lower autonomy at work in their engineering colleges.

***Adequacy of Resources:***

Table 5.49 contains data analysis results on mean scores of perceived adequacy of resources expressed by non-teaching respondents. The results reveal that there is significant mean variance in the perception of the respondents according to their age (F=5.5; P<0.01), caste (F=6.02; P<0.01), total experience (F=5; P<0.01), organizational tenure (F=8.6; P<0.01) , mother tongue (F=23.4; P<0.01), educational qualification (F=4.5; P<0.01) and technical/non-technical education background (t=2.19; P<0.05). However, no significant perceptual variance is identified according to respondents' gender, marital status, designation, or their annual pay.

Respondents, whose age is up to 30 years, whose organizational tenure is below 2 years, and who are secondary school certificate holders reported higher side of perceived adequacy of resources at work, but on the other hand respondents who are from Scheduled tribes, who have above 10 years of organizational tenure, who are speaking Hindi speaking community perceived comparatively lower adequacy of resources at their workplace.

Further, a comparative examination of the overall results pertains to the mean perceptions of *non-teaching respondents* on the 9 dimensions of Quality of Work Life reveals some *conspicuous and important patterns of thinking and experiences* at their workplace in the study engineering colleges.

✚ Consistently and significantly the mean perceptions of the non-teaching respondents are varying in terms of all the nine dimensions of Quality of Work Life (Working Environment, Organizational Culture and Climate, Relation and Co-operation, Training and Development, Compensation and Rewards, Facilities, Job Satisfaction and Job Security, Autonomy at Work, and Adequacy of Resources) according to the respondent's age, caste, organizational tenure, mother tongue and educational qualifications.

✚ Non-teaching respondents in the age group of up to 30 years are found perceiving relatively more satisfaction with respect to all the nine facets of QWL, than their counterparts in the age groups of 30-45 years, and 40-60 years.

✚ It is identified that respondents belong to open categories and backward classes have perceived relatively more satisfaction with respect to all the 9 facets of QWL than Scheduled caste respondents. However, in all the nine facets of Quality of Work Life, respondents belong to Scheduled tribes have perceived relatively lower levels of satisfaction than their counterparts in scheduled castes, backward classes, and open categories.

✚ Non-teaching respondents who are having below 2 years of organizational tenure have perceived more positively with regard to all the 9 dimensions of Quality of Work Life than their counterparts having 2 to 5 years or 6 to 10 years of organizational tenure in their institutions. However, respondents having more than 10 years of organizational tenure perceived lower level of quality of work life in terms of all its 9 dimensions compared with their counterparts in other groups.

✚ It can be gathered from the study results that non-teaching respondent who are speaking Telugu as their mother tongue reported higher level of perceived Quality of Work Life in terms of all of its 9 dimensions than respondents who are speaking Hindi or Odiya as their mother tongue.

✚ Consistently, secondary school certificate holders in non-teaching respondents perceived higher level of QWL in terms of all of its 9 facets than their counterparts in other groups having different educational qualifications.

✚ The role played by gender of the non-teaching respondents in their perceptions on all the 9 dimensions of QWL seems to be trivial. However, male respondents in non-teaching staff reported relatively and significantly more satisfaction on organizational culture and climate than their female counterparts.

✚ Married subjects in non-teaching staff expressed significantly more satisfaction on working environment and organizational culture and climate at their workplace when compared with respondents who are single. In the same way, married respondents perceived significantly more satisfaction on compensation and rewards, facilities, and job satisfaction and job security at their organizations than respondents who are single.

✚ According to the results, those who are having above 10 years of total working experience perceived significantly lower levels of working environment, organizational culture and climate, compensation and rewards, facilities, autonomy and adequacy of resources in their institution than the other groups of respondents having different working experience backgrounds.

✚ The data analysis results reveal that non-teaching respondents who are having non-technical education background felt more positively with regard to the working environment, organizational culture and climate, compensation and rewards, autonomy at work, and adequacy of resources at their institutions when compared with respondents who have technical education background.

✚ It is also identified that, with regard to the working environment, organizational culture and climate, relation and cooperation, and compensation and rewards at their institution, the non-teaching respondents who are receiving annual pay between Rs.2,00,001 and Rs.4 lakhs perceived more positively than those who are receiving annual pay between Rs.1-2 lakhs. Respondents who are receiving less than Rs.1 lakh annual pay felt lower level of satisfaction on all the dimensions of QWL.

✚ The role played by designation of the non-teaching respondents in their perceptions on all the 9 dimensions of QWL seems trivial. Irrespective of their designation, almost all the respondents in all the sub-groups expressed similar feelings towards all the 9 dimensions of QWL at their engineering colleges.

## **ASSOCIATION OF RESPONDENTS' DEMOGRAPHICS AND THEIR QUALITY OF WORK LIFE PERCEPTIONS**

### **Introduction:**

Finally, the significance of association between the select 11 demographic characteristics of teaching staff respondents and their perceived Quality of Work Life in their engineering colleges, the significance of association between the select 11 demographic features of non-teaching respondents and their perceived Quality of Work Life, and the significance of association between the select 11 demographic features of the total respondents of the study (both teaching and non-teaching staff respondents) and their perceived Quality of Work Life in their engineering colleges was examined by conducting Chi-Square( $\chi^2$ ) analysis. Separately, teaching staff-respondents(209), non-teaching staff respondents (117), and total respondents(326) are classified based on their perceptions toward Quality of Work Life in terms their demographic characteristics. Significance( $\alpha$ ) was fixed at 0.05 level for the test, and the results in this connection are presented in the below paragraphs.

### **Teaching Staff Respondents' Demographics and QWL:**

Table 5.50 contains the Chi-square analysis results depicting the association between select demographic features of the teaching staff respondents and their perceived Quality of Work Life. As per the results, mother tongue ( $\chi^2=14.64$ ;  $P<0.01$ ), technical/non-technical educational background of the respondents ( $\chi^2=10.08$ ;  $P<0.01$ ), and their annual pay ( $\chi^2=21.16$ ;  $P<0.01$ ), have shown highly significant association with the perceived Quality of Work Life in these respondents. So, the above evidence strongly supports that Quality of Work Life in the sampled private engineering college and the demographic characteristics of the respondents are dependent on each other. It indicates change in Quality of Work Life perceptions among the teaching staff respondents with change in their mother tongue, technical/non-technical education background, and annual pay. Thus, we can safely infer that sharp perceptual gaps are existing among the respondents even in the sub-group level according to their mother tongue, technical/non-technical education background, and annual pay. However, age, gender, marital status, caste, total experience, organizational tenure,

designation, educational qualifications of the respondents and their perceived QWL are found independent of each other ( $P > 0.05$ ).

#### **Non-Teaching Staff Respondents' Demographics and QWL:**

The Chi-square analysis results presented in Table 5.51 reveal the association between the 11 select demographic features of the non-teaching staff-respondents and their Quality of Work Life perceptions. It can be seen from the results that age of the respondents ( $\chi^2=21.5$ ;  $P < 0.001$ ), their marital status ( $\chi^2=8.2$ ;  $P < 0.05$ ), caste ( $\chi^2=29.3$ ;  $P < 0.01$ ), total experience ( $\chi^2=14.16$ ;  $P < 0.05$ ), organizational tenure ( $\chi^2=34.3$ ;  $P < 0.01$ ), mother tongue ( $\chi^2=57.9$ ;  $P < 0.01$ ), educational qualifications ( $\chi^2=36.8$ ;  $P < 0.01$ ), technical/non-technical educational background ( $\chi^2=22.5$ ;  $P < 0.01$ ), and their annual pay ( $\chi^2=15.8$ ;  $P < 0.01$ ) are significantly associated with their perceived Quality of Work Life. It indicates that the Quality of Work Life perceptions of these respondents are dependent on the above said demographic characteristics; which in turn depicts significant change in Quality of Work Life perceptions with change in their age, marital status, caste, total experience, Organizational tenure, mother tongue, educational qualifications, technical/non-technical education background, and annual pay received. Moreover, we can infer the existence of perceptual gaps in the respondents at sub-group level with regard to their perceived QWL. However, it is seen from the results that Quality of Work Life perceptions are found independent of respondents' gender and designation.

#### **Total (Both Teaching and non-teaching) Respondents' Demographics and QWL:**

The data on Chi-Square analysis results is provided in Table 5.52 and the results reveal that perceived Quality of Work Life in the total respondents ( $N=326$ ) of the present study is highly significantly associated with their age ( $\chi^2=16.4$ ;  $P < 0.01$ ), marital status ( $\chi^2=45.04$ ;  $P < 0.01$ ), caste ( $\chi^2=50.8$ ;  $P < 0.01$ ), total experience ( $\chi^2=17.5$ ;  $P < 0.01$ ), organizational tenure ( $\chi^2=32.9$ ;  $P < 0.01$ ), designation ( $\chi^2=297.22.8$ ;  $P < 0.01$ ), mother tongue ( $\chi^2=58.35$ ;  $P < 0.01$ ), educational qualifications ( $\chi^2=216.3$ ;  $P < 0.01$ ), technical/non-technical educational background ( $\chi^2=64.05$ ;  $P < 0.01$ ) and their annual pay ( $\chi^2=122.12$ ;  $P < 0.01$ ). However, gender of the respondents and their Quality of Work Life perceptions are found independent

of each other. The results indicate presence of perceptual gaps in the study respondents with regard to the Quality of Work Life on the lines of the above said demographic characteristics. Even at the sub-group level in the demographic features of the respondents, we can see clear divergence in Quality of Work Life perceptions, which is not a welcoming sign. So, the managements' of these institutions must take measures to reduce perceptual gaps in the respondents.

Based the above presented data analysis results; we can safely arrive at conclusions on whether the hypotheses formulated for the study are supported statistically or failed. A note on this specific aspect is provided.

## **HYPOTHESIS TESTING RESULTS**

The foregone detailed presentation on the data analysis results clearly evidences that all the **4 hypotheses** formulated and mentioned by the researcher in the methodological framework of the study are fully supported. Viewing either from the basis of independent samples **t-test** or **One Way ANOVA**, all through significant perceptual differences are detected among the teaching and non-teaching respondents with regard to the 9 dimensions of Quality of Work Life according to their demographic characteristics. The **Chi-Square analysis** results convincingly revealed perceptual differences existing in both teaching and non-teaching-respondents with respect of overall Quality of Work Life on the line of their demographic features. The Chi-Square results also proved the existence of statistically significant perceptual divergence in the total respondents (teaching and non-teaching respondents together)with respect to quality of work life (composite) according to their demographic factors.

**Therefore, all the 4 hypotheses formulated for the present study are supported.**

**Table 5.1: Distribution of Sample Respondents by College**

College	Teaching		Non-Teaching		Both	
	Number	Percent	Number	Percent	Number	Percent
<b>AITAM, Tekkali</b>	65	31.1	30	25.6	95	29.1
<b>GMRIT, Rajam</b>	63	30.1	27	23.0	90	27.0
<b>SISTAM, Ampolu</b>	19	9.1	17	14.6	36	11.0
<b>SSCE, Chilakapalem</b>	30	14.4	19	16.2	49	15.0
<b>SSIT, Chilakapalem</b>	9	4.3	6	5.2	15	4.6
<b>SVCET, Etcherla</b>	23	11.0	18	16.3	41	13.2
<b>Total</b>	<b>209</b>	<b>100.0</b>	<b>117</b>	<b>100.0</b>	<b>326</b>	<b>100.0</b>

**Table 5.2: Distribution of Sample Respondents by Age**

Age	Teaching		Non-Teaching		Both	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Below 30 Years	74	35.4	40	34.1	114	35.0
30-45 Years	124	59.3	60	51.3	184	56.4
46-60 Years and above	11	5.3	17	14.6	28	8.6
<b>Total</b>	<b>209</b>	<b>100.0</b>	<b>117</b>	<b>100.0</b>	<b>326</b>	<b>100.0</b>

**Table 5.3: Distribution of Sample Respondents by Gender**

<b>Gender</b>	<b>Teaching</b>		<b>Non-Teaching</b>		<b>Both</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Male</b>	164	78.5	86	73.0	250	76.7
<b>Female</b>	45	21.5	31	27.0	76	23.3
<b>Total</b>	<b>209</b>	<b>100.0</b>	<b>117</b>	<b>100.0</b>	<b>326</b>	<b>100.0</b>

**Table 5.4: Marital Status of the Respondents**

<b>Marital Status</b>	<b>Teaching</b>		<b>Non - Teaching</b>		<b>Both</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Single</b>	60	28.7	35	30.0	95	29.1
<b>Married</b>	149	71.3	82	70.0	231	70.9
<b>Total</b>	<b>209</b>	<b>100.0</b>	<b>117</b>	<b>100.0</b>	<b>326</b>	<b>100.0</b>

**Table 5.5: Distribution of Respondents by Caste**

Caste	Teaching		Non - Teaching		Both	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<b>OC</b>	49	23.4	10	8.5	59	18.1
<b>BC</b>	139	66.5	72	61.5	211	64.7
<b>SC</b>	16	7.7	19	16.3	35	10.7
<b>ST</b>	5	2.4	16	13.7	21	6.4
<b>Total</b>	<b>209</b>	<b>100.0</b>	<b>117</b>	<b>100.0</b>	<b>326</b>	<b>100.0</b>

**Total 5.6: Total Working Experience of the Respondents**

Total Experience	Teaching		Non - Teaching		Both	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Less than 2 years	48	23.0	11	9.5	59	18.1
2-5 Years	54	25.8	36	30.7	90	27.6
6-10 Y ears	66	31.6	40	34.2	106	32.5
More than 10 years	41	19.6	30	25.6	71	21.8
<b>Total</b>	<b>209</b>	<b>100.0</b>	<b>117</b>	<b>100.0</b>	<b>326</b>	<b>100.0</b>

**Table 5.7: Distribution of Respondents by Organizational Tenure**

Organizational Tenure	Teaching		Non - Teaching		Both	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Less than 2 years	59	28.2	22	18.8	81	24.8
2-5 Years	73	34.9	30	25.6	103	31.6
6-10 Years	52	24.9	39	33.4	91	27.9
More than 10 years	25	12.0	26	22.2	51	15.7
<b>Total</b>	<b>209</b>	<b>100.0</b>	<b>117</b>	<b>100.0</b>	<b>326</b>	<b>100.0</b>

**Table 5.8: Distribution of Respondents by Designation**

Teaching			Non - Teaching			Both	
Designation	<i>f</i>	Percent	Designation	<i>f</i>	Percent	<i>f</i>	Percent
Assistant Professor	169	81.0	-	-	-	169	51.8
Associate Professor	28	13.0	-	-	-	28	8.6
Professor	12	6.0	-	-	-	12	3.7
-	-	-	Administrative Staff	19	16.2	19	5.8
-	-	-	Departmental Staff	71	60.7	71	21.8
-	-	-	Watch and Ward	27	23.1	27	8.3
<b>Total</b>	<b>209</b>	<b>100.0</b>	<b>Total</b>	<b>117</b>	<b>100.0</b>	<b>326</b>	<b>100.0</b>

**Table 5.9: Distribution of Respondents based on their Mother Tongue**

Mother Tongue	Teaching		Non - Teaching		Both	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Telugu	186	89.0	80	68.3	266	81.6
Odiya	13	6.2	7	6.0	20	6.1
Hindi	10	4.8	30	25.6	40	12.3
<b>Total</b>	<b>209</b>	<b>100.0</b>	<b>117</b>	<b>100.0</b>	<b>326</b>	<b>100.0</b>

**Table 5.10: Respondents' Educational Qualifications**

Teaching			Non-Teaching			Both	
Qualifications	<i>f</i>	Percent	Qualifications	<i>f</i>	Percent	<i>f</i>	Percent
-	-	-	Secondary	10	8.5	10	3.1
-	-	-	Intermediate	28	24.0	28	8.6
-	-	-	Degree	46	39.3	46	14.1
PG	157	75.0	PG	33	28.2	190	58.3
M. Phil	19	10.0	-	-	-	19	5.8
Ph. D	33	15.0	-	-	-	33	10.1
<b>Total</b>	<b>209</b>	<b>100.0</b>	<b>Total</b>	<b>117</b>	<b>100.0</b>	<b>326</b>	<b>100.0</b>

**Table 5.11: Technical/Non-Technical Background of Respondents' Education**

Technical / Non-Technical	Teaching		Non - Teaching		Both	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Technical	172	82.3	54	46.1	226	69.3
Non-technical	37	17.7	63	53.9	100	30.7
<b>Total</b>	<b>209</b>	<b>100.0</b>	<b>117</b>	<b>100.0</b>	<b>326</b>	<b>100.0</b>

**Table 5.12: Distribution of Respondents as per their Annual Pay**

Annual Pay	Teaching		Non - Teaching		Both	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Less than Rs.1 lakh	-	-	55	47.1	55	16.9
AboveRs.1 lakh - 2 lakh	78	37.3	48	41.0	126	38.7
AboveRs.2 lakh - 4 lakhs	84	40.1	14	11.9	98	30.1
AboveRs.4 lakh - 5 lakhs	22	10.5	-	-	22	6.6
Above Rs.5 lakh	25	12.0	-	-	25	7.7
<b>Total</b>	<b>209</b>	<b>100.0</b>	<b>117</b>	<b>100.0</b>	<b>326</b>	<b>100.0</b>

**Table 5.13: Perceptions of Teaching Staff on Work Environment**

<b>Statement</b>	<b>Highly Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Highly Dissatisfied</b>	<b>Total</b>
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
The work environment in my institute is healthy and competitive	26 (12.4)*	124 (59.3)	43 (20.6)	12 (5.7)	4 (1.9)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>130</b>	<b>496</b>	<b>129</b>	<b>24</b>	<b>4</b>	<b>783 - II</b>
My institute offers sufficient opportunities to develop my own abilities	29 (13.9)	120 (57.4)	38 (18.2)	10 (4.8)	12 (5.7)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>145</b>	<b>480</b>	<b>114</b>	<b>20</b>	<b>12</b>	<b>771-III</b>
The institute provides enough information to discharge my responsibilities	20 (9.6)	113 (54.1)	59 (28.2)	10 (4.8)	7 (3.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>100</b>	<b>452</b>	<b>177</b>	<b>20</b>	<b>7</b>	<b>756 - V</b>
I am given a lot of work empowerment to decide about my own style and pace of work	7 (3.3)	120 (57.4)	61 (29.2)	18 (8.6)	3 (1.4)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>35</b>	<b>480</b>	<b>183</b>	<b>36</b>	<b>3</b>	<b>737-VI</b>
I am happy with the communication in the organization.	21 (10.0)	127 (60.8)	40 (19.1)	16 (7.7)	5 (2.4)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>105</b>	<b>508</b>	<b>120</b>	<b>32</b>	<b>5</b>	<b>770-IV</b>
My institute is a pleasant place to work	44 (21.1)	123 (58.9)	31 (14.8)	10 (4.8)	1 (0.5)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>220</b>	<b>492</b>	<b>93</b>	<b>20</b>	<b>1</b>	<b>826 - I</b>
Total score						<b>4643</b>
Maximum Possible Score	5 (Maximum score points) X209 (number of respondents) X 6 (number of statements)					<b>6270</b>
Percentage of Work Environment	Total score on work environment/ Maximum Possible Score X 100					<b>74.0</b>

\* Values given in the parenthesis are percentages to actual scores

**Table 5.14: Faculty-Respondents' Perceptions on Organization Culture and Climate**

Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
There is cooperation among all the departments for achieving the goals	25 (12.0)*	101 (48.3)	44 (21.1)	31 (14.8)	8 (3.8)	209 (100.0)
<b>Frequency X Scale value</b>	<b>125</b>	<b>404</b>	<b>132</b>	<b>62</b>	<b>8</b>	<b>731-VI</b>
I feel free to receive comments and suggestions on my performance	44 (21.1)	113 (54.1)	37 (17.7)	9 (4.3)	6 (2.9)	209 (100.0)
<b>Frequency X Scale value</b>	<b>220</b>	<b>452</b>	<b>111</b>	<b>18</b>	<b>6</b>	<b>807-II</b>
I am proud to be working for my present organization	40 (19.1)	120 (57.4)	31 (14.8)	11 (5.3)	7 (3.3)	209 (100.0)
<b>Frequency X Scale value</b>	<b>200</b>	<b>480</b>	<b>93</b>	<b>22</b>	<b>7</b>	<b>802-III</b>
I am involved in making decisions that affect my work	28 (13.4)	112 (53.6)	49 (23.4)	15 (7.2)	5 (2.4)	209 (100.0)
<b>Frequency X Scale value</b>	<b>140</b>	<b>448</b>	<b>147</b>	<b>30</b>	<b>5</b>	<b>770-IV</b>
I never feel discriminated on my job because of my Gender/age/origin by the management / colleagues	53 (25.4)	113 (54.1)	33 (15.8)	7 (3.3)	3 (1.4)	209 (100.0)
<b>Frequency X Scale value</b>	<b>265</b>	<b>452</b>	<b>99</b>	<b>14</b>	<b>3</b>	<b>833-I</b>
The compensation policies of my my institute are Good	16 (7.7)	83 (39.7)	60 (28.7)	39 (18.7)	11 (5.3)	209 (100.0)
<b>Frequency X Scale value</b>	<b>80</b>	<b>332</b>	<b>180</b>	<b>78</b>	<b>11</b>	<b>681-X</b>
My organization communicates every new change that takes place	28 (13.4)	98 (46.9)	55 (26.3)	16 (7.7)	12 (5.7)	209 (100.0)
<b>Frequency X Scale value</b>	<b>140</b>	<b>392</b>	<b>165</b>	<b>32</b>	<b>12</b>	<b>741-V</b>
I can freely express my Opinions in matters where my views are sought	23 (11.0)	105 (50.2)	45 (21.5)	22 (10.5)	14 (6.7)	209 (100.0)
<b>Frequency X Scale value</b>	<b>115</b>	<b>420</b>	<b>135</b>	<b>44</b>	<b>14</b>	<b>728-VII</b>
The annual performance appraisal is fair and transparent in this institution	23 (11.0)	89 (42.6)	54 (25.8)	25 (12.0)	18 (8.6)	209 (100.0)
<b>Frequency X Scale value</b>	<b>115</b>	<b>356</b>	<b>162</b>	<b>50</b>	<b>18</b>	<b>701-VIII</b>
Grievance handling is amicable in thee institute	15 (7.2)	90 (43.1)	68 (32.5)	20 (9.6)	16 (7.7)	209 (100.0)
<b>Frequency X Scale value</b>	<b>75</b>	<b>360</b>	<b>204</b>	<b>40</b>	<b>16</b>	<b>695-IX</b>
Total score						<b>7489</b>
Maximum Possible Score	5 (Maximum score points) X209 (number of respondents) X 10 (number of statements)					<b>10450</b>
Percentage of Organization Culture and Climate	Total score on Organization Culture and Climate / Maximum Possible Score X 100					<b>71.7</b>

\* Values given in the parenthesis are percentages to actual scores

**Table 5.15: Faculty Respondents' Perceptions on Relation and Co-operation**

Statement	Highly satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
I have harmonious relationship with my colleagues	34 (16.3)*	133 (63.6)	32 (15.3)	7 (3.3)	3 (1.4)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>170</b>	<b>532</b>	<b>96</b>	<b>14</b>	<b>3</b>	<b>815-II</b>
I feel a strong sense of belongingness in my Institute	31 (14.8)	137 (65.6)	32 (15.3)	8 (3.8)	1 (0.5)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>155</b>	<b>548</b>	<b>96</b>	<b>14</b>	<b>1</b>	<b>814-III</b>
I am able to attend to my personal work in spite of demands made by my job	13 (6.2)	113 (54.1)	56 (26.8)	20 (9.6)	7 (3.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>65</b>	<b>452</b>	<b>168</b>	<b>40</b>	<b>7</b>	<b>732-XII</b>
The relationship between management and employees is very good	18 (8.6)	105 (50.2)	47 (22.5)	25 (12.0)	14 (6.7)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>90</b>	<b>420</b>	<b>141</b>	<b>50</b>	<b>14</b>	<b>715-XIII</b>
I have cordial relationship with my immediate superior	36 (17.2)	131 (62.7)	26 (12.4)	10 (4.8)	6 (2.9)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>180</b>	<b>524</b>	<b>78</b>	<b>20</b>	<b>6</b>	<b>808-IV</b>
I get good support from my subordinates and peers	34 (16.3)	120 (57.4)	36 (17.2)	16 (7.7)	3 (1.4)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>170</b>	<b>480</b>	<b>108</b>	<b>32</b>	<b>3</b>	<b>793-VI</b>
I get cooperation from top management	21 (10.0)	116 (55.5)	54 (25.5)	8 (3.8)	10 (4.8)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>105</b>	<b>464</b>	<b>162</b>	<b>16</b>	<b>10</b>	<b>757-XI</b>
I get cooperation from my students	38 (18.2)	126 (60.3)	27 (12.9)	15 (7.2)	3 (1.4)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>190</b>	<b>504</b>	<b>81</b>	<b>30</b>	<b>3</b>	<b>808-IV</b>
I get cooperation from general administration and other staff members	24 (11.5)	129 (61.7)	37 (17.7)	15 (7.2)	4 (1.9)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>120</b>	<b>516</b>	<b>111</b>	<b>30</b>	<b>4</b>	<b>781-VII</b>
I receive both positive and negative feedback from my superior rationally	23 (11.0)	120 (57.4)	44 (21.1)	18 (8.6)	4 (1.9)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>115</b>	<b>480</b>	<b>132</b>	<b>36</b>	<b>4</b>	<b>767-VIII</b>
My colleagues are competent and qualified professionals	35 (16.7)	118 (56.5)	39 (18.7)	16 (7.7)	1 (0.5)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>175</b>	<b>472</b>	<b>117</b>	<b>32</b>	<b>1</b>	<b>797-V</b>
I have no difficulty in communicating with other staff members and superiors	44 (21.1)	125 (59.8)	25 (12.0)	11 (5.3)	4 (1.9)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>220</b>	<b>500</b>	<b>75</b>	<b>22</b>	<b>4</b>	<b>821-I</b>
My superior ((S) has (have) adequate people skills	34 (16.3)	100 (47.8)	49 (23.4)	18 (8.6)	8 (3.8)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>170</b>	<b>400</b>	<b>147</b>	<b>36</b>	<b>8</b>	<b>761-X</b>
I get adequate support in my organization to overcome form my weaknesses and building on my strengths	33 (15.8)	109 (52.2)	37 (17.7)	23 (11.0)	7 (3.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>165</b>	<b>436</b>	<b>111</b>	<b>46</b>	<b>7</b>	<b>765-IX</b>
Total score						<b>10934</b>
Maximum Possible Score	5 (Maximum score points) X 209 (number of respondents) X 14 (number of statements)					<b>14630</b>
Percentage of Relation and co-operation	Total score on Relation and co-operation / Maximum Possible Score X 100					<b>74.7</b>

\* Values given in the parenthesis are percentages to actual scores

**Table 5.16: Teaching Staff's Perceptions on Training and Development**

<b>Statement</b>	<b>Highly Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Highly Dissatisfied</b>	<b>Total</b>
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Training programs in our institute help employees to achieve the required skill for performing the job effectively.	29 (13.9)*	126 (60.3)	34 (16.3)	16 (7.7)	4 (1.9)	<b>209 (100.0)</b>
<b>Frequency X Scale value</b>	<b>145</b>	<b>504</b>	<b>102</b>	<b>32</b>	<b>4</b>	<b>787-I</b>
I feel that the training programs conducted at our institution helps improving interpersonal relationships among employees.	24 (11.5)	103 (49.3)	57 (27.3)	21 (10.9)	4 (1.9)	<b>209 (100.0)</b>
<b>Frequency X Scale value</b>	<b>120</b>	<b>412</b>	<b>171</b>	<b>42</b>	<b>4</b>	<b>749-III</b>
I feel that the training programs should be conducted frequently.	33 (15.8)	109 (52.2)	47 (22.5)	18 (8.6)	2 (1.0)	<b>209 (100.0)</b>
<b>Frequency X Scale value</b>	<b>165</b>	<b>436</b>	<b>141</b>	<b>36</b>	<b>2</b>	<b>780-II</b>
My institute helps me to identify areas of training for my professional development	24 (11.5)	109 (52.2)	50 (23.9)	13 (6.2)	13 (6.2)	<b>209 (100.0)</b>
<b>Frequency X Scale value</b>	<b>120</b>	<b>436</b>	<b>150</b>	<b>26</b>	<b>13</b>	<b>745-IV</b>
Total score						<b>3061</b>
Maximum Possible Score	5 (Maximum score points) X 209 (number of respondents) X 4 (number of statements)					<b>4180</b>
Percentage on training and development	Total score on training and development / Maximum Possible Score X 100					<b>73.2</b>

\* Values given in the parenthesis are percentages to actual scores

**Table 5.17: Perceptions of Teaching Staff on Compensation and rewards**

Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
I am getting my salary in time regularly	22 (10.5)*	89 (42.6)	64 (30.6)	18 (8.6)	16 (7.7)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>110</b>	<b>356</b>	<b>192</b>	<b>36</b>	<b>1</b>	<b>695-VII</b>
In my organization employee rewards are linked to job performance	10 (4.8)	104 (49.8)	51 (24.4)	30 (14.4)	14 (6.7)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>50</b>	<b>416</b>	<b>153</b>	<b>60</b>	<b>14</b>	<b>693-VIII</b>
My organization follows fair procedures in giving promotions to employees	17 (8.1)	84 (40.2)	62 (29.7)	28 (13.4)	18 (8.6)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>85</b>	<b>336</b>	<b>186</b>	<b>56</b>	<b>18</b>	<b>681-IX</b>
My work get recognition and accolade from my superiors	9 (4.3)	101 (48.3)	67 (32.1)	14 (6.7)	18 (8.6)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>45</b>	<b>404</b>	<b>201</b>	<b>28</b>	<b>18</b>	<b>696-VI</b>
I feel my salary is competitive in comparison with those in similar instates	10 (4.8)	100 (47.8)	45 (21.5)	44 (21.1)	10 (4.8)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>50</b>	<b>400</b>	<b>135</b>	<b>88</b>	<b>10</b>	<b>633-X</b>
I believe that my institute is an equal opportunity employer	12 (5.7)	98 (46.9)	65 (31.1)	23 (11.0)	11 (5.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>60</b>	<b>392</b>	<b>195</b>	<b>46</b>	<b>11</b>	<b>704-IV</b>
I feel that the feedback system in this organization facilitates my performance	24 (11.5)	128 (61.2)	22 (10.5)	28 (13.4)	7 (3.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>120</b>	<b>512</b>	<b>66</b>	<b>56</b>	<b>7</b>	<b>761-II</b>
I am satisfied with my salary and other benefit package	12 (5.7)	94 (45.0)	51 (24.4)	40 (19.1)	12 (5.7)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>60</b>	<b>376</b>	<b>153</b>	<b>80</b>	<b>12</b>	<b>681-IX</b>
My institution encourages faculty by sponsoring employees for all academic & research activities such as seminars, workshop, FDPs, conferences & publications	37 (17.7)	110 (52.6)	36 (17.2)	18 (8.6)	8 (3.8)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>185</b>	<b>440</b>	<b>108</b>	<b>36</b>	<b>8</b>	<b>777-I</b>
My institution provides incentives in view of faculty achievements	21 (10.0)	85 (40.7)	69 (33.0)	17 (8.1)	17 (8.1)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>105</b>	<b>340</b>	<b>207</b>	<b>34</b>	<b>17</b>	<b>703-V</b>
My organization provides adequate fringe benefits such as Car allowance, medical insurance, medical reimbursement paid vacation paid holiday sick time pension schemes free	10 (4.8)	75 (35.9)	46 (22.0)	37 (17.7)	41 (19.6)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>50</b>	<b>300</b>	<b>138</b>	<b>74</b>	<b>41</b>	<b>603-XI</b>
This institution provides the social security benefits like EEPF/Gratuity /and so on	18 (8.6)	102 (48.8)	51 (24.4)	27 (12.9)	11 (5.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>90</b>	<b>408</b>	<b>153</b>	<b>54</b>	<b>11</b>	<b>716-III</b>
Total score						<b>8343</b>
Maximum Possible Score	5 (Maximum score points) X209 (number of respondents) X12 (numbers of statements)					<b>12540</b>
Percentage on Compensation & Rewards	Total score on compensation and rewards / Maximum Possible Score X 100					<b>66.5</b>

\* Values given in the parenthesis are percentages to actual scores

**Table 5.18: Perceptions of Teaching Staff on Facilities in their Engineering Colleges**

Statement	Highly satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Classrooms and related facilities are comfortable & user friendly in my institution	34 (16.3)*	141 (67.5)	19 (9.1)	13 (6.2)	2 (1.0)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>170</b>	<b>564</b>	<b>57</b>	<b>26</b>	<b>2</b>	<b>819-I</b>
The institution is maintaining toilets & bathrooms neat & clean	27 (12.9)	88 (42.1)	44 (21.1)	29 (13.9)	21 (10.0)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>135</b>	<b>352</b>	<b>132</b>	<b>58</b>	<b>21</b>	<b>698-XI</b>
The institution's Canteen offers good quality of food and services	15 (7.2)	73 (34.9)	50 (23.9)	44 (21.1)	27 (12.9)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>75</b>	<b>292</b>	<b>150</b>	<b>88</b>	<b>27</b>	<b>632-XIV</b>
The institute is providing filtered drinking water.	19 (9.1)	78 (37.3)	46 (22.0)	36 (17.2)	30 (14.4)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>95</b>	<b>312</b>	<b>138</b>	<b>72</b>	<b>30</b>	<b>647-XIII</b>
The organization provides good bus facility and its services	36 (17.2)	107 (51.2)	38 (18.2)	23 (11.0)	5 (2.4)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>180</b>	<b>428</b>	<b>114</b>	<b>46</b>	<b>5</b>	<b>773-VI</b>
Clinical facility & medical services of the organization are good	21 (10.0)	97 (46.4)	67 (32.1)	20 (9.6)	4 (1.9)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>105</b>	<b>388</b>	<b>201</b>	<b>40</b>	<b>4</b>	<b>738-VIII</b>
Institute's Laboratories are comfortable, safe, user friendly and easily accessible	44 (21.1)	117 (56.0)	33 (15.8)	10 (4.8)	5 (2.4)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>220</b>	<b>468</b>	<b>99</b>	<b>20</b>	<b>5</b>	<b>812-II</b>
Library has sufficient textbooks, reference books, -journals, software and easy access to them	46 (22.0)	114 (54.5)	25 (12.0)	17 (8.1)	7 (3.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>230</b>	<b>456</b>	<b>75</b>	<b>34</b>	<b>7</b>	<b>802-IV</b>
Institute premises are neat, safe and environment friendly	50 (23.9)	103 (49.3)	36 (17.2)	15 (7.2)	5 (2.4)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>250</b>	<b>412</b>	<b>108</b>	<b>30</b>	<b>5</b>	<b>805-III</b>
The organization is having good infrastructural facilities	44 (21.1)	104 (49.8)	45 (21.5)	13 (6.2)	3 (1.4)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>220</b>	<b>416</b>	<b>135</b>	<b>26</b>	<b>3</b>	<b>800-V</b>
Institute provides good Wi-fi facility	27 (12.9)	103 (49.3)	49 (23.4)	23 (11.0)	7 (3.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>135</b>	<b>412</b>	<b>147</b>	<b>46</b>	<b>7</b>	<b>747-VII</b>
Institute is providing adequate recreation facilities	15 (7.2)	98 (46.9)	64 (30.6)	21 (10.0)	11 (5.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>75</b>	<b>392</b>	<b>192</b>	<b>42</b>	<b>11</b>	<b>712-X</b>
Cleanliness and hygienic conditions adopted by the Institute are good	21 (10.0)	105 (50.2)	49 (23.4)	18 (8.6)	16 (7.7)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>105</b>	<b>420</b>	<b>147</b>	<b>36</b>	<b>16</b>	<b>724-IX</b>
Good welfare amenities are provided by our institute	12 (5.7)	94 (45.0)	57 (27.3)	30 (14.4)	16 (7.7)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>60</b>	<b>376</b>	<b>171</b>	<b>60</b>	<b>16</b>	<b>683-XII</b>
<b>Total score</b>						<b>10392</b>
Maximum Possible Score	5 (Maximum score points) X209 (number of respondents) X14 numbers of statements)					<b>14630</b>
Percentage on Facilities	Total score on Facilities / Maximum Possible Score X 100					<b>71.0</b>

\* Values given in the parenthesis are percentages to actual scores

**Table 5.19: Perceptions of Faculty on Job Satisfaction and Job Security**

Statement	Highly satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
I feel comfortable and satisfied with my job	30 (14.4)*	114 (54.5)	37 (17.7)	21 (10.0)	7 (3.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>150</b>	<b>456</b>	<b>111</b>	<b>42</b>	<b>7</b>	<b>766-VI</b>
I feel quite secured about my job	24 (11.5)	109 (52.2)	51 (24.4)	21 (10.0)	4 (1.9)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>120</b>	<b>436</b>	<b>153</b>	<b>42</b>	<b>4</b>	<b>755-IX</b>
Conditions in my job allow me to be as productive as I could be	22 (10.5)	117 (56.0)	52 (24.9)	11 (5.3)	7 (3.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>110</b>	<b>468</b>	<b>156</b>	<b>22</b>	<b>7</b>	<b>763-VII</b>
A strong trade union is required in my institution to protect employee's interests	36 (17.2)	93 (44.5)	55 (26.3)	17 (8.1)	8 (3.8)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>180</b>	<b>372</b>	<b>165</b>	<b>34</b>	<b>8</b>	<b>759-VIII</b>
My institute values its employees	21 (10.0)	100 (47.8)	59 (28.2)	18 (8.6)	11 (5.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>105</b>	<b>400</b>	<b>177</b>	<b>36</b>	<b>11</b>	<b>729-XIII</b>
Thee institution provides opportunities for career development within the organization	12 (5.7)	124 (59.3)	47 (22.5)	18 (8.6)	8 (3.8)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>60</b>	<b>496</b>	<b>141</b>	<b>36</b>	<b>8</b>	<b>741-XI</b>
Thee procedure followed for job rotation in the institution is good	15 (7.2)	118 (56.5)	40 (19.1)	24 (11.5)	12 (5.7)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>75</b>	<b>472</b>	<b>43</b>	<b>48</b>	<b>12</b>	<b>650-XVI</b>
I feel that my work allows me to do my best in a particular area/domain	20 (9.6)	128 (61.2)	38 (18.2)	19 (9.1)	4 (1.9)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>100</b>	<b>512</b>	<b>114</b>	<b>38</b>	<b>4</b>	<b>768-V</b>
Working hours and timings in the institution are good and suit me	36 (17.2)	132 (63.2)	29 (13.9)	10 (4.8)	2 (1.0)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>180</b>	<b>528</b>	<b>87</b>	<b>20</b>	<b>2</b>	<b>655-XV</b>
Work load is reasonable and justified in the organization	28 (13.4)	130 (62.2)	38 (18.2)	6 (2.9)	7 (3.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>140</b>	<b>520</b>	<b>114</b>	<b>12</b>	<b>7</b>	<b>793-II</b>
My job lets me use my skills and abilities	31 (14.8)	120 (57.4)	44 (21.1)	12 (5.7)	2 (1.0)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>155</b>	<b>480</b>	<b>132</b>	<b>24</b>	<b>2</b>	<b>793-II</b>
The people I work with can be relied on when I need help	29 (13.9)	122 (58.4)	42 (20.1)	14 (6.7)	2 (1.0)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>145</b>	<b>488</b>	<b>126</b>	<b>28</b>	<b>2</b>	<b>789-III</b>
My physical health and mental health during the past 12 months is good	55 (26.3)	92 (44.0)	44 (21.1)	17 (8.1)	1 (0.5)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>275</b>	<b>368</b>	<b>132</b>	<b>34</b>	<b>1</b>	<b>810-I</b>
I can see a long -term future for myself here	23 (11.0)	107 (51.2)	48 (23.0)	27 (12.9)	4 (1.9)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>115</b>	<b>428</b>	<b>144</b>	<b>54</b>	<b>4</b>	<b>745-X</b>
My institute is well managed	26 (12.4)	103 (49.3)	50 (23.9)	17 (8.1)	13 (6.2)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>130</b>	<b>412</b>	<b>150</b>	<b>34</b>	<b>4</b>	<b>730-XII</b>
My superior treats all employees in my department equitably	15 (7.2)	99 (47.4)	63 (30.1)	21 (10.0)	11 (5.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>75</b>	<b>396</b>	<b>189</b>	<b>42</b>	<b>11</b>	<b>713-XIV</b>
Overall job satisfaction is good in this organization	25 (12.0)	129 (61.7)	32 (15.3)	11 (5.3)	12 (5.7)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>125</b>	<b>516</b>	<b>96</b>	<b>22</b>	<b>12</b>	<b>771-IV</b>
Total score						<b>11937</b>
Maximum Possible Score	5 (Maximum score points) X 209 (number of respondents) X 17 (numbers of statements)					<b>17765</b>
Percentage on Job Satisfaction and job Security	Total score on Job Satisfaction and job Security / Maximum Possible Score X 100					<b>67.2</b>

**Table 5.20: Faculty Respondents' Perceptions on Autonomy at Work**

<b>Statement</b>	<b>Highly Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Highly Dissatisfied</b>	<b>Total</b>
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Innovative teaching methodologies are encouraged and supported in my institute	35 (16.7)*	117 (56.0)	38 (18.2)	15 (7.2)	4 (1.9)	<b>209 (100.0)</b>
<b>Frequency X Scale value</b>	<b>175</b>	<b>468</b>	<b>114</b>	<b>30</b>	<b>4</b>	<b>791-I</b>
My institution allows a flexible time option	22 (10.5)	107 (51.2)	53 (25.4)	18 (8.6)	9 (4.3)	<b>209 (100.0)</b>
<b>Frequency X Scale value</b>	<b>110</b>	<b>428</b>	<b>159</b>	<b>36</b>	<b>9</b>	<b>742-VI</b>
My organization allows to do a part of my job at home	12 (5.7)	87 (41.6)	73 (34.9)	26 (12.4)	11 (5.3)	<b>209 (100.0)</b>
<b>Frequency X Scale value</b>	<b>60</b>	<b>348</b>	<b>219</b>	<b>52</b>	<b>1</b>	<b>680-VIII</b>
I don't find my work is quite stressful	22 (10.5)	88 (42.1)	71 (34.0)	22 (10.5)	6 (2.9)	<b>209 (100.0)</b>
<b>Frequency X Scale value</b>	<b>110</b>	<b>352</b>	<b>213</b>	<b>44</b>	<b>6</b>	<b>725-VII</b>
I am ready to take additional responsibilities with my job	35 (16.7)	104 (49.8)	52 (24.9)	12 (5.7)	6 (2.9)	<b>209 (100.0)</b>
<b>Frequency X Scale value</b>	<b>175</b>	<b>416</b>	<b>156</b>	<b>24</b>	<b>6</b>	<b>777-II</b>
I feel that academic autonomy is important in the institution	22 (10.5)	115 (55.0)	56 (26.8)	14 (6.7)	2 (1.0)	<b>209 (100.0)</b>
<b>Frequency X Scale value</b>	<b>110</b>	<b>460</b>	<b>168</b>	<b>28</b>	<b>2</b>	<b>768-III</b>
I am given a lot of freedom to decide how to do my own work	19 (9.1)	100 (47.8)	73 (34.9)	12 (5.7)	5 (2.4)	<b>209 (100.0)</b>
<b>Frequency X Scale value</b>	<b>95</b>	<b>400</b>	<b>219</b>	<b>24</b>	<b>5</b>	<b>743-V</b>
I believe that I am provided with sufficient opportunity for my professional advancement here	16 (7.7)	124 (59.3)	39 (18.7)	21 (10.0)	9 (4.3)	<b>209 (100.0)</b>
<b>Frequency X Scale value</b>	<b>80</b>	<b>496</b>	<b>117</b>	<b>42</b>	<b>9</b>	<b>744-IV</b>
<b>Total score</b>						<b>5970</b>
Maximum possible score	5 (Maximum score points) X209 (number of respondents) X 8 (numbers of statements)					<b>8360</b>
Percentage on Autonomy at Work	Total score on work environment/ Maximum Possible Score X 100					<b>71.4</b>

\* Values given in the parenthesis are percentages to actual scores

**Table 5.21: Perceptions of Faculty-Respondents on Adequacy of Resources**

<b>Statement</b>	<b>Highly Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Highly Dissatisfied</b>	<b>Total</b>
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
In our institution there is no balance between stated objectives and resources provided	5 (2.4)*	103 (49.3)	81 (38.8)	13 (6.2)	7 (3.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>25</b>	<b>412</b>	<b>243</b>	<b>26</b>	<b>7</b>	<b>713-V</b>
There are much defined channels for information exchange and transfer	5 (2.4)	108 (51.7)	71 (34.0)	20 (9.6)	5 (2.4)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>25</b>	<b>432</b>	<b>213</b>	<b>40</b>	<b>5</b>	<b>715-IV</b>
My company provides resources to facilitate my performance	10 (4.8)	108 (51.7)	61 (29.2)	17 (8.1)	13 (6.2)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>50</b>	<b>432</b>	<b>183</b>	<b>34</b>	<b>13</b>	<b>712-VI</b>
Communication and information flow between the department is effective and satisfactory	19 (9.1)	95 (45.5)	55 (26.3)	29 (13.9)	11 (5.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>95</b>	<b>380</b>	<b>165</b>	<b>58</b>	<b>11</b>	<b>709-VII</b>
institution has enough funding and support facility for research activities	16 (7.7)	106 (50.7)	53 (25.4)	27 (12.9)	7 (3.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>80</b>	<b>424</b>	<b>159</b>	<b>54</b>	<b>7</b>	<b>724-III</b>
It is important for the institution and its programmers to get accreditation	35 (16.7)	98 (46.9)	57 (27.3)	13 (6.2)	6 (2.9)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>175</b>	<b>392</b>	<b>171</b>	<b>26</b>	<b>6</b>	<b>770-I</b>
Funding for prototype research equipment is available	11 (5.3)	114 (54.5)	60 (28.7)	15 (7.2)	9 (4.3)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>55</b>	<b>456</b>	<b>180</b>	<b>30</b>	<b>9</b>	<b>730-II</b>
Obsolete equipment is removed and replaced time to time	12 (5.7)	96 (45.9)	58 (27.8)	37 (17.7)	6 (2.9)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>60</b>	<b>384</b>	<b>174</b>	<b>74</b>	<b>6</b>	<b>698-VIII</b>
I have affected by the inadequacy of budgetary planning at my institute	7 (3.3)	92 (44.0)	82 (39.2)	20 (9.6)	8 (3.8)	<b>209</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>35</b>	<b>368</b>	<b>246</b>	<b>40</b>	<b>8</b>	<b>697-IX</b>
Total score						<b>6468</b>
Maximum possible score	5 (Maximum score points) X 209 (number of respondents) X 9 (numbers of statements)					<b>9405</b>
Percentage on Adequacy of Resources	Total score on work environment/ Maximum Possible Score X 100					<b>68.8</b>

\* Values given in the parenthesis are percentages to actual scores

**Table 5.22: Non-Teaching Staff's Perceptions on Work environment**

<b>Statement</b>	<b>Highly Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Highly Dissatisfied</b>	<b>Total</b>
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
The work environment in my institute is healthy and competitive	22 (18.8)*	57 (48.7)	13 (11.1)	22 (18.8)	3 (2.6)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>110</b>	<b>228</b>	<b>39</b>	<b>44</b>	<b>3</b>	<b>424-I</b>
My institute offers sufficient opportunities to develop my own abilities	11 (9.4)	59 (50.4)	14 (12.0)	20 (17.1)	13 (11.1)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>55</b>	<b>236</b>	<b>42</b>	<b>40</b>	<b>13</b>	<b>386-VI</b>
The institute provides enough information to discharge my responsibilities	15 (12.8)	52 (44.4)	22 (18.8)	22 (18.8)	6 (5.1)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>75</b>	<b>208</b>	<b>66</b>	<b>44</b>	<b>6</b>	<b>399-IV</b>
I am given a lot of work empowerment to decide about my own style and pace of work	14 (12.0)	55 (47.0)	18 (15.4)	19 (16.2)	9 (7.7)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>70</b>	<b>220</b>	<b>54</b>	<b>38</b>	<b>9</b>	<b>391-V</b>
I am happy with the communication in the organization.	11 (9.4)	65 (55.6)	13 (11.1)	20 (17.1)	8 (6.8)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>55</b>	<b>260</b>	<b>39</b>	<b>40</b>	<b>8</b>	<b>402-III</b>
My institute is a pleasant place to work	14 (12.0)	67 (57.3)	15 (12.8)	13 (11.1)	8 (6.8)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>70</b>	<b>268</b>	<b>45</b>	<b>26</b>	<b>8</b>	<b>417-II</b>
Total score						<b>2419</b>
Maximum Possible Score	5 (Maximum score points) X117 (number of respondents) X 6 (number of statements)					<b>3510</b>
Percentage of WorkEnvironment	Total score on work environment/ Maximum Possible Score X 100					<b>68.9</b>

\* Values given in the parenthesis are percentages to actual scores

**Table 5.23: Non-Teaching Staff's Perceptions on Organization Culture and Climate**

Statement	Highly satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
There is cooperation among all the departments for achieving the goals	19 (16.2)*	52 (44.4)	20 (17.1)	17 (14.5)	9 (7.7)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>95</b>	<b>208</b>	<b>60</b>	<b>34</b>	<b>9</b>	<b>406-II</b>
I feel free to receive comments and suggestions on my performance	19 (16.2)	51 (43.6)	21 (19.9)	21 (17.9)	5 (4.3)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>95</b>	<b>204</b>	<b>63</b>	<b>42</b>	<b>5</b>	<b>409-I</b>
I am proud to be working for my present organization	13 (11.1)	53 (45.3)	20 (17.1)	22 (18.8)	9 (7.7)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>65</b>	<b>212</b>	<b>60</b>	<b>44</b>	<b>9</b>	<b>390-VIII</b>
I am involved in making decisions that affect my work	16 (13.7)	56 (47.9)	16 (13.7)	17 (14.5)	12 (10.3)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>80</b>	<b>224</b>	<b>48</b>	<b>34</b>	<b>12</b>	<b>398-VI</b>
I never feel discriminated on my job because of my Gender/age/origin by the management / colleagues	15 (12.8)	56 (47.9)	19 (16.2)	17 (14.5)	10 (8.5)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>75</b>	<b>224</b>	<b>57</b>	<b>34</b>	<b>10</b>	<b>400-IV</b>
The compensation policies of my institute are Good	13 (11.1)	54 (46.2)	21 (17.9)	22 (18.8)	7 (6.0)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>65</b>	<b>216</b>	<b>63</b>	<b>44</b>	<b>7</b>	<b>395-VII</b>
My organization communicates every new change that takes place	11 (9.4)	55 (47.0)	20 (17.1)	23 (19.7)	8 (6.8)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>55</b>	<b>220</b>	<b>60</b>	<b>46</b>	<b>8</b>	<b>389-X</b>
I can freely express my Opinions in matters where my views are sought	9 (7.7)	60 (51.3)	24 (20.5)	23 (19.7)	1 (0.9)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>45</b>	<b>240</b>	<b>72</b>	<b>46</b>	<b>1</b>	<b>404-III</b>
The annual performance appraisal is fair and transparent in this institution	13 (11.1)	50 (42.7)	25 (21.4)	24 (20.5)	5 (4.3)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>65</b>	<b>200</b>	<b>75</b>	<b>48</b>	<b>1</b>	<b>389-IX</b>
Grievance handling is amicable in thee institute	13 (11.1)	59 (50.4)	14 (12.0)	25 (21.4)	6 (5.1)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>65</b>	<b>236</b>	<b>42</b>	<b>50</b>	<b>6</b>	<b>399-V</b>
Total score						<b>3979</b>
Maximum Possible score	5 (Maximum score points) X 117 (number of respondents) X 10 (number of statements)					<b>5850</b>
Percentage of organization culture and climate	Total score on work environment/ Maximum Possible Score X 100					<b>68.0</b>

\* Values given in the parenthesis are percentages to actual scores

**Table 5.24: Perceptions of Non- Teaching Staff on Relation and Co-operation**

Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
I have harmonious relationship with my colleagues	24 (20.5)*	63 (53.8)	9 (7.7)	20 (17.1)	1 (0.9)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>120</b>	<b>252</b>	<b>27</b>	<b>40</b>	<b>1</b>	<b>440-II</b>
I feel a strong sense of belongingness to my Institute	10 (8.5)	75 (64.1)	13 (11.1)	16 (13.7)	3 (2.6)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>50</b>	<b>300</b>	<b>39</b>	<b>32</b>	<b>3</b>	<b>424-IV</b>
I am able to attend to my personal work in spite of demands made by my job	7 (6.0)	73 (62.4)	25 (21.4)	8 (6.8)	4 (3.4)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>35</b>	<b>292</b>	<b>72</b>	<b>16</b>	<b>4</b>	<b>419-V</b>
Thee relationship between management and employees is very good	5 (4.3)	65 (55.6)	33 (28.2)	11 (9.4)	3 (2.6)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>25</b>	<b>260</b>	<b>99</b>	<b>22</b>	<b>3</b>	<b>409-VI</b>
I have cordial relationship with my immediate superior	38 (32.5)	61 (52.1)	8 (6.8)	6 (5.1)	4 (3.4)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>190</b>	<b>244</b>	<b>24</b>	<b>12</b>	<b>4</b>	<b>474-I</b>
I get good support from my subordinates and colleagues	6 (5.1)	90 (76.9)	7 (6.0)	14 (12.0)	-	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>30</b>	<b>360</b>	<b>21</b>	<b>28</b>	<b>-</b>	<b>439-III</b>
I get cooperation from my management	9 (7.7)	64 (54.7)	14 (12.0)	24 (20.5)	6 (5.1)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>45</b>	<b>256</b>	<b>42</b>	<b>48</b>	<b>6</b>	<b>397-IX</b>
Students are co-operative in my college.	4 (3.4)	64 (54.7)	30 (25.6)	18 (15.4)	1 (0.9)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>20</b>	<b>256</b>	<b>90</b>	<b>36</b>	<b>1</b>	<b>403-VII</b>
I get cooperation from general administration and other staff members	10 (8.5)	60 (51.3)	15 (12.8)	26 (22.2)	6 (5.1)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>50</b>	<b>240</b>	<b>45</b>	<b>52</b>	<b>6</b>	<b>393-X</b>
I receive both positive and negative feedback from my superior rationally	6 (5.1)	65 (55.6)	13 (11.1)	27 (23.1)	6 (5.1)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>30</b>	<b>260</b>	<b>39</b>	<b>54</b>	<b>6</b>	<b>389-XII</b>
My colleagues are competent employees	7 (6.0)	64 (54.7)	13 (11.1)	28 (23.9)	5 (4.3)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>35</b>	<b>256</b>	<b>39</b>	<b>56</b>	<b>5</b>	<b>391-XI</b>
I have no difficulty in communicating with other staff members and superiors	10 (8.5)	65 (55.6)	5 (4.3)	31 (26.5)	6 (5.1)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>50</b>	<b>260</b>	<b>15</b>	<b>62</b>	<b>6</b>	<b>393-X</b>
My superior ((S) has (have) adequate people skills	6 (5.1)	63 (53.8)	12 (10.3)	33 (28.2)	3 (2.6)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>30</b>	<b>252</b>	<b>36</b>	<b>66</b>	<b>3</b>	<b>387-XIII</b>
I get adequate support in my organization to overcome form my weaknesses and building on my strengths	9 (7.7)	63 (53.8)	14 (12.0)	27 (23.1)	4 (3.4)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>45</b>	<b>252</b>	<b>42</b>	<b>54</b>	<b>4</b>	<b>397-VIII</b>
Total score						<b>5755</b>
Maximum Possible Score	5 (Maximum score points) X117 (number of respondents) X 14 (number of statements)					<b>8190</b>
Percentage of Relation and Co-operation	Total score on work environment/ Maximum Possible Score X 100					<b>70.3</b>

\* Values given in the parenthesis are percentages to actual scores

**Table 5.25: Perceptions of Non-Teaching Staff on Training and Development**

<b>Statement</b>	<b>Highly Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Highly Dissatisfied</b>	<b>Total</b>
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Training programs in our institute help employees to achieve the required skill for performing the job effectively	12 (10.3)*	57 (48.7)	18 (15.4)	18 (15.4)	3 (2.6)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>60</b>	<b>228</b>	<b>54</b>	<b>36</b>	<b>3</b>	<b>381-III</b>
I feel that the training programs conducted at our institution helps improving interpersonal relationship among employees	1 (0.9)	71 (60.7)	14 (12.0)	25 (21.4)	6 (5.1)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>5</b>	<b>284</b>	<b>42</b>	<b>50</b>	<b>6</b>	<b>387-II</b>
I feel that the training programs should be conducted frequently	11 (9.4)	55 (47.0)	19 (16.2)	27 (23.1)	5 (4.3)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>55</b>	<b>220</b>	<b>57</b>	<b>54</b>	<b>5</b>	<b>391-I</b>
My institute helps me to identify areas of training for my professional development	6 (5.1)	65 (55.6)	10 (8.5)	22 (18.8)	14 (12.0)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>30</b>	<b>260</b>	<b>30</b>	<b>44</b>	<b>1</b>	<b>365-IV</b>
Total score						<b>1524</b>
Maximum Possible Score	5 (Maximum score points) X 117 (number of respondents) X 4 (number of statements)					<b>2340</b>
Percentage of training and development	Total score on work environment/ Maximum Possible Score X 100					<b>65.1</b>

\* Values given in the parenthesis are percentages to actual scores

**Table 5.26: Perceptions of Non-Teaching Staff on Compensation and Rewards**

Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
I am getting my remuneration in time regularly	18 (15.4)	47 (40.2)	15 (12.8)	21 (17.9)	16 (13.7)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>90</b>	<b>188</b>	<b>45</b>	<b>42</b>	<b>16</b>	<b>381-VII</b>
In my organization employee rewards are linked to job performance	6 (5.1)	64 (54.7)	12 (10.3)	24 (20.5)	11 (9.4)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>30</b>	<b>256</b>	<b>36</b>	<b>48</b>	<b>16</b>	<b>386-III</b>
My organization follows fair procedures in giving promotions to employees	8 (6.8)	59 (50.4)	16 (13.7)	21 (17.9)	13 (11.1)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>40</b>	<b>236</b>	<b>48</b>	<b>42</b>	<b>13</b>	<b>379-VIII</b>
My work get recognition and accolade from my superiors	4 (3.4)	65 (55.6)	12 (10.3)	30 (25.6)	6 (5.1)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>20</b>	<b>260</b>	<b>36</b>	<b>60</b>	<b>6</b>	<b>382-VI</b>
I feel my remuneration is competitive in comparison with those in similar instates	8 (6.8)	52 (44.4)	24 (20.5)	31 (26.5)	2 (1.7)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>40</b>	<b>208</b>	<b>72</b>	<b>62</b>	<b>2</b>	<b>384-V</b>
I believe that my institute is an equal opportunity employer	2 (1.7)	58 (49.6)	21 (17.9)	33 (28.2)	3 (2.6)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>10</b>	<b>232</b>	<b>63</b>	<b>66</b>	<b>3</b>	<b>374-IX</b>
I feel that the feedback system in this organization facilitates my performance	15 (12.8)	52 (44.4)	18 (15.4)	32 (27.4)	-	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>75</b>	<b>208</b>	<b>54</b>	<b>64</b>	<b>-</b>	<b>401-I</b>
I am satisfied with my salary and other benefits	5 (4.3)	59 (50.4)	17 (14.5)	34 (29.1)	2 (1.7)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>25</b>	<b>236</b>	<b>51</b>	<b>68</b>	<b>2</b>	<b>382-VI</b>
My institution encourages employees by sponsoring various professional development activities.	12 (10.3)	57 (48.7)	14 (12.0)	34 (29.1)	-	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>60</b>	<b>228</b>	<b>42</b>	<b>68</b>	<b>-</b>	<b>398-II</b>
My institution provides incentives in view of employee achievements at work place.	6 (5.1)	59 (50.4)	17 (14.5)	33 (28.2)	2 (1.7)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>30</b>	<b>236</b>	<b>51</b>	<b>66</b>	<b>2</b>	<b>385-IV</b>
My organization provides adequate fringe benefits such as medical insurance, paid vacation paid holidays, transportation, subsidized meals etc.	7 (6.0)	49 (41.9)	17 (14.5)	24 (20.5)	20 (17.1)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>35</b>	<b>196</b>	<b>51</b>	<b>48</b>	<b>20</b>	<b>350-XI</b>
This institution provides employee social security benefits like EPF/Gratuity /and so on.	2 (1.7)	58 (49.6)	20 (17.1)	31 (26.5)	6 (5.1)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>10</b>	<b>232</b>	<b>60</b>	<b>62</b>	<b>6</b>	<b>370-X</b>
Total score						<b>4572</b>
Maximum Possible Score	5 (Maximum score points) X117 (number of respondents) X 12 (number of statements)					<b>7020</b>
Percentage of compensation and rewards	Total score on work environment/ Maximum Possible Score X 100					<b>65.1</b>

**Table 5.27: Non-teaching Staff's Perceptions on Facilities in their Engineering Colleges**

Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Office and related facilities are comfortable in my institution	10 (8.5)*	59 (50.4)	11 (9.4)	32 (27.4)	5 (4.3)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>50</b>	<b>236</b>	<b>33</b>	<b>64</b>	<b>5</b>	<b>388-IX</b>
The institution is maintaining toilets & bathrooms neat & clean	9 (7.7)	52 (44.4)	13 (11.1)	36 (30.8)	7 (6.0)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>45</b>	<b>208</b>	<b>39</b>	<b>72</b>	<b>7</b>	<b>371-XII</b>
The institution's canteen offers good quality of food and services	5 (4.3)	51 (43.6)	19 (16.2)	35 (29.9)	7 (6.0)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>25</b>	<b>204</b>	<b>57</b>	<b>70</b>	<b>7</b>	<b>363-XIII</b>
The institute is providing filtered drinking water.	1 (0.9)	53 (45.3)	27 (23.1)	24 (20.5)	12 (10.3)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>5</b>	<b>212</b>	<b>81</b>	<b>48</b>	<b>12</b>	<b>358-XIV</b>
The organization provides bus facility and services to employees	5 (4.3)	63 (53.8)	12 (10.3)	34 (29.1)	3 (2.6)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>25</b>	<b>252</b>	<b>36</b>	<b>68</b>	<b>3</b>	<b>384-X</b>
Clinical facility & medical services of the institution are good	15 (12.8)	41 (35.0)	23 (19.7)	33 (28.2)	5 (4.3)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>75</b>	<b>164</b>	<b>69</b>	<b>66</b>	<b>5</b>	<b>379-XI</b>
Institution's equipment to work with is safe, user friendly and easily accessible.	16 (13.7)	53 (45.3)	17 (14.5)	27 (23.1)	4 (3.4)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>80</b>	<b>212</b>	<b>51</b>	<b>54</b>	<b>4</b>	<b>401-VIII</b>
Library is well equipped with books, journals, and software with easy access.	15 (12.8)	68 (58.1)	18 (15.4)	14 (12.0)	2 (1.7)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>75</b>	<b>272</b>	<b>54</b>	<b>28</b>	<b>2</b>	<b>431-III</b>
Institute premises are neat, safe and environment friendly	29 (24.8)	45 (38.5)	25 (21.4)	15 (12.8)	3 (2.6)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>145</b>	<b>180</b>	<b>75</b>	<b>30</b>	<b>3</b>	<b>433-II</b>
The organization is having good infrastructural facilities	32 (27.4)	47 (40.2)	24 (20.5)	12 (10.3)	2 (1.7)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>160</b>	<b>188</b>	<b>72</b>	<b>24</b>	<b>2</b>	<b>446-I</b>
Institute provides Wi-Fi facility	14 (12.0)	55 (47.0)	34 (29.1)	12 (10.3)	2 (1.7)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>70</b>	<b>220</b>	<b>102</b>	<b>24</b>	<b>2</b>	<b>418-IV</b>
Institute is providing adequate recreation to employees	11 (9.4)	50 (42.7)	38 (32.5)	15 (12.8)	3 (2.6)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>55</b>	<b>200</b>	<b>114</b>	<b>30</b>	<b>3</b>	<b>402-VII</b>
Cleanliness and hygienic conditions adopted by the Institution are good	17 (14.5)	44 (37.6)	39 (33.3)	15 (12.8)	2 (1.7)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>85</b>	<b>176</b>	<b>117</b>	<b>30</b>	<b>2</b>	<b>410-V</b>
Good welfare amenities are provided by our institute	7 (6.0)	56 (47.9)	41 (35.0)	12 (10.3)	1 (0.9)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>35</b>	<b>224</b>	<b>123</b>	<b>24</b>	<b>1</b>	<b>407-VI</b>
Total score						<b>5591</b>
Maximum possible score	5 (Maximum score points) X 117 (number of respondents) X 14 (number of statements)					<b>8190</b>
Percentage of Facilities	Total score on work environment/ Maximum Possible Score X 100					<b>68.3</b>

\* Values given in the parenthesis are percentages to actual scores

**Table 5.28: Perceptions of Non- teaching Staff on Job Satisfaction and Job Security**

Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
I feel comfortable and satisfied with my job	45 (38.5)	52 (44.4)	14 (12.0)	6 (5.1)	-	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>225</b>	<b>208</b>	<b>42</b>	<b>12</b>	<b>-</b>	<b>487-I</b>
I feel quite secured about my job	25 (21.4)	71 (60.7)	10 (8.5)	7 (6.0)	4 (3.4)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>125</b>	<b>284</b>	<b>30</b>	<b>14</b>	<b>4</b>	<b>457-II</b>
Conditions in my job allow me to be as productive as I could be	12 (10.3)	76 (65.0)	20 (17.1)	9 (7.7)	-	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>60</b>	<b>304</b>	<b>60</b>	<b>18</b>	<b>-</b>	<b>442-V</b>
A strong trade union is required in my institution to protect employee's interests	16 (13.7)	50 (42.7)	25 (21.4)	14 (12.0)	12 (10.3)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>80</b>	<b>200</b>	<b>75</b>	<b>28</b>	<b>12</b>	<b>395-XIV</b>
My institute values its employees	20 (17.1)	60 (51.3)	24 (20.5)	13 (11.1)	-	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>25</b>	<b>64</b>	<b>72</b>	<b>26</b>	<b>-</b>	<b>363-XV</b>
Thee institution provides opportunities for career development within the organization	20 (17.1)	48 (41.0)	20 (17.1)	15 (12.8)	14 (12.0)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>100</b>	<b>192</b>	<b>60</b>	<b>30</b>	<b>14</b>	<b>396-XIII</b>
Thee procedure followed for job rotation in the institution is good	15 (12.8)	60 (51.3)	17 (14.5)	18 (15.4)	7 (6.0)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>75</b>	<b>240</b>	<b>51</b>	<b>36</b>	<b>7</b>	<b>409-IX</b>
I feel that my work allows me to do my best in a particular area/domain	8 (6.8)	66 (56.4)	17 (14.5)	21 (17.9)	5 (4.3)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>40</b>	<b>264</b>	<b>51</b>	<b>63</b>	<b>5</b>	<b>396-XIII</b>
Working hours and timings in the institution are good and suit me	18 (15.4)	56 (47.9)	13 (11.1)	27 (23.1)	1 (0.9)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>90</b>	<b>224</b>	<b>39</b>	<b>54</b>	<b>1</b>	<b>408-X</b>
Work load is reasonable and justified in the organization	19 (16.2)	54 (46.2)	17 (14.5)	22 (18.8)	5 (4.3)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>95</b>	<b>216</b>	<b>51</b>	<b>44</b>	<b>5</b>	<b>411-VIII</b>
My job lets me use my skills and abilities	15 (12.8)	54 (46.2)	20 (17.1)	27 (23.1)	1 (0.9)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>75</b>	<b>216</b>	<b>60</b>	<b>54</b>	<b>1</b>	<b>406-XI</b>
The people I work with can be relied on when I need help	16 (13.7)	56 (47.9)	14 (12.0)	22 (18.8)	9 (7.7)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>80</b>	<b>224</b>	<b>42</b>	<b>44</b>	<b>9</b>	<b>399-XII</b>
My physical health and mental health during the past 12 months is good	8 (6.8)	63 (53.8)	25 (21.4)	20 (17.1)	1 (0.9)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>40</b>	<b>252</b>	<b>75</b>	<b>40</b>	<b>1</b>	<b>408-X</b>
I can see a long -term future for myself here	25 (21.4)	58 (49.6)	10 (8.5)	21 (17.9)	3 (2.6)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>125</b>	<b>232</b>	<b>30</b>	<b>42</b>	<b>3</b>	<b>432-VI</b>
My institute is well managed	28 (23.9)	59 (50.4)	14 (12.0)	12 (10.3)	4 (3.4)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>140</b>	<b>236</b>	<b>42</b>	<b>24</b>	<b>4</b>	<b>446-IV</b>
My superior treats all employees in my department equitably	21 (17.9)	66 (56.4)	25 (21.)	4 (3.4)	1 (0.9)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>105</b>	<b>264</b>	<b>75</b>	<b>8</b>	<b>1</b>	<b>453-III</b>
Overall job satisfaction is good in this organization	20 (17.1)	59 (50.4)	20 (17.1)	8 (6.8)	10 (8.5)	<b>117</b> <b>(100.0)</b>
<b>Frequency X Scale value</b>	<b>100</b>	<b>236</b>	<b>60</b>	<b>16</b>	<b>10</b>	<b>422-VII</b>
Total score						<b>6954</b>
Maximum Possible Score	5 (Maximum score points) X117 (number of respondents) X 17 (number of statements)					<b>9954</b>
Percentage of the Job Sat. & Job. Sec.	Total score on work environment/ Maximum Possible Score X 100					<b>69.9</b>

**Table 5.29: Perceptions of Non-Teaching Staff on Autonomy at Work**

Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Innovative teaching methodologies are encouraged and supported in my institute	15 (12.8)	59 (50.)	21 (17.9)	18 (15.)	4 (3.4)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>75</b>	<b>236</b>	<b>63</b>	<b>36</b>	<b>4</b>	<b>414-II</b>
My institution allows a flexible time option	10 (8.5)	66 (56.4)	12 (10.3)	21 (17.9)	8 (6.8)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>50</b>	<b>264</b>	<b>66</b>	<b>42</b>	<b>8</b>	<b>430-I</b>
My organization allows to do a part of my job at home	7 (6.0)	64 (54.7)	23 (19.7)	19 (16.2)	4 (3.4)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>35</b>	<b>256</b>	<b>69</b>	<b>38</b>	<b>4</b>	<b>402-V</b>
I don't find my work is quite stressful	9 (7.7)	69 (59.0)	12 (10.3)	22 (18.8)	5 (4.3)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>45</b>	<b>276</b>	<b>36</b>	<b>44</b>	<b>5</b>	<b>406-III</b>
I am ready to take additional responsibilities with my job	7 (6.0)	65 (55.6)	25 (21.4)	15 (12.8)	5 (4.3)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>35</b>	<b>260</b>	<b>75</b>	<b>30</b>	<b>5</b>	<b>405-IV</b>
I feel that academic autonomy is important in the institution	8 (6.8)	62 (53.0)	15 (12.8)	21 (17.9)	11 (9.4)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>40</b>	<b>248</b>	<b>45</b>	<b>42</b>	<b>11</b>	<b>386-VII</b>
I am given a lot of freedom to decide how to do my own work	9 (7.7)	60 (51.3)	22 (18.8)	18 (15.4)	8 (6.8)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>45</b>	<b>240</b>	<b>66</b>	<b>36</b>	<b>8</b>	<b>395-VI</b>
I believe that here I am provided with sufficient opportunity for my professional advancement	-	66 (56.4)	17 (14.5)	24 (20.5)	10 (8.5)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>-</b>	<b>264</b>	<b>51</b>	<b>48</b>	<b>10</b>	<b>373 - VIII</b>
Total score						<b>3211</b>
Maximum possible score	5 (Maximum score points) X 117 (number of respondents) X 8 (number of statements)					<b>4680</b>
Percentage of autonomy at work	Total score on work environment/ Maximum Possible Score X 100					<b>68.6</b>

**Table 5.30: Perceptions of Non-Teaching Staff on Adequacy of Resources**

Statement	Highly satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
<b>Scale value</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
My institution maintains balance between stated objectives and resources provided	12 (10.3)*	57 (48.7)	13 (11.1)	30 (25.6)	5 (4.3)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>60</b>	<b>228</b>	<b>39</b>	<b>60</b>	<b>5</b>	<b>392-VIII</b>
There are much defined channels for information exchange and transfer	11 (9.4)	60 (51.3)	19 (16.2)	25 (21.4)	2 (1.7)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>55</b>	<b>64</b>	<b>57</b>	<b>50</b>	<b>2</b>	<b>228-VI</b>
My company provides resources to facilitate my performance	5 (4.3)	61 (52.1)	25 (21.4)	24 (20.5)	2 (1.7)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>25</b>	<b>244</b>	<b>75</b>	<b>48</b>	<b>2</b>	<b>394-VII</b>
Communication and information flow between the departments is effective and satisfactory	15 (12.8)	68 (58.1)	18 (15.4)	16 (13.7)	-	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>75</b>	<b>272</b>	<b>54</b>	<b>32</b>	<b>-</b>	<b>433-I</b>
Institution has enough funding and support facility for welfare activities	8 (6.8)	70 (59.8)	23 (19.7)	16 (13.7)	-	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>40</b>	<b>280</b>	<b>69</b>	<b>32</b>	<b>-</b>	<b>421-III</b>
It is important for the institution and its programmers to get accreditation	10 (8.5)	63 (53.8)	23 (19.7)	21 (17.9)	-	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>50</b>	<b>252</b>	<b>69</b>	<b>42</b>	<b>-</b>	<b>413-V</b>
Funding for new equipment is available	3 (2.6)	87 (74.4)	9 (7.7)	16 (13.7)	2 (1.7)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>15</b>	<b>348</b>	<b>27</b>	<b>32</b>	<b>2</b>	<b>424-II</b>
Obsolete equipment is removed and replaced from time to time	6 (5.1)	75 (64.1)	22 (18.8)	10 (8.5)	4 (3.4)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>30</b>	<b>300</b>	<b>66</b>	<b>20</b>	<b>4</b>	<b>420-IV</b>
I have not affected by the inadequacy of budgetary planning at my institute	18 (15.4)	69 (59.0)	12 (10.3)	13 (11.1)	5 (4.3)	<b>117 (100.0)</b>
<b>Frequency X Scale value</b>	<b>90</b>	<b>276</b>	<b>36</b>	<b>26</b>	<b>5</b>	<b>433-I</b>
Total score						<b>3558</b>
Maximum possible score	5 (Maximum score points) X 117 (number of respondents) X 9 (number of statements)					<b>5265</b>
Percentage of adequacy of resources	Total score on work environment/ Maximum Possible Score X 100					<b>67.6</b>

\*Values in the parenthesis are percentages to actual scores

**Table 5.31: Descriptive Statistics**

Sl. No	Variable	n	Mean	Std. Dev.
<b>I</b>	<b>Overall Quality of Work Life</b>			
	Total Respondents	326	3.5	0.6
	Faculty Members	209	3.5	0.5
	Non-Teaching Staff	117	3.4	0.6
<b>II</b>	<b>Faculty Members Mean perceptions</b>			
	Work environment	209	3.7	0.6
	Organization culture and climate	209	3.5	0.7
	Relation and co-operation	209	3.7	0.6
	Training and development	209	3.6	0.7
	Compensation and rewards	209	3.3	0.7
	Facilities	209	3.6	0.6
	Job satisfaction and job security	209	3.6	0.6
	Autonomy of work	209	3.5	0.6
	Adequacy of resources	209	3.4	0.6
<b>III</b>	<b>Non-Teaching Staff Mean Perceptions</b>			
	Work environment	117	3.4	0.9
	Organization culture and climate	117	3.4	0.9
	Relation and co-operation	117	3.5	0.7
	Training and development	117	3.3	0.9
	Compensation and rewards	117	3.2	0.8
	Facilities	117	3.4	0.7
	Job satisfaction and job security	117	3.6	0.8
	Autonomy of work	117	3.4	0.8
	Adequacy of resources	117	3.5	0.6

**Table 5.32: Faculty Respondents' Mean Perceptions on Work Environment**

Variable	Category	n	Mean	Std. Dev.	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	74	21.91	3.34	0.39	F=2.741	0.067
	31 – 45 Years	124	22.6	4.09	0.37		
	46 – 60 Years &abv.	11	19.91	5.5	1.66		
Gender	Male	164	22.51	3.76	0.29	t=1.886	0.064
	Female	45	21.13	4.49	0.67		
Marital Status	Single	60	22.23	3.31	0.43	t=0.046	0.963
	Married	149	22.21	4.2	0.34		
Caste	Open Categories	49	22.98	3.61	0.52	F=15.268**	0.00
	Backward Classes	139	22.44	3.48	0.3		
	Scheduled Castes	16	21.19	4.81	1.2		
	Scheduled Tribes	5	11.8	2.28	1.02		
Total Experience	Below 2 Years	48	21.83	3.2	0.46	F=1.432	0.235
	2-5 Years	54	22.57	3.19	0.43		
	6-10 Years	66	21.65	4.48	0.55		
	Above 10 Years	41	23.1	4.65	0.73		
Organizational Tenure	Below 2 Years	59	22.59	3.18	0.41	F=3.595*	0.015
	2-5 Years	73	22.71	2.98	0.35		
	6-10 Years	52	22.21	3.86	0.54		
	Above 10 Years	25	19.88	6.8	1.36		
Designation	Asst. Professor	169	22.11	4.11	0.32	F=0.784	0.458
	Assoc. Professor	28	22.29	3.68	0.7		
	Professor	12	23.58	1.73	0.5		
Mother Tongue	Telugu	186	22.67	3.4	0.25	F=32.493**	0.00
	Odiya	13	22.31	3.9	1.08		
	Hindi	10	13.6	4.14	1.31		
Educational Attainments	Post-Graduation	157	21.95	4.2	0.34	F=1.685	0.188
	M. Phil.	19	23.53	2.25	0.52		
	Ph. D.	33	22.73	3.35	0.58		
Technical/Non-Technical Eductn.	Technical	172	22.88	3.15	0.24	t=3.919**	0.00
	Non-technical	37	19.14	5.62	0.92		
Annual Pay	Rs.1- 2 Lakhs	78	21.87	3.38	0.38	F=4.064**	0.008
	Rs.200001 – 4 Lakhs	84	22.42	3.77	0.41		
	Rs.400001 –5 Lakhs	22	20.41	6.05	1.29		
	Above Rs.5 Lakhs	25	24.2	3.23	0.65		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.33: Faculty Respondents' Mean Perceptions on Org. Culture and Climate**

Variable	Category	n	Mean	S. D	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	74	34.69	7	0.81	F=1.541	0.217
	31 – 45 Years	124	36.47	6.82	0.61		
	46 – 60 Years &abv.	11	36.36	8.54	2.57		
Gender	Male	164	36.11	7.02	0.55	t=1.11	0.271
	Female	45	34.82	6.86	1.02		
Marital Status	Single	60	36.3	6.52	0.84	t=0.638	0.524
	Married	149	35.64	7.19	0.59		
Caste	Open Categories	49	37	6.17	0.88	F=8.962**	0.00
	Backward Classes	139	36.11	6.31	0.54		
	Scheduled Castes	16	34.44	10.19	2.55		
	Scheduled Tribes	5	21.2	5.17	2.31		
Total Experience	Below 2 Years	48	35.42	6.65	0.96	F=0.805	0.492
	2-5 Years	54	35.63	6.59	0.9		
	6-10 Years	66	35.36	7.41	0.91		
	Above 10 Years	41	37.34	7.23	1.13		
Organizational Tenure	Below 2 Years	59	36.61	5.97	0.78	F=0.483	0.695
	2-5 Years	73	35.67	7	0.82		
	6-10 Years	52	35.73	6.33	0.88		
	Above 10 Years	25	34.68	10.12	2.02		
Designation	Asst. Professor	169	35.4	7.11	0.55	F=2.856	0.06
	Assoc. Professor	28	36.61	6.44	1.22		
	Professor	12	40.17	5.06	1.46		
Mother Tongue	Telugu	186	36.38	6.46	0.47	F=8.999**	0.00
	Odiya	13	34.69	8.38	2.32		
	Hindi	10	27.2	9.32	2.95		
Educational Attainments	Post-Graduation	157	35.5	7.3	0.58	F=1.245	0.29
	M. Phil.	19	38.16	4.11	0.94		
	Ph. D.	33	36.06	6.69	1.17		
Technical/Non-Technical Eductn.	Technical	172	37.01	6.02	0.46	t=4.510**	0.00
	Non-technical	37	30.35	8.54	1.4		
Annual Pay	Rs.1- 2 Lakhs	78	35.35	7.22	0.82	F=5.052**	0.002
	Rs.200001 – 4 Lakhs	84	35.69	6.41	0.7		
	Rs.400001 –5 Lakhs	22	33	8.77	1.87		
	Above Rs.5 Lakhs	25	40.32	4.23	0.85		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.34: Faculty Respondents' Mean Perceptions on Relation and Co-operation**

Variable	Category	n	Mean	S. D	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	74	52.38	7.33	0.85	F=1.188	0.307
	31 – 45 Years	124	52.63	8.78	0.79		
	46 – 60 Years &abv.	11	48.55	11.09	3.35		
Gender	Male	164	52.87	7.93	0.62	t=1.582	0.119
	Female	45	50.33	9.93	1.48		
Marital Status	Single	60	53.08	7.13	0.92	t=0.905	0.367
	Married	149	52.02	8.91	0.73		
Caste	Open Categories	49	54.1	6.68	0.96	F=19.175**	0.00
	Backward Classes	139	52.7	7.54	0.64		
	Scheduled Castes	16	51.38	9.46	2.36		
	Scheduled Tribes	5	27.6	7.57	3.39		
Total Experience	Below 2 Years	48	51.44	7.59	1.1	F=0.855	0.465
	2-5 Years	54	53.26	7.09	0.97		
	6-10 Years	66	51.5	8.73	1.07		
	Above 10 Years	41	53.46	10.38	1.62		
Organizational Tenure	Below 2 Years	59	53.22	7.44	0.97	F=1.827	0.143
	2-5 Years	73	53.1	6.17	0.72		
	6-10 Years	52	51.85	7.93	1.1		
	Above 10 Years	25	48.96	14.8	2.96		
Designation	Asst. Professor	169	52.18	8.51	0.66	F=1.386	0.252
	Assoc. Professor	28	51.57	8.95	1.69		
	Professor	12	56.17	5.08	1.47		
Mother Tongue	Telugu	186	53.3	7.26	0.53	F=24.418**	0.00
	Odiya	13	50.85	9.16	2.54		
	Hindi	10	36.1	11.61	3.67		
Educational Attainments	Post-Graduation	157	52.11	8.73	0.7	F=2.149	0.119
	M. Phil.	19	56	5.16	1.19		
	Ph. D.	33	51.24	8.18	1.42		
Technical/Non-Technical Eductn.	Technical	172	53.74	7.03	0.54	t=4.206**	0.00
	Non-technical	37	45.76	11.07	1.82		
Annual Pay	Rs.1- 2 Lakhs	78	52.37	6.6	0.75	F=5.172**	0.002
	Rs.200001 – 4 Lakhs	84	51.67	8.59	0.94		
	Rs.400001 –5 Lakhs	22	48.64	12.56	2.68		
	Above Rs.5 Lakhs	25	57.64	6.41	1.28		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.35: Faculty Respondents' Mean Perceptions on Training and Development**

Variable	Category	n	Mean	S. D	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	74	14.47	2.88	0.34	F=1.255	0.287
	31 – 45 Years	124	14.85	3.08	0.28		
	46 – 60 Years &abv.	11	13.45	3.73	1.12		
Gender	Male	164	14.96	3.05	0.24	t=3.016**	0.003
	Female	45	13.51	2.79	0.42		
Marital Status	Single	60	15.12	2.34	0.3	t=1.635	0.104
	Married	149	14.46	3.28	0.27		
Caste	Open Categories	49	14.69	2.61	0.37	F=9.072**	0.00
	Backward Classes	139	14.94	2.93	0.25		
	Scheduled Castes	16	14	3.62	0.9		
	Scheduled Tribes	5	8.2	0.45	0.2		
Total Experience	Below 2 Years	48	14.21	2.66	0.38	F=0.999	0.394
	2-5 Years	54	15.11	2.36	0.32		
	6-10 Years	66	14.41	3.64	0.45		
	Above 10 Years	41	14.93	3.21	0.5		
Organizational Tenure	Below 2 Years	59	14.78	2.66	0.35	F=2.136	0.097
	2-5 Years	73	14.97	2.29	0.27		
	6-10 Years	52	14.71	3.38	0.47		
	Above 10 Years	25	13.24	4.57	0.91		
Designation	Asst. Professor	169	14.47	3.09	0.24	F=1.424	0.243
	Assoc. Professor	28	15.39	3.13	0.59		
	Professor	12	15.33	1.78	0.51		
Mother Tongue	Telugu	186	15.06	2.77	0.2	F=22.516**	0.00
	Odiya	13	12.69	2.63	0.73		
	Hindi	10	9.5	2.99	0.95		
Educational Attainments	Post-Graduation	157	14.52	3.23	0.26	F=1.355	0.26
	M. Phil.	19	15.74	2	0.46		
	Ph. D.	33	14.61	2.51	0.44		
Technical/Non-Technical Eductn.	Technical	172	15.27	2.43	0.19	t=5.347**	0.00
	Non-technical	37	11.73	3.87	0.64		
Annual Pay	Rs.1- 2 Lakhs	78	13.99	2.7	0.31	F=4.568**	0.004
	Rs.200001 – 4 Lakhs	84	15.12	3.18	0.35		
	Rs.400001 –5 Lakhs	22	13.64	3.58	0.76		
	Above Rs.5 Lakhs	25	16	2.4	0.48		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.36: Faculty Respondents' Mean Perceptions on Compensation and Rewards**

Variable	Category	n	Mean	S. D	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	74	40.01	9.52	1.11	F=0.526	0.592
	31 – 45 Years	124	40.59	9.24	0.83		
	46 – 60 Years &abv.	11	37.64	10.82	3.26		
Gender	Male	164	40.21	9.67	0.76	t=0.071	0.944
	Female	45	40.31	8.47	1.26		
Marital Status	Single	60	41.3	9.02	1.16	t=1.07	0.287
	Married	149	39.8	9.55	0.78		
Caste	Open Categories	49	40.9	8.09	1.16	F=1.692	0.17
	Backward Classes	139	40.21	9.77	0.83		
	Scheduled Castes	16	41.19	9.84	2.46		
	Scheduled Tribes	5	31.2	6.8	3.04		
Total Experience	Below 2 Years	48	41.25	8.9	1.29	F=1.779	0.152
	2-5 Years	54	41.24	8.31	1.13		
	6-10 Years	66	38.03	10.77	1.33		
	Above 10 Years	41	41.24	8.66	1.35		
Organizational Tenure	Below 2 Years	59	42.81	7.98	1.04	F=2.794*	0.041
	2-5 Years	73	40.25	8.6	1.01		
	6-10 Years	52	37.87	10.83	1.5		
	Above 10 Years	25	39	10.56	2.11		
Designation	Asst. Professor	169	39.82	9.4	0.72	F=1.752	0.176
	Assoc. Professor	28	40.68	10.38	1.96		
	Professor	12	45	5.43	1.57		
Mother Tongue	Telugu	186	41.06	9.14	0.67	F=7.029**	0.001
	Odiya	13	34.15	10.05	2.79		
	Hindi	10	32.7	7.9	2.5		
Educational Attainments	Post-Graduation	157	39.85	9.98	0.8	F=1.74	0.178
	M. Phil.	19	44.05	4.1	0.94		
	Ph. D.	33	39.82	8.37	1.46		
Technical/Non-Technical Eductn.	Technical	172	41.64	8.19	0.62	t=3.912**	0.00
	Non-technical	37	33.68	11.79	1.94		
Annual Pay	Rs.1- 2 Lakhs	78	39.62	10.5	1.19	F=3.448*	0.018
	Rs.200001 – 4 Lakhs	84	40.08	9.09	0.99		
	Rs.400001 –5 Lakhs	22	37.18	6.97	1.49		
	Above Rs.5 Lakhs	25	45.32	6.9	1.38		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.37: Faculty Respondents' Mean Perceptions on Facilities**

Variable	Category	n	Mean	S. D	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	74	49.22	9.35	1.09	F=3.106*	0.047
	31 – 45 Years	124	50.57	8.61	0.77		
	46 – 60 Years &abv.	11	43.55	14.19	4.28		
Gender	Male	164	50.04	9.29	0.73	t=0.941	0.35
	Female	45	48.56	9.42	1.4		
Marital Status	Single	60	50.43	8.78	1.13	t=0.724	0.997
	Married	149	49.44	9.54	0.78		
Caste	Open Categories	49	50.45	8.29	1.18	F=5.443**	0.001
	Backward Classes	139	50.14	9.02	0.77		
	Scheduled Castes	16	48.81	11.79	2.95		
	Scheduled Tribes	5	33.8	5.36	2.4		
Total Experience	Below 2 Years	48	48.6	9.04	1.3	F=1.392	0.246
	2-5 Years	54	51.07	7.56	1.03		
	6-10 Years	66	48.47	10.74	1.32		
	Above 10 Years	41	51.27	9.12	1.43		
Organizational Tenure	Below 2 Years	59	49.64	8.74	1.14	F=2.687*	0.048
	2-5 Years	73	50.86	7.87	0.92		
	6-10 Years	52	50.48	9.97	1.38		
	Above 10 Years	25	45	11.91	2.38		
Designation	Asst. Professor	169	49.58	9.46	0.73	F=2.291	0.104
	Assoc. Professor	28	48.32	9.36	1.77		
	Professor	12	55	4.95	1.43		
Mother Tongue	Telugu	186	50.78	8.41	0.62	F=18.776**	0.00
	Odiya	13	46.54	10.52	2.92		
	Hindi	10	34.1	9.8	3.1		
Educational Attainments	Post-Graduation	157	49.14	9.65	0.77	F=1.829	0.163
	M. Phil.	19	53.32	4.81	1.1		
	Ph. D.	33	50.42	9.36	1.63		
Technical/Non-Technical Eductn.	Technical	172	51.04	8.1	0.62	t=3.614**	0.001
	Non-technical	37	43.59	11.96	1.97		
Annual Pay	Rs.1- 2 Lakhs	78	49.67	9.53	1.08	F=2.827*	0.04
	Rs.200001 – 4 Lakhs	84	49.32	9.18	1		
	Rs.400001 –5 Lakhs	22	46.5	9.92	2.12		
	Above Rs.5 Lakhs	25	54.08	7.3	1.46		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.38: Faculty Respondents' Mean Perceptions on Job Satisfaction and Job Security**

Variable	Category	n	Mean	S. D	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	74	61.53	9.63	1.12	F=2.98	0.053
	31 – 45 Years	124	63.02	10.12	0.91		
	46 – 60 Years &abv.	11	55.45	13.87	4.18		
Gender	Male	164	61.8	10.36	0.81	t=0.8	0.426
	Female	45	63.16	9.94	1.48		
Marital Status	Single	60	62.4	8.7	1.12	t=0.298	0.766
	Married	149	61.97	10.86	0.89		
Caste	Open Categories	49	64.18	7.73	1.1	F=4.707**	0.003
	Backward Classes	139	62.17	10.33	0.88		
	Scheduled Castes	16	59.75	13.06	3.27		
	Scheduled Tribes	5	47.2	9.28	4.15		
Total Experience	Below 2 Years	48	62	9.3	1.34	F=2.373	0.071
	2-5 Years	54	62.63	8.83	1.2		
	6-10 Years	66	59.83	12.01	1.48		
	Above 10 Years	41	65.15	9.48	1.48		
Organizational Tenure	Below 2 Years	59	63.51	8.35	1.09	F=0.927	0.429
	2-5 Years	73	62.32	9.38	1.1		
	6-10 Years	52	61.33	11.36	1.58		
	Above 10 Years	25	59.72	13.92	2.79		
Designation	Asst. Professor	169	61.54	10.57	0.81	F=1.634	0.198
	Assoc. Professor	28	63.54	9.62	1.82		
	Professor	12	66.5	5.27	1.52		
Mother Tongue	Telugu	186	63.37	9.49	0.7	F=19.087**	0.00
	Odiya	13	56.54	10.12	2.81		
	Hindi	10	45.6	8.06	2.55		
Educational Attainments	Post-Graduation	157	61.64	10.85	0.87	F=2.213	0.112
	M. Phil.	19	66.79	5.12	1.17		
	Ph. D.	33	61.55	9.01	1.57		
Technical/Non-Technical Eductn.	Technical	172	63.72	8.82	0.67	t=4.109**	0.00
	Non-technical	37	54.54	12.96	2.13		
Annual Pay	Rs.1- 2 Lakhs	78	60.91	10.51	1.19	F=3.548*	0.015
	Rs.200001 – 4 Lakhs	84	61.89	10.24	1.12		
	Rs.400001 –5 Lakhs	22	60.27	10.02	2.14		
	Above Rs.5 Lakhs	25	68.08	7.93	1.59		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.39: Faculty Respondents' Mean Perceptions on Autonomy at Work**

Variable	Category	n	Mean	S. D	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	74	27.68	4.74	0.55	F=3.435*	0.034
	31 – 45 Years	124	29.33	4.75	0.43		
	46 – 60 Years &abv.	11	26.82	7.14	2.15		
Gender	Male	164	28.82	5.09	0.4	t=1.285	0.202
	Female	45	27.84	4.36	0.65		
Marital Status	Single	60	29.02	4.11	0.53	t=0.83	0.408
	Married	149	28.45	5.25	0.43		
Caste	Open Categories	49	29.2	4.76	0.68	F=4.678**	0.003
	Backward Classes	139	28.73	4.73	0.4		
	Scheduled Castes	16	28.25	6.13	1.53		
	Scheduled Tribes	5	20.8	2.68	1.2		
Total Experience	Below 2 Years	48	28.56	4.09	0.59	F=5.067**	0.002
	2-5 Years	54	28.41	4.12	0.56		
	6-10 Years	66	27.32	5.42	0.67		
	Above 10 Years	41	31.02	5.34	0.83		
Organizational Tenure	Below 2 Years	59	29.25	3.83	0.5	F=1.72	0.164
	2-5 Years	73	28.05	4.76	0.56		
	6-10 Years	52	28.69	4.88	0.68		
	Above 10 Years	25	28.56	7.5	1.5		
Designation	Asst. Professor	169	28.25	4.92	0.38	F=3.360*	0.037
	Assoc. Professor	28	29.46	5.01	0.95		
	Professor	12	31.75	4.07	1.18		
Mother Tongue	Telugu	186	29.18	4.44	0.33	F=16.107**	0.00
	Odiya	13	26.15	6.9	1.91		
	Hindi	10	21.2	4.49	1.42		
Educational Attainments	Post-Graduation	157	28.45	5.12	0.41	F=2.696	0.07
	M. Phil.	19	31.05	3.61	0.83		
	Ph. D.	33	28	4.48	0.78		
Technical/Non-Technical Eductn.	Technical	172	29.3	4.43	0.34	t=3.773**	0.00
	Non-technical	37	25.41	5.94	0.98		
Annual Pay	Rs.1- 2 Lakhs	78	27.68	4.73	0.54	F=7.340**	0.00
	Rs.200001 – 4 Lakhs	84	28.73	4.28	0.47		
	Rs.400001 –5 Lakhs	22	27.09	5.59	1.19		
	Above Rs.5 Lakhs	25	32.48	5.43	1.09		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.40: Faculty Respondents' Mean Perceptions on Adequacy of Resources**

Variable	Category	n	Mean	S. D	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	74	30.66	6.23	0.73	F=1.583	0.208
	31 – 45 Years	124	31.36	5.71	0.51		
	46 – 60 Years&abv.	11	28.18	6.45	1.94		
Gender	Male	164	31.05	5.94	0.46	t=1.285	0.624
	Female	45	30.56	6.05	0.9		
Marital Status	Single	60	31.18	5.95	0.77	t=0.363	0.717
	Married	149	30.85	5.97	0.49		
Caste	Open Categories	49	32.8	6.28	0.9	F=9.928**	0.00
	Backward Classes	139	30.97	5.28	0.45		
	Scheduled Castes	16	28.75	6.67	1.67		
	Scheduled Tribes	5	19.2	2.59	1.16		
Total Experience	Below 2 Years	48	31.38	6.09	0.88	F=0.803	0.493
	2-5 Years	54	31.26	5.55	0.76		
	6-10 Years	66	30.02	6.36	0.78		
	Above 10 Years	41	31.54	5.64	0.88		
Organizational Tenure	Below 2 Years	59	32.25	5.48	0.71	F=1.72	0.164
	2-5 Years	73	30.79	5.73	0.67		
	6-10 Years	52	30.46	5.77	0.8		
	Above 10 Years	25	29.32	7.6	1.52		
Designation	Asst. Professor	169	30.67	5.86	0.45	F=1.529	0.219
	Assoc. Professor	28	31.43	6.88	1.3		
	Professor	12	33.67	4.42	1.28		
Mother Tongue	Telugu	186	31.72	5.47	0.4	F=17.633**	0.00
	Odiya	13	26.38	6.1	1.69		
	Hindi	10	22.6	5.82	1.84		
Educational Attainments	Post-Graduation	157	30.78	6.23	0.5	F=2.808	0.063
	M. Phil.	19	33.89	3.41	0.78		
	Ph. D.	33	30.06	5.33	0.93		
Technical/Non-Technical Eductn.	Technical	172	31.59	5.21	0.4	t=2.643*	0.011
	Non-technical	37	27.95	8.04	1.32		
Annual Pay	Rs.1- 2 Lakhs	78	30.42	6.3	0.71	F=2.983*	0.032
	Rs.200001 – 4 Lakhs	84	31.14	5.67	0.62		
	Rs.400001 –5 Lakhs	22	28.91	6.53	1.39		
	Above Rs.5 Lakhs	25	33.72	4.29	0.86		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.41: Non-Teaching Staff's Perceptual Mean Scores on Work Environment**

Variable	Category	n	Mean	S. D	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	40	23.35	2.82	0.45	F=7.239**	0.001
	31 – 45 Years	60	18.98	6.75	0.87		
	46 – 60 Years &abv.	17	20.82	6.15	1.49		
Gender	Male	86	21.26	5.82	0.63	t=1.542	0.129
	Female	31	19.32	6.04	1.09		
Marital Status	Single	35	17.34	6.86	1.16	t=3.803**	0.00
	Married	82	22.2	4.82	0.53		
Caste	Open Categories	10	20.2	5.59	1.77	F=12.618**	0.00
	Backward Classes	72	22.67	4.77	0.56		
	Scheduled Castes	19	19.37	5.37	1.23		
	Scheduled Tribes	16	14.06	6.47	1.62		
Total Experience	Below 2 Years	11	23.64	5.16	1.56	F=11.403**	0.00
	2-5 Years	36	22.94	3.5	0.58		
	6-10 Years	40	21.48	5.08	0.8		
	Above 10 Years	30	16.07	6.99	1.28		
Organizational Tenure	Below 2 Years	22	24.95	2.19	0.47	F=32.403**	0.00
	2-5 Years	30	23.13	3.34	0.61		
	6-10 Years	39	21.26	5.49	0.88		
	Above 10 Years	26	13.65	4.96	0.97		
Designation	Administrative Staff	19	22	6.82	1.56	F=0.786	0.458
	Departmental Staff	71	20.77	5.51	0.65		
	Watch and Ward	27	19.78	6.35	1.22		
Mother Tongue	Telugu	80	23.71	3.35	0.37	F=94.769**	0.00
	Odiya	7	20.29	4.23	1.6		
	Hindi	30	12.93	4.29	0.78		
Educational Attainments	Secondary	10	24.2	2.3	0.73	F=6.304**	0.001
	Intermediate	28	23.82	2.72	0.51		
	Degree	46	18.87	6.59	0.97		
	Post-Graduation	33	19.7	6.32	1.1		
Technical/Non-technical Eductn	Technical	54	18.37	6.87	0.93	t=4.148**	0.00
	Non-technical	63	22.78	4.01	0.51		
Annual Pay	Below Rs.1 Lakh	55	19.04	6.74	0.91	F=6.427**	0.002
	Rs.1,00,001 to 2 lakh	48	21.54	4.6	0.66		
	Rs.2,00,001 to 4 lakh	14	24.71	3.93	1.05		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.42: Non-Teaching Staff 's Mean Perceptions on Organizational Culture & Climate**

Variable	Category	n	Mean	S. D	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	40	37.4	6.11	0.97	F=4.519*	0.013
	31 – 45 Years	60	32.25	10.14	1.31		
	46 – 60 Years &abv.	17	32.47	8.41	2.04		
Gender	Male	86	35.4	8.44	0.91	t=2.649*	0.011
	Female	31	30.29	9.46	1.7		
Marital Status	Single	35	29.09	8.73	1.48	t=4.079**	0.00
	Married	82	36.16	8.25	0.91		
Caste	Open Categories	10	33	6.93	2.19	F=18.764**	0.00
	Backward Classes	72	37.38	7.18	0.85		
	Scheduled Castes	19	31.84	10.04	2.3		
	Scheduled Tribes	16	22.31	4.69	1.17		
Total Experience	Below 2 Years	11	36.09	7.45	2.25	F=6.696**	0.00
	2-5 Years	36	36.11	6.85	1.14		
	6-10 Years	40	36.05	8.93	1.41		
	Above 10 Years	30	28.13	9.5	1.74		
Organizational Tenure	Below 2 Years	22	39.73	3.98	0.85	F=24.447**	0.00
	2-5 Years	30	36.03	6.64	1.21		
	6-10 Years	39	36.08	8.44	1.35		
	Above 10 Years	26	23.88	7.34	1.44		
Designation	Administrative Staff	19	34	9.16	2.1	F=0.095	0.91
	Departmental Staff	71	34.3	8.2	0.97		
	Watch and Ward	27	33.41	10.92	2.1		
Mother Tongue	Telugu	80	37.8	6.86	0.77	F=47.418**	0.00
	Odiya	7	34.71	5.31	2.01		
	Hindi	30	23.87	6.46	1.18		
Educational Attainments	Secondary	10	39.1	3.18	1.01	F=4.926**	0.003
	Intermediate	28	37.82	6.07	1.15		
	Degree	46	31.04	10.04	1.48		
	Post-Graduation	33	33.48	9.06	1.58		
Technical/Non-technical Eductn	Technical	54	31.57	10.12	1.38	t=2.770**	0.007
	Non-technical	63	36.16	7.3	0.92		
Annual Pay	Below Rs.1 Lakh	55	32.44	9.51	1.28	F=3.873*	0.024
	Rs.1,00,001 to 2 lakh	48	34.23	8.38	1.21		
	Rs.2,00,001 to 4 lakh	14	39.71	6.57	1.76		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.43: Non-Teaching Staff's Perceptual Mean Scores on Relation and Co-operation**

Variable	Category	n	Mean	S. D	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	40	53.5	5.95	0.94	F=8.486**	0.00
	31 – 45 Years	60	48.07	10.35	1.34		
	46 – 60 Years &abv.	17	43.18	10.96	2.66		
Gender	Male	86	49.72	9.53	1.03	t=0.897	0.374
	Female	31	47.81	10.42	1.87		
Marital Status	Single	35	46.8	9.96	1.68	t=1.733	0.088
	Married	82	50.24	9.56	1.06		
Caste	Open Categories	10	50.1	6.66	2.11	F=6.872**	0.00
	Backward Classes	72	51.88	8.76	1.03		
	Scheduled Castes	19	44.47	11.79	2.7		
	Scheduled Tribes	16	42.31	8.17	2.04		
Total Experience	Below 2 Years	11	51.55	8.62	2.6	F=1.377	0.254
	2-5 Years	36	48.61	9.21	1.54		
	6-10 Years	40	51	8.9	1.41		
	Above 10 Years	30	46.7	11.56	2.11		
Organizational Tenure	Below 2 Years	22	54.55	4.76	1.01	F=10.565**	0.00
	2-5 Years	30	49.43	7.58	1.38		
	6-10 Years	39	51.31	9.72	1.56		
	Above 10 Years	26	41.31	10.78	2.12		
Designation	Administrative Staff	19	50.32	10.34	2.37	F=0.159	0.853
	Departmental Staff	71	49.11	9.4	1.12		
	Watch and Ward	27	48.7	10.59	2.04		
Mother Tongue	Telugu	80	53.03	7.1	0.79	F=29.112**	0.00
	Odiya	7	43.71	9.3	3.52		
	Hindi	30	40.33	9.87	1.8		
Educational Attainments	Secondary	10	56.8	4.69	1.48	F=9.662**	0.00
	Intermediate	28	53.61	6.4	1.21		
	Degree	46	44.28	10.84	1.6		
	Post-Graduation	33	50.06	8.33	1.45		
Technical/Non-technical Eductn.	Technical	54	47.76	10.01	1.36	t=1.493	0.138
	Non-technical	63	50.46	9.45	1.19		
Annual Pay	Below Rs.1 Lakh	55	47.67	10.25	1.38	F=4.927**	0.009
	Rs.1,00,001 to 2 lakh	48	48.85	9.48	1.37		
	Rs.2,00,001 to 4 lakh	14	56.5	4.74	1.27		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.44: Non-Teaching Staff's Perceptual Mean Scores on Training and Development**

Variable	Category	<i>n</i>	Mean	S. D	S. Error	<i>F/T</i> Value	<i>P</i> -Value
Age Group	Up to 30 Years	40	15.1	2.26	0.36	F=8.151**	0.00
	31 – 45 Years	60	12.58	4.05	0.52		
	46 – 60 Years &abv.	17	11.53	4.53	1.1		
Gender	Male	86	13.26	3.92	0.42	t=0.168	0.867
	Female	31	13.39	3.67	0.66		
Marital Status	Single	35	12.71	3.63	0.61	t=1.096	0.277
	Married	82	13.54	3.92	0.43		
Caste	Open Categories	10	12.9	4.48	1.42	F=3.095**	0.03
	Backward Classes	72	14.03	3.56	0.42		
	Scheduled Castes	19	12.58	3.83	0.88		
	Scheduled Tribes	16	11.06	3.92	0.98		
Total Experience	Below 2 Years	11	14	3.32	1	F=1.169	0.325
	2-5 Years	36	13.19	4.06	0.68		
	6-10 Years	40	13.93	3.72	0.59		
	Above 10 Years	30	12.3	3.85	0.7		
Organizational Tenure	Below 2 Years	22	15.59	2.58	0.55	F=7.709**	0.00
	2-5 Years	30	12.67	4.32	0.79		
	6-10 Years	39	14.03	3.04	0.49		
	Above 10 Years	26	10.96	3.93	0.77		
Designation	Administrative Staff	19	13.58	3.55	0.81	F=0.164	0.849
	Departmental Staff	71	13.13	4.04	0.48		
	Watch and Ward	27	13.52	3.59	0.69		
Mother Tongue	Telugu	80	14.86	2.61	0.29	F=33.300**	0.00
	Odiya	7	9.14	5.37	2.03		
	Hindi	30	10.07	3.56	0.65		
Educational Attainments	Secondary	10	15.9	1.91	0.61	F=15.834**	0.00
	Intermediate	28	15.71	1.18	0.22		
	Degree	46	10.89	4.19	0.62		
	Post-Graduation	33	13.79	3.27	0.57		
Technical/Non-technical Eductn	Technical	54	12.7	3.98	0.54	t=1.531	0.129
	Non-technical	63	13.79	3.67	0.46		
Annual Pay	Below Rs.1 Lakh	55	12.95	3.79	0.51	F=2.378	0.097
	Rs.1,00,001 to 2 lakh	48	13.08	4.2	0.61		
	Rs.2,00,001 to 4 lakh	14	15.36	1.69	0.45		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.45: Non-Teaching Staff's Perceptual Mean Scores on Compensation & Rewards**

Variable	Category	n	Mean	S. D	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	40	45.58	4.83	0.76	F=14.832**	0.00
	31 – 45 Years	60	36.1	10.97	1.42		
	46 – 60 Years &abv.	17	34	11.74	2.85		
Gender	Male	86	39.49	10.89	1.17	t=0.825	0.413
	Female	31	37.77	9.55	1.72		
Marital Status	Single	35	35.09	10.33	1.75	t=2.710**	0.009
	Married	82	40.72	10.23	1.13		
Caste	Open Categories	10	37.5	10.07	3.18	F=6.056**	0.001
	Backward Classes	72	41.33	10.05	1.19		
	Scheduled Castes	19	38.95	11.05	2.54		
	Scheduled Tribes	16	29.75	7.34	1.84		
Total Experience	Below 2 Years	11	41.36	9.94	3	F=4.605**	0.004
	2-5 Years	36	40.58	10.17	1.7		
	6-10 Years	40	41.4	9.08	1.44		
	Above 10 Years	30	33.17	11.22	2.05		
Organizational Tenure	Below 2 Years	22	45.68	6.92	1.48	F=13.900**	0.00
	2-5 Years	30	40.87	9.64	1.76		
	6-10 Years	39	40.21	10.42	1.67		
	Above 10 Years	26	29.54	7.94	1.56		
Designation	Administrative Staff	19	42.16	9.79	2.25	F=1.053	0.352
	Departmental Staff	71	38.21	10.9	1.29		
	Watch and Ward	27	39	9.99	1.92		
Mother Tongue	Telugu	80	44.09	7.59	0.85	F=57.789**	0.00
	Odiya	7	29.71	9.3	3.52		
	Hindi	30	27.73	6.75	1.23		
Educational Attainments	Secondary	10	46.9	4.2	1.33	F=15.282**	0.00
	Intermediate	28	45.61	5.08	0.96		
	Degree	46	32.67	10.63	1.57		
	Post-Graduation	33	39.94	10.03	1.75		
Technical/Non-technical Eductn	Technical	54	36.28	11.02	1.5	t=2.660**	0.009
	Non-technical	63	41.4	9.57	1.21		
Annual Pay	Below Rs.1 Lakh	55	37.69	10.33	1.39	F=5.168**	0.007
	Rs.1,00,001 to 2 lakh	48	38.19	11.03	1.59		
	Rs.2,00,001 to 4 lakh	14	47.21	5.04	1.35		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.46: Non-Teaching Staff's Perceptual Mean Scores on Facilities**

Variable	Category	n	Mean	S. D	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	40	52.05	8.33	1.32	F=5.251**	0.007
	31 – 45 Years	60	45.38	11.02	1.42		
	46 – 60 Years &abv.	17	46.24	11.81	2.87		
Gender	Male	86	48.85	10.46	1.13	t=1.777	0.082
	Female	31	44.84	10.89	1.96		
Marital Status	Single	35	44.77	10.14	1.71	t=2.067*	0.043
	Married	82	49.07	10.69	1.18		
Caste	Open Categories	10	46	7.62	2.41	F=6.734**	0.00
	Backward Classes	72	50.81	10.34	1.22		
	Scheduled Castes	19	44.16	10.82	2.48		
	Scheduled Tribes	16	39.63	8.11	2.03		
Total Experience	Below 2 Years	11	51.27	8.43	2.54	F=3.569*	0.016
	2-5 Years	36	46.61	11.28	1.88		
	6-10 Years	40	51.05	9.68	1.53		
	Above 10 Years	30	43.57	10.6	1.93		
Organizational Tenure	Below 2 Years	22	53.18	6.31	1.35	F=5.420**	0.002
	2-5 Years	30	47.03	11.23	2.05		
	6-10 Years	39	49.28	11.79	1.89		
	Above 10 Years	26	41.85	8.43	1.65		
Designation	Administrative Staff	19	50.32	9.56	2.19	F=0.666	0.516
	Departmental Staff	71	47.13	11.24	1.33		
	Watch and Ward	27	47.74	9.95	1.92		
Mother Tongue	Telugu	80	52.18	8.31	0.93	F=33.490**	0.00
	Odiya	7	36.86	9.92	3.75		
	Hindi	30	38.63	8.87	1.62		
Educational Attainments	Secondary	10	57.2	6.53	2.07	F=9.006**	0.00
	Intermediate	28	51.71	8.01	1.51		
	Degree	46	42.67	10.39	1.53		
	Post-Graduation	33	48.73	10.74	1.87		
Technical/Non-technical Eductn	Technical	54	47.81	11.64	1.58	t=0.026	0.979
	Non-technical	63	47.76	9.87	1.24		
Annual Pay	Below Rs.1 Lakh	55	48.35	10.8	1.46	F=1.074	0.345
	Rs.1,00,001 to 2 lakh	48	46.29	10.92	1.58		
	Rs.2,00,001 to 4 lakh	14	50.71	9.08	2.43		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.47: Non-Teaching Staff's Perceptions on Job Satisfaction & Job Security**

Variable	Category	n	Mean	S. D	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	40	64.28	8.4	1.33	F=1.639	0.199
	31 – 45 Years	60	59.78	14	1.81		
	46 – 60 Years &abv.	17	61.65	12.57	3.05		
Gender	Male	86	62.23	12.47	1.35	t=0.984	0.329
	Female	31	59.81	11.51	2.07		
Marital Status	Single	35	56.51	12.08	2.04	t=2.997**	0.004
	Married	82	63.76	11.69	1.29		
Caste	Open Categories	10	65.8	11.97	3.79	F=5.455**	0.002
	Backward Classes	72	63.82	11.69	1.38		
	Scheduled Castes	19	59.21	11.75	2.7		
	Scheduled Tribes	16	51.75	10.52	2.63		
Total Experience	Below 2 Years	11	63.36	7.37	2.22	F=1.739	0.163
	2-5 Years	36	62.47	12.01	2		
	6-10 Years	40	63.53	11.25	1.78		
	Above 10 Years	30	57.3	14.43	2.63		
Organizational Tenure	Below 2 Years	22	66.86	3.01	0.64	F=6.644**	0.00
	2-5 Years	30	62.43	11.62	2.12		
	6-10 Years	39	63.54	12.86	2.06		
	Above 10 Years	26	53.23	13.17	2.58		
Designation	Administrative Staff	19	64.95	10.48	2.4	F=1.937	0.149
	Departmental Staff	71	62.04	12.62	1.5		
	Watch and Ward	27	58.04	11.83	2.28		
Mother Tongue	Telugu	80	66.19	9.43	1.06	F=25.777**	0.00
	Odiya	7	54	12.96	4.9		
	Hindi	30	51.1	11.59	2.12		
Educational Attainments	Secondary	10	72.7	7.2	2.28	F=8.059**	0.00
	Intermediate	28	65.18	7.34	1.39		
	Degree	46	56.07	12.64	1.86		
	Post-Graduation	33	62.88	12.7	2.21		
Technical/Non-technical Eductn	Technical	54	60.76	14.55	1.98	t=0.66	0.511
	Non-technical	63	62.3	9.87	1.24		
Annual Pay	Below Rs.1 Lakh	55	60.93	13.2	1.78	F=0.224	0.8
	Rs.1,00,001 to 2 lakh	48	61.85	12.31	1.78		
	Rs.2,00,001 to 4 lakh	14	63.29	7.52	2.01		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.48: Non-Teaching Staff's Perceptual Mean Scores on Autonomy at Work**

Variable	Category	n	Mean	S. D	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	40	29.95	3.33	0.53	F=6.081**	0.003
	31 – 45 Years	60	25.77	7.22	0.93		
	46 – 60 Years &abv.	17	25.71	7.24	1.76		
Gender	Male	86	27.43	6.46	0.7	t=0.678	0.501
	Female	31	26.52	6.43	1.16		
Marital Status	Single	35	25.34	6.66	1.13	t=1.997	0.05
	Married	82	27.98	6.22	0.69		
Caste	Open Categories	10	29.6	6.1	1.93	F=4.065**	0.009
	Backward Classes	72	27.93	5.51	0.65		
	Scheduled Castes	19	27.16	6.88	1.58		
	Scheduled Tribes	16	22.38	8.16	2.04		
Total Experience	Below 2 Years	11	27.36	5.9	1.78	F=2.874*	0.039
	2-5 Years	36	27.86	6.56	1.09		
	6-10 Years	40	28.65	4.57	0.72		
	Above 10 Years	30	24.37	7.89	1.44		
Organizational Tenure	Below 2 Years	22	29.82	3.9	0.83	F=5.001**	0.003
	2-5 Years	30	28	6.35	1.16		
	6-10 Years	39	27.64	6.13	0.98		
	Above 10 Years	26	23.35	7.29	1.43		
Designation	Administrative Staff	19	29.26	4.52	1.04	F=1.441	0.241
	Departmental Staff	71	27.07	6.57	0.78		
	Watch and Ward	27	26.04	7.09	1.36		
Mother Tongue	Telugu	80	29.9	3.62	0.41	F=36.177**	0.00
	Odiya	7	20.43	7.66	2.89		
	Hindi	30	21.53	7.32	1.34		
Educational Attainments	Secondary	10	30.4	3.13	0.99	F=9.349**	0.00
	Intermediate	28	30.43	3.12	0.59		
	Degree	46	23.8	7.22	1.06		
	Post-Graduation	33	28.18	6.01	1.05		
Technical/Non-technical Education	Technical	54	25.59	7.6	1.03	t=2.459*	0.016
	Non-technical	63	28.56	4.91	0.62		
Annual Pay	Below Rs.1 Lakh	55	26.55	7.2	0.97	F=1.298	0.277
	Rs.1,00,001 to 2 lakh	48	27.21	6.18	0.89		
	Rs.2,00,001 to 4 lakh	14	29.64	2.9	0.78		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.49: Non-Teaching Staff's Perceptual Mean Scores on Adequacy of Resources**

Variable	Category	n	Mean	S. D	S. Error	F/T Value	P-Value
Age Group	Up to 30 Years	40	34.25	3.82	0.6	5.481**	0.005
	31 – 45 Years	60	30.83	6.05	0.78		
	46 – 60 Years &abv.	17	30.24	6.93	1.68		
Gender	Male	86	31.85	5.63	0.61	t=0.196	0.845
	Female	31	32.1	6.17	1.11		
Marital Status	Single	35	30.31	5.96	1.01	t=1.937	0.057
	Married	82	32.6	5.56	0.61		
Caste	Open Categories	10	32.1	4.43	1.4	F=6.023**	0.001
	Backward Classes	72	33.14	4.82	0.57		
	Scheduled Castes	19	31.47	6.57	1.51		
	Scheduled Tribes	16	26.81	6.85	1.71		
Total Experience	Below 2 Years	11	32.64	4.57	1.38	F=5.098**	0.002
	2-5 Years	36	32.94	4.29	0.72		
	6-10 Years	40	33.3	5.66	0.9		
	Above 10 Years	30	28.57	6.63	1.21		
Organizational Tenure	Below 2 Years	22	35.5	2.67	0.57	F=8.669**	0.00
	2-5 Years	30	32.73	4.39	0.8		
	6-10 Years	39	31.92	5.51	0.88		
	Above 10 Years	26	27.92	7.09	1.39		
Designation	Administrative Staff	19	33.11	5.48	1.26	F=1.209	0.302
	Departmental Staff	71	32.11	5.57	0.66		
	Watch and Ward	27	30.56	6.32	1.22		
Mother Tongue	Telugu	80	33.85	4.36	0.49	F=23.405**	0.00
	Odiya	7	32.14	4.95	1.87		
	Hindi	30	26.7	6.08	1.11		
Educational Attainments	Secondary	10	35.5	2.01	0.64	F=4.541**	0.005
	Intermediate	28	34.14	4.84	0.92		
	Degree	46	30.22	5.66	0.84		
	Post-Graduation	33	31.3	6.39	1.11		
Technical/Non-technical Educatn	Technical	54	30.65	6.49	0.88	t=2.194*	0.031
	Non-technical	63	33	4.82	0.61		
Annual Pay	Below Rs.1 Lakh	55	31.15	6.07	0.82	F=1.664	0.194
	Rs.1,00,001 to 2 lakh	48	32.13	5.57	0.8		
	Rs.2,00,001 to 4 lakh	14	34.21	4.63	1.24		

\*\*Significant @ 0.01 level

\*Significant @ 0.05 level

**Table 5.50: Association of Faculty Respondents' Demographics and their Q W L**

<b>S.L. No</b>	<b>Demographic Factor</b>	<b>Pearson Chi-Square</b>	<b>Likelihood Ratio</b>	<b>p-Value</b>	<b>Significance</b>
<b>1</b>	Age	6.308	7.059	0.177	Not Sig.
<b>2</b>	Gender	1.621	1.695	0.445	Not Sig.
<b>3</b>	Marital status	0.586	584	0.746	Not Sig.
<b>4</b>	Caste	8.081	9.917	0.232	Not Sig.
<b>5</b>	Total Experience	9.486	9.48	0.148	Not Sig.
<b>6</b>	Organizational Tenure	5.334	5.3	0.502	Not Sig.
<b>7</b>	Designation	3.936	3.656	0.415	Not Sig.
<b>8</b>	Mother Tongue	14.647	19.007	0.005	Significant**
<b>9</b>	Educational Qualifications	8.515	8.779	0.074	Not Sig.
<b>10</b>	Technical/Non-technical Education	10.081	10.596	0.006	Significant **
<b>11</b>	Annual Pay	21.161	20.255	0.002	Significant **

\*\* Significant @ 1% level

\* Significant @ 5% level

**Table 5.51: Association of Non-teaching Staff's Demographics and their Q W L**

<b>S.L. No</b>	<b>Demographic Factor</b>	<b>Pearson Chi-Square</b>	<b>Likelihood Ratio</b>	<b>p-Value</b>	<b>Significance</b>
<b>1</b>	Age	21.589	23.368	0.00	Significant **
<b>2</b>	Gender	5.608	6.201	0.061	Not Sig.
<b>3</b>	Marital status	8.219	8.465	0.016	Significant*
<b>4</b>	Caste	29.299	35.258	0.00	Significant **
<b>5</b>	Total Experience	14.162	14.571	0.028	Significant *
<b>6</b>	Organizational Tenure	34.285	37.397	0.00	Significant*
<b>7</b>	Designation	2.672	2.589	0.614	Not Sig.
<b>8</b>	Mother Tongue	57.917	68.514	0.00	Significant*
<b>9</b>	Educational Qualifications	36.89	41.911	0.00	Significant **
<b>10</b>	Technical/Non-technical Education	22.548	26.261	0.00	Significant **
<b>11</b>	Annual Pay	15.875	15.247	0.003	Significant **

\*\* Significant @ 1% level

\* Significant @ 5% level

**Table 5.52: Association of Total Respondents' Demographics and their Q W L**

<b>S.L. No</b>	<b>Demographic Factor</b>	<b>Pearson Chi-Square</b>	<b>Likelihood Ratio</b>	<b>p-Value</b>	<b>Significance</b>
<b>1</b>	Age	16.453	16.97	0.002	Significant **
<b>2</b>	Gender	4.333	4.298	0.115	Not Sig.
<b>3</b>	Marital status	45.047	47.353	0.00	Significant **
<b>4</b>	Caste	50.818	59.132	0.00	Significant **
<b>5</b>	Total Experience	17.542	18.966	0.007	Significant *
<b>6</b>	Organizational Tenure	32.909	34.168	0.00	Significant **
<b>7</b>	Designation	297.227	314.251	0.00	Significant **
<b>8</b>	Mother Tongue	58.359	68.494	0.00	Significant **
<b>9</b>	Educational Qualification	216.319	245.474	0.00	Significant **
<b>10</b>	Technical/Non-technical Education	64.05	69.482	0.00	Significant **
<b>11</b>	Annual Pay	122.127	147.13	0.00	Significant **

\*\* Significant @ 1% level

\* Significant @ 5% level

## **SUMMARY, FINDINGS AND RECOMMENDATIONS**

The present Chapter comprises of summary of the study, findings, and recommendations. At first a brief summary is presented followed by findings and recommendations.

### **SUMMARY**

#### **Quality of Work Life and Dimensions- Concepts**

The concept of Quality of Work Life (QWL) has emerged as an important determinant of a model employment. Wages and salaries do not indicate how good the employer is. It is the total Quality of Work Life, wages and salaries include that is taken into account while rating employment conditions. Effective management therefore, is also about ensuring better quality of work life to the working class. The emphasis has to be on how good are the total living conditions of the working class rather than only the work climate provided in the industrial unit. Worker does not lead on the job work life only. In fact the off the job life is also equally important. Sometimes, maybe it is more important because a worker spends more time off the job than on the job. Obviously, the quality of work will always have to be a function of both whether the managements like it or not. In order to ensure high quality performance, the managements need to provide a high quality of work life.

The term QWL was introduced by Louis Davis. Dubey defined QWL as ‘the degree of excellence of one’s life which contributes to the individual and benefits the society at large’. Quality of work life can be defined as the status of objective conditions/status of living of workers at the work place. It is a function between objective conditions of life and the subjective attitude. The condition in which the worker is exposed to the workplace is work place environment. A fair quality of work life can be defined for an engineering college employee as a condition in which he is able to meet his and his family members’ necessary requirements without stretching the means he has. The below given dimensions of Quality of Work Life are considered for the present study. They are 1. Work Environment, 2. Organization Culture and Climate, 3. Relation and Cooperation,

4. Training and Development, 5. Compensation and Rewards, 6. Facilities, 7. Job Satisfaction and Job Security, 8. Autonomy at Work, and 9. Adequacy of Resources. A brief note on these 9 dimensions is presented below.

***Work Environment:*** Work environment is a place in which one works. It is a social and professional environment in which employees are supposed to interact with a number of people, and have to work with co-ordination in one or the other way. Safe and healthy working conditions ensure good health, continuity of services, decreased bad labour management relations.

***Organizational Culture and Climate:*** Organization culture is a set of properties and organization climate is a collective behaviour of people that are part of an organization values, vision, norms etc.

***Relation and Cooperation:*** Relation and cooperation is a communication between management and employees, concerning workplace decision, conflicts and problem resolving. Work and career are typically pursued within the framework of social organization and the nature of personal relationships becomes an important dimension of Quality of Work Life.

***Training and Development:*** Training and development is an organizational activity aimed at bettering the performance of individual and groups.

***Compensation and Rewards:*** Compensation and rewards are motivational factors. The best performer is given the rewards, and this builds the competitions among the employees to work hard and to achieve both organizational and individual goals.

***Facilities:*** Facilities play major role in actualization of the goals and objectives by satisfying both the physical and emotional needs of the employees. Facilities include food service, transportation, security, etc.

***Job Satisfaction and Job Security:*** Job satisfaction is the favourableness or unfavourableness with which employees view their work. Job satisfaction is impacted by job design. Jobs that are rich in constructive behavioural elements such as work autonomy, task variety, identity, work significance and feedback etc contribute to employees' satisfaction.

***Autonomy at Work:*** In autonomous work groups, employees are given the freedom of decision making. Workers themselves plan, co-ordinate and control work related activities.

***Adequacy of Resources:*** Adequacy of resources has to do with enough time and equipment, adequate information and help to complete assignments.

### **Studies on Quality of Work Life:**

The researcher has reviewed the available literature and research on quality of work life both from Indian and international perspectives. There are various conceptualizations on Quality of Work Life and the concept got evolved through research done from time to time. Some researchers focused their attention on evolving the concept by adding different dimensions. Some of the researchers studied the quality of work life practices in industrial-organizational settings and tried to comprehend the employee perceptions in this respect. Some researchers studied the nexus between quality of work life and workplace outcomes like teachers' job satisfaction , motivation, performance at work , productivity etc. Some researchers made comparative studies on QWL in public and private sector organizations. All the way research in this area revealed positive outcomes of QWL at workplace. In this connection, few studies made by Indian and foreign researchers are presented here.

Nanjundeswaraswamy and Swamy (2013) conducted a study on QWL of employees in private technical institutions and found that out of the 109 respondents, 48.6% were satisfied while 51.4% were found not satisfied with the QWL. Their results reveal a significant relationship between QWL of teaching and non-teaching staff but demographic variables such as age, gender, designation, salary, experience are independent of QWL. According to them, Quality of work life is important for all organizations to maintain and attract the employees. It is also revealed that adequacy of resources is more correlated and training and development are less correlated with quality of work life in teaching staffs and in case of non teaching staffs compensation and reward are more correlated and work environment is less correlated with QWL. The study indicated that enhancement in the dimensions of QWL, can lead to increase in overall quality of work life of faculties.

Jain Bindu and Swami Yashika(2014), in their study divulged that QWL in Indian academic sector is of low level. A planned change in the working environment is required to improve QWL in academic sector. Training, redesign of work, workshops for knowledge enhancement and personal growth, valuable participation in decision making, modification in promotion scheme etc. are some of the ways through which we can improve QWL. Improved QWL is beneficial for both the employee and institute so it's the mutual responsibility of the two. QWL of teachers at academic sector is below satisfaction and required attention and implementation of effective measures to improvement it. The major issues regarding QWL in academic sector are: i. Avenues for growth and development not satisfactory. ii. Promotional aspects are not satisfactory. iii. Teacher's participation in decision making is below satisfaction. iv. Job security is there but Job satisfaction is missing. v. Job involvement is lacking. Solutions: i. The level and number of designation regarding faculty should be increased and it should be same at college and university level. ii. There must be transparency and decisive role of teachers in decision making bodies of institution since teachers are not only the part and parcel of the institution, but also the important instrument in the implementation of different policies, rules and regulations. iii. Autonomy of the institution should be maintained with respect to its various dimensions such as recruitment, selection, framing of general polices, rules regulation etc. iv. Regular orientation/refresher courses, workshops, seminar, symposium etc. should be organized for teachers' up gradation on current trends, methods, strategies, pedagogy of education. v. "Personality assessment test" for selection of new faculty should be rigorously conducted. vi. The administration should organize health related programmes for teachers in order to provide them better QWL.

The prime objective of Malarkodi. K, Prasanna. S. and Renukadevi R.(2017), research is to critically envisages the various parameters determining Quality of work life among the faculties. Descriptive research Design and convenient sampling method adopted for this study. 200 sample size from the total population chosen for this study. Faculty members have expressed their opinion that the management needs to take necessary steps for structuring proper work load models to be offered to the faculties.

Ayesha Tabassum (2012) investigated QWL of employees in the private universities of Bangladesh. She collected data from 72 fulltime faculty members among 11 private universities. She analyzed the dimensions of quality of work life and its relationship with job satisfaction. This study concluded that there is positive relationship between the dimensions of QWL and job satisfaction. This study suggested to the management of the institutions that the policies designed in such a way that QWL issues should be concerned. An improved QWL provides a higher level of job satisfaction which in turn reduce faculty member turnover rate.

Arif and Maryam Ilyas (2013) focused on quality of work life of private universities in Lahore, Pakistan. They explored various dimensions of quality of work life which affect life and the attitude of teachers. This quantitative study took 360 members of university and analyzed their perception of QWL. This study also investigated the QWL effects on employee commitment, engagement, job involvement and reputation of the university. This research suggested that the perceived value of work, work climate, work-life balance and satisfaction are the main factors which shaped the work attitude and also improve employees work life.

Abdulkadir Mohamud Dahie et al. (2017) utilized convenient sampling to collect 95 questionnaires from University of Somalia in Mogadishu, Somalia. These respondents were provided a questionnaire with three main construct which measuring general well-being, career and job satisfaction and working conditions. However, the study found that general well-being, career and job satisfaction as well as good working condition workplace have significant impact on quality of work life.

It was clear that some of the researchers have already studied quality of work life in educational institutions. Nevertheless, till now no study was undertaken to study quality of work life in private engineering colleges situated in Srikakulam district of Andhra Pradesh State, India. With this in mind the present research is undertaken.

### **Need for the Study:**

Technological advancement is showing enormous impact on the modern civilization and it has changed the pace and face of the economies of the world. At this juncture, engineering colleges are playing pivotal role in producing highly talented human capital, which is inevitably a factor in making the economy vibrant. In this context, faculty members constitute an important element in the teaching-learning process and delivery of outcomes. Quality teaching learning systems and processes as well as quality faculty are inevitable in transmission of knowledge and skills to the students. Besides that, the non-teaching staff will assume significant role in maintaining the working environment run smoothly. So, the quality of work life of teaching and non-teaching staff perceived at their engineering colleges will exert influence on their motivation, morale, commitment and job satisfaction; which in turn show impact on the outcomes at the work place.

Further, modern organizations are trying to reinvent their cultures with high emphasis on positive workplace behaviours and attitudes in their employees. In this connection Quality of work life practices are considered as useful in promoting positive workplace behaviour and attitudes. Thus perceived positive quality of work life experience in the private engineering college employees, both teaching and non-teaching staff may affect the outcomes at work place. So the understanding the perceived QWL among teaching and non-teaching staff may serve in providing new insights and inputs which will be useful for decision support in policy initiatives of these higher educational institutions.

More so, it is understood that, so far as private engineering colleges are concerned , studies on QWL has not been conducted, especially in Srikakulam district no such study was undertaken. Thus, with a motive to improve the quality outcomes in engineering colleges, the present study on Quality of work life among the private engineering college employees been undertaken. The study results may provide important inputs to the managements of the select engineering colleges in specific, to other private engineering colleges in general for an understanding of the perceived QWL prevailing in these higher educational institutions. With this ulterior motive in mind, the current study is undertaken.

### **Objectives of the Study:**

The study of the Quality of work life would essentially serve the following important objectives:

1. To examine the concept of quality of work life, to review the literature, and to study the importance, determinants, and dimensions of Quality of Work Life.
2. To identify different parameters of quality of work life that significantly impact the employees working in select private engineering colleges and their respective contribution.
3. To throw light on the perceptions of the teaching and non-teaching respondents considered for the study.
4. To offer suitable suggestions for improving the quality of work life among teaching and non-teaching staff associated with the select private engineering colleges of the study.

### **Hypotheses of the study:**

It is identified that, in some of the research studies reviewed for the purpose of the present research revealed a significant perceptual variance on QWL practices among different groups of respondents according to their personal, social, occupational, educational and economic factors. Therefore, based on the findings identified in the previous literature and research, the researcher has developed some testable hypotheses for the present study. Work Environment, Organization culture and climate, Relation and co-operation, Training and development, Compensation and rewards, Facilities, Job satisfaction and job security, Autonomy of work and Adequacy of resources are the nine dimensions considered to understand perceived Quality of Work Life in the respondents.

The hypotheses developed for the current study are presented below.

**H<sub>1</sub>:** There will be significant perceptual variance with regard to the nine dimensions of Quality of Work Life among the teaching staff respondents according to their demographic features.

**H<sub>2</sub>:** There will be significant perceptual variance with regard to the nine dimensions of Quality of Work Life among the non-teaching staff respondents according to their demographics.

**H<sub>3</sub>:** There will be significant difference between teaching and non-teaching staff with regard to their perceptions on the nine dimensions Quality of Work Life at their engineering colleges.

**H<sub>4</sub>:** There will be significant variance in the overall Quality of Work Life perceptions between teaching staff and non-teaching staff of the select private engineering colleges.

### **Methodology of the Study:**

Keeping the objectives of the study in mind, the following methodology has been adopted for conducting the present study. Both primary and secondary source of data have been used for this study:

#### ***Research Design:***

The researcher has chosen survey based descriptive research design in view of nature of the present study. The current study is a cross-sectional study.

#### ***Universe and Sample:***

The study confines to 6 private engineering colleges situated in Srikakulam district of Andhra Pradesh State. From the total staff working in these colleges, i.e 837 faculty members, and 465 non-teaching staff, a random sample of 209 faculty members, and 117 non-teaching staff were chosen for the study. So the teaching staff comprises 25% of the total faculty population, and non-teaching staff comprises 25% of the total non-teaching staff population in these colleges. The total sample (both teaching and non-teaching respondents) comprises 25% of the total staff working in these 6 colleges.

#### ***Data Collection Process:***

*Primary data* was collected through questionnaire constructed for this study. The questionnaire contains 9 quality of work life parameters including work environment, organizational culture and climate, relation and co-operation, training and development, compensation and rewards, facilities, job satisfaction and job security, autonomy at work, and adequacy of resources. While the views and opinions on broad issues have been collected from institutional authorities and heads of various departments in the selected institutions, the sample respondent

employees constituted the main source of information which is collected by administering structured questionnaire on QWL. The questionnaires was distributed to the respondents separately to teaching staff and non-teaching staff by personal visits to all these six campuses and collected.

*Secondary Data* has been collected from administrative records and college websites. This data has been largely used in providing the background and profile of the selected engineering colleges. Various journals were referred for the purpose of literature review.

#### ***Data Analysis:***

The data was tabulated and neatly presented. Simple percentages were calculated for item-wise analysis of each item in all the 9 dimensions of QWL questionnaire. Descriptive statistics were calculated for understanding the mean and standard deviation of perceptions of teaching and non-teaching on various dimensions as well as for composite QWL. For knowing the significant differences in perceptions among various groups on various dimensions of QWL, independent samples t-test, and One-way ANOVA was conducted. To study the association between demographics of respondents and QWL, Chi-square test was conducted. For hypothesis testing process, significance level ( $\alpha$ ) at  $p < 0.05$  level was considered as statistically significant.

#### ***Presentation of the Study:***

This study has been presented in 6 chapters. The first Chapter 'Introduction' deals with QWL concept, need for the study, objectives, methodology and dimensions used in the study. The second Chapter deals with literature review on QWL. The third Chapter deals with Theoretical considerations. Fourth Chapter deals with profile of the organizations selected for the study. Fifth chapter contains a brief profile of the respondents, data analysis results, and their interpretation. Sixth Chapter deals with Summary, conclusions, and recommendations.

#### ***Profile of the Respondents:***

Predominantly, the sample ( $n=209$ ) pertains to *teaching staff* respondents of the select engineering colleges consists of employees in the age group of 30-45

years, major proportion of them are male, married, belong to backward classes, Assistant Professor by designation, having 6-10 years of professional experience, have 2-5 years of organizational tenure, whose mother tongue is Telugu, having post-graduation in the requisite field of specialization, and who are in receipt of annual pay above Rs.2 lakh and up to Rs.4 lakh.

Predominantly, the sample (n=117) pertains to *non-teaching Staff respondents* of the select private engineering colleges consists of employees in the age group of 30-45years, majority of them are male, married, belong to backward classes, working as departmental staff, having 6-10 years of total working experience, having 6-10 years of organizational tenure, whose mother tongue is Telugu, graduates by education, and receiving annual pay between Rs. 1- 2 lakh.

## **FINDINGS AND CONCLUSIONS**

### **Demographic Features:**

1. The respondents who are in the age group of 30-45 years occupied major proportion of respondents in the total sample (56.4%), teaching respondents (59.3%) and non-teaching respondents (51.3%). 35.4% of the respondents in faculty sample and 34.1% of the respondents in non-teaching staff have age below 30 years, while 5.3% in teaching staff and 14.6% in non-teaching staff are in the age group of 46-60 years and above.
2. Majority (76.7%) of the study respondents in the total sample considered for the present study are male.78.5% of them in teaching respondents as well as 73% of them in non-teaching staff respondents are male. The rest of them are female and constitute minority.
3. Married participants occupied majority of the study respondents in total (70.9%), in teaching staff (71.3%), and in non-teaching (70%) staff. The remaining are single.
4. Majority of the study subjects in teaching staff(66.5%), non-teaching staff(61.5%) as well as in total study sample (64.7%) belong to backward classes.

Respondents belong to Scheduled tribes constituted the least portion of the total sample(6.4%), in teaching respondents(2.4%), and in non-teaching staff respondents (13.7%).

5. 31.6% of the respondents in total sample, 34.2% in the teaching respondents, and 34.2 % in the non-teaching respondents have 6-10 years of professional experience. Other sub-groups having different spans of working experience are relatively less in number and percentages.

6. Compared with other sub-groups having different organizational tenure, 34.9% of the teaching respondents have 2-5 years of organizational tenure. In non-teaching staff 33.4% are having 6-10 years of organizational tenure. 31.6 % of the total respondents have 2-5 years of organizational tenure. Remaining respondents in different tenure sub-groups are relatively less in number and percentages.

7. Majority of the study respondents in teaching staff are Assistant Professors (81%). While Associate Professors constituted 13% of the Teaching staff, the least portion is constituted by professors (6%). Departmental staff comprises of Electrician, Office Assistant, Clerk, Senior Assistant, Computer operator etc. constituted the majority (60.7%) in non-teaching staff considered for the present study. Administrative staff constituted 16.2%, but watch and ward constituted 23.1% of non-teaching staff sample.

8. Telugu speaking employees constituted larger portion of the total sample respondents (81.6), teaching staff respondents (89%), and non-teaching staff respondents (68.3%). Odiya speaking and Hindi speaking respondents constituted the minority in both total respondents, teaching, and non-teaching respondents.

9. Educationally, majority of the teaching staff respondents (75%) have post-graduation in Engineering, Management studies or in Basic Sciences and Humanities. Only 15% of them have PhD degrees. However, 39.3% of the respondents in non-teaching staff are graduates and 28.2% of them are postgraduates. When the total sample is considered, 58.3% of the study participants are postgraduates and 14.1% of them are graduates.

10. Great majority(82.3%) of the respondents in the faculty have technical education background, but in non-teaching staff, majority of the study participants (53.9%) are from non-technical education background.

11. 40.1% of teaching staff respondents are in receipt of above Rs.2lakh and up to Rs.4 lakh annual pay. Similarly, 41% of the non-teaching respondents are in receipt of above Rs.1 lakh and up to Rs.2 lakh annual pay. In faculty, 12% of the respondents are receiving above Rs.5 lakh remuneration, and 37.3% of them are receiving remuneration between Rs.1 to 2 lakhs. In non-teaching staff, 11.9% of them are receiving remuneration of above Rs.2 lakh and up to Rs.4 lakh, but 47.1% of them are paid remuneration below Rs.1lakh.

### **Perceptions of Respondents on the 9 Dimensions of QWL**

1. **Work Environment:** By and large, majority of the teaching staff respondents have expressed satisfaction with regard to the 6 aspects of work environment at their engineering colleges. Although majority of the respondents from non-teaching staff expressed satisfaction on the 6 items of work environment, considerable amount of dissatisfaction was identified with regard to opportunities to develop one's own abilities (28.2%), free flow of communications in the organization (23.9%), and the absence of healthy and competitive work environment (21.4%).

2. **Organization Culture and Climate:** Majority of the respondents in teaching staff have expressed satisfaction with regard to the items of organizational culture and climate dimension of Quality of Work Life. Although they felt no discrimination at workplace, only 50.3% of the faculty respondents on fairness and transparency in annual performance appraisal, and 47.4% of them on the existence of fair compensation policies perceived positively. Besides that, significant proportion of them(24%) expressed their dissatisfaction on fairness in implementation of the compensation policies in their colleges. Similarly, majority of the non-teaching respondents have also expressed satisfaction with various elements of organizational culture and climate at their colleges. However, they

have reported dissatisfaction(20-30% of them) in terms of grievance redressal process and information on changes taking place in their organization which affect them. Even 26.5% of the non-teaching respondents expressed disagreement on feeling of proudness in associating with their institutions.

3. ***Relation and Cooperation:*** Majority of the teaching staff respondents have reported satisfaction pertains to all the elements of relation and cooperation at their work place. Similarly, the item-wise analysis of non-teaching respondents' perceptions on relation and cooperation dimension also reveals that majority of them expressed satisfaction with various elements of relation and co-operation at their workplace. However, substantial amount of dissatisfaction was identified in non-teaching respondents with regard to communications with colleagues and superiors (31.6%), dissatisfaction with the people skills in superiors (30.8%), dissatisfaction with performance feedback provided by superiors ( 28.2%), dissatisfaction with co-operation from general administration, and dissatisfaction on organizational support to overcome from individual weaknesses and building in individual strengths(26.5%).

4. ***Training and Development:*** Majority of the respondents in faculty members have positively perceived and satisfied that training and development activities in their institutions are aimed at improvement of their skills and all round growth and development. Even though, majority of the respondents in non-teaching staff have positive perceptions on the institutional training and development activities, they have expressed dissatisfaction with regard to identification of areas for employee professional improvement (30.8%). Similarly considerable amount of dissatisfaction is identified with regard to frequency of training programs (27.4%), and the impact of training in improving their interpersonal relationship skills (26.5%).

5. ***Compensation and Rewards:*** Although major proportion of the respondents in faculty members positively perceived on various items in compensation and rewards dimension of QWL, inconsistency is conspicuous in this regard. Only 48.3% of the respondents perceived positively on fairness in promotional process at their institutions. While 40.7% of the faculty members

satisfied on the adequacy of fringe benefits given to them, 37.3% of the faculty expressed dissatisfaction about the fringe benefits they received. Approximately 25% of the faculty members expressed dissatisfaction on the competitiveness of the current salary and benefits. Approximately 22% of them dissatisfied on the promotional procedures and performance based reward provided to faculty members. In the non-teaching staff, 48-59%(<60%) of the respondents reported satisfaction on various items in compensation and rewards paid in their colleges. But at the same time, 28 - 38% of the respondents reported dissatisfaction on various items of the same dimension, which in turn shows the gaps in respondents' perceptions on compensation and rewards they received at their work place.

6. **Facilities:** In teaching staff respondents, majority of them have expressed their satisfaction on facilities in their institution like medical facilities, hygienic conditions, toilets, recreation, and other amenities. Only 46.4% of them expressed satisfaction on drinking water facility, but 31.6% of them expressed dissatisfaction. While 42.1% of the respondents expressed satisfaction on quality of food and services provided in canteen, 34% of them expressed dissatisfaction in this regard. 23.9% of them also expressed dissatisfaction on the maintenance of toilets in their institutions. Similarly, majority of the respondents in non-teaching staff reported satisfaction on infrastructure, neat premises of the campuses, cleanliness of toilets and bathrooms, about recreational facilities and hygienic working conditions. Only 47.8% of the respondents expressed satisfaction on quality of food and services provided in the canteen, but 35.9% of them expressed dissatisfaction. While 46.2% of the respondents satisfied with drinking water facilities provided in their institutions, 30.8% of them perceived negatively in this regard. Thus, both in teaching staff as well as in non-teaching staff, dissatisfaction is also substantial on facilities provided in their institutions.

7. **Job Satisfaction and Job Security:** By and large, majority of the respondents from teaching staff have positively perceived the overall job satisfaction and job security aspects at their institutions. In the same line, majority of the non-teaching staff respondents have also perceived positively on job satisfaction and job security aspects. However, 22-27% of the non-teaching

respondents expressed dissatisfaction on different aspects like employee career development in the institutions, process followed in job rotation exercises, opportunity to do the best on the job, working hours and timings, workload, opportunity to use one's abilities and skill on the job, and reliability on others working at the workplace in times of need. The overall results portray a positive bent in perceived job satisfaction and job security in both teaching and non-teaching respondents.

8. ***Autonomy at Work:*** Majority of the teaching staff respondents have perceived positively on various aspects leading to the autonomy at workplace. Similarly, majority of non-teaching staff respondents also perceived positively on aspects leading to their autonomy at workplace in their colleges. However, 27.3% of non-teaching respondents, on decision making autonomy, 24.7% of them on flexi-time option, 23.1% of them on stress at work, and 22.2% of them on pace and freedom to decide on how to do work have reported dissatisfaction. Thus, non-teaching staff have perceived more negatively on autonomy at work compare with teaching staff in the study engineering colleges.

9. ***Adequacy of Resources:*** Majority of the respondents from teaching staff have expressed satisfaction with regard to the elements in adequacy of resources dimension of QWL. However, 47.3% of them told they were affected by the inadequacy of budgetary planning at their institutions. In non-teaching respondents, majority of them expressed satisfaction over adequacy of resources provided to them in their colleges. On the other hand, 30% of the non-teaching respondents expressed dissatisfaction over imbalance in resource allocation compared with the required resources to execute the assignments. 22.2% of them responded negatively on the institutional support in employee performance by providing sufficient resources to them. Thus non-teaching respondents perceived less positively than teaching respondents on adequacy of resources provided at the study engineering colleges.

### **Conclusion:**

*Based on the above results it can be safely concluded that, although majority of the teaching and non-teaching respondents have expressed their satisfaction on various aspects in the 9 dimensions of Quality of Work Life, still their dissatisfaction on various aspects of QWL is found substantial, which requires to be mitigated.*

### **Aggregate Perceptions:**

1. The overall mean QWL perceptions in the total sample respondents ( $\bar{x} = 3.5$ ), in the teaching staff ( $\bar{x} = 3.5$ ), and in the non-teaching staff respondents ( $\bar{x} = 3.4$ ) are positive but moderate. These aggregate perceptions indicate that the respondents are neither fully satisfied nor have strong perceived QWL in their engineering colleges. Relatively, non-teaching staff have perceived less QWL (composite) than teaching staff.
2. At dimensional level, faculty member respondents perceived more perceived work environment ( $\bar{x} = 3.7$ ) and more perceived relations and cooperation at workplace ( $\bar{x} = 3.7$ ), but they perceived comparatively less perceptions on compensation and rewards dimension of QWL ( $\bar{x} = 3.3$ ).
3. At dimensional level, non-teaching staff respondents perceived more job satisfaction and job security ( $\bar{x} = 3.6$ ) and relatively less perceptions on compensation and rewards they received at their engineering colleges ( $\bar{x} = 3.2$ ).

### **Conclusion:**

*The above results indicate that demographic characteristics of the faculty-respondents, non-teaching staff respondents separately and the demographic features of the total respondents together are found associated with the overall Quality of Work Life at their institutions.*

### **Mean Variance in Faculty-Respondents' QWL Perceptions:**

1. Significant mean variance is identified in the teaching staff-respondents' perceptions on work environment in their institutions by their caste, organizational tenure, mother tongue, technical/non-technical background of their education and their annual pay. Among the teaching respondents, those who belong to scheduled tribes, who are having above 10 years of organizational tenure, who are speaking Hindi as their mother tongue, who are from non-technical education background, and who are in receipt of above Rs.4 lakh salary have perceived comparatively low work environment in their institutions.

2. The perceptions about organizational culture and climate in the teaching respondents varied significantly in terms of their caste, mother tongue, technical/non-technical education background, and their annual pay. Especially, teaching staff belong to scheduled tribes, who are speaking Hindi as their mother tongue, who are having non-technical education background and receiving annual salary above Rs.4 lakh and up to Rs.5 lakh expressed low organizational culture and climate in their institutions.

3. In teaching staff respondents, significant perceptual variance is identified in their perceptions on relations and cooperation at their workplace. The perceptions are varied according to respondents' caste, mother tongue, technical, non-technical education background and their annual pay. Respondents belong to scheduled tribes, who are speaking Hindi as their mother tongue, and who are from non-technical education background expressed relatively lower mean perceptions than their counterparts.

4. Significant perceptual variance is identified in teaching respondents perceptions on training and development according to respondents' gender, caste, mother tongue, technical/non-technical education background and their annual pay. Respondents belong to scheduled tribe, Hindi speaking teaching staff, those who are from non-technical education background, and those who are in the salary bracket of above Rs.4 lakh and up to Rs.5 lakh have perceived relatively low training and development activities at their institutions.

5. The teaching staff respondents' perceptions on their compensation and rewards paid at workplace are identified varying in terms of their organizational tenure, mother tongue, technical/non-technical education background and their annual pay. Respondents belong to scheduled tribes, who are having 6-10 years of organizational tenure, Hindi speaking teaching respondents, those who are from non-technical education background, and those who are in receipt of salary above Rs.4 lakh and up to Rs.5 lakh have perceived comparatively lower perceptions with respect to compensation and rewards they received at their institutions.

6. Teaching respondents' mean perceptions on the facilities at their institutions were identified significantly changing according to their age, caste, organizational tenure, mother tongue, technical/non-technical education background and their annual pay. Teaching staff belong to scheduled tribes, having above 10 years of organizational tenure, Hindi speaking teaching staff, those who are from non-technical educational background and those who are receiving annual pay above Rs.4 lakh and up to Rs.5 lakh have reported relatively lower satisfaction with regard to the facilities at their institutions.

7. It is identified that there is significant variance in the perceptions of teaching staff respondents on job satisfaction and job security at their workplace according to their caste, mother tongue, technical/non-technical education background, and their annual pay. Among the teaching staff respondents, those who belong to Scheduled tribes, Hindi speaking respondents, who are from non-technical education background and those who are receiving annual pay above Rs.4 lakh and up to Rs.5 lakh have perceived lower level of job satisfaction and job security in their institution.

8. The perceptions of teaching respondents on autonomy at work had varied significantly according to respondents' age, caste, total experience, designation, mother tongue, technical/non-technical education background, and their annual salary. Teaching staff respondents who are in the age group of 46-60 years, who belong to scheduled tribes, who are having 6-10 years of total experience, Assistant Professors, Hindi speaking teaching respondents, who are from non-

technical education background and receiving annual pay between Rs.4- 5 lakh perceived comparatively lower autonomy at their workplace. Respondents belong to open categories, having 10 or more years of total experience, Professors, who are receiving above R. 5 lakh annual pay perceived higher autonomy at their work place.

9. It is also identified that there is significant perceptual variance in the respondents' perceptions on adequacy of resources in their institutions according to their caste, mother tongue, technical/non-technical education background, and their annual pay. Respondents belong to scheduled tribes, who have Hindi as their mother tongue, who are from non-technical education background, and who are in receipt of annual pay above Rs.4 lakh and up to Rs.5 lakh have reported lower perceptions with regard to the adequacy of resources at their institutions. Respondents belong to open categories, Professors, who are having M.Phil qualification, and those who are receiving higher annual pay i.e. above R. 5 lakh have perceived positively on the adequacy of resources in their engineering colleges they are working for.

### **Conclusions:**

Based on the above results, we can derive the below conclusions for faculty members:

✚ The mean perceptions of the teaching staff-respondents on all the 9 dimensions of Quality of Work Life (Working Environment, Organizational Culture and Climate, Relation and Cooperation, Training and Development, Compensation and rewards, Facilities, Job satisfaction and Job Security, Autonomy at work, and Adequacy of resources) have significantly and consistently varied according to their demographic features of *caste-cum-reservation category, mother tongue, technical/non-technical education background*, and their *annual pay*.

✚ It is very clear that teaching staff respondents who are *Professors by designation, who got M.Phil qualification perceived higher side of satisfaction*

*on all the 9 dimensions of Quality of Work Life when compared with their counterparts.* However, the perceptual difference among the respondents as per their designation and educational attainments has not reached statistically significant level( $P>0.05$ ).

✚ More specifically, the results reveal a clear picture that *on all the 9 dimensions of Quality of Work Life, the teaching staff-respondents who belong to scheduled tribes, whose mother tongue is Hindi, who are from non-technical education background, and respondents who are in receipt of annual pay above Rs.4 lakh and up to Rs.5 lakh have expressed lower mean perceptions.*

✚ Respondents in the age group of 40-60 years perceived significantly lower level of perceptions on facilities at work place and autonomy at work than their counterparts in other age groups. *Teaching staff respondents who are having below 2 years of working experience perceived significantly lower autonomy at workplace. Teaching respondents with above 10 years of organizational tenure have perceived significantly lower level of working environment and facilities at their engineering colleges.* Assistant professors perceived lower autonomy than Associate Professors and Professors.

✚ There is *no significant variance in the mean perception of the teaching staff respondents with respect to any of the 9 dimensions of Quality of Work Life according to their gender, marital status, and educational qualifications.*

#### **Mean Variance in Non-teaching Staff-Respondents' QWL Perceptions:**

1. The results reveal that there is significant mean variance in the non-teaching staff respondents' perceptions on working environment according to their demographic features of age, marital status, caste-cum-reservation category, total experience, organizational tenure, mother tongue, educational attainments, technical/non-technical education background, and their annual pay. Among the respondents, those who are from scheduled tribes, whose mother tongue is Hindi, and who have above 10years of organizational tenure perceived lower level of working environments; while respondents with below 2 years of organizational

tenure, who are having secondary school certificate education, and whose annual pay is in the range of Rs.2,00,001 – Rs.4 lakh perceived comparatively high levels of working environment in their institutions.

2. The mean perceptions of non-teaching respondents on organizational culture and climate are identified significantly varying in accordance with their age, gender, marital status, caste, total experience, organizational tenure, mother tongue, educational qualifications, technical/non-technical education background, and their annual pay. Especially, respondents belong to scheduled tribes, who have above 10 years of organizational tenure, who are speaking Hindi as their mother tongue perceived comparatively low organizational culture and climate. But respondents who are having up to SSC education, having less than 2 years of organizational tenure, those who are receiving annual pay between Rs.2,00,001-Rs.4 lakh perceived higher levels of organizational culture and climate in their institutions.

3. The perceptions of non-teaching respondents on relation and cooperation at workplace are found significantly varying according to their age, caste, organizational tenure, mother tongue, educational qualifications, and their annual pay. Respondents who belong to scheduled tribes, having above 10 years of organizational tenure, who are speaking Hindi perceived lower levels of relation and cooperation in their institutions. Those who have upto secondary school education, whose organizational tenure is below 2 years have reported relatively higher level of relation and cooperation at their workplace.

4. The perceptions of non-teaching respondents with regard to training and development activities taking place in their institutions are found significantly varying according to their age, caste, organizational tenure, mother tongue, and their educational qualifications. Odiya speaking non-teaching respondents, those who belong to scheduled tribes, and who got above 10 years of organizational tenure perceived lower levels of training and development activities in their institutions, but respondents who have upto 30 years of age, who have less than 2 years of organizational tenure, and who got upto SSC level of education perceived higher level of training and development activities in their institutions.

5. Significant mean perceptual variance is identified in non-teaching respondents' perceptions on compensation and rewards they received at their institutions according to their age, marital status, caste, total experience, organizational tenure, mother tongue, educational qualifications, technical/non-technical education background, and annual pay. Respondents who are in the age group of up to 30 years, whose organizational tenure is less than 2 years, who did upto secondary school education, and whose annual pay is between Rs.2,00,001-Rs.4 lakh perceived higher perceptions with regard to their compensation and rewards, but respondents who belong to scheduled tribes, whose mother tongue is Hindi, who have above 10 years of organizational tenure reported lower perceptions on compensation and rewards they received at work place.

6. The perceptions of non-teaching respondents on facilities provided by their institution are also found varying according to their age, marital status, caste, total experience, organizational tenure, mother tongue and educational qualifications. Age, gender, designation, technical/non-technical education background, and annual pay have not played any significant role. Relatively, scheduled tribes respondents, who are speaking Odiya as their mother tongue expressed less satisfaction with facilities provided at their institutions, however, respondents with less than 2 years of organizational tenure, and who did up to secondary school education have perceived positively in this regard.

7. The mean perceptions of non-teaching respondents on job satisfaction and job security are found varying according to the respondents' demographic features of marital status, caste, organizational tenure, mother tongue, and their educational qualifications. Respondents belong to open categories, who are having below 2 years of organizational tenure, whose mother tongue is Telugu, who have upto secondary school education have perceived higher side of the job satisfaction and job security in their institutions, but respondents from scheduled tribes, having above 10 years of organizational tenure, who are speaking Hindi perceived lower job satisfaction and job security in their institutions.

8. Non-teaching respondents' perceptions on autonomy at their workplace are found varying according to their age, caste, total experience, organizational tenure, mother tongue, educational qualifications, and technical/non-technical education background. Respondents from open categories, who have less than two years of organizational tenure, secondary school certificate education perceived more autonomy at their work, but respondents belong to scheduled tribes and whose mother tongue is Odiya perceived lower autonomy at work in their institutions.

9. It is also identified that non-teaching respondents' perceptions on adequacy of resources at their institutions are varying according to their age, caste, total experience, organizational tenure, mother tongue, educational qualifications, and technical/non-technical education background. Respondents whose age is up to 30 years, whose organizational tenure is below 2 years and who got secondary school education perceived positively on the adequacy of resources, however, respondents who belong to scheduled tribes, who have more than 10 years of organizational tenure, who are speaking Hindi as their mother tongue reported comparatively lower perceptions on adequacy of resources at their institutions.

### **Conclusions:**

Based on the above results, we can derive the below conclusions for non-teaching staff:

✚ ***Consistently and significantly the mean perceptions of non-teaching respondents are varying in terms of all the 9 dimensions of Quality of Work Life (Working Environment, Organizational Culture and Climate, Relation and Co-operation, Training and Development, Compensation and Rewards, Facilities, Job Satisfaction and Job Security, Autonomy at work, and Adequacy of Resources) according to the respondent's age, caste, organizational tenure, mother tongue and educational qualifications.***

✚ Non-teaching respondents in the ***age group of up to 30 years are found perceiving relatively more satisfaction*** with respect to all the nine facets of QWL than their counterparts in the age groups of 30-45 years, and 40-60 years.

✚ It is identified that respondents belong to *open categories and backward classes have perceived relatively more satisfaction with respect to all the 9 facets of QWL than scheduled caste respondents*. However, *in all the nine facets of Quality of Work Life, respondents belong to scheduled tribes have perceived relatively lower levels of satisfaction than their counterparts in scheduled castes, backward classes, and open categories*.

✚ Non-teaching *respondents who are having less than 2 years of organizational tenure have perceived more positively with regard to all the 9 dimensions of quality of work life than their counterparts having 2 to 5 years or 6 to 10 years of organizational tenure* in their institutions. However, *respondents having more than 10 years of organizational tenure perceived lower level of quality of work life in terms of all its 9 dimensions compared with their counterparts in other groups*.

✚ It can be gathered from the study results that non-teaching *respondent who are speaking Telugu as their mother tongue have higher level of perceived Quality of Work Life in terms of all of its 9 dimensions than respondents who are speaking Hindi or Odiya* as their mother tongue.

✚ Consistently, *secondaryschool certificate holders in non-teaching respondents perceived higher level of QWL in terms of all of its 9 facets than respondents with other educational qualifications*, who had lower perceptions in terms of the 9 facets of QWL.

✚ The role played by gender of the non-teaching respondents in their perceptions on all the 9 dimensions of QWL seems to be trivial. However, *male respondents in non-teaching staff reported relatively and significantly more satisfaction on organizational culture and climate than their female counterparts*.

✚ *Married subjects in non-teaching staff expressed significantly more satisfaction on working environment and organizational culture and climate at*

*their workplace when compared with respondents who are single. In the same way, married respondents perceived significantly more satisfaction on compensation and rewards, facilities, and job satisfaction and job security at their organizations than respondents who are single.*

✚ According to the results, *those who are having above 10 years of total working experience perceived significantly lower levels of working environment, organizational culture and climate, compensation and rewards, facilities, autonomy and adequacy of resources in their institution than the other groups of respondents having different total experience backgrounds.*

✚ The data analysis results reveal that *non-teaching respondents who are having non-technical education background felt more positively with regard to the working environment, organizational culture and climate, compensation and rewards, autonomy at work, and adequacy of resources and their institutions when compared with respondents who have technical education background.*

✚ It is also identified that, with regard to the working environment, organizational culture and climate, relation and cooperation, and compensation and rewards at their institution, non-teaching respondents who are receiving annual pay between Rs.2,00,001 - Rs.4 lakh perceived more positively than those who are receiving annual pay between Rs.1-2 lakh Respondents who are receiving less than Rs.1lakh annual pay felt lower level of satisfaction on the all dimensions of QWL.

✚ The role played by *designation of the non-teaching respondents in their perceptions on all the 9 dimensions of QWL seems trivial.* Irrespective of their designation, almost all the respondents in all the sub-groups expressed similar feelings towards all the 9 dimensions of QWL at their engineering colleges.

### **Association of Demographics with QWL Perceptions:**

1. The results also revealed that mother tongue of the teaching staff respondents, education technical/non-technical education background, and their annual pay are highly significantly associated with their perceived quality of work life at their institutions, whereas the remaining demographic features have failed in this regard.

2. It is identified that, the age of non-teaching respondents, their marital status, caste, total experience, organizational tenure, mother tongue, educational qualifications, technical/ non –technical education background, and their annual pay have shown significant association with their perceived Quality of work life. Gender and designation have failed in this regard.

3. The data analysis results with regard to the association between perceived Quality of Work Life in the total respondents (both teaching and non-teaching staff constituting the study sample) and their demographic features reveal that age of the respondents, marital status, caste, total experience, organizational tenure, designation, mother tongue, educational qualifications, technical/non-technical education background of the employees, and their annual pay are significantly associated with their perceived Quality of Work Life in the select private engineering colleges. From the total sample respondents perspective, gender was found not associated with QWL.

### **Conclusion:**

*The above results indicate that the some of the demographic features of faculty respondents, some of the demographic features of non-teaching respondents, and some demographic characteristics off the total respondents are associated with their overall Quality of Work Life; which once again reiterated the role of demographics in shaping QWL perceptions in the study subjects.*

## **MANAGERIAL IMPLICATIONS**

*Firstly*, the study results portrayed the current picture of Quality of Work Life in the select private engineering colleges situated in Srikakulam district of Andhra Pradesh State. *Secondly*, the study has depicted the role of demographic features of the study respondents in shaping their Quality of Work Life perceptions. It is already discussed that the QWL perceptions in the respondents are only moderate. In various aspects of the 9 dimensions considered for the study, the respondents provided mixed responses and no consistency is found in their perceptions, except higher level of perceived QWL in Professors and those who are in the highest pay bracket. Respondents belong to scheduled tribes, Hindi speaking respondents, and those who are from non-technical education background have perceived lower QWL. *Some shortcomings in policy initiatives by the institutions might have caused these sharp gaps in QWL perceptions in different sub-groups of respondents.* Specifically, the study results convey to the managements of the study engineering colleges that they need to improve the Quality of Work Life in their employees, since QWL is linked with various positive outcomes at workplace like employee job satisfaction, organizational commitment, and improved employee performance etc. In this regard, *some policy decisions and strict adherence in their implementation by the management will serve the purpose.* In view of the advantages connected with employee Quality of Work Life, the researcher attempts to present some recommendations for improvement of QWL in the studied engineering colleges.

## **MAJOR RECOMMENDATIONS OF THE STUDY**

Technological advancement is one of the critical success factors of economic prosperity of any nation. Undoubtedly, engineering colleges are playing key role participation in shaping the national economy by producing highly skilled and competent human resources catering to the needs of industrial economy. In the aftermath of liberalization and privatization efforts taken place in the 1990s, there was a phenomenal growth of private engineering colleges and technical (higher) education in India. However, the very much believed higher rate of return on investment at private level to the individual student or the higher yield of return to the society at large by technical education tends to be a reality only when the

managements of the private engineering colleges are committed to deliver *quality education* to the students. Besides infrastructure, highly competent faculty members as well as administrative and auxiliary staff striving towards the mission of these engineering colleges are inevitably vital factors in this regard.

It is often reiterated in research and literature that Quality of Work Life of employees directly or indirectly influences their performance, workplace behavior and attitudes. In this context, and based on the results of the present study, the researcher tries to present few recommendations to improve Quality of Work Life of teaching and non-teaching staff members working in the study private engineering colleges.

✚ Allocation/distribution of employee outcomes at workplace like their remuneration, increments, promotion, incentives or punishment etc. will be just and fair only when the allocation decisions are backed by fair policies and their impartial execution in reality. The procedures used in arriving at such allocation decisions should be unbiased. Thus private engineering colleges considered for the study required to develop fair policies for deciding employee outcomes at workplace and the policies must be used with propriety. Besides that, employees must be timely informed of the changes taking place in the policy base, procedures, or executive decisions which show impact on their economic or psychological well-being. Empowerment is highly solicited by the study respondents.

✚ Employee compensation and rewards constitutes an important area of their motivational architecture. Compensation is a hygienic factor and an important determinant of employee Quality of Work Life. Adequate and fair compensation is the focal area of attention for employees and familiar source of industrial conflict and disputes. Hence, in view of present study results, the researcher recommends that the study private engineering colleges need to pay fair remuneration to both faculty members and non-teaching staff following the norms prescribed by the apex regulatory bodies i.e. AICTE and UGC. Besides that provision for fringe benefits and their allocation to employees by judicious executive decisions will enhance employee morale and performance at work.

✚ The study private engineering colleges must take steps to generate healthy and competitive working environment so that it instills confidence in employees. Superior authorities must feel the responsibility to conduct honest performance appraisal and timely feedback on employee performance and must establish free flow of transparent communications through two-way communication process. Superiors are also required to create avenues to employees to develop their strengths and abilities by overcoming their weaknesses.

✚ People skills are an essential part of managing employees at workplace. However, people skills cannot be equipped immediately. Thus, the persons who are in superior positions either at department level or in administrative positions must be trained on people skills, so that it promotes a dignified and respectful working environment in these institutions.

✚ Perceived organizational support in employees tends to the formation of positive workplace behavior in employees. Identification of areas for professional development of employees, providing training to employees for their skills and knowledge enhancement will contribute towards organizational effectiveness. Hence, these private engineering colleges considered for the study must look into areas of professional development of their employees after analyzing the gaps, and need to encourage and support them to attend training programs. It is beneficial to both employees and institutions.

✚ Based on the study findings and in view of the health and hygiene of the employees working in the study private engineering colleges, it is required that these institutions need to improve safe drinking water facility to all the employees. Quality of food in canteen also requires to be improved. In addition to that the toilet facility also requires to be improved further with hygienic conditions.

✚ Necessary infrastructural facilities, material inputs, technical equipment, aids, and budgetary allocations made at workplace can make the completion of targets happen within the time frames. Hence, the select private engineering colleges of the present study need to provide adequate resources for the smooth

and effective completion of targets at workplace. This helps in enhancement of technical education quality.

✚ The study engineering colleges can effectively manage the complaint that considerable number of employees are suffering from stress emanating from work. At organizational level, employee counseling sessions, employee assistance programs, work-family initiative will be helpful in mitigating stress. At the job, social support from the workgroup and superior authority, honest feedback on performance, provision for employee participation in decision making will also improve the situation.

✚ The results revealed that the faculty member-respondents who belong to scheduled tribes, who are speaking Hindi as their mother tongue, who are from non-technical educational background and who are in the annual pay bracket of Rs. 4,00,001- 5 lakh have reported significantly lower perceptions towards all the 9 dimensions of QWL. This manifest lower Quality of Work Life perceptions in the above said sub-groups of faculty respondents is not a welcoming sign and might be the result of their experiences with regard to some inequitable policy initiatives taken by the institutions or the inequitable real-time implementation of those policies. So the study institutions need to take appropriate policy measures to resolve the perceptual gaps and divergence existing in the QWL perceptions of these respondents.

✚ Non-teaching respondents, whose age is above 30 years, who belong to scheduled tribes, who are having more than 10 years of organizational tenure, who are from non-Telugu language background, who have educational attainments above secondary school certificate have reported significantly lower level of perceptions on all the 9 dimensions of Quality of Work Life at their institutions. The reasons for this need to be probed further as such measures can be taken to remedy the perceptual gaps in this regard. Institutional level policy measures may be helpful in improving this situation.

✚ The overall QWL perceptions of the non-teaching respondents are lower in comparison with that of QWL perceptions of the faculty respondents, which also

reflect an imbalance in QWL in these two important parts of human resources associated with these institutions. Thus it requires attention from the managements to equalize QWL perceptions in both these segments. Fair policies , fairness in their implementation, and trustworthiness in decision executives in superior positions will help improve QWL here.

#### **LIMITATIONS OF THE STUDY:**

The current study shares the limitations characteristic of a cross-sectional study. The research results presented in the report reflect the experience based feelings and opinions of the study participants only. The responses of the respondents might also be subject to influences of extraneous factors like their mood, or future relation with their employer or other perceptual biases. Besides that, the study sample confines to and taken from only 6 private engineering colleges situated in Srikakulam district of Andhra Pradesh State, as such the generalizability of the results may not be possible, which is also a limitation.

#### **SCOPE FOR FURTHER STUDY:**

Though some studies have been conducted on Quality of Work Life, still, there is some scope for further research. Research studies on various segments of activities like steel, coal, Paper, fertilizers, etc. deserve a special study. In addition, a comparative study of quality of work life of employees in different industries also needs further attention. Quality of work life of employees in educational institutions, a comparative study of various institutions require another study for improving the conditions of the Teaching employees and Non-teaching employees in different organizations. Quality of work life of employees in service sector, especially, hotels and restaurants, tourism and transportation also need to be focused.

QUESTIONNAIRE FOR TEACHING STAFF

**QUALITY OF WORK LIFE OF EMPLOYEES  
IN PRIVATE ENGINEERING COLLEGES  
(A STUDY IN SRIKAKULAM DISTRICT)**

Dear Sir / Madam,

We are working on a UGC sponsored research project entitled "Quality of Work Life of Employees In Private Engineering Colleges-A study in Srikakulam District". We request you to provide data by filling up the questionnaire. We keep it confidential and use it only for academic purpose.

Thanking you,

Yours sincerely

Please put [✓] to your choice

[ B.BALARAM]

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**QUESTIONNAIRE**

1. Name of the employee (not compulsory): \_\_\_\_\_
2. Designation of the employee : \_\_\_\_\_
3. Name of the Department: \_\_\_\_\_
4. Name of the college : \_\_\_\_\_
5. Gender : Male / Female
6. Level of Education : Technical/Non-Technical
7. Qualification : PG/ M.Phil / Ph.D
8. Caste : OC / OBC / SC / ST
9. Mother Tongue : Telugu / Odiya / Hindi
10. Age : Below 30 years/30-45 years/46-60 years and above
11. Marital status : Single/Married
12. Experience(Total) : <2Years / 2-5 Years / 6 -10Years/ More than 10 Years
13. Experience in Present Institution: < 2Years / 2-5 Years / 6 -10Years/ More than 10Years
14. Average salary paid(per year) : 1-2 Lakhs/ Above 2-4 Lakhs /Above 4-5 Lakhs / >5 lakhs

I. **WORK ENVIRONMENT:**

Note: **HS** – Highly satisfied; **S** – Satisfied; **N** – Neutral; **DS** – Dissatisfied;  
**HDS** – Highly Dissatisfied. Please put [✓] in appropriate box

Sl.No.		HS	S	N	DS	HDS
01	The Work environment in my institute is healthy and competitive.					
02	My institute offers sufficient opportunities to develop my own abilities					
03	The institute provides enough information to discharge my responsibilities					
04	I am given a lot of work empowerment to decide about my own style and pace of work.					
05	I am happy with the communication in the organisation					
06	My institute is a pleasant place to work					

II. **ORGANIZATION CULTURE AND CLIMATE:**

Sl.No		HS	S	N	DS	H D S
07	There is cooperation among all the departments for achieving the goals.					
08	I feel free to receive comments and suggestions on my performance					
09	I am proud to be working for my present organisation.					
10	I am involved in making decisions that affect my work					
11	I never feel discriminated on my job because of my Gender/age/origin by the management/colleagues.					
12	The wage policies adopted by my institute are Good					
13	My organisation communicates every new change that takes place.					
14	I can freely express my opinions in matters where my views are sought.					
15	The annual performance appraisal is fair and transparent in this institution.					
16	Grievance handling is amicable in the institute.					

**III. RELATION AND CO-OPERATION:**

Sl.No.		HS	S	N	DS	HDS
17	I have harmonious relationship with my colleagues.					
18	I feel a strong sense of belongingness in my Institute.					
19	I am able to attend to my personal work in spite of demands made by my job.					
20	The relationship between management and employees is very good.					
21	I have cordial relationship with my immediate superior.					
22	I get good support from my sub-ordinates and peers.					
23	I get cooperation from top management.					
24	I get cooperation from my students.					
25	I get cooperation from general administration and other staff members.					
26	I receive both positive and negative feedback from my superior rationally.					
27	My colleagues are competent and qualified professionals					
28	I have no difficulty in communicating with other staff members and superiors.					
29	My superior(s) has (have) adequate people skills.					
30	I get adequate support in my organization to overcome from my weaknesses and building on my strengths.					

**IV. TRAINING AND DEVELOPMENT:**

Sl.No.		HS	S	N	DS	HDS
31	Training programs in our institute help employees to achieve the required skill for performing the job effectively.					
32	I feel that the training programs conducted at our institution helps improving Interpersonal relationship among employees.					
33	I feel that the training programs should be conducted frequently.					
34	My institute helps me to identify areas of training for my professional development.					

**V. COMPENSATION AND REWARDS:**

Sl.No.		HS	S	N	DS	HDS
35	I am getting my salary in time regularly					
36	In my organisation employee rewards are linked to job performance					
37	My organisation follows fair procedures in giving Promotions to employees.					
38	My work get recognition and accolade from my superiors					
39	I feel my salary is competitive in comparison with those in similar institutes					
40	I believe that my institute is an equal opportunity employer.					
41	I feel that the feedback system in this organization facilitates my performance					
42	I am satisfied with my salary and other benefit package.					
43	My Institution encourages faculty by sponsoring employees for all academic & research activities such as seminars, workshops, FDPs, conferences & publications.					
44	My institution provides incentives in view of faculty achievements.					
45	My organisation provides adequate fringe benefits such as Car allowance, Medical insurance, Medical reimbursement, Paid vacation, Paid holidays, Sick time, pension schemes, free transportation, subsidized meals housing, children education etc.					
46	This institution provides the social security benefits like EPF/Gratuity/ and so on.					

**VI. FACILITIES:**

Sl.No.		HS	S	N	DS	HDS
47	Classrooms and related facilities are comfortable & user friendly in my institution.					
48	The institution is maintaining Toilets & bathrooms neat & clean.					
49	The institution's Canteen offers good quality of food and services.					
50	The Institute is providing filtered drinking water					

51	The organization provides good bus facility and its services.					
52	Clinical facility & medical services of the organization are good					
53	Institute's Laboratories are comfortable, safe, user friendly and easily accessible.					
54	Library has sufficient textbooks, reference books, e-journals, software and easy access to them.					
55	Institute premises are neat, safe and environment friendly.					
56	The organization is having good infrastructural facilities.					
57	Institute provides good Wi-Fi facility					
58	Institute is providing adequate recreation facilities					
59	Cleanliness and hygienic conditions adopted by the Institute are good.					
60	Good welfare amenities are provided by our institute.					

**VII. JOB SATISFACTION AND JOB SECURITY:**

Sl.No.		HS	S	N	DS	HDS
61	I feel comfortable and satisfied with my job.					
62	I feel quite secured about my job.					
63	Conditions in my job allow me to be as productive as I could be.					
64	A strong trade union is required in my institution to protect employees' interests.					
65	My institute values its employees.					
66	The institution provides opportunities for career development within the organization.					
67	The procedure followed for job rotation in the institution is good.					
68	I feel that my work allows me to do my best in a particular area/domain.					
69	Working hours and timings in the institution are good and suit me.					
70	Work load is reasonable and justified in the organization.					
71	My job lets me use my skills and abilities					
72	The people I work with can be relied on when I need help					
73	My physical health(physical illness and injury) and mental health(stress, depression, and problems with emotions) during the past 12 months is good					
74	I can see a long-term future for myself here					
75	My institute is well managed.					
76	My superior treats all employees in my department equitably					
77	Overall job satisfaction is good in this organization.					

**VIII AUTONOMY OF WORK:**

Sl.No.		HS	S	N	DS	HDS
78	Innovative teaching methodologies are encouraged and supported in my institute.					
79	My institution allows a flexible time option.					
80	My organisation allows to do a part of my job at home.					
81	I don't find my work is quite stressful					
82	I am ready to take additional responsibilities with my job					
83	I feel that academic autonomy is important in the institution.					
84	I am given a lot of freedom to decide how to do my own work					
85	I believe that I am provided with Sufficient opportunity for my professional advancement here.					

**IX ADEQUACY OF RESOURCES:**

Sl.No.		HS	S	N	DS	HDS
86	In our institution there is no balance between stated objectives and resources provided.					
87	There are much defined channels for information exchange and transfer.					
88	My company provides resources to facilitate my performance.					
89	Communication and information flow between the departments is effective and satisfactory.					
90	Institution has enough funding and support facility for research activities					
91	It is important for the institution and its programmes to get accreditation.					
92	Funding for prototype research equipment is available					
93	Obsolete equipment is removed and replaced time to time.					
94	I have affected by the inadequacy of budgetary planning at my institute.					

**X MISCELLANEOUS:** (Please give any other views to improve quality of work life)

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_

**Thank you very much for sparing your time to complete this questionnaire.**

QUESTIONNAIRE FOR NON-TEACHING STAFF

**QUALITY OF WORK LIFE OF EMPLOYEES  
IN PRIVATE ENGINEERING COLLEGES  
(A STUDY IN SRIKAKULAM DISTRICT)**

Dear Sir / Madam,

We are working on a UGC sponsored research project entitled "Quality of Work Life of Employees In Private Engineering Colleges-A study in Srikakulam District". We request you to provide data by filling up the questionnaire. We keep it confidential and use it only for academic purpose.

Thanking you,

Yours sincerely

Please put [✓] to your choice

[ B.BALARAM]

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**QUESTIONNAIRE**

1. Name of the employee (not compulsory): \_\_\_\_\_
2. Designation of the employee : \_\_\_\_\_
3. Name of the Department: \_\_\_\_\_
4. Name of the college : \_\_\_\_\_
5. Gender : Male / Female
6. Level of Education : Technical/Non-Technical
7. Qualification : Secondary / Intermediate(+2) / Degree / PG/
8. Caste : OC / OBC / SC / ST
9. Mother Tongue : Telugu / Odiya / Hindi
10. Age : Below 30 years/30-45 years/46-60 years and above
11. Marital status : Single/Married
12. Experience(Total) : <2Years / 2-5 Years / 6 -10Years/ More than 10 Years
13. Experience in Present Institution: < 2Years / 2-5 Years / 6 -10Years/ More than10Years
14. Average salary paid(per year) : < 1 Lakh /1-2 Lakhs/ 2-4 Lakhs

**I. WORK ENVIRONMENT:**

Note: **HS** – Highly satisfied; **S** – Satisfied; **N** – Neutral; **DS** – Dissatisfied;  
**HDS** – Highly Dissatisfied. Please put [✓] in appropriate box

Sl.No.		HS	S	N	DS	HDS
01	The Work environment in my institute is healthy and competitive.					
02	My institute offers sufficient opportunities to develop my own abilities					
03	The institute provides enough information to discharge my responsibilities					
04	I am given a lot of work empowerment to decide about my own style and pace of work.					
05	I am happy with the communication in the organisation					
06	My institute is a pleasant place to work					

**II. ORGANIZATION CULTURE AND CLIMATE:**

Sl.No		HS	S	N	DS	H D S
07	There is cooperation among all the departments for achieving the goals.					
08	I feel free to receive comments and suggestions on my performance					
09	I am proud to be working for my present organisation.					
10	I am involved in making decisions that affect my work					
11	I never feel discriminated on my job because of my Gender/age/origin by the management/colleagues.					
12	The compensation policies of my institute are Good					
13	My organisation communicates every new change that takes place.					
14	I can freely express my opinions in matters where my views are sought.					
15	The annual performance appraisal is fair and transparent in this institution.					
16	Grievance handling is amicable in the institute.					

**III. RELATION AND CO-OPERATION:**

Sl.No.		HS	S	N	DS	HDS
17	I have harmonious relationship with my colleagues.					
18	I feel a strong sense of belongingness to my Institute.					
19	I am able to attend to my personal work in spite of demands made by my job.					
20	The relationship between management and employees is very good.					
21	I have cordial relationship with my immediate superior.					
22	I get good support from my sub-ordinates and peers.					
23	I get cooperation from my management.					
24	Students are co-operative in my college.					
25	I get cooperation from general administration and other staff members.					
26	I receive both positive and negative feedback from my superior rationally.					
27	My colleagues are competent and qualified professionals					
28	I have no difficulty in communicating with other staff members and superiors.					
29	My superior(s) has (have) adequate people skills.					
30	I get adequate support in my organization to overcome from my weaknesses and building on my strengths.					

**IV TRAINING AND DEVELOPMENT:**

Sl.No.		HS	S	N	DS	HDS
31	Training programs in our institute help employees to achieve the required skill for performing the job effectively.					
32	I feel that the training programs conducted at our institution helps improving Interpersonal relationship among employees.					
33	I feel that the training programs should be conducted frequently.					
34	My institute helps me to identify areas of training for my professional development.					

**V. COMPENSATION AND REWARDS:**

Sl.No.		HS	S	N	DS	HDS
35	I am getting my remuneration in time regularly					
36	In my organisation employee rewards are linked to job performance					
37	My organisation follows fair procedures in giving Promotions to employees.					
38	My work get recognition and accolade from my superiors					
39	I feel my remuneration is competitive in comparison with those in similar in states					
40	I believe that my institute is an equal opportunity employer.					
41	I feel that the feedback system in this organization facilitates my performance					
42	I am satisfied with my salary and other benefit package.					
43	My institution encourages employees by sponsoring various professional development activities.					
44	My institution provides incentives in view of employee achievements at work place.					
45	My organization provides adequate fringe benefits such as medical insurance, paid vacation paid holidays, transportation, subsidized meals etc.					
46	This institution provides the social security benefits like EPF/Gratuity/ and so on.					

**VI FACILITIES:**

Sl.No.		HS	S	N	DS	HDS
47	Office and related facilities are comfortable in my institution					
48	The institution is maintaining Toilets & bathrooms neat & clean.					
49	The institution's Canteen offers good quality of food and services.					
50	The Institute is providing filtered drinking water					

51	The organization provides bus facility and its services to employees					
52	Clinical facility & medical services of the organization are good					
53	Institution's equipment to work with is safe, user friendly and easily accessible.					
54	Library is well equipped with books, journals, and software with easy access.					
55	Institute premises are neat, safe and environment friendly.					
56	The organization is having good infrastructural facilities.					
57	Institute provides Wi-Fi facility					
58	Institute is providing adequate recreation facilities					
59	Cleanliness and hygienic conditions adopted by the Institute are good.					
60	Good welfare amenities are provided by our institute.					

**VII JOB SATISFACTION AND JOB SECURITY:**

Sl.No.		HS	S	N	DS	HDS
61	I feel comfortable and satisfied with my job.					
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64	A strong trade union is required in my institution to protect employees' interests.					
65	My institute values its employees.					
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68	I feel that my work allows me to do my best in a particular area/domain.					
69	Working hours and timings in the institution are good and suit me.					
70	Work load is reasonable and justified in the organization.					
71	My job lets me use my skills and abilities					
72	The people I work with can be relied on when I need help					
73	My physical health(physical illness and injury) and mental health(stress, depression, and problems with emotions) during the past 12 months is good					
74	I can see a long-term future for myself here					
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77	Overall job satisfaction is good in this organization.					

**VIII AUTONOMY OF WORK:**

Sl.No.		HS	S	N	DS	HDS
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79	My institution allows a flexible time option.					
80	My organisation allows to do a part of my job at home.					
81	I don't find my work is quite stressful					
82	I am ready to take additional responsibilities with my job					
83	I feel that academic autonomy is important in the institution.					
84	I am given a lot of freedom to decide how to do my own work					
85	I believe that I am provided with Sufficient opportunity for my professional advancement here.					

**IX ADEQUACY OF RESOURCES:**

Sl.No.		HS	S	N	DS	HDS
86	My institution maintains balance between stated objectives and resources provided					
87	There are much defined channels for information exchange and transfer.					
88	My company provides resources to facilitate my performance.					
89	Communication and information flow between the departments is effective and satisfactory.					
90	Institution has enough funding and support facility for research activities					
91	It is important for the institution and its programmes to get accreditation.					
92	Funding for new equipment is available					
93	Obsolete equipment is removed and replaced time to time.					
94	I have not affected by the inadequacy of budgetary planning at my institute					

**X MISCELLANEOUS:** (Please give any other views to improve quality of work life)

- (v) \_\_\_\_\_
- (vi) \_\_\_\_\_
- (vii) \_\_\_\_\_
- (viii) \_\_\_\_\_

**Thank you very much for sparing your time to complete this questionnaire.**

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# Quality of Work Life Components: A Literature Review in Academic Sector

**Dr. Balaram Bora**

**Associate Professor**

**Department of Management Studies**

**Aditya Institute of Technology and Management, Tekkali-532201, Srikakulam , Andhra Pradesh, India**

**Abstract :** The concept of Quality of Work Life (QWL) has emerged as an important determinant of a model employment. Several researches have been conducted on QWL, but a few studies are in the academic sector. However, considering the contributions of QWL in the recent times, a more comprehensive review is attempted here on academic sector. In this connection , the author has reviewed the literature on QWL components which would help researchers to take a closer look at the application of QWL components. For this purpose, the author considered available secondary data relates to academic sector. The present paper Quality of Work Life Components: A Literature Review in Academic sector, is presented in four parts encompassing the concept of QWL, Review of available Literature on QWL , various Components of QWL and adoption of QWL components to academic environment. Based on the review a conclusion is provided. It is observed that 18 components are most predominant components that address the QWL of employees in the Academic Sector.

**IndexTerms** - Quality of Work Life (QWL), Work Environment, Work-Life Balance, Job Satisfaction

## I. INTRODUCTION

The concept of Quality of Work Life (QWL) has emerged as an important determinant of a model employment. Wages and salaries do not indicate how good the employer is. It is the total Quality of Work Life, wages and salaries include that is taken into account while rating employment conditions. Effective management therefore, is also about ensuring better quality of work life to the working class. The stress has to be on how good are the total living conditions of the working class rather than only the work climate provided in the industrial unit. Employee does not lead on the job work life only. In fact the off the job life is equally important. Sometimes, may be it is more important because employee spends more time off the job than on the job. Obviously, the quality of work will always have to be a function of both whether the managements like it or not. In order to ensure high quality performance the managements need to provide a high quality of work life.

The term quality of work life (QWL) refers to the favourableness or unfavourableness of a job environment for people(Keith,1989). Employees at the gross- root level experience a sense of frustration because of low level of wages, poor working conditions, unfavourable terms of employment, inhuman treatment by their superiors and the like, whereas managerial personnel feel frustrated with their conditions of employment, inter-personal conflicts, role conflicts, job pressures, lack of freedom in work, absence of challenging work, etc. It means High QWL is sought through good supervision, good working conditions, good packages and benefits and an interesting, challenging and rewarding job. QWL efforts are systematic attempts by organisations to give employees a greater opportunity to affect the way they do their jobs and the contributions they make to the organisation's overall effectiveness. QWL has assumed increasing interest and importance in both industrialised as well as developing countries of the world. In India, its scope seems to be broader than many labour legislations (B.Bora, 2015).

Quality of work life can be defined as the status of objective conditions/status of living of workers at the work place. It is a function between objective conditions of life and the subjective attitude. The condition in which the worker is exposed to the working place is work place environment(Panda et al,2001). Quality of Work Life (QWL) is a comprehensive concept that includes an individual's job related well being as well as the extent to which work experiences are rewarding, fulfilling and devoid of stress and other negative personal consequences (Lokanadha reddy et al,2010).

The QWL is a cooperative rather than authoritarian, evolutionary and open rather than static and rigid; informal rather than rule-bound; impersonal rather than mechanistic; mutual respect and trust rather than hatred against each other (Rao V.S.P , 2009). Since the origin of the term in early 1970's, quality of work life has become an important matter of concern in work organisations (Saklani D.R, 2003). The term "Humanization of Work", "Industrial Democracy", "quality of work life" and "participate work" are interchangeably used to denote the same sense. The core of these concepts in the value of treating the worker as a human being and emphasizing his development and involvement in work decisions. These concepts are very close to the HRD concepts (Udai Pareek , 1997). Katzell et al, 1975 observed that a worker issued to be enjoying a high quality of working life when he (1) has positive feeling towards his job and its future prospects (2) is motivated in the job and perform well, and (3) feels his working life fits well with his private life to afford him a balance between the two in terms of his personal values.

One of the major problems being faced by the developing and the developed countries in the quality of work life of a vast majority of employees engaged in productive pursuits. The issue is not just one of the achieving greater human satisfactions but it

also aims at improving productivity, adaptability and overall effectiveness of organisations. QWL is more than a sheer work organisation movement which focuses on job security and economic growth to the employees. In this mechanical life, workmen reach home after completion of their hectic job with highest stress. Human being cannot be compared with machines. They have their own impulses, instincts, emotions. Employer should design a job which suits the needs of workmen not the technology. By using Quality of Work Life (QWL) worker's potential can be used to maximum extent. It ensures greater participation and involvement of workers, makes work easier and improves quality and efficiency (B.Bora et al, 2015).

## II. REVIEW OF LITERATURE

Several researches have been conducted on QWL, but a few studies are in the academic sector. The results from these researches are on observations of the earlier researches on academic sector.

The four major determinants of QWL, i.e. decision-making authority, growth and development, recognition and appreciation, and promotional avenues were missing and the teachers would like an environment that included these determinants (Chandar et al, 1993). Meaningfulness of job, optimism on organizational change and autonomy are significantly related to Job Satisfaction of employees in a Private Higher Learning Institution. The study conducted in Tiruchirappalli city limit colleges reveals that there is a significant association between quality of worklife of teachers and working environment of teachers (Saad et al, 2008).

A study on the university employees revealed that there is a positive relationship between job satisfaction and QWL dimensions. QWL significantly contributes towards increasing the job satisfaction or dissatisfaction depending upon the employee's negative or positive perception of QWL dimensions (Ganguly R, 2010). Faculty members indicated positive job satisfaction and would continue to stay in the same job only if they have opportunity for growth and development along with organizational prestige, financial factors. In this direction the major cause of disgruntlement was found to be advancement opportunity, organizational prestige and financial factors. So the college administration must give due weightage to these factors as respondents have held these factors responsible for retaining them in their present jobs (Shariq abbas, 2010). If the QWL of teachers is below average then its resultant impact will be on teaching and research work and these are the basis for the progress of any society. QWL and Quality of life has a significant association in teaching environment. Research carried out in academic sector shows that QWL of college teachers is in low level (Bharati and kumar, 2011).

QWL programmes provide opportunity for growth and development by facilitating training to the employees which consequently increases job satisfaction. QWL is concerned with creating work environment which is conducive and congenial. There is a significant relation between job satisfaction, personal growth, and team effectiveness even in the academic sector (R. Jayan, 2012). QWL has direct bearing with productivity, as improved QWL will ultimately lead to higher productivity and job satisfaction (Alireza et al, 2012). QWL of academicians, particularly in the Private Technical Institute, is not in a better condition. Factors such as salary and wages biasness between same qualified employees, advancement opportunity for growth is low, salary and job security issues are badly affecting the relationship with administration and academicians, dissatisfaction regarding leave flexibility etc. are responsible for low QWL of respondents (Vishwakarma et al, 2013). A high QWL is required for the growth of both the employees and the institutions.

Jain Bindu and Swami Yashik (2014) in their study divulged that QWL in Indian academic sector is of low level. A planned change in the working environment is required to improve QWL in academic sector. Training, redesign of work, workshops for knowledge enhancement and personal growth, valuable participation in decision making, modification in promotion scheme etc. are some of the ways through which we can improve QWL. Improved QWL is beneficial for both the employee and institute so it's the mutual responsibility of the two. QWL of teachers at academic sector is below satisfaction and required attention and implementation of effective measures to improve it. The major issues regarding QWL in academic sector are: i. Avenues for growth and development not satisfactory. ii. Promotional aspects are not satisfactory. iii. Teacher's participation in decision making is below satisfaction. iv. Job security is there but Job satisfaction is missing. v. Job involvement is lacking. Solutions: i. The level and number of designation regarding faculty should be increased and it should be same at college and university level. ii. There must be transparency and decisive role of teachers in decision making bodies of institution since teachers are not only the part parcel the institution, but also the important instrument in the implementation of different policies, rules and regulations. iii. Autonomy of the institution should be maintained with respect to its various dimensions such as recruitment, selection, framing of general policies, rules regulation etc. iv. Regular orientation/refresher courses, workshops, seminar, symposium etc. should be organized for teachers up gradation on current trends, methods, strategies, pedagogy of education. v. "Personality assessment test" for selection of new faculty should be rigorously conducted. vi. The administration should organize health related programmes for teachers in order to provide them better QWL.

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.

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.

O.P.Singh and S. K. Singh (2015) observed that the current study would be of strategic importance to educational institutions to identify the critical factors that could enhance teacher's job satisfaction, commitment, and performance level. Hence, higher educational authority should take progressive steps to organize a conducive and congenial work culture and environment at higher educational level in which every teacher works in a well defined manner for their own excellence and for institutional effectiveness also. In another research conducted in India by Elamparuthy and Jambulingam (2016) on 230 college teachers' perceptions of QWL working in 18 colleges located within the "Tiruchirappalli and Kumbakonam" city limits. The results indicate that the level of QWL of college teachers is low. Their results further indicate that there is a significant difference in QWL perceptions as per length of service of the respondents but no significant difference exist in QWL perceptions a per gender, age, designation and income levels of the respondents.

Abdulkadir Mohamud Dahie et al. (2017) utilized convenient sampling to collect 95 questionnaires from University of Somalia in Mogadishu, Somalia. These respondents were provided a questionnaire with three main construct which measuring general well-being, career and job satisfaction and working conditions. However, the study found that general well-being, career and job satisfaction as well as good working condition workplace have significant impact on quality of work life. The prime objective of Malarkodi et al, (2017), research is to critically envisages the various parameters determining Quality of work life among the faculties. Descriptive research Design and convenient sampling method adopted for this study. 200 sample size from the total population chosen for this study. Faculty members have expressed their opinion that the management needs to take necessary steps for structuring proper work load models to be offered to the faculties.

Madhuri Sitaram Ban and U.V.Panchal(2017) observed that emotional intelligence will help an employee experience better work – life balance. High self – awareness helps an individual to monitor the actions and try to rectify it if required, self-awareness guides an individual to fine tune the job performance style and become more acceptable and socially networked. Further it also helps employees, use their emotions to facilitate performance by directing them toward Constructive activities and improving personal performance. Any person highly capable in this dimension would be able to encourage him or herself to do better continuously and direct his or her emotions in positive and productive directions. Shanmuga priya. I and J. Vijayadurai(2017) expressed that today roles of women have changed a lot depending upon their profession throughout the world. Due to financial demands, economical status, education effective usage all are major role for women lecturers. This study concludes performance, satisfaction, stress relief all could be main outcomes in quality of work life for an working women lecturer in colleges.

### III. QWL COMPONENTS IN ACADEMIC SECTOR

A number of attempts have been made to identify various dimensions of this concept. "Some have emphasized the improvement in working conditions leads to better quality of life, while others feel a fair compensation and job security should be emphasized"( Mirza S Saiyadain ,1995). Luthans (1985) recognises the purpose as "to change the climate at works so that the human – technological – organisational" interface leads to a better quality of work life.

Rechard E.Walton (1973), explains quality of work life in terms of eight broad conditions of employment that constitute desirable QWL. He proposed the same criteria for measuring QWL. The conditions/Criteria include: (1) Adequate and fair compensation, (2) Safe and healthy working conditions, (3) Opportunity to use and develop human capacities, (4) Opportunity for career growth, (5) Social integration in the work force, (6) Constitutionalism in the work organisation, (7) Work and quality of life and (8) Social relevance of work.

Dr. Saklani(2003) has chosen thirteen dimensions for analyzing the concept of QWL viz., 1.Adequate and fair compensation, 2. Fringe benefits and welfare measures, 3. Job security, 4. Safe and healthy physical environment, 5. Work load, 6. Opportunity to use and develop human capacity, 7. Opportunity for continued growth, 8. Human relations, 9. Participation in decision making, 10. reward and penalty system. 11. equity, justice and grievance handling, 12. work and total life space, and 13. image of organisation in the society.

Researchers used different components to measure the Quality of Work Life of employees in their study. Nanjundeswaraswamy & Sandhya(2016) have examined various papers, and have proposed a new set of QWL components to measure the degree of QWL of employees in the changed scenario. According to them, by considering the available literature

based on the frequency of usage of the components by different researcher and changed situation in labor market, eighteen components are most predominant components that address the QWL of employees.

Table-1: QWL factors from previous research studies in Academic Sector

Author(s)	Components to measure the degree of QWL of employees.
Chander, Subash and Singh, Parampal (1993)	Adequacy of resources, employee attitude, Autonomy of work, Facilities, Leadership styles, Job security, Occupational stress, Nature of Work, Job Challenges/ Job responsibility, Training and Development, Relationship and co operations, Organizational culture, Organizational commitment, Adequate and fair compensation, Opportunities for Growth and Advancement, Job satisfaction, Work environment.
Kershaw C(1994)	Work load ,communication, support, Recognition
Lam P(1995)	Job satisfaction, Social relevance of work
George Mason University's QWL Task force(2000)	Work Load, Promotion and recognition
Mentz K(2001)	Job satisfaction, Perception
David lewis et al (2001)	Research shows leadership styles and Adequate and fair compensation
G NaslSaraji, H Dargahi (2006)	Training and development, work environment, Opportunities For Growth And Advancement , Adequate and fair compensation, Organizational commitment , Job security, Facilities, Autonomy of work , Job Challenges/ Job responsibility, Health and Safety, Employee Satisfaction
Rauduan che Rose et.al(2006)	Career achievement, Career Satisfaction
Rishu Roy(2006)	Job Performance, Motivation and Rewards
Julia Connell, Zeenobiyah Hannif,(2006)	Working conditions, Employee focus
Besharat, M. A. (2007)	Work environment.
Guna seelan Rethinam, Maimunah Ismail(2008)	Dynamic changes, Work Life
Yousefi, F. & Safari, H. (2009)	Emotional Intelligence
Mehdi Hosseini, Gholamreza Mehdizadeh Jorjatki (2010)	Adequate and fair compensation, Opportunities For Growth And Advancement .
Rochita Ganguly(2010)	Job satisfaction, Perception
Shariq, Vandana and Anant(2010)	Job satisfaction, Organizational prestige and financial factors
Kalantari, P.; Mohammadi Moghani, H.; Taghibigloo, N. & Honari, H. (2012)	Emotional Intelligence
Farahbakhsh, S. (2012)	Emotional Intelligence
Ahmadnejad, M., Hassani, M., Sepehrian Azar, F., & Shojaiee, K.(2012)	Emotional Intelligence
Tabassum, A., Rahman, T., & Jahan, K. (2012)	Relationship and co operations, Work environment , Job satisfaction.
Eghtesadi, S. (2013)	Emotional Intelligence
Abdollahi, B. & Pour-Moazzen, O.(2013)	Emotional Intelligence
Ramazani, A. & Nazarian-Madvani, A. (2013)	Emotional Intelligence
T.S.Nanjundewara swamy & Swamy D.R (2013)	Work environment, Organization culture and climate, Relation and co-operation, Training and development, Compensation and Rewards, Facilities, Job satisfaction and Job security, Autonomy of work, Adequacy of resources.
Afsar,S.T. (2014)	Organizational commitment
Barzoki, A. S., & Sarand, V. F (2015)	Organizational commitment
Karimi, O., Daraei, M. R., & Farajzadeh, F. (2015)	Job security, Work environment , Opportunities for Growth and Advancement, Adequate and fair compensation, Emotional Intelligence, Organizational culture, Job security.
Maghaminejad, F., & Adib-Hajbaghery, M. (2016).	Work environment, Adequacy of resources, Job security, Relationship and co operations, Organizational culture, Adequate and fair compensation, Opportunities for Growth and Advancement, Job satisfaction.
Hamidi, Y., Mohammadi, A., Soltanian, A. R., & Mohammad Fam, I. (2016)	Organizational culture, Job satisfaction
Sawhney, M. M., & Khatri, M. P. (2016) [	Job satisfaction

There were few researchers' conducted studies to analyze the QWL of Academic sector across the world. The following researches on QWL components in academic sector is the main study are shown below in Table: 1 according to chronological Order.

#### IV. CONCLUSIONS

It can be seen from the above mentioned studies conducted in various organizational settings in academic environments more specifically in different countries and cultural background clearly evidenced that Quality of Work Life practices have positive implications at work place. The studies stoutly substantiated the relevance of QWL in honing positive workplace behavior and attitudes like job satisfaction, Organizational commitment, reduced absenteeism and stress levels, employee well being, engagement in job and even improved performance. Hence, it can be concluded that Quality of Work Life practices triggers positive workplace experiences in employees, academicians in specific. Various Researchers used different components to measure the Quality of Work Life of employees in their study in Academic Sector in particular. It can be concluded that even to Academic sector, the following 18 components are most predominant components that address the QWL of employees. They are Adequacy of resources, Adequate and fair compensation, Autonomy of work, Emotional Intelligence, Employee Attitude, Facilities, Job Challenges/ Job responsibility, Job satisfaction, Job security, Leadership styles, Nature of Work, Occupational stress, Opportunities For Growth And Advancement, Organizational commitment, Organizational culture, Relationship and co operations, Training and Development and Work environment.

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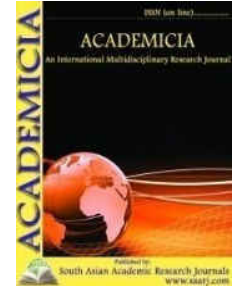
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## QUALITY OF WORK LIFE: A LITERATURE REVIEW IN THE ACADEMIC SECTOR

**Dr. Balaram Bora\***

\*Associate Professor  
Aditya Institute of Technology and Management,  
Department of Management Studies, Tekkali,  
Srikakulam District, (A.P), INDIA  
Email id: balaram\_bora@rediffmail.com

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### ABSTRACT

*Quality of Work Life became a vital concept in people management front and attracted wide research attention, which is evidenced by significant volume of research done on this aspect in diverse workplace settings and in different cultures. In spite of availability of sufficient research on Quality of Work life, the research focus is less with regard to academic environment. The present paper aims at reviewing the research contributions made on Quality of Work Life issues with a view to provide a closer look on the concept, its applications and implications in academic environment in specific. For our study purpose, only secondary data is used which is sourced from different journals and books. The paper Quality of Work Life: A Literature Review in the Academic Sector presents a conceptual exposition of Quality of Work Life, review of available literature, various dimensions of Quality of Work Life along with a note on the appropriate typology suitable for research in academic settings. Avenues for further research are discussed.*

**KEYWORDS:** *Job satisfaction, Quality of work life (QWL), Work environment, Work-life balance.*

## 1. INTRODUCTION

The term quality of work life (QWL) refers to the favorableness or unfavourableness of a job environment for people (Keith Davis, 1989). Employees at the grass-root level experience a sense of frustration because of low level of wages, poor working conditions, unfavorable terms of employment, inhuman treatment by their superiors and the like whereas managerial personnel feel frustrated with poor conditions of employment, inter-personal conflicts, role conflicts, job pressures, lack of freedom in work, absence of challenging work, etc. It means high QWL is sought through good supervision, good working conditions, good packages and benefits and an interesting, challenging and rewarding job. QWL efforts are systematic attempts by organizations to give employees a greater opportunity to affect the way they do their jobs and the contributions they make to the organization's overall effectiveness. QWL has assumed increasing interest and importance in both industrialized as well as developing countries of the world. In India, its scope seems to be broader than many labor legislations (Balaram Bora, 2015).

Quality of work life can be defined as the status of objective conditions/status of living of workers at the work place. It is a function between objective conditions of life and the subjective attitude. The condition in which the worker is exposed to the working place is work place environment (Panda et al., 2001). Quality of Work Life (QWL) is a comprehensive concept that includes an individual's job related well being as well as the extent to which work experiences are rewarding, fulfilling and devoid of stress and other negative personal consequences (Lokanadha Reddy et al., 2010). In this mechanical life, workmen reach home after completion of their hectic job with highest stress. Human being cannot be compared with machines. They have their own impulses, instincts, and emotions. Employer should design a job which suits the needs of workmen not the technology. By using Quality of Work Life (QWL) worker's potential can be used to the maximum extent and it ensures greater participation and involvement of workers, makes work easier, and improves quality and efficiency (Balaram Bora et al., 2015).

## 2. REVIEW OF LITERATURE

Several researches have studied the concept of QWL, but only few studies were conducted in academic settings. Many of these studies focused to understand the relationships between QWL and variables such as job involvement, job satisfaction, motivation, organization commitment etc. However, several other studies focused on investigating employees' satisfaction with the general level of QWL as well as the relationship of QWL with demographic variables. Thus, in the light of the role and relevance of Quality of Work Life, an attempt is made to present a precise note on the literature review. The present study comprehends the observations made in earlier research with regard to QWL in academic sector by following chronology.

Louis and Smith's (1990) research identified the importance of QWL in reducing employee turnover and employee well-being with its impact on the services offered. Rossmiller (1992) did a study of QWL on secondary school teachers and principals. He focused on great workplace and found that there is a positive influence between QWL and teacher's participation, professional collaboration and interaction, use of skill and knowledge, and teaching environment.

Faculty members indicated positive job satisfaction and would continue to stay in the same job only if they have opportunity for growth and development along with their perceptions on organizational prestige, and financial factors. In this direction it was found that the four major determinants of QWL i.e. exercising authority in decision-making, growth and development

opportunities, recognition and appreciation at workplace, and promotional avenues are vital factors teachers would more dearly search for at workplace and they try to join academic environment that includes these factors (Chander et al.,1993). Kumar and Shanubhogue (1996) studied and compared the existing and expected QWL in universities and found an extensive gap between the employees. They defined the quality of work life program as an approach helps in improving the life of employees and improves the overall university's performance.

David Lewis et al.'s (2001) research study shows that income, supervisor relationship, and commitment play significant role in determining the Quality of Work Life of the employees. The findings of the study also show that female employees have a lower level of Quality of Work Life compare to male employees. WFD Consulting (2003) engaged in the "Office of Academic Affairs and Office of Human Resources" conducted a survey to evaluate the experiences and perceptions of the work environment and work life issues of Ohio state university's faculty. This study examined the relationship between work environment and work life issues and identified the priority areas for solving problems. According to this survey, gender, job position, family demographics and nature of the job play a vital role in deciding the satisfaction factor because their expectations are different from each other. Better work life is required for increasing satisfaction and commitment which will contribute to the organizational goal of achieving world class excellence.

Ramezani (2004) studied the relationship between principals' quality of life and their performance in high schools of the city of Hamedan in Iran and concluded that if the quality of working life increases, performance will improve. Buffardi et al. (2004) conducted a survey on the task force in George Mason University's employees to correctly measure the quality of work life. Using Eisenberger's construct of perceived organizational support (POS), survey was done to know which key factor is influencing employee commitment to the organization, job satisfaction, and general quality of work life. In this study, the researcher said that employees are looking for various factors which come under the quality of work life constructs. These are salary, health care benefits, retirement benefits, job security, work space, special recognition for achievements, availability of on-campus child care, adequate input in the decision process and fair and equitable performance appraisal, and equitable distribution of resources.

Saraji and Dargahi (2006) examined the positive and negative attitudes of employees of Tehran University of Medical Sciences (TUMS) Hospitals' towards quality QWL. A questionnaire based on 14 key factors of QWL was distributed to 908 employees of 15 different hospitals and around 70% of employees given their responses. A cross-sectional, descriptive and analytical study was conducted. A stratified random sampling technique was used to select respondents. This study results shows most of the employees were dissatisfied with occupational health and safety, intermediate and senior managers' support, their income and work and family life balance. This study indicated that the employees were not satisfied with their job. This indicated that there was a need of improving quality of work life of employees in TUMS. They identified QWL variables as fair pay and autonomy, job security, health and safety standards at work, reward systems, recognition of efforts, training and career advancement opportunities, participation in decision making, interesting and satisfying work, trust in senior management, balance between the time spent at work and with family and friends, level of stress experienced at work, amount of work to be done, occupational health and safety at work.

Ming Chang Tomayko (2007) analyzed the quality of work life of mathematics teachers in Maryland. The purpose of this study was to improve both the effectiveness and satisfaction of mathematics teachers. This study was based on the stress of mathematics teaching. This study made an underlying base of prior researches on social psychology and organizational behavior theory to understand the different approaches to study of tension in mathematics teaching. He divided the tension in 5 different strands like goal congruence, agency, teacher efficacy and respect, professional interaction and load appropriateness. A Likert-type questionnaire created on these different tension strands and distributed through e-mails and. The survey data were analyzed in two ways. First, the teachers working condition were analyzed on the five selected stressors and then factor analysis of the survey data identified flyers six underlying components of stress in the work lives of mathematics teachers. Teacher working conditions were then re-evaluated with respect to these six components. This study revealed that mathematics teachers were overloaded with the job responsibilities and had a lack of agency. On the other hand teachers were fully motivated to teach mathematics. Rahimi Hamid et al (2007) conducted a study on Quality of Work Life of faculty members in public universities. Their research study concludes that there is no significant difference in Quality of Work Life of the faculty members with respect to age, gender, department, and location.

Saad et al. (2008) investigated the employee's perception of their work-life quality in the Razak University, Malaysia. The prime objectives of this study to see whether the university environment influences employees' perception of job satisfaction; second, to find the different sources which arises stress among university employees and finally to calculate employees level of satisfaction with regard to various job related aspects. In this study ten QWL variables (work-family interference, quality of relationship, meaningfulness, pessimism about organizational change, self competence, impact, self determination, access to resources, time control and support) were used to test the relationships of QWL with job satisfaction. The study is based on 251 questionnaires which were based on a five-point Likert scale ranging from 1 to 5. To check the validity of relationship, correlation test and multiple linear regression were used. The multiple linear regressions indicated that only 3 QWL variables (meaningfulness, pessimism about organizational change and self determination) were significantly related to Job satisfaction. This study indicated that the QWL variables only are insufficient to measure employees' job satisfaction.

Yavari et al (2009) conducted a study on Quality of Work Life among the faculty members. The results of the study show that there is a significant difference in Quality of Work Life among faculties with respect to age and years of experience. The study also reveals that there is a significant difference found in Quality of Work Life among the male and female faculty members. Bharathi et al. (2009) examined the perception of college teacher towards QWL. The aim of the study was to analyze the QWL under various dimensions. Data was collected from 12 colleges located in Tiruchirappalli city and 239 respondents' data were selected out of 1279 college teachers. The researcher created a standard questionnaire of 116 questions which was based on 16 different dimensions. Questioner consists of questions on socio-economic characteristics, various dimensions of QWL and QWL in a teaching environment. The collected data were analyzed by using SPSS and various statistical tests were applied based on hypotheses and the matching variables. Descriptive cum Diagnostic research design method was used to understand the characteristics of a particular individual, or a group and the association between

the variables. This study revealed that overall 59.0% of the respondents have high levels of QWL and 41.0% have low levels of QWL.

Balasundaram Nimalathan (2010) identified four factors of QWL practices. The four practices are job benefits for family, physically safe, payment for work, and creativity of outside. Policy implications may be useful for overall improvement of QWL of academic professions. The research suggests Universities should provide job security, conducive working environment, research facilities, and overall career advancement opportunities for their academic professionals. The study suggests Universities should offer minimum reasonable salaries and benefits to their academic professionals. A study conducted by Mukherjee, 2010 on clerical employees working in a university reveal that Quality of Work life significantly contributes toward satisfaction or dissatisfaction.

Rochita Ganguly (2010) examined the QWL of university employees and the relationship between quality of work life and job satisfaction. The researcher was very careful in data collection. She considered literate and experienced persons who understand the significance of questionnaire and fill up the data correctly. She designed the questioner in Bengali, a regional language of employee for better understanding and thought flow. The results indicated that the employees are not happy with the degree of autonomy, personal growth and superior support. The employees were not satisfied with their job and unhappy with QWL of university. A study on the university employees revealed that there is a positive relationship between job satisfaction and QWL dimensions. QWL significantly contributes towards increasing the job satisfaction or dissatisfaction depending upon the employee's negative or positive perception of QWL dimensions.

Mehdi Hosseini et al. (2010) concluded that the career achievement, career satisfaction and career balance are not only the significant variables to achieve good Quality of Work Life, but QWL or the quality of work system as one of the most interesting methods creating motivation and is a way to have job enrichment. It is also noted from the research that fair pay, growth opportunities and continuing promotion improves staffs' performance which in turn increases QWL of employees. Shariq Abbas et al. (2010) observed that major cause of disgruntlement was found to be advancement opportunity, organizational prestige and financial factors. So the college administration must give due weightage to these factors as respondents have held these factors responsible for retaining them in their present jobs.

Bharathi P.S. Umaselvi and Senthil Kumar (2011) observed that If the QWL of teachers is below average then its resultant impact will be on teaching and research work and these are the basis for the progress of any society. QWL and Quality of life has a significant association in teaching environment. Research carried out in academic sector shows that QWL of college teachers is in low level. D. Kumar and J.M. Deo (2011) did a study to measure the effect of stress on quality of work life of college teachers. They took 100 college teachers of universities of Bihar and Jharkhand and studied their different perception of quality of work life. Findings exposed that junior teachers had more stress than senior teachers. As well as female teachers were feeling more stress in their job in comparison to male teachers. Shahbaji et al. (2011) identified the relationship between the quality of work life and performance of Esfahan University and Esfahan medical University employees. According to this study, performance was directly related to adequate and fair compensation, safe and healthy work environment, development of human

capacities, growth and security, social integration and work environment, constitutionalism (rule of law), work life space, and social relevance of work life. Out of these constructs developments of human capacities, social integration, constitutionalism, work and life space were more effectively related to performance. They concluded that level of quality of work life was different from university to university.

The Quality of work life is based on performance. QWL has positive relations with performance and developing human capabilities and constitutionalism in the work organization. The department chairpersons in the Esfahan medical university are in the high level concerning quality of work life dimension (Shabhazi & Shokrzad, 2011). Mirkamali and Thani (2011) used modified form of Walton's factors questionnaire to determine the Quality of Work Life among faculty members of University of Tehran and Sharif University of Technology. This questionnaire comprises the following aspects: Adequate and fair compensation, Safe and healthy working, Opportunities for continued growth and security, Constitutionalism in the work organization, The social relevance in work life, Overall life space, Social integration and cohesiveness, Human progress capabilities, This questionnaire contains 32 questions and on the basis of Likert's 5 degree scale.

Ghasemizad and Amirian Zadeh (2012) identified that QWL has direct bearing with productivity, as improved QWL will ultimately lead to higher productivity and job satisfaction. According to Reena Jayan (2012) QWL programmers provide opportunity for growth and development by facilitating training to the employees which consequently increases job satisfaction. QWL is concerned with creating work environment which is conducive and congenial. There is a significant relation between job satisfaction, personal growth, and team effectiveness even in the academic sector. A high QWL is required for the growth of both the employees and the institutions.

Dr. Samson B Begas (2012) did a research on faculty of higher education institutions in CAPIZ state province of the Philippines. Data is gathered through descriptive survey, informal interviews and documentary analysis. The significance of differences and relationships between QWL and productivity were tested by t-test, anova and Pearson tests. He took age, gender, year of experience and income as parameters for the analysis. This study revealed that the degree of QWL was very good and level of productivity was "satisfactory in these institutions. He analyzed and found that there is a positive relation between QWL & satisfaction and QWL & productivity. This study recommended that the Faculty Development Programs should be conducted in these institutions for research and community service.

Ayesha Tabassumb (2012) investigated QWL of employees in the private universities of Bangladesh. She collected data from 72 fulltime faculty members among 11 private universities. She analyzed the dimensions of quality of work life and its relationship with job satisfaction. This study concluded that there is positive relationship between the dimensions of QWL and job satisfaction. This study suggested to the management of the institutions that the policies designed in such a way that QWL issues should be concerned. An improved QWL provides a higher level of job satisfaction which in turn reduce faculty member turnover rate. In a study conducted in Iran by Mehdipour et al. (2012) on the relationship between the QWL and job involvement of Iranian physical education teachers, the results revealed that the QWL differs significantly on the

basis of demographic factors such as gender, work experience, and academic degree. However, the level of QWL is not significantly influenced by age.

Jerome, S. (2013) in his study reveals that there is no significant difference in Quality of Work Life based on the different levels of education of the employees. Similarly, there is no significant difference in the level of Quality of Work Life with respect to age and income of the respondents. Nanjundeswara swamy and Swamy (2013) conducted a study on QWL of employees in private technical institutions and found that out of the 109 respondents, 48.6% were satisfied while 51.4% were found not satisfied with the QWL. Their results reveal a significant relationship between QWL of teaching and non-teaching staff but demographic variables such as age, gender, designation, salary, experience are independent of QWL. According to them, Quality of work life is important for all organizations to maintain and attract the employees. It is also revealed that adequacy of resources is more correlated and training and development are less correlated with quality of work life in teaching staffs and in case of non teaching staffs compensation and reward are more correlated and work environment is less correlated with QWL. The study indicated that enhancement in the dimensions of QWL, can lead to increase in overall quality of work life of faculties.

The results of a rare study to find out the difference between QWL of permanent teachers and contractual teachers in higher education conducted by Gupta and Gupta (2013) indicates that there is a meaningful difference between permanent and contractual teachers' QWL. They concluded that permanent teachers are satisfied with all aspects of QWL while contractual teachers are least satisfied with all aspects of QWL. Nalwade and Nikam (2013) done a literature review on quality of work life in academics and explores earlier research in the academic area. The researcher explains quality of work life on Walton's eight factors. They establish its relationship with employee demographic variable, stress, satisfaction, commitment, performance, job satisfaction which reveals that the former are the determinant of QWL.

Arif and Maryam Ilyas (2013) focused on quality of work life of private universities in Lahore, Pakistan. They explored various dimensions of quality of work life which affect life and the attitude of teachers. This quantitative study took 360 members of university and analyzed their perception of QWL. This study also investigated the QWL effects on employee commitment, engagement, job involvement and reputation of the university. This research suggested that the perceived value of work, work climate, work-life balance and satisfaction are the main factors which shaped the work attitude and also improve employees work life. Vishwakarma et al. (2013) studied QWL of academicians, particularly in the private technical institute and found it is not in a better condition. Factors such as salary and wages, biasness between same qualified employees, advancement opportunity for growth is low, salary and job security issues are badly affecting the relationship with administration and academicians, dissatisfaction regarding leave flexibility etc. are responsible for low QWL of respondents.

Manju (2014) also investigated teachers' perceptions of QWL among 100 secondary school teachers from Mysore City and found that majority of them (70.2%) possessed an average level of QWL while 13.9% and 15.9% of them possessed low level and high level of QWL respectively. There results also indicate a significance difference between male and female teachers' QWL with female teachers enjoying a higher QWL than their male counterparts but no significant difference was revealed when it comes to the teachers' level of work experience.

Archana Pandey and B.K. Jha (2014) observed that Higher education is the key of success of a nation which boosts the economic potential of entire nation leading to the development of the nation. This is like a middleware transformation engine which produces manpower for industry, develops entrepreneurs and motivates young minds for research and development. This responsibility is on the shoulders of educational employees to understand and transform the energy and knowledge of students in an effective and efficient manner. An abundance of research studies suggested that the quality of work life (QWL) is one of the most significant and efficient tools of human resource management. Quality of work life programs encourage employees, make balance between professional, personal and social life and ultimately enhances employee job satisfaction.

Khodadadi, S. et al.'s (2014) study results shows that salary and policies of the organization has a significant and positive relationship with the Quality of Work Life of the employees. In another study conducted by Sivakumar. S and Ganesan. N.M (2014) shows QWL led to an identification of two general factors namely work/work environment and employee welfare and well being. Within the first factor are included such features as democracy, task content/physical features of the job, quantity and quality of leisure time created by the job, and promotion. The second broad QWL factor mainly emphasizes employee welfare and well-being. That emphasized the physical working environment including safe and healthy working conditions while stressed security, equity, and individuation of the employee as features of a quality working experience, emphasized job security, good pay, and benefits respectively. Healthy social relations and social integration were two other employee welfare features thought to comprise QWL.

Jain Bindu and Swami Yashika(2014), in their study divulged that QWL in Indian academic sector is of low level. A planned change in the working environment is required to improve QWL in academic sector. Training, redesign of work, workshops for knowledge enhancement and personal growth, valuable participation in decision making, modification in promotion scheme etc. are some of the ways through which we can improve QWL. Improved QWL is beneficial for both the employee and institute so it's the mutual responsibility of the two. QWL of teachers at academic sector is below satisfaction and required attention and implementation of effective measures to improvement it. The major issues regarding QWL in academic sector are: i. Avenues for growth and development not satisfactory. ii. Promotional aspects are not satisfactory. iii. Teacher's participation in decision making is below satisfaction. iv. Job security is there but Job satisfaction is missing. v. Job involvement is lacking. Solutions: i. The level and number of designation regarding faculty should be increased and it should be same at college and university level. ii. There must be transparency and decisive role of teachers in decision making bodies of institution since teachers are not only the part and parcel of the institution, but also the important instrument in the implementation of different policies, rules and regulations. iii. Autonomy of the institution should be maintained with respect to its various dimensions such as recruitment, selection, framing of general polices, rules regulation etc. iv. Regular orientation/refresher courses, workshops, seminar, symposium etc. should be organized for teachers' up gradation on current trends, methods, strategies, pedagogy of education. v. "Personality assessment test" for selection of new faculty should be rigorously conducted. vi. The administration should organize health related programmes for teachers in order to provide them better QWL.

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.

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.

O.P.Singh and S. K. Singh (2015) observed that the current study would be of strategic importance to educational institutions to identify the critical factors that could enhance teacher's job satisfaction, commitment, and performance level. Hence, higher educational authority should take progressive steps to organize a conducive and congenial work culture and environment at higher educational level in which every teacher works in a well defined manner for their own excellence and for institutional effectiveness also. In another research conducted in India by Elamparathy and Jambulingam (2016) on 230 college teachers' perceptions of QWL working in 18 colleges located within the "Tiruchirappalli and Kumbakonam" city limits. The results indicate that the level of QWL of college teachers is low. Their results further indicate that there is a significant difference in QWL perceptions as per length of service of the respondents but no significant difference exist in QWL perceptions a per gender, age, designation and income levels of the respondents.

Abdulkadir Mohamud Dahie et al. (2017) utilized convenient sampling to collect 95 questionnaires from University of Somalia in Mogadishu, Somalia. These respondents were provided a questionnaire with three main construct which measuring general well-being, career and job satisfaction and working conditions. However, the study found that general well-being, career and job satisfaction as well as good working condition workplace have significant impact on quality of work life. The prime objective of Malarkodi. K, Prasanna. S. and Renukadevi R.(2017), research is to critically envisages the various parameters determining Quality of work life among the faculties. Descriptive research Design and convenient sampling method adopted for this study. 200 sample size from the total population chosen for this study. Faculty members

have expressed their opinion that the management needs to take necessary steps for structuring proper work load models to be offered to the faculties.

Madhuri Sitaram Ban and U.V.Panchal(2017) observed that emotional intelligence will help an employee experience better work – life balance. High self – awareness helps an individual to monitor the actions and try to rectify it if required, self-awareness guides an individual to fine tune the job performance style and become more acceptable and socially networked. Further it also helps employees, use their emotions to facilitate performance by directing them toward Constructive activities and improving personal performance. Any person highly capable in this dimension would be able to encourage him or herself to do better continuously and direct his or her emotions in positive and productive directions. Shanmuga priya. I and J. Vijayadurai(2017) expressed that today roles of women have changed a lot depending upon their profession throughout the world. Due to financial demands, economical status, education effective usage all are major role for women lecturers. This study concludes performance , satisfaction, stress relief all could be main outcomes in quality of work life for an working women lecturer in colleges.

### **3. CONCLUSION**

It can be seen from the above mentioned studies conducted in various organizational settings in academic environments more specifically in different countries and cultural background clearly evidenced that Quality of Work Life practices have positive implications at work place. The studies stoutly substantiated the relevance of QWL in honing positive workplace behavior and attitudes like job satisfaction, Organizational commitment, reduced absenteeism and stress levels, employee well being , engagement in job and even improved performance. Hence, it can be concluded that Quality of Work Life practices triggers positive workplace experiences in employees, academicians in specific. Which will in turn reciprocated with valued outcomes at work place. Even on a value premise, Quality of Work Life practices will be a mutually beneficial to develop healthy employer-employee relationship at work place in general, academic setting in specific.

Further, a closer examination of the various studies reviewed for this purpose revealed that the demographic factors have produced perceptual variance with regard to the Quality of Work Life practice in the respondents studied in various institutional settings mentioned by the researchers. However, the results reported in the reviewed studies are mixed, and lend no substantial support for the role of demographics in the perceptual divergence on Quality of Work Life practices. Although women respondents perceived more QWL than male respondents in some studies, it may not be exhaustive to come to any sound conclusion.

Finally, the researcher recommends for further research on Quality of Work Life practices from a cross-cultural perspective with a hope that it will provide new insights for policy initiative and implementation of QWL in multinational enterprises, where people from diverse cultures work together.

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