

A Study on Quality of Work Life on Level of Commitment of the Faculty Members Working in Self Financing Arts and Science Colleges

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Abstract: *The educational institutions constitute people who generate competitive advantage for it, people who have requisite ability, aptitudes and skills. Human resources plan, execute and control the different functions of an institution. Therefore, it is important that the educational institution manages its human resources properly, so as to accomplish its objectives effectively and efficiently. Human resource management is essential as it generates new avenues for both individual and institutional growth and advancement. It is important that the institution develops and maintains good relations between the members of its faculty and the work environment. In the present situation, jobs are demanding to the extent that it often causes imbalances to work and family life as a outcome of job pressure and conflict of interests. An institution must provide a high quality of work life so as to capture and keep faculty members. An institution embracing Quality of Work Life (QWL) programmes will make sure of building an atmosphere of first rate working situations for its faculties. Thus, QWL asks to provide such work place conditions where the faculties work co-operatively and contribute positively for reaching the objectives of institution.*

Keywords: *Quality of Work Life, Commitment, Faculty Members, Self Financing, Arts and Science Colleges*

I. INTRODUCTION

Quality of Work Life (QWL) is essentially the quality relationship between human resources and their work environment that encourages and retains job satisfaction. QWL comprises of different features of work place environment that assists improvement of human resources of organization effectively. QWL includes a wide range of elements namely fair and adequate compensation, conditions of employment, healthy safe and work environment, cooperation and relation among colleagues, growth and development and of human capacities and social security that influence the performance of employees. QWL is an all-inclusive programme helped to enhance job satisfaction of employees and motivates them to perform better in their current and future jobs efficiently. Thus, organizations are needed to take-up a plan of action to improve QWL of its employees with the intention of increasing favorable working conditions for employees with an ultimate purpose of attaining the goals of organization. At present, the idea of QWL has become increasingly important to all business organizations. The success of all organizations across the globe depends to a great extent on its motivated, talented and competent employees. The better QWL eventually results in high level of life satisfaction and common feel of wellbeing of employees through job satisfaction with the organizational success. QWL is very significant in the context of motivation, job performance and commitment of employees. QWL in an educational institution is indispensable for the smooth running and success of its faculty members. As education industry is becoming more and more important to the economies of developed nations, the institutions affirm that their faculty members are their most valuable assets. If faculty members perceive an institution as providing good quality of work in exchange for their contribution to an institution, then it is possible that faculty members will show a result of higher levels of performance and job involvement.

II. REVIEW OF LITERATURE

Desa et al (2014) suggested that all the personality dimensions showed significant correlation with job stress and two of them (lie and neuroticism) showed indicated as predictors. The results suggested that lecturers that were also working as administrators needed to know their personality characteristics so that they would be aware of their own personal dispositions that might reduce or aggravate stress. They should look for improvement or retention as appropriate, and taught the lecturers appropriate coping strategies in order to reduce the use of maladaptive coping strategies.

Sindhu (2014) found that 86 per cent college teachers had the pressure of work stress, 56 per cent college teachers had the pressure of role stress, 59.50 per cent college teachers had the pressure of personal development stress, 74 per cent of college teachers had the pressure of inter personal relationship stress and

47.50 per cent respondents had the pressure of organizational climate stress and there exists significant difference between stressors and designations of college teachers.

Kumari and Bai (2015) found that there was no significant difference between gender and occupational stress and marital status and occupational stress of teacher educators of DIET colleges. The results showed that there was significant difference between type of management and occupational stress and teaching experience and occupational stress of teacher educators of DIET colleges.

Suganya and Rajkumar (2016) concluded that type of family and designation had significant difference with casual factors of stress for faculty member and the remaining variables had insignificant difference with casual factors of stress for faculty. Job stress affected the efficiency of the faculty. Therefore, there was a need to provide suitable compensation and time to implement the work agreed to them.

Statement of the Problem

Today the Commitment of the work affects the quality of work life of the faculty members working in self financing arts and science college's members and thus leads to stress. So this makes an attempt to study the Quality of Work Life on Level of Commitment of the Faculty Members Working in Self Financing Arts and Science Colleges and its various factors.

Objective of the Study

1. To Study the Socio-economic Profile of the faculty members working in self financing arts and science colleges
2. To understand the factors that influences the quality of work life on level of commitment of the faculty members working in self financing arts and science colleges

Commitment Factors

Hence the commitment of the faculty members working in self financing arts and science colleges were analyzed and the results are presented in Table 1.

Table1: Commitment

Sr. No.	Commitment	Mean Score	Standard Deviation
1.	I do not feel a strong sense of belonging to this college	3.62	0.68
2.	I do not feel "emotionally attached" to this college	3.37	0.66
3.	This college has a great deal of personal meaning for me	3.78	0.85
4.	I do not feel "part of the family" in this college	3.73	0.71
5.	I would be very happy to spend the rest of my career with this college	3.44	0.96
6.	I enjoy discussing my college with people outside it	3.40	1.23
7.	I really feel as if this college problems are my own	3.34	1.52

Source: Primary Data

The results show that the faculty members working in self financing arts and science colleges agree with the criterions that they do not feel a strong sense of belonging to this college, this college has a great deal of personal meaning for them and they do not feel "part of the family" in this college, while, they are neutral with they do not feel "emotionally attached" to this college, they would be very happy to spend the rest of their career with this college, they enjoy discussing my college with people outside it and they really feel as if this college problems are their own.

Socio - Economic Profile of Faculty Members and Commitment

The relationship between socio-economic profile of the faculty members and their commitment was analyzed and the results are hereunder presented. The distribution of faculty members on the basis of their commitment was analyzed and the results are presented in Table 2. The responses of faculty members about their commitment has been classified into low level, medium level and high level based on "Mean \pm Standard Deviation (SD)" criterion. The mean score is 24.69 and the SD is 3.71.

Table2: Distribution of Faculty Members on the Basis of their Commitment

Sl. No.	Level of Commitment	Number of Faculty Members	Percentage
1.	Low	101	14.90
2.	Medium	449	66.22
3.	High	128	18.88
	Total	678	100.00

Source: Primary Data

The results indicate that 66.22 per cent of faculty members viewed that the level of commitment at medium level followed by high level (18.88 per cent) and low level (14.90 per cent).

Gender and Commitment

The relationship between gender of faculty members and the level of commitment was analyzed and the results are presented in Table 3.

Table3: Gender and Commitment

Sl. No.	Gender	Level of Commitment			Total	Chi-square Value	Sig.
		Low	Medium	High			
1.	Male	39 (13.98)	190 (68.10)	50 (17.92)	279 (41.15)	.751	.687
2.	Female	62 (15.54)	259 (64.91)	78 (19.55)	399 (58.85)		
	Total	101 (14.90)	449 (66.22)	128 (18.88)	678 (100.00)	-	-

Source: Primary Data (The figures in the parentheses are per cent to total)

Out of 279 male faculty members, 17.92 per cent of faculty members viewed that the level of commitment at high level and out of 399 female faculty members, 19.55 per cent of faculty members viewed that the level of commitment at high level.

The Chi-square value of 0.751 is not statistically significant indicating that there is no significant association between gender of faculty members and level of commitment.

Age Group and Commitment

The relationship between age group of faculty members and the level of commitment was analyzed and the results are presented in Table 4.

Table4: Age Group and Commitment

Sr. No.	Age Group	Level of Commitment			Total	Chi-square Value	Sig.
		Low	Medium	High			
1.	25 – 30 years	17 (12.06)	92 (65.25)	32 (22.69)	141 (20.80)	65.045	.000
2.	31 – 40 years	33 (11.38)	219 (75.52)	38 (13.10)	290 (42.77)		
3.	41 – 50 years	17 (10.43)	103 (63.19)	43 (26.38)	163 (24.04)		
4.	Above 50 years	34 (40.47)	35 (41.67)	15 (17.86)	84 (12.39)		
	Total	101 (14.90)	449 (66.22)	128 (18.88)	678 (100.00)	-	-

Source: Primary Data (The figures in the parentheses are per cent to total)

Out of 141 faculty members who belong to the age group of 25 – 30 years, 22.69 per cent of faculty members viewed that the level of commitment at high level and out of 290 faculty members who belong to the age group of 31 – 40 years, 13.10 per cent of faculty members viewed that the level of commitment at high level.

Out of 163 faculty members who belong to the age group of 41 – 50 years, 26.38 per cent of faculty members viewed that the level of commitment at high level and out of 84 faculty members who belong to the age group of above 50 years, 17.86 per cent of faculty members viewed that the level of commitment at high level.

The Chi-square value of 65.045 is significant at one per cent level indicating that there is significant association between age group of faculty members and level of commitment.

Educational Qualification and Commitment

The relationship between educational qualification of faculty members and the level of commitment was analyzed and the results are presented in Table 5.

Table5: Educational Qualification and Commitment

Sl. No.	Educational Qualification	Level of Commitment			Total	Chi-square Value	Sig.
		Low	Medium	High			
1.	PG Only	6 (11.11)	39 (72.22)	9 (16.67)	54 (7.97)	47.115	.000
2.	PG with SLET / NET	24 (12.06)	135 (67.84)	40 (20.10)	199 (29.35)		
3.	M.Phil.,	55 (19.71)	179 (64.16)	45 (16.13)	279 (41.15)		
4.	M.Phil., with SLET / NET	16 (30.77)	31 (59.61)	5 (9.62)	52 (7.67)		
5.	Ph.D.	0 (0.00)	48 (76.19)	15 (23.81)	63 (9.29)		
6.	Ph.D. with SLET / NET	0 (0.00)	17 (54.84)	14 (45.16)	31 (4.57)		
	Total	101 (14.90)	449 (66.22)	128 (18.88)	678 (100.00)	-	-

Source: Primary Data (The figures in the parentheses are per cent to total)

Out of 54 faculty members who have the educational qualification of PG only, 16.67 per cent of faculty members viewed that the level of commitment at high level and out of 199 faculty members who have the educational qualification of PG with SLET / NET, 20.10 per cent of faculty members viewed that the level of commitment at high level. Out of 279 faculty members who have the educational qualification of M.Phil., 16.13 per cent of faculty members viewed that the level of commitment at high level.

Out of 52 faculty members who have the educational qualification of M.Phil., with SLET / NET, 9.62 per cent of faculty members viewed that the level of commitment at high level and out of 63 faculty members who have the educational qualification of Ph.D., 23.81 per cent of faculty members viewed that the level of commitment at high level. Out of 31 faculty members who have the educational qualification of Ph.D. with SLET / NET, 45.16 per cent of faculty members viewed that the level of commitment at high level.

The Chi-square value of 47.115 is significant at one per cent level indicating that there is significant association between educational qualification of faculty members and level of commitment.

Designation and Commitment

The relationship between designation of faculty members and the level of commitment was analyzed and the results are presented in Table 6.

Table6: Designation and Commitment

Sl. No.	Designation	Level of Commitment			Total	Chi-square Value	Sig.
		Low	Medium	High			
1.	Assistant Professor	62 (22.79)	174 (63.97)	36 (13.64)	272 (40.12)	.017	.000
2.	Associate Professor	4 (2.01)	154 (77.39)	41 (20.60)	199 (29.35)		
3.	Professor	2 (2.20)	75 (82.42)	14 (15.38)	91 (13.42)		
4.	Head of the Department	8 (12.50)	28 (43.75)	28 (43.75)	64 (9.44)		
5.	Principal	23 (74.19)	7 (22.58)	1 (3.23)	31 (4.57)		
6.	Director	2 (9.52)	11 (52.38)	8 (38.10)	21 (3.10)		
	Total	101 (14.90)	449 (66.22)	128 (18.88)	678 (100.00)	-	-

Source: Primary Data (The figures in the parentheses are per cent to total)

Out of 272 faculty members who are assistant professors, 13.64 per cent of faculty members viewed that the level of commitment at high level and out of 199 faculty members who are associate professors, 20.60 per cent of faculty members viewed that the level of commitment at high level. Out of 91 faculty members who are professors, 15.38 per cent of faculty members viewed that the level of commitment at high level.

Out of 64 faculty members who are heads of departments, 43.75 per cent of faculty members viewed that the level of commitment at both high level and medium level and Out of 31 faculty members who are principals, 3.23 per cent of faculty members viewed that the level of commitment at high level. Out of 21 faculty members who are directors, 38.10 per cent of faculty members viewed that the level of commitment at high level.

The Chi-square value of 0.017 is significant at five per cent level indicating that there is significant association between designation of faculty members and level of commitment. Hence, the null hypothesis is rejected.

Teaching Experience and Commitment

The relationship between teaching experience of faculty members and the level of commitment was analyzed and the results are presented in Table 7.

Table7: Teaching Experience and Commitment

Sl. No.	Teaching Experience	Level of Commitment			Total	Chi-square Value	Sig.
		Low	Medium	High			
1.	1 – 5 years	29 (12.45)	157 (67.38)	47 (20.17)	233 (34.37)	11.264	.081
2.	6 – 10 years	54 (19.22)	180 (64.06)	47 (16.72)	281 (41.45)		
3.	11 – 15 years	14 (15.56)	57 (63.33)	19 (21.11)	90 (13.27)		
4.	Above 15 years	4 (5.41)	55 (74.32)	15 (20.27)	74 (10.91)		
	Total	101 (14.90)	449 (66.22)	128 (18.88)	678 (100.00)	-	-

Source: Primary Data (The figures in the parentheses are per cent to total)

Out of 233 faculty members who have the teaching experience of 1 – 5 years, 20.17 per cent of faculty members viewed that the level of commitment at high level and out of 281 faculty members who have the teaching experience of 6 – 10 years, 16.72 per cent of faculty members viewed that the level of commitment at high level.

Out of 90 faculty members who have the teaching experience of 11 – 15 years, 21.11 per cent of faculty members viewed that the level of commitment at high level and out of 74 faculty members who have the teaching experience of above 15 years, 20.27 per cent of faculty members viewed that the level of commitment at high level.

The Chi-square value of 11.264 is not statistically significant indicating that there is no significant association between teaching experience of faculty members and level of commitment.

Monthly Salary and Commitment

The relationship between monthly salary of faculty members and the level of commitment was analyzed and the results are presented in Table 8.

Table8: Monthly Salary and Commitment

Sl. No.	Monthly Salary	Level of Commitment			Total	Chi-square Value	Sig.
		Low	Medium	High			
1.	Below Rs.10,000	43 (27.39)	87 (55.41)	27 (17.20)	157 (23.16)	54.759	.000
2.	Rs.10,001 – Rs.20,000	40 (20.83)	126 (65.63)	26 (13.54)	192 (28.32)		
3.	Rs.20,001 – Rs.30,000	5 (3.45)	102 (70.34)	38 (26.21)	145 (21.39)		
4.	Rs.30,001 – Rs.40,000	7 (6.93)	77 (76.24)	17 (16.83)	101 (14.89)		
5.	Above Rs.40,000	6 (7.23)	57 (68.67)	20 (24.10)	83 (12.24)		
	Total	101 (14.90)	449 (66.22)	128 (18.88)	678 (100.00)	-	-

Source: Primary Data (The figures in the parentheses are per cent to total)

Out of 157 faculty members who belong to the monthly salary group of below Rs.10,000, 17.20 per cent of faculty members viewed that the level of commitment at high level and out of 192 faculty members who belong to the monthly salary group of Rs.10,001 – Rs.20,000, 13.54 per cent of faculty members viewed that the level of commitment at high level.

Out of 145 faculty members who belong to the monthly salary group of Rs.20,001 – Rs.30,000, 26.21 per cent of faculty members viewed that the level of commitment at high level and out of 101 faculty members who belong to the monthly salary group of Rs.30,001 – Rs.40,000, 16.83 per cent of faculty members viewed that the level of commitment at high level. Out of 83 faculty members who belong to the monthly salary group of above Rs.40,000, 24.10 per cent of faculty members viewed that the level of commitment at high level.

The Chi-square value of 54.759 is significant at one per cent level indicating that there is significant association between monthly salary of faculty members and level of commitment.

Marital Status and Commitment

The relationship between marital status of faculty members and the level of commitment was analyzed and the results are presented in Table 9.

Table9: Marital Status and Commitment

Sl. No.	Marital Status	Level of Commitment			Total	Chi-square Value	Sig.
		Low	Medium	High			
1.	Married	76 (14.00)	365 (67.22)	102 (18.78)	543 (80.09)	1.905	.386
2.	Unmarried	25 (18.52)	84 (62.22)	26 (19.26)	135 (19.91)		
	Total	101 (14.90)	449 (66.22)	128 (18.88)	678 (100.00)	-	-

Source: Primary Data (The figures in the parentheses are per cent to total)

Out of 543 faculty members who are married, 18.78 per cent of faculty members viewed that the level of commitment at high level and out of 135 faculty members who are unmarried, 19.26 per cent of faculty members viewed that the level of commitment at high level.

The Chi-square value of 1.905 is not statistically significant indicating that there is no significant association between marital status of faculty members and level of commitment.

Type of Family and Commitment

The relationship between type of family of faculty members and the level of commitment was analyzed and the results are presented in Table 10.

Table10: Type of Family and Commitment

Sl. No.	Type of Family	Level of Commitment			Total	Chi-square Value	Sig.
		Low	Medium	High			
1.	Nuclear Family	65 (14.94)	277 (63.68)	93 (21.38)	435 (64.16)	5.209	.074
2.	Joint Family	36 (14.82)	172 (70.78)	35 (14.40)	243 (35.84)		
	Total	101 (14.90)	449 (66.22)	128 (18.88)	678 (100.00)	-	-

Source: Primary Data (The figures in the parentheses are per cent to total)

Out of 435 faculty members who belong to the nuclear family, 21.38 per cent of faculty members viewed that the level of commitment at high level and out of 243 faculty members who belong to the joint family, 14.40 per cent of faculty members viewed that the level of commitment at high level.

Size of Family and Commitment

The relationship between size of family of faculty members and the level of commitment was analyzed and the results are presented in Table 11.

Table11: Size of Family and Commitment

Sl. No.	Size of Family	Level of Commitment			Total	Chi-square Value	Sig.
		Low	Medium	High			
1.	1 – 3 members	47 (14.97)	213 (67.83)	54 (17.20)	314 (46.31)	5.124	.275
2.	4 – 6 members	32 (14.54)	136 (61.82)	52 (23.64)	220 (32.45)		
3.	Above 6 members	22 (15.28)	100 (69.44)	22 (15.28)	144 (21.24)		
	Total	101 (14.90)	449 (66.22)	128 (18.88)	678 (100.00)	-	-

Source: Primary Data (The figures in the parentheses are per cent to total)

Out of 314 faculty members who have the family size of 1 – 3 members, 17.20 per cent of faculty members viewed that the level of commitment at high level and out of 220 faculty members who have the family size of 4 – 6 members, 23.64 per cent of faculty members viewed that the level of commitment at high level. Out of 144 faculty members who have the family size of above six members, 15.28 per cent of faculty members viewed that the level of commitment at both high level and low level.

The Chi-square value of 5.124 is not statistically significant indicating that there is no significant association between size of family of faculty members and level of commitment.

Nativity and Commitment

The relationship between nativity of faculty members and the level of commitment was analyzed and the results are presented in Table 5.92.

Table12: Nativity and commitment

Sl. No.	Nativity	Level of Commitment			Total	Chi-square Value	Sig.
		Low	Medium	High			
1.	Urban	23 (7.49)	201 (65.47)	83 (27.04)	307 (45.28)	.012	.000
2.	Semi - Urban	23 (9.50)	192 (79.34)	27 (11.16)	242 (35.69)		
3.	Rural	55 (42.64)	56 (43.41)	18 (13.95)	129 (19.03)		
	Total	101 (14.90)	449 (66.22)	128 (18.88)	678 (100.00)	-	-

Source: Primary Data (The figures in the parentheses are per cent to total)

Out of 307 faculty members who belong to the urban nativity, 27.04 per cent of faculty members viewed that the level of commitment at high level and out of 242 faculty members who belong to the semi-urban nativity, 11.16 per cent of faculty members viewed that the level of commitment at high level. Out of 129 faculty members who belong to the rural nativity, 13.95 per cent of faculty members viewed that the level of commitment at high level.

The Chi-square value of 0.012 is significant at one per cent level indicating that there is significant association between nativity of faculty members and level of commitment.

Nature of the Course and Commitment

The relationship between nature of the course of faculty members and the level of commitment was analyzed and the results are presented in Table 13.

Table13: Nature of the Course and Commitment

Sl. No.	Nature of the Course	Level of Commitment			Total	Chi-square Value	Sig.
		Low	Medium	High			
1.	Arts	55 (13.48)	259 (63.48)	94 (23.04)	408 (60.18)	11.937	.000
2.	Science	46 (17.04)	190 (70.37)	34 (12.59)	270 (39.82)		
	Total	101 (14.90)	449 (66.22)	128 (18.88)	678 (100.00)	-	-

Source: Primary Data (The figures in the parentheses are per cent to total)

Out of 408 faculty members who are working in Arts courses, 23.04 per cent of faculty members viewed that the level of commitment at high level and out of 270 faculty members who are working in Science courses, 12.59 per cent of faculty members viewed that the level of commitment at high level.

The Chi-square value of 11.937 is significant at one per cent level indicating that there is significant association between nature of the course of faculty members and level of commitment.

Influence of Dimensions Determining Quality of Work Life on Level of Commitment of the Faculty Members Working in Self Financing Arts and Science Colleges

To analyze the influence of dimensions determining quality of work life on level of commitment of the faculty members working in self financing arts and science colleges, the multiple linear regression has been applied and the results are presented in Table 14. [The coefficient of multiple determination (R^2) is 0.46 and

adjusted R^2 is 0.44 indicating the regression model is moderately fit. It is inferred that 44.00 per cent of the variation in dependent variable is explained by the independent variables. The F-value of 12.070 is statistically significant at one per cent level indicating that the model is significant.

Table14: Influence of Dimensions Determining Quality of Work Life on Level of Commitment of the Faculty Members Working in Self Financing Arts and Science Colleges

Dimensions Determining Quality of Work Life	Regression Co-efficients	t-Value	Sig.
Intercept	2.164**	7.845	.000
Working Conditions (X_1)	.013*	3.731	.000
Compensation and Rewards (X_2)	.032**	4.535	.000
Growth and Opportunities (X_3)	.030**	5.319	.000
Development of Human Capacities (X_4)	.004	.733	.464
Constitutionalism (X_5)	.029**	3.221	.001
R^2	0.46	-	-
Adjusted R^2	0.44	-	-
F	12.070	-	.000

Source: Primary Data (** Significance at one per cent level)

The results show that compensation and rewards, growth and opportunities, constitutionalism and working conditions are positively and significantly influencing the level of commitment of the faculty members working in self financing arts and science colleges at one per cent level. Therefore, the null hypothesis is rejected.

III. FINDINGS OF THE STUDY

1. The results indicate that 66.22 per cent of faculty members perceived that the level of commitment at medium level followed by high level (18.88 per cent) and low level (14.90 per cent). There is significant association between socio-economic profile of the faculty members and level of commitment except gender of faculty members and commitment, teaching experience of faculty members and commitment, marital status of faculty members and commitment, type of family of faculty members and commitment and size of family of faculty members and commitment.
2. The results show that compensation and rewards, growth and opportunities, constitutionalism and working conditions are positively and significantly influencing the level of commitment of the faculty members working in self financing arts and science colleges.

Suggestions

Based on the findings, the followings are suggested, in order to enhance the commitment of faculty members, the self financing arts and science colleges should make their faculty members emotionally attached with their colleges through better career growth and self improvement of faculty members. Besides, the self financing arts and science colleges should ensure the job security for minimum period to their faculty members. These measures will reduce the mental pressure of faculty members, in turn, it will increase their commitment.

IV. CONCLUSION

From the above study its is concluded that two-third of faculty members viewed that the level of commitment at medium level and there is significant association between socio-economic profile of the faculty members and level of commitment except gender of faculty members and commitment, teaching experience of faculty members and commitment, marital status of faculty members and commitment, type of family of faculty members and commitment and size of family of faculty members and commitment.

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