

## A Study on the Quality of Work life among academicians with Special Reference to Education Industry in Chennai

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### **ABSTRACT:**

Positive outcomes are produced by having a high Quality of Work Life (QWL) in any organisation. On QWL, numerous investigations have already been conducted. However, our study differs from previous research since we tried to concentrate on the main issues (QWL-related) that academic staff at educational institutions in Chennai experience. The study's objective was to determine respondents' perceived QWL status. 500 academicians from different private educational institutions in Chennai make up the sample. The level of job satisfaction among academics has been steadily declining in recent days, despite the fact that their preferred field of employment is teaching. And the quality of the work life is directly tied to job satisfaction. The features and factors from QWL reviews and questionnaires from earlier studies were used to build the questionnaire. The purpose of this study was to identify the key elements influencing QWL and provide the necessary recommendations for further improvement. The study's findings demonstrate that the respondents' QWL is not in a better state. There are numerous elements that have a significant impact on the respondents' QWL. Mainly Salary, bias in task assignment, and leave. The key to a nation's prosperity is higher education since it boosts its economic potential and promotes its growth. It is the responsibility of educational staff to comprehend and transform students' energy and knowledge in an effective and efficient manner. Numerous studies have shown that the quality of work life (QWL) is one of the most crucial and useful tools for human resource management. Work-life balance has long been a concern for people who are interested in the quality of working life and how it relates to overall quality of life. It can be challenging to juggle a fulfilling profession with a personal or family life, and this can affect a person's job satisfaction and personal obligations, including academic ones in higher education. Initiatives to improve quality of life at work inspire employees by assisting them in balancing their personal, professional, and social lives, which increases job satisfaction.

**Keywords:** work life balance, Factors, Family, Stress, Strategies, Education, Satisfaction

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## **I. INTRODUCTION**

Education is the backbone of every nation, and the educational sector supplies other businesses. Compared to basic and secondary education, education institutions have a bigger influence in the economic growth of a nation. This is directly and significantly related to the sector. Students and companies are connected via educational institutions. According to the demands of the market, students receive training in a variety of disciplines, technologies, industries, and areas. The first and most crucial step in addressing the demands and challenges of business and society is education institutions. Employees often spend roughly twelve hours a day, or about a third of their lives, at work; this has an effect on the employee's whole life. A human resource management concept called "Quality of Work Life (QWL)" seeks to enhance employees' quality of life at work. The employee's family and social lives therefore get better. Despite being a concept that has been around for four decades, "quality of work life" is still a new concept in India. The phrase "work productivity life" refers to the entirety of an employee's working life. The study examines aspects of work-life balance. The respondents' perspectives on how work-life balance affects life satisfaction as well as their views on their personal, societal, familial, environmental, and psychological outlooks have been gathered. The poll also aims to gauge respondents' attitudes on managing their work-life balance. "Work-family balance" changed to "work-life balance" in part as a result of employees without caring for children who believed that those with children received perks that they did not. Any obligations or tasks that are not compensated are referred to as "life." Although "unpaid work" is typically excluded when discussing work, the phrase might be expanded to include it. Organizations used to see "work" and "life" as two distinct spheres. Employees were expected to put the interests of the company before their own. Organizations have in the past responded by saying that what workers do at work is their business, regardless of what happens to them outside of work. As time has evolved, so have attitudes. The influence of work-life on personal life and vice versa is now recognised by organisations and managers. Growing numbers of businesses now operate under the theory that goals for personal and professional lives are complimentary rather than clashing in recent years. Employees that successfully balance their personal and professional lives achieve success for both themselves and the company.

## **II. REVIEW OF LITERATURE**

*Ashok and Ebria (2021)* proposed spending more time with the family and attempting to understand their needs. A key component of work-life balance is this. Conflict in the family results from not spending enough time with the family because of job demands. Family care should be prioritised through careful job scheduling. The quality of work-life balance is improved by scheduling the task and completing it on time. A little pause or period of relaxation may work wonders and boost productivity. The study came to the conclusion that there is a cycle in which the stress of the workplace impacts home life, which in turn causes the quality of the work to suffer. A good work-life balance may be achieved by avoiding official work during work hours and arranging adequate time for work and personal obligations.

**Ratha (2020)** suggested that No one can argue against the necessity of work-life balance for a stress-free and meaningful existence, particularly for women, and prove its value by noting that the secret to reducing stress is to know the faculty members in-depth and to communicate with them in an efficient manner. The study can also give employers of institutions advice on how to develop flexible work techniques and offer better working circumstances, which will assist faculty members somewhat overcome stress.

**Adeeba and Feza (2019)** determined that there are commonalities in the respondents' perspectives since their ages are practically same. So, it was determined that gender was not a significant distinguishing factor. On the dimensions of Work Interference with Personal Life, Personal Life Interference with Work, and Work Personal Life Enhancement, teachers did not differ significantly according on marital status, spouse's employment, the number of dependents, or age. There are disparities in the respondents' perspectives because they come from both universities and high schools. Despite the fact that they both teach at the same institution, they have different workloads, student populations, work schedules, and the kind of courses they are required to teach. Professional course instructors typically face more work-life balance challenges. As a result, it could help university administrators understand the issues that professors typically deal with. To enable instructors to discuss their issues with higher authorities, communication between the two parties needs to be improved. To better comprehend the WLB challenges teachers are facing, interaction between authorities and teachers has to be improved. To foster academic performance, a balance between task allocation, free time, and extracurricular activities should be developed.

**Kumar D., & Deo, J., M., (2011)** analysed the effects of stress on the standard of college instructors' working life. 100 college professors from universities in Bihar and Jharkhand were evaluated on their various perspectives on the quality of their working lives. It was shown that junior instructors were under higher stress than older ones. Contrarily, female instructors reported feeling greater stress at work than male teachers. Exceptional Work-Life Concept Numerous QWL measures for diverse industries were supplied by Walton, Louis, Davis, Rose & et al, Robbins & Fernandes, and others. These studies show that the impact and significance of QWL aspects vary by industry. The workplace of an educational institution is distinctive; no other sector's work habits, culture, or output compare to its. Its employees' working conditions are also very different from those in other firms. The importance of the QWL architecture for educational institutions must thus be understood. The conduct of educational staff members affects their personal lives, their students' careers, and the effectiveness of the institution.

**Rochita Ganguly (2010)** studied the QWL of university personnel and the connection between job satisfaction and QWL. The researcher paid close attention to gathering the data. She chose literate, knowledgeable people who understand the significance of the questioner and correctly complete the data. She created the questioner in Bengali, the employee's native language, for improved comprehension and idea flow. The results show that employees are unsatisfied with their amount of autonomy, personal development, and exceptional help. Employees were not happy with their jobs or the university's Quality Work Life policy.

*Eikhof et al. (2007)*, However, there is a need for it to be realized, as evidenced by an Emerald article in Human Resource Management International Digest, which emphasized that businesses are realizing the value of being creative and responsive in order to meet employee expectations for flexible benefits that support work-life balance.

*Hyman and summers (2004)* highlighted seven important problems with current work-life practices. A few of these include uneven implementation across industries and organizations, a lack of formalization of regulations at the organizational level, and a limitation on employee input. There is no evidence of shortened working hours, physical or intangible work-related intrusions into personal life, and women continue to do the majority of household duties regardless of their job status.

*Vloeberghs (2002)*, A practical tool is required to evaluate the existing condition of work-life balance. The demands and ambitions of employees are not, however, adequately addressed by present work-life balance rules, according to academics.

*Kumar and Shanubhogue (1996)* Universities were looked at and a substantial difference in projected and actual QWL between workers was found. They defined the quality of work life programme as "a strategy that enhances the quality of life for employees while simultaneously enhancing the university's overall performance"

### **III. OBJECTIVES OF STUDY**

1. To examine the respondents' demographic make-up.
2. To examine the association between demographic factors and the degree of attitude among teaching professionals toward Work-Life Balance.
3. To examine the association between respondents' marital status and their opinion regarding the method for enhancing work-life balance at home.
4. To compare and investigate the link between respondents' attitudes regarding work-life balance and their degree of job satisfaction.
5. To determine the elements affecting respondents' perceptions of the teaching profession and work-life balance.

### **IV. SUMMARY OF METHODOLOGY**

#### **4.1. Research Design**

For data collection, analysis, and testing of the research model utilized in this study, a casual research design was adopted. The research design employed was Descriptive research design for the purpose of data collection & analysis

#### **4.2. Sampling Design**

The sampling technique deployed was Convenient Sampling Technique under Non – Probability Sampling with a sample size of 500 academicians working in education industry. This study covered Chennai zone. The population of the study was made up of academicians.

#### **4.3. Data Collection Design**

The two methods of data collection designed was Primary data i.e., Questionnaire and Secondary data i.e., Review of literatures, websites, books, interview with people.

**4.4. Statistical Tools**

The data analyzed in the forms of pie charts as Percentage Analysis and Statistical Analysis by using SPSS software i.e., Chi square test & Correlation in Hypothesis Testing. Percentages, means, and standard deviation were the most often utilized statistical techniques.

**4.5. Limitations of the Research**

The limitations of research were sample study was only 500 respondents, the study is targeted at education industry in particular zone only.. The study uses a structured predetermined questions. It is an objective study. The consequences are that these would impact perceptions and expectations.

**4.6. Hypothesis:**

H1: Is there a correlation between the stress factors at home and work life balance of academicians.

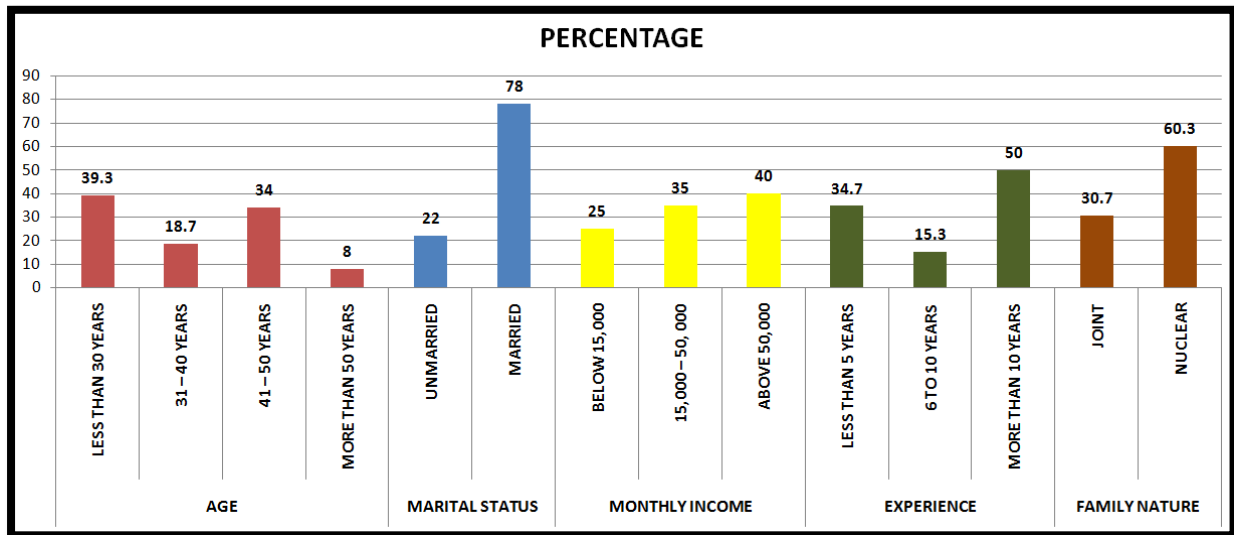
H2: Is there a correlation between the stress factors at work and work life balance of academicians.

**V. DATA ANALYSIS**

**TABLE I. TABLE INDICATING THE SOCIO DEMOGRAPHIC VARIABLES OF THE RESPONDENTS**

DEMOGRAPHIC PROFILE	FREQUENCY	NUMBER OF RESPONDENTS	PERCENTAGE
AGE	LESS THAN 30 YEARS	197	39.3
	31 – 40 YEARS	93	18.7
	41 – 50 YEARS	170	34
	MORE THAN 50 YEARS	40	8
	TOTAL	500	100%
MARITAL STATUS	UNMARRIED	110	22
	MARRIED	390	78
	TOTAL	500	100%
MONTHLY INCOME	BELOW 15,000	125	25
	15,000 – 50, 000	175	35
	ABOVE 50,000	200	40
	TOTAL	500	100%
EXPERIENCE	LESS THAN 5 YEARS	173	34.7
	6 TO 10 YEARS	77	15.3
	MORE THAN 10 YEARS	250	50
	TOTAL	500	100%
FAMILY NATURE	JOINT	154	30.7
	NUCLEAR	301	60.3
	TOTAL	500	100%

**CHART I. CHART REPRESENTING THE SOCIO DEMOGRAPHIC VARIABLES OF THE RESPONDENTS**

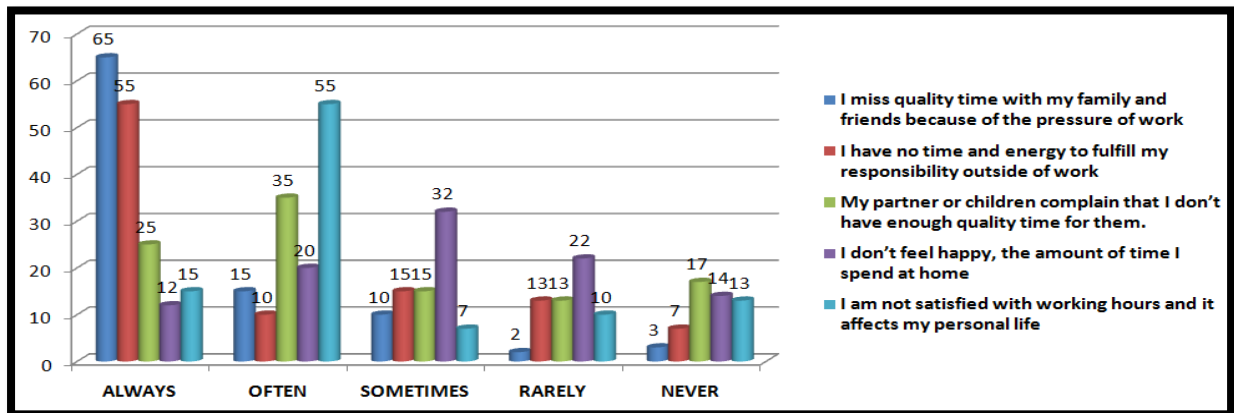


From table and chart I, it is inferred that majority of the respondents 39.3% belongs to age group of less than 30 years, Majority (78%) of respondents are married, Majority (40%) of respondents earn above 50,000 as monthly income, Majority (50%) of respondents have more than 10 years of experience and Majority(60.3%) of respondents are living in nuclear family.

**TABLE II. TABLE INDICATING WORK LIFE BALANCE ISSUES**

PARTICULARS	ALWAYS		OFTEN		SOMETIMES		RARELY		NEVER		TOTAL	
	F	P	F	P	F	P	F	P	F	P	F	P
I miss quality time with my family and friends because of the pressure of work	325	65	75	15	50	10	10	2	15	3	500	100
I have no time and energy to fulfill my responsibility outside of work	275	55	50	10	75	15	65	13	35	7	500	100
My partner or children complain that I don't have enough quality time for them.	125	25	175	35	75	15	65	13	85	17	500	100
I don't feel happy, the amount of time I spend at home	60	12	100	20	160	32	110	22	70	14	500	100
I am not satisfied with working hours and it affects my personal life	75	15	275	55	35	7	50	10	65	13	500	100

**CHART II. CHART REPRESENTING THE WORK LIFE BALANCE ISSUES**



From table and chart II, it is inferred that, Majority (65%) of respondents stated that they always miss quality time with family and friends because of the pressure of work, Majority(55%) of respondents stated that they always have no time and energy to fulfill responsibility outside of work, Majority(35%) stated that often their partner or children complain that they don't have enough quality time. Majority (32%) of respondents sometimes don't felt happy about the amount of time that they spend at home, Majority (55%) of respondents often not satisfied with working hours and it affects my personal life.

**TABLE III. TABLE INDICATING WORK RELATED VARIABLES ON WLB OF ACADEMICIANS**

WORK RELATED VARIABLES	TOTAL SCORE	MEAN SCORE	RANK	CHISQUARE VALUE	ASSUMP.VALUE
WORK LOAD	5965.328	7.041	12	4.587	0.285
AMOUNT OF RESPONSIBILITY	5758.341	7.197	11	4.459	0.198
CLOSE SUPERVISION	6953.674	8.691	4	5.830	0.212
WORK SAFETY	6500	8.125	6	1.316	0.859
SUPPORT FROM OTHERS	7866	9.832	2	9.792	0.044
MULTI INSTRUCTIONS	6896	8.621	7	3.203	0.524
EXECUTION OF WORK	7552	9.442	3	3.059	0.545
WORKING CONDITIONS	6756	8.445	10	4.183	0.382
PRIORITY OF JOBS	5828	7.285	8	4.898	0.298
SCOPE FOR JOB PROSPECTS	8050	10.062	1	4.898	0.298
IMPORTANCE OF DECISION MAKING	6750	8.437	5	2.859	0.582
WORK TARGETS	6862	8.577	9	4.357	0.360

From the above table III , it is interpreted that According to the academicians the main work related variables are as follows, As per that , it has been inferred that most of the academicians given highest significance (high rank) to Scope for job prospects, and given least significant (low rank) to work load. Since the calculated Chi-Square values of all work related variables that make the academicians to balance their work life at the organizations are less than Tabulated values and the significance value is greater than the 0.05 for all the

factors. So, the ranking of academicians on various work related variables that make the their work life balance at the organizations are not same. So that we can interpret from the analysis that the academicians’ feel the organization should provide and develop scope for job prospects, support them, work execution time, friendly supervision, giving importance for decision making, safety measures at work, proper instructions, job priorities, limited target works, working conditions, reduced work load, amount of responsibility satisfied for job.

**TABLE IV. TABLE INDICATING FAMILY RELATED VARIABLES ON WLB OF ACADEMICIANS**

FAMILY RELATED VARIABLES	TOTAL SCORE	MEAN SCORE	RANK	CHISQUARE VALUE	ASSUMP. VALUE
FAMILY PROBLEMS	7200	9.562	4	2.991	0.224
FAMILY WORKLOAD	5023.23	6.278	11	4.166	0.125
SUPPORT AND ISSUES OF FAMILY MEMBERS	5966.58	7.457	8	3.486	0.175
FAMILY WELFARE	5300	6.625	10	3.383	0.184
SOURCES OF INCOME	7833	9.791	3	0.428	0.807
POOR CONTRIBUTION TO FAMILY	9852	1.231	2	0.117	0.943
WORKPLACE ISSUES AT FAMILY	10045	12.556	1	0.014	0.993
FAMILY MEMBERS UNDERSTANDING	5966	7.4575	9	3.297	0.175
RECOGNITION IN FAMILY	3866	4.8325	12	3.021	0.146
FAMILY BUDGET & MONETARY ASPECTS	6856	8.578	5	1.222	0.543
CHILDREN CAREER	6225	7.781	7	4.457	0.108
SPOUSE UNDERSTANDING	6751	8.438	6	4.521	0.104

From the table IV , it is interpreted that, it is interpreted that According to the academicians the main family related variables are as follows, As per that , it has been inferred that most of the academicians given highest significance (high rank) to Work place issues at family, and given least significant (low rank) to Recognition in family. Since the calculated Chi-Square values of all family related variables that make the academicians to balance their work life at the organizations are less than Tabulated values and the significance value is greater than the 0.05 for all the factors. So, the ranking of academicians on various family related variables that make the their work life balance at the organizations are not same. So that we can interpret from the analysis that the academicians’ faces family problems, family work load, improper support and issues of family members, family welfare, insufficient sources of income, poor contribution to family, workplace issues at family, understanding of family members, recognition in family, family budget and monetary aspects, children career and spouse understanding impacts Of work life balance.



**TABLE V. TABLE INDICATING STRESS FACTORS AT HOME AND WLB**

		<b>Stress factors at home</b>	<b>Work-life balance</b>
<b>Stress factors at home</b>	Pearson Correlation	<b>1</b>	<b>.343</b>
	Sig. (2-tailed)		<b>.000**</b>
	S/NS		<b>S</b>
	Total sample respondents	<b>500</b>	<b>500</b>
<b>Work-life balance</b>	Pearson Correlation	<b>.343</b>	<b>1</b>
	Sig. (2-tailed)	<b>.000**</b>	
	S/NS	<b>S</b>	
	Total sample respondents	<b>500</b>	<b>500</b>

From the table V , it is interpreted that Correlation analysis was done to understand the relationship between stress factors at home and work life balance. It is clear that there is a strong positive relationship the between the stress factors at home and work life balance of academicians in education industry. That is, changes in one variable and correlated with the changes in other as the coefficient value is 0.34 is lesser than 0.05. Hence, there is a statistically significant correlation between the stress factors at home and work life balance of academicians in education industry.

S. NO.	ITEMS		SA	A	N	DA	SDA	TOTAL	Mean	SD
1	Staying away from family for a long time	Freq	79	94	91	128	108	<b>500</b>	3.184	1.382
		%	15.8%	18.8%	18.2%	25.6%	21.6%	<b>100%</b>		
2	Misunderstanding among family members	Freq	45	105	98	153	99	<b>500</b>	3.312	1.255
		%	9%	21%	19.6%	30.6%	19.8%	<b>100%</b>		
3	Conflict with family members	Freq	39	97	130	145	89	<b>500</b>	3.296	1.193
		%	7.8%	19.4%	26%	29%	17.8%	<b>100%</b>		
4	Problem with children	Freq	37	75	116	134	138	<b>500</b>	3.522	1.244
		%	7.4%	15%	23.2%	26.8%	27.6%	<b>100%</b>		
5	Less revenue and more dependence	Freq	42	114	163	114	67	<b>500</b>	3.100	1.149
		%	8.4%	22.8%	32.6%	22.8%	13.4%	<b>100%</b>		
6	Feeling lonely at home	Freq	56	87	105	128	124	<b>500</b>	3.354	1.322
		%	11.2%	17.4%	21%	25.6%	24.8%	<b>100%</b>		
7	Negative attitude of spouse/ family	Freq	32	82	72	168	146	<b>500</b>	3.628	1.238
		%	6.4%	16.4%	14.4%	33.6%	29.2%	<b>100%</b>		
8	Heavy household work at home	Freq	97	102	95	120	86	<b>500</b>	2.992	1.383
		%	19.4%	20.4%	19%	24%	17.2%	<b>100%</b>		
9	Tired with children's studies	Freq	77	101	88	120	114	<b>500</b>	3.186	1.393
		%	15.4%	20.2%	17.6%	24%	22.8%	<b>100%</b>		

**TABLE VI. TABLE INDICATING STRESS FACTORS AT WORK AND WLB**

From the table VI , it is interpreted that Correlation analysis was done to understand the relationship between stress factors at work and work life balance. It is clear that there is a strong positive relationship the between the stress factors at work and work life balance of academicians in education industry. That is, changes in one variable and correlated with the changes in other as the coefficient value is 0.192 is lesser than 0.05. Hence, there is a statistically significant correlation between the stress factors at work and work life balance of academicians in education industry.

S.NO.	ITEMS		SA	A	N	DA	SDA	TOTAL	Mean	SD
1	Forced overtime	Freq	25	48	99	77	251	500	3.96	1.24
		%	5	9.6	19.8	15.4	50.2	100		
2	Need to work on holiday	Freq	18	37	118	155	172	500	3.85	1.09
		%	3.6	7.4	23.6	31	34.4	100		
3	Work from home after working hours	Freq	59	52	111	87	191	500	3.60	1.39
		%	11.8	10.4	22.2	17.4	38.2	100		
4	Negative attitude of seniors	Freq	15	26	71	75	313	500	4.29	1.08
		%	3	5.2	14.2	15	62.6	100		
5	Negative attitude of colleagues	Freq	19	25	63	66	327	500	4.31	1.11
		%	3.8	5	12.6	13.2	65.4	100		
6	Non- support of colleagues	Freq	31	24	56	73	316	500	4.24	1.20
		%	6.2	4.8	11.2	14.6	63.2	100		
7	Interference of management in academics	Freq	32	33	61	84	290	500	4.13	1.24
		%	6.4	6.6	12.2	16.8	58	100		

		Stress factors at home	Work-life balance
<b>Stress factors at work</b>	Pearson Correlation	<b>1</b>	<b>0.192</b>
	Sig. (2-tailed)		<b>0.000**</b>
	S/NS		<b>S</b>
	Total sample respondents	<b>500</b>	<b>500</b>
<b>Work-life balance</b>	Pearson Correlation	<b>0.192</b>	<b>1</b>
	Sig. (2-tailed)	<b>0.000**</b>	
	S/NS	<b>S</b>	
	Total sample respondents	<b>500</b>	<b>500</b>

## **VI. RECOMMENDATIONS**

The following are the recommendations,

- To deal with the circumstances at the institutions and the families among the faculty, the institutions must offer additional psychological training.
- One requirement for maintaining a work-life balance among their faculties is the supply of working conditions to the faculties.
- The working conditions at the institution go beyond simple infrastructure. It comprises coworker relationships and the organization's management style.
- Since family stress factors have an impact on faculty members, particularly seniors when there are family issues and a lack of parental care, it should be addressed as an institution-wide issue. This kind of issue may be resolved through the implementation of family-oriented programmes, such as leisure centres, nurseries, flexible work schedules, family counselling, outings with families, and festival celebrations with faculty members' families. The work-life imbalances among the faculties might be lessened as a consequence of this kind of programme.
- The institutions should organise regular interaction programmes to improve the students' attitudes and behaviours as well as their faith in their professors.
- Counseling sessions, regular engagement times, and the launch of numerous awareness campaigns may all be used to handle tensions.
- The administration of the institutions has to understand how crucial it is to provide assistance in reducing work-family conflict and work-life imbalance. In addition to financial assistance, faculty are given emotional support during this difficult time.
- The current study recommended looking into this element in order to improve productivity and lessen the imbalance between work and personal life for these individuals. The work load assigned to the faculty should be based on the AICTE's standards. For an educational institution to improve ongoing performance, a suitable task at a reasonable wage is always preferable.

## **VII. CONCLUSION**

Job happiness and work-life balance are not problems that can be solved. These are ongoing issues that require attention. It's possible for work to rule your life. Possessing managerial skills can help you achieve work-life balance and job happiness. It is hard to completely eradicate all of the sources of stress at work since there are so many of them. It might perhaps be harmful. Sometimes, the effects of stress are beneficial. Sometimes stress may motivate and energise individuals, enabling them to do more; the key seems to be how people respond to it. The use of organisational measures by the education sector to minimise or lessen some of the major sources of stress can be advantageous for working women. It might be argued that the degree of work satisfaction varies along with the satisfaction factors. Companies will need to consider work-life balance and employee happiness when creating suitable rules for employees to address problems with work-life balance and job satisfaction. Staff at educational institutions play a crucial role in fostering and training young brains, which have the potential to build a new world. Education professionals' daily activities and environment

have a big impact on their lives. It has been demonstrated that QWL components are essential for creating a healthy work environment, a favourable climate for human resources, and inspiring and encouraging individuals to produce their best work.

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