

STUDY OF DETERMINANTS OF QUALITY OF WORK LIFE OF ACADEMICIANS OF PRIVATE COLLEGES IN GWALIOR.

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Abstract: The focus of present study is on finding out the determinants of Quality of Work Life of Academicians working in Private colleges in Gwalior. Maintaining high Quality of Work Life of employees is essential for the success of every organization. Satisfied and engaged employees are necessary for achieving sustainable competitive advantage. Data was collected from 250 academicians using convenience sampling. Scale given by R. Walton was used for current study. The respondents were Assistant Professors, Associate Professors and Professors working in Private engineering colleges in Gwalior. Backward Regression analysis was applied to the dimensions of Quality of Work Life to find out its determinants. Fair and appropriate salary, working conditions, use of your capacities at work, social integration at the workplace and social relevance of work are the predictors of QWL of Academicians working in Private colleges.

Keywords : *Quality of Work Life, Regression, Salary, working conditions, Academicians*

INTRODUCTION

India is considered as a talent pool of the world having a large number of well qualified and educated human resources. The founding fathers of the country & the subsequent governments recognized the importance of education in India. Due to this, considerable importance has been since then given to literacy, school enrolment, institutions of higher education and technical education. The aspirations of India to establish a knowledge society because of increasing globalization, is based on the assumption that higher and technical education essentially empowers people with the requisite competitive skills and knowledge. It has been found after great research that it is the quality of education that prepares an individual for all pursuits of life. But, in the absence of an acceptable level of quality, higher education becomes a mere formalism devoid of any purpose or substance.

As a result, in the present scenario more and more attention has been paid to quality and excellence in higher education. Post – independence India has witnessed an above average growth in the number of higher educational institutions vis-à-vis its population.

There are three principal levels of qualification within the higher education system in the country:

- I. Graduation level.
- II. Post – graduation level
- III. Doctoral degree

Besides these three, there is another qualification called a Diploma. It is available at the undergraduate and post graduate level. At the undergraduate level, the duration of the course varies between one to three years; post graduate diplomas are normally awarded after one year course, though some diplomas are awarded after two years of study. There are 47 Central Universities, 363 State Universities, 121 Deemed Universities and 269 Private Universities in India till 29th June 2017. There are total 800 Universities in India till 29th June 2017.

TEACHER AS A COMPETITIVE ADVANTAGE

Teachers in an organization can help in achieving competitive advantage which is very much required in today's times. Hiring and training better teachers than the competitors can become an immeasurable competitive advantage for a company. An academic institution's teachers are often over looked, but should be given careful consideration. This human resource- based advantage is difficult for a competitor to imitate because the source of the advantage may not be very apparent to an outsider. As a Money magazine article reported, Herb Kelleher, CEO of Southwest Airlines, explains that the culture, attitudes, beliefs, and actions of his employees constitute his strongest competitive advantage: "The intangibles are more important than the tangibles because you can always imitate the tangibles; you can buy the airplane, you can rent the ticket counter space. But the hardest thing for someone to emulate is the spirit of your people". Enhancing human performance requires a team of managers and supervisors that can perform as both a well-organized management team and have an in-depth understanding of people's basic needs and behaviors. Managers must be able to make business vision a reality by developing employee's abilities in team work, problem solving, and critical thinking. It is not enough to merely have a vision; managers must be able to apply corresponding actions to make it happen.

In recent years, strategy scholars have begun to look beyond industrial economics based notions of strategy to try to better understand how organizations sustain their competitive advantage (Amit and Schoemaker, 1993; Barney, 1991; Mahoney and Pandian, 1992; Wernrfelt, 1995). To address these theoretical gaps, several researchers (Grant, 1996; Teece, 1998; Teece et al., 1997) have suggested that sustainability of advantage can be reasonably anticipated if firms can satisfy two criteria. First, given the dynamic environment, they need to be able continuously to identify, upgrade, rejuvenate and reinvent valuable resources. Second, they need to have the ability to create an environment in which they can be self-reinforcing and enhancing in value and strength, thus causing sustained major cost disadvantages to imitating firms. According to Pringle and Kroll (1997), intangible knowledge-based resources (i.e. people) are more likely to lead to a sustainable competitive advantage when the environment is changing rapidly. Reinforcing the importance of people-related competencies, Youndt et al. 1996, commented that 'In fact, numerous researchers have recently noted that people may be the ultimate source of sustained advantage since traditional sources related to market, financial capital, and scale economies have been weakened by globalization and other economic changes (1996: 839). Human resource management capabilities serve to attract, retain, motivate, develop and use human capital in a firm (Coff, 1997; Kamoche, 1996; Mueller, 1996). Organizational culture, on the other hand, serves to mobilize, allocate and leverage resources in achieving company goals through values, ritual, behaviours, management

systems, decision criteria, visionary planning, etc (Barney, 1985; Lado et al., 1992; Merton, 1995). With aligned aims and purposes, these two resources in the form of organizational capabilities are likely to reinforce each other and enhance firm specificity. This complementary relationship is consistent with current conceptualizations of the interactive effects of HPHR practices and competitive strategy on firm performance (Huselid, 1995). The key question is — what are the dynamic and complementary resources of a firm. According to several researchers (Pfeffer, 1998; Pringle and Kroll, 1997; Youndt et al., 1996), one such resource is an organization's ability to manage its human capital effectively under volatile environmental conditions. Other resources include the firm's culture and strategy (Barney, 1985). Thus, we consider human capital management capabilities, organizational culture and competitive strategy as possible direct and indirect sources of sustained competitive advantage.

A good teacher in an Academic Institution is a source of sustainable competitive advantage for it. Thus institutions must make efforts to maintain their level of satisfaction as well as create conducive climate so that they can be retained for longer durations.

QUALITY OF WORK LIFE

The literate workforce of today demands something more and above wages. The workforce of today demands democracy at the workplace and humanization of work environment. As there has been a lot of change in the work culture in the recent years, in the same way, the traditional concept of work to fulfill basic human needs is also changing. Because of the evolution of the work system and increase in the standard of living of the workforce, the basic human needs have also diversified and changed. (Rethinam and Ismail, 2008). Work life is an integral part of total life space (Lawler E.E., 1982). The present era is an era of knowledge workers and the society in which we are living has come to be known as knowledge society. The intellectual pursuits have taken precedence over the physical efforts. Some knowledge workers work for more than 60 hours a week. As a result of this, their personal hobbies and interests clash with their work. Life is a bundle that contains all the strands together and hence the need to balance work life with other related issues. One must have both love and work in one's life to make it healthy. Gone are the days when the priority of employees used to be physical and material needs. With the increasing shift of the economy, the meaning of quality of work life has undergone a drastic change.

Quality of work life is a set of principles, which holds that people are the most important resources in the organization as they are trustworthy, responsible, and capable of making valuable contribution and they should be treated with dignity and respect (Raduan Che Rose et al., 2006). The narrow concept of QWL explains workers participation in management or support localized activities and experiments to increase employee's participation, etc. Whereas, the broader concept explains QWL in conceptual categories, viz, adequate and fair compensation, safe and healthy working conditions, opportunity to use and develop human capacities, future opportunity for continued growth and security, social integration in work place, social relevance of work, balanced role of work in total life space, etc. (Bhola, 2006). The term QWL has been defined by various scholars and management practitioners but did not find a common definition.

Some common definitions of QWL are discussed here:

- Lau and May (1998) defines quality of work life as “the workplace strategies, operations and environment that promote and maintain employee satisfaction with an aim to improve working conditions for employees and organizational effectiveness for employers.”
- Serey(2006) work on quality of work life is quite conclusive and best meets the contemporary work environment. The definition has been related to a meaningful and satisfying work. It includes; (i) an opportunity to exercise one's talent, capacities and to face challenges/situations that require independent initiative and self-direction; (ii) an activity thought to be worthwhile by the individuals involved; (iii) an activity in which one understands the role the individual can play in the achievement of some overall goals; and (iv) a sense of taking pride in what one is doing and in doing it well. This issue of meaningful and satisfying work has been merged with discussions of job satisfaction, and believed to be more favorable to quality of work life.
- Robbins (1989) defined QWL as “a process by which an organization responds to employee needs by developing mechanisms to allow them to share fully in making the decisions that design their lives at work.”

DETERMINANTS OF QUALITY OF WORK LIFE

- *Wilcock and Wright (1991)* assessed quality of work life of 275 randomly selected employees in the Knitwear sector of the Canadian Textile Industry. They identified three levels of QWL activities, which were; (1) active companies but non-unionized with high annual sales, (2) mid range private companies unionized with a medium level of technology, (3) Inactive young private companies with low technology. Each level of QWL activity was assessed by comprehensive components of Walton model naming; compensation, working conditions, skilled development and application, opportunity for advancement, social integration amongst peers, constitutionalism, work and social life and social relevance of work. It was found that the employees of mid range companies were more satisfied with the working conditions, social integration, constitutionalism, and work & life characteristics of their jobs than were the employees of the active companies. There were minimal attempts made to encourage employee participation and decision making in inactive young privately owned companies.
- *Hart (1992)* reported the positive and negative work experiences and their contribution towards quality of work life of 1539 Victorian primary and secondary school teachers as part of the evaluation of three organizational health programs in Australia. Negative work experiences were measured with the help of five sub scale from the teacher stress inventory employed by Wearing et al. (1990). The sub scales were; authoritarian leadership (3 items), ministry demands (5 items), parent demands (5 items), poor staff relations (5 items) and student behavior (4 items). Similarly positive work experiences were measured with the help of 9 sub scales from the school organizational health questionnaire by Hart et al. (1992). The sub scales were; curriculum consultation (2 items), participative decision making (4 items), discipline policy (4 items), feedback (6 items), goal congruence (5 items), professional development (5 items), professional interaction (7 items), role clarity (4 items) and supportive leadership (5 items). Whereas QWL was measured with scale adopted from Diener et al., (1985), satisfaction with life scale by replacing the word 'life' in each item with the phrase 'life at work'. The research was aimed to confirm that stress and morale operate on different dimensions and are separate outcomes of positive and negative work experiences. It was confirmed that positive experience was stronger determinants of morale than stress, whereas negative experiences were stronger determinant of stress than morale. Stress and morale contributed equally to a teachers overall QWL. It was further found that positive experiences contributed only to morale whereas negative exercises contributed only to stress.
- *Chander (1993)* examined the teachers' perception to the actual and expected QWL in a university along with determining the priorities given to the various determinants of QWL using a sample of 75 teachers. Using Factor analysis, he found that the QWL in the university

was not very satisfactory on account of lacking four major determinants of QWL, i.e. decision making authority, growth and development, recognition and appreciation and promotional avenues.

- **Piccinini (1996)** reported the quality of work life of the managers and employees of the best companies of Brazil. Out of 130 organizations selected at the first stage, only 30 companies had been selected on the basis of some features which were; wages, benefits, good climate work, perspectives of career development, possibility of development and professional accomplishment that made them the best companies to work in Brazil. The data was analyzed considering the Walton's theoretical approach on quality of work life. The results revealed that Brazilian companies tend 'to offer benefits with emphasis on workers health plans, followed by training and development, good human relationship and career opportunities.
- **Lau and May (1998)** attempted to examine the relationship between Quality of Work Life (QWL) and market & financial performance. The characteristics used to assess the QWL were; pay and benefits, opportunities, job security, pride in work and company, openness and fairness, camaraderie and friendliness. The researchers evaluated the performances in terms of growth and profitability of two groups of companies. The first group consisted of fifty eight companies known as the best companies to work for in the United States; the second group comprised of eighty eight of standard and poor's top one hundred companies. The investigation revealed and confirmed a commonly held belief that companies with high QWL leads to employee satisfaction will in turn have higher customer satisfaction, which in turn will provide higher growth and profitability to the companies.
- **Wang and Ye (2001)** investigated 156 volunteers' QWL in the volunteer club of the Chinese Taipei school sport Federation and explored the role of six background terms (gender, age, education, service times, competitions and volunteer working experiences) in determining the satisfaction level about eight dimensions. It was found that the volunteers had a good work satisfaction level as a whole. Among average of each dimension, the highest one was earning opportunities and the lowest one was work content and the satisfaction level, the sequence of other dimensions were; interpersonal relationship, personal growth, supervision condition, organizational identification reward and followed by work influence. It was further concluded that a) female volunteers had higher QWL than males b) All the volunteers over 22 year old studied in universities or held Bachelor degrees had lower QWL c) The volunteers who had served 5 times or more had higher QWL than the volunteers who had served less than 5 times d) The volunteers who had working experience in different competitions or events had different QWL e) The volunteers who had the experience of voluntary work had lower QWL than those who hadn't had any voluntary working experience.
- **Wyatt and Wah (2001)** examined the perceptions of 332 managerial executives of Singapore about their QWL. A 35 item questionnaire derived and adopted from an earlier QWL study (Miller, 1978) was used to measure QWL. As the outcome of the principle components factor analysis with varimax rotation, four factors were derived and were respectively labeled as favorable work environment, personal growth and autonomy, nature of job and stimulating opportunities. The implications of the findings for the management are the need to consider the types of intrinsic and extrinsic factors that may contribute to four aspects of QWL that comprised the motivational reward incentive system used in the organization.
- **Sturman (2002)** measured employees perceived quality of working life among primary and 285 secondary school teachers in England. A two part questionnaire was devised. The first part incorporated the quality of working life questionnaire developed by McDonald (NFERNELSON, 2001) presenting statements about various aspects of working life. The second part of the questionnaire collected information, in order to allow comparison of teachers in different contexts. The main findings of the study were; 1) teachers experience, more job security and support at work and have positive working relationship with colleagues; 2) teachers were dissatisfied with their salaries, responsibility and involvement; 3) roles and responsibilities' negative impact on quality of working life as do hours worked; and 4) senior staff in primary school enjoy a higher quality of working life than others in several respects. Teachers on the whole rated their QWL positively with respect to job satisfaction, job security and to feel supported and informed. Also on the negative side teachers report feeling stressed and to be dissatisfied with their salaries and additional benefits, roles and hours worked.

RESEARCH METHODOLOGY

Objectives of the Study

1. To identify the predictors of QWL in higher education sector.
2. To investigate that out of all the components of Quality of Work Life which one is a better predictor of QWL in higher education sector.

Hypothesis

H01: There is no significant impact of Adequate and Fair Compensation, Safe and Healthy Working Conditions, Opportunities to Use and Develop Human Capacities,

Opportunities for Career Growth at Work, Social integration in Work force, Constitutionalism in the Work organization, the Space that Work occupies in your life and Social Relevance and Importance of your work on Quality of Work Life of faculty members.

Scope of the Study

Data was collected from different engineering colleges located in Gwalior, a district in MP.

Research Design and Method

A pilot study was used to refine and purify the questionnaire. Comments of pilot study participants were also considered to be of importance in this stage of instrument development, and were used to reword or rephrase the items to achieve better reliability and validity. Finally, the revised instrument for measuring QWL was generated for use in the main survey.

Scale used for Research

A five point Likert Scale (5= Very Satisfied to 1 = Very Dissatisfied) was used. There were 35 items in the scale. Data was collected from fifteen engineering colleges operating in Gwalior region. The total number of respondents was 250.

The eight components of the scale are as described below:

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 Work Force
6. Constitutionalism in the Work Organization
7. Work and Personal Life
8. Social Relevance of Work

Sample Element

The sample comprised of Assistant Professors, Associate Professors and Professors working in different engineering colleges in Gwalior.

Sampling Technique

Fifteen engineering colleges were selected on the basis of Non Probability Sampling. Data was collected from 250 respondents.

Data Collection

The present study is primarily a primary data based study. The same was collected with the help of standard instrument (questionnaire). The scale used was given by R Walton (1975). It consists of 35 items.

Reliability Analysis

The reliability of questionnaire is measured using the Cronbach's alpha. It is a popular statistic for measuring reliability, and a reliable construct. It is indicated by a Cronbach's alpha above the cut-off value of 0.70 (Bagozzi and Yi, 1988; Diamantopoulos and Sigiaw, 2000; Nunnally, 1978.) A rule of thumb suggests that reliability coefficients around 0.90 are excellent and values around 0.80 are satisfactory. Failure to meet the reliability requirement may lead to deletion of troublesome items. In our study the reliability was found to be 0.823.

Reliability can be assessed with internal consistency which is the degree to which the items that make up the scale are all measuring the same underlying attribute (i.e. the extent to which the items 'hang together'). Internal consistency can be measured in a number of ways. The most commonly used statistic is Cronbach coefficient alpha. This statistic provides an indication of the average correlation among all of the items that make up the scale. Values range from 0 to 1, with higher values indicating greater reliability.

Data Analysis

The data was analyzed with the help of SPSS (20.0). The data was analyzed through descriptive and inferential statistical tools. Initially descriptive tools were used and later, t-test, one way ANOVA and multiple linear regression using backward elimination method was used. Reliability was analyzed using Cronbach's alpha.

Limitations of the Study

1. Since the present study is survey based, conducted with the help of a questionnaire, the nature of the study itself is inherited with the basic limitation of the chances of gap between what is documented and what the real picture is, due to basic barriers of communication.
2. The sample elements of the study are teachers in selected engineering colleges. Thus, the data collected can be generalized to Engineering colleges but cannot be generalized to Medical colleges, Pharmacy colleges, Polytechnic colleges, management colleges and B Ed colleges.

ANALYSIS AND DISCUSSION

Model summary of multiple regression by using backward elimination method

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.930 ^a	.866	.861	.42943	.866	194.054	8	241	.000
2	.930 ^b	.866	.862	.42855	.000	.008	1	241	.927
3	.930 ^c	.865	.862	.42788	.000	.242	1	242	.623
4	.930 ^d	.865	.862	.42849	-.001	1.698	1	243	.194

- a. Predictors: (Constant), TOTSOCREL, TOTALCONSTITUTIONALISMCONS, TOTALOPPORTUNITY, TOTALWRK, TOTPSNLF, TOTALSAL, TOTALINTEGRATION, TOTALCPCTY
- b. Predictors: (Constant), TOTSOCREL, TOTALOPPORTUNITY, TOTALWRK, TOTPSNLF, TOTALSAL, TOTALINTEGRATION, TOTALCPCTY
- c. Predictors: (Constant), TOTSOCREL, TOTALWRK, TOTPSNLF, TOTALSAL, TOTALINTEGRATION, TOTALCPCTY
- d. Predictors: (Constant), TOTSOCREL, TOTALWRK, TOTALSAL, TOTALINTEGRATION, TOTALCPCTY

ANOVA Table obtained after Backward Elimination Regression

Model	Sum of Squares	df	Mean Square	F	Sig.
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1	Regression	286.282	8	35.785	194.054	.000 ^b
	Residual	44.442	241	.184		
	Total	330.724	249			
2	Regression	286.280	7	40.897	222.687	.000 ^c
	Residual	44.444	242	.184		
	Total	330.724	249			
3	Regression	286.236	6	47.706	260.574	.000 ^d
	Residual	44.488	243	.183		
	Total	330.724	249			
4	Regression	285.925	5	57.185	311.459	.000 ^e
	Residual	44.799	244	.184		
	Total	330.724	249			

a. Dependent Variable: QWLNEW

b. Predictors: (Constant), TOTSOCREL, TOTALCONSTITUTIONALISMCONS, TOTALOPPORTUNITY, TOTALWRK, TOTPSNLF, TOTALSAL, TOTALINTEGRATION, TOTALCPCTY

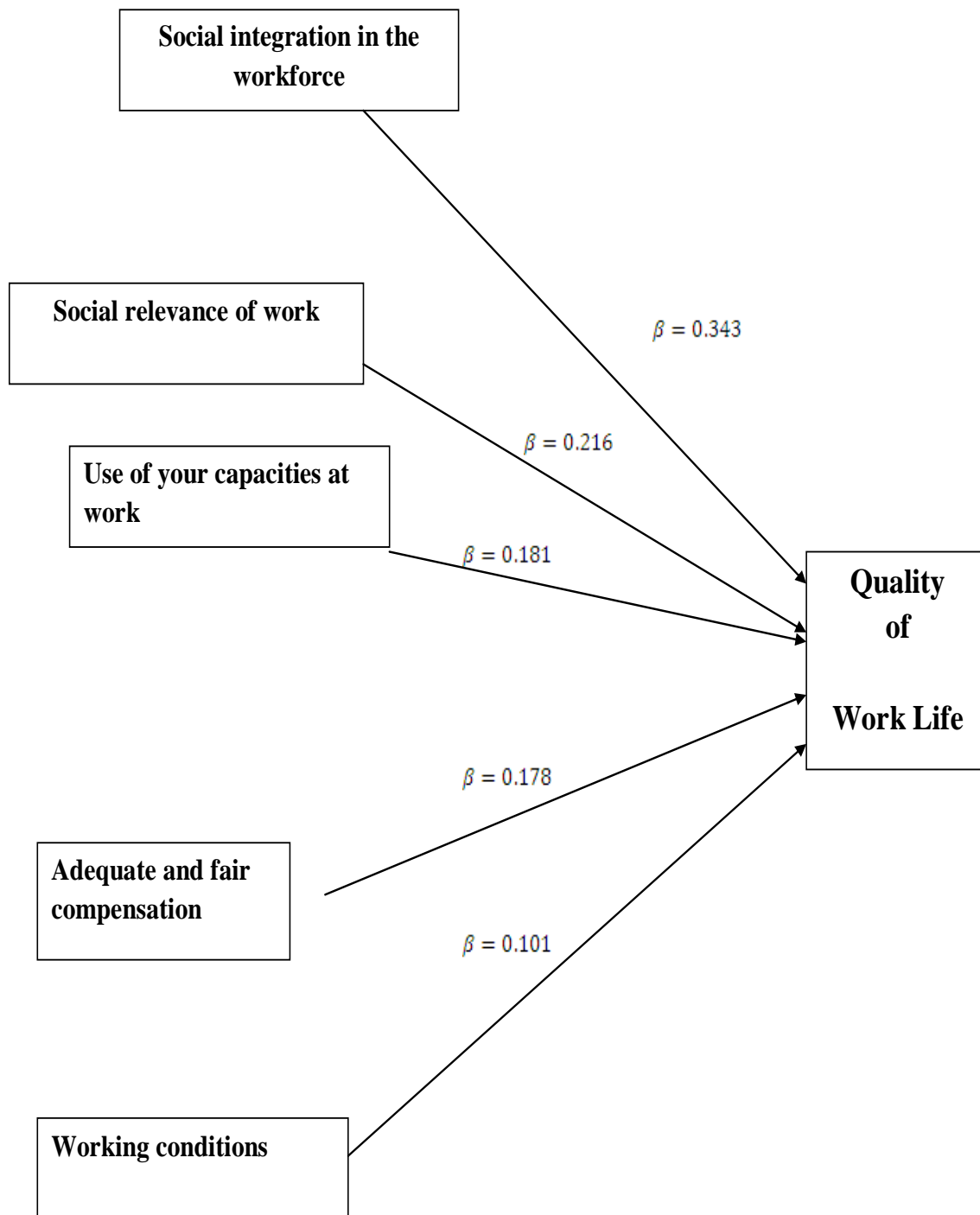
c. Predictors: (Constant), TOTSOCREL, TOTALOPPORTUNITY, TOTALWRK, TOTPSNLF, TOTALSAL, TOTALINTEGRATION, TOTALCPCTY

d. Predictors: (Constant), TOTSOCREL, TOTALWRK, TOTPSNLF, TOTALSAL, TOTALINTEGRATION, TOTALCPCTY

e. Predictors: (Constant), TOTSOCREL, TOTALWRK, TOTALSAL, TOTALINTEGRATION, TOTALCPCTY

Table for Coefficients obtained after applying Multiple Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.160	.094		1.703	.090
	SAL	.182	.053	.167	3.454	.001
	WRK	.104	.038	.106	2.735	.007
	CPCTY	.194	.068	.165	2.874	.004
	OPPORTUNITY	-.018	.037	-.019	-.486	.627
	INTEGRATION	.387	.064	.328	6.097	.000
	CONSTITUTIONALISMCONS	.002	.025	.003	.092	.927
	PSNLF	.074	.055	.065	1.337	.182
	SOCREL	.229	.049	.209	4.716	.000
2	(Constant)	.160	.094		1.705	.089
	SAL	.181	.052	.167	3.460	.001
	WRK	.104	.038	.106	2.739	.007
	CPCTY	.195	.067	.165	2.923	.004
	OPPORTUNITY	-.018	.037	-.019	-.492	.623
	INTEGRATION	.388	.063	.329	6.165	.000
	PSNLF	.074	.055	.065	1.352	.178
	SOCREL	.230	.048	.210	4.835	.000
	3	(Constant)	.163	.093		1.743
SAL		.179	.052	.165	3.437	.001
WRK		.103	.038	.105	2.726	.007
CPCTY		.188	.065	.159	2.893	.004
INTEGRATION		.381	.061	.323	6.227	.000
PSNLF		.071	.055	.062	1.303	.194
SOCREL		.232	.047	.211	4.892	.000
4	(Constant)	.172	.093		1.847	.066
	SAL	.194	.051	.178	3.792	.000
	WRK	.099	.038	.101	2.632	.009
	CPCTY	.214	.062	.181	3.477	.001
	INTEGRATION	.405	.058	.343	6.946	.000
	SOCREL	.237	.047	.216	5.017	.000



Model of determinants of quality of work life obtained after backward elimination regression

DISCUSSION

In our study we have used backward elimination method which is one of the methods of multiple regression. From the Model Summary table, we get the value of R, R² and Adjusted R Square.

The value of R is the multiple correlation coefficient and its value is 0.930 which is one measure of the quality of the prediction of the independent variables. In this study, the value of R is high which means that the quality of prediction of the independent variable is good. R² is the coefficient of determination. It is the proportion of variance in the dependent variable that can be explained by the independent variables. Here, the value of R² is 0.865. The F-ratio in the ANOVA table tests whether the overall regression model is a good fit for the data. The table shows that the independent variables statistically significantly predict the dependent variable.

F (5,244) = 311.459, p < 0.005. Adjusted R square is 0.862 which is good as the difference between R Square and Adjusted R Square is small.

From the Coefficients table, regression equation is as given below:-

QWL(Y) = 0.172 + 0.194 Total of fair and appropriate salary + 0.99 total of your working conditions + 0.214 total of the use of your capacities at work + 0.405 total of social integration at your workplace + 0.237 total of social relevance and importance of your work.

CONCLUSION

The present study was designed to determine the predictors of QWL in higher education sector. QWL was also measured in this. Out of the eight components of QWL given by R. Walton (1975), five components were found to be significant predictors of QWL in higher education sector. These predictors are as follows:

- 1) Total of fair and appropriate salary,

- 2) total of your working conditions,
- 3) total of the use of your capacities at work ,
- 4) total of social integration at your workplace and
- 5) total of social relevance and importance of your work.

In spite of plethora of research on the subject, the endeavors of the researchers to identify the factors which determine QWL have not been encouraging in Indian context. Moreover, relevant QWL concepts may vary according to organization and employee group.

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