

## Impact of Work Environment and Job Satisfaction on Quality of Work Life (QWL) on Private School Teachers in Tokha Municipality, Nepal

<sup>1</sup>Nischal Risal, Ph. D. Scholar, <sup>2</sup>Dhruba Lal Pandey, Ph. D., <sup>3</sup>Dikshya Bhujel

<sup>1</sup>Assistant Professor of Management, Nepal Commerce Campus, Tribhuvan University, Kathmandu, Nepal

[Email: nischalrisal@gmail.com, ORCID: <https://orcid.org/0000-0002-8193-4096>]


<sup>2</sup>Associate Professor of Management (Corresponding Author), Central Department of Management, Tribhuvan University, Kathmandu, Nepal

[Email: p.dhruba@yahoo.com, ORCID: <https://orcid.org/0000-0002-1323-7758>]

<sup>3</sup>Research Scholar, Peoples Campus, Tribhuvan University, Kathmandu, Nepal

[Email: dikshyabhujel2016@gmail.com]

**Article History:** Received 12 Oct. 2024; Reviewed 9 Nov. 2024; Revised 15 Dec. 2024; Accepted 6 Jan. 2025

**Copyright:**  This work is licensed under a Creative Commons Attribution-Non Commercial 4.0 International License.

### Abstract

*The existing literature has provided unanimous results on work environment, job satisfaction and quality of work life on employees in the academic domain. Thus, the study aims to determine the effect of the work environment and job satisfaction on the quality of work life of private school teachers in Tokha, Kathmandu, Nepal. Need satisfaction theory aims to provide actionable insights for improving the quality of work life. The descriptive and causal research designs have been adopted. The data is collected from 109 respondents from the Tokha area using the purposive sampling method. The sample has been drawn based on the participation of teachers in the survey. The study found a significant positive relationship between work environment, job satisfaction, and quality of work life. By aligning the work environment and satisfaction styles or levels, organizations can foster a positive workplace and culture, improve relation rates, and ultimately thrive in the present era. Enhancing working conditions and strengthening training programs, providing a concise overview of the findings and implications for improving teachers' quality of work life. The study findings emphasized practical implication to stakeholders by improving working conditions and professional development. So, investing in the quality of work life for teachers is a strategic imperative that enhances both the well-being of educators and the educational outcomes for students, underscoring the importance of addressing the quality of work life.*

**Keywords:** Educational management, job satisfaction, quality of work life, teacher well-being, work environment.

**JEL Classifications:** A20; I20; I30; J17; Q51

## **Introduction**

Organizations are continuously looking for new ways of doing business to meet the challenges of today's dynamic business environment. Given the amount of time and energy people extend at the workplace, it is important for employees to be satisfied with their life at work. Time pressure is a serious problem in today's workforce, with an ever-increasing number of workers bearing major responsibilities at home and meeting their job satisfaction with higher expectations (Glass & Finley, 2002). Employees are likely to have higher well-being if they are satisfied with their work and organization and they perceive their quality of work-life positively (Chan & Wyatt, 2007). The term quality of work life is reputed to have originated from an international labor relations conference in 1972 at Arden House, Columbia University, New York (Davis & Cherns, 1975). Mirvis and Lawler (1984) found that the quality of working life was related to satisfaction with wages, working conditions, and working hours. The essentials of a good quality of work life were a safe work environment, equitable employment opportunities, equal wages, and opportunities for advancement. Zohir (2007) has identified that financial benefits, security, social welfare, and leave provisions impact firm performance that would lead to a positive impact on workers' quality of work life. Quality of work life directly affects the employees' job satisfaction and influences other aspects of work-life, such as family, social needs, and leisure (Emadzadeh, 2012). Rose et al., (2006) stated that a quality of work life is a philosophy or set of principles, which holds that people are trustworthy, responsible, and capable of making a valuable contribution to the organization. Hosseini et al., (2010) concluded that the quality of the work system is one of the interesting methods of creating motivation and is a way to have job enrichment. Ebrahim et al., (2010) explored the relationship between the quality of work life and the job satisfaction of employees. The fair pay, growth opportunities, and continuing promotion improved employee performance, which in turn increased the quality of work-life of employees. Pandey and Jha (2014) explicated a human resource management concept that was used to improve the work life of employees. Reyan (1995) believed that most studies done on the quality of work focused on the psychology of individuals and their perception of the industrial environment. Daud (2010) determined that quality of work life was important for achieving employee job satisfaction. Mohan and Ashok (2011) revealed that work occupied a vital place in many people's lives; it was affecting their physical and psychological well-being. Job satisfaction and satisfaction in private life were both important for having a positive quality of work-life experience. Sree Devi and Ganapathi (2014) stated quality of work life was perceived as a definitive key to advancement among all the work frameworks. Nanjundeswaraswamy and Swamy (2013) showed a positive relationship between work environment, job satisfaction, and the quality of work life in private technical institutions. A similar result was observed in the Chennai automobile industry (Elamparuthi & Jambulingam, 2014). Ashwini and Anand (2014) also show a positive relationship, and employees were satisfied in the service sector of the organization in India. However, tertiary general hospitals showed both positive and negative impacts on the quality of the work life of nurses (Hwang, 2022). Most studies have been done in institutions, industries, and organizations in developing countries. Though the results were inconsistent, the current studies identify the lack of such in the education sector. Tokha Municipality was formed on 2014 AD by merging five previous villages. It has an area of 16.2 square kilometer and comprises 11 Wards. The municipality is rich in cultural and ethnic diversity (Karki et al., 2022). The literacy rate is 91 percent in Tokha Municipality. The literate male is 95.50 percent and 86.60 percent is female literate rate. The literate population aged 5 years and above by education level completed is 3 percent for early childhood, 16.90 percent for primary education, 13 percent for lower secondary

level, and 12.20 percent for school level education. The population aged 5 to 25 years who have completed education level below SLC/ SEE by school attendance status is 81.70 percent currently attending, 16.30 percent ever attended, 2 percent never attended, and 0.04 percent is not stated (National Statistics Office, 2021). Thus, to address the mention gap explained through literature review, the main objective of the study is to analyze the quality of work-life in teachers within the Tokha Municipality. The main purpose of the study is to analyze the difference in the perception of work environment, job satisfaction, and quality of work life across gender groups; to examine the relationship between work environment, job satisfaction, and quality of work life; and to identify the effect of work environment and job satisfaction on quality of work life.

## **Literature Review**

### ***Need Satisfaction Theory (NST)***

The need satisfaction theory is adopted in this study to measure the quality of work life. The need satisfaction approach is based on the theories of Maslow (1943); Herzberg (1966); and Alderfer (1972). This study assumes that the organization was fulfilling the needs of the employees to sense job satisfaction. Employees would get satisfaction with their basic needs to the extent that their jobs meet their needs. For this study, the quality of the work-life construct was adopted from Sirgy et al., (2001). Need satisfaction theory posits that the satisfaction of the needs for autonomy, relatedness, and competence is crucial for motivation, optimal development, effective functioning, and good health (Milyavskaya & Koestner, 2011). Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. Similarly, Herzberg's (1966) two-factor content theory attempts to explain the factors that motivate individuals through identifying and satisfying their individual needs, desires, and the aims pursued to satisfy these desires. For example, dissatisfies cannot increase or decrease satisfaction; they can affect only the degree of dissatisfaction. Alderfer (1972) reformulated Maslow's theory and proposed that there were three basic needs: existence (nutritional and material requirements like pay and conditions); relatedness (need for meaningful social relations, relationships with family and friends, and at work with colleagues); and growth (need for developing one potential, the desire for personal growth, and increased competence). For example, if growth opportunities are not provided to the employees in the organization, they may regress to relatedness needs and socialize more with their co-workers in the organization. If we recognize these conditions early, steps can be taken to satisfy the frustrated needs until the employee can pursue growth again.

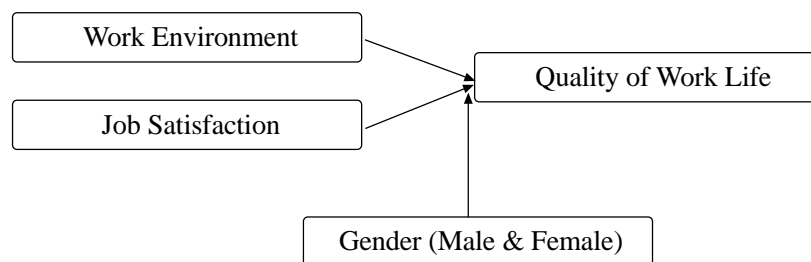
### ***Empirical Review***

Islam (2012) concluded that the factors of workload, family life, transportation, compensation policy and benefits, working environment, working conditions, and career growth had a significant influence on the quality of work life. It was concluded that an appropriate organizational culture, compensation policy, career growth, and relative facilities could lead to a satisfied employee mindset, which ensures overall organizational productivity. Sinha (2012) identified three factors regarding the quality of work-life experience. This finding proved that the components identified and the structural relations represented as regards the component, quality of work-life experiences. The results indicated that factors, i.e. relationship-sustenance orientation, futuristic and professional orientation, and self-deterministic and systematic orientation had substantial roles to play in satiating the needs of employees and how middle-level aspects were valued for developing a unique and inimitable quality of working life

within their socio-technical systems for eliciting favorable job-related responses. Nanjundeswaraswamy and Swamy (2013) revealed that factors of quality of work life were positively correlated with quality of faculties, which indicated that enhancement in the variables led to an increase in the overall quality of work life of faculties. Ashwini and Anand (2014) showed a positive relationship between the factors of service sector companies and satisfaction experienced by all employees. Employees were the strength of an organization and need to be treated with dignity and respected for their sincere and hard work. A high quality of work life resulted in employee satisfaction and thus in high productivity. Elamparuthi and Jambulingam (2014) showed a positive sign for organizational practices in the automobile. The six factors: health and safety needs, economic needs, esteem needs, actualization needs and knowledge need organization improved the quality of work life. Dahie and Mohamed (2017) concluded that general well-being, career, and job satisfaction as well as the working conditions of lecturers of the University of Somalia had a positive significant impact on the quality of work life. Mahesh and Nanjundeswaraswamy (2020) revealed that more than half of the surveyed employees were satisfied with the status of quality of work life and that demographical factors did not impact the quality of work life of employees. Prabha et al., (2021) showed a positive relationship between job satisfaction, communication, employee motivation, career development opportunities for continued growth, job security, transparency, and building trust for a happy organization towards small industries in Coimbatore. The employees were given reasonable autonomy for their jobs which meant they felt more responsible and challenged and work hard to achieve it. The study concluded that small-scale industries were providing their employees best quality of work life which influenced their performance and productivity thereby creating happy organizations for the employees. Hwang (2022) concluded that nurses had high levels of job stress and moderate quality of work life. The positive factors such as work satisfaction had stronger effects than negative factors. Thus, it would be necessary to seek strategies such as improving compensation for nurses, enhancing teamwork, or establishing a support system for managers, supervisors, and colleagues. Based on the reviewed literature, the study had focused on both positive and negative relationships between the variables.

### ***Conceptual Framework***

***Figure 1: Conceptual Framework of the Study***



The work environment and job satisfaction were used as independent variables, and quality of work life was the dependent variable. The moderating variable was gender, i.e., male and female. The work environment referred to the setting, social features, and physical condition in which they performed their job with the quality of work life.

***Operational Definitions***

*Work Environment*

A work environment is a social and professional environment in which employees are supposed to interact with several people and must work in coordination with one another. Quality of work life for academicians is an attitudinal response to the prevailing work environment and work environment domains such as stress, job characteristics, supervisory, structural, and oral characteristics to, directly and indirectly, shape academicians' experiences, attitudes, and behavior (Winter et al., 2000). The work environment is analyzed in terms of senior help in the work for a better job, and the workload given is reasonable and attainable.

*Job Satisfaction*

Job satisfaction is the favorable or unfavorable with which employees view their work. Jobs that are rich in constructive behavioral elements such as work autonomy, task variety, feedback, etc. contribute to employees' satisfaction. Different aspects of the job, such as pay, promotions, supervision, benefits, and excessive working hours, are associated with levels of satisfaction (Watson et al., 2003). Job satisfaction is analyzed in terms of satisfaction with the freedom to make decisions at the level and no discrimination of any type, such as social, racial, religious, etc. Views were considered in corporate planning, research, and development of related subject matter in each other.

*Quality of Work Life*

Feldman (1993) defined quality of work life as the quality of the relationship between employees and the total working environment. The quality of work life is often considered in two directions: one is the removal of negative aspects of work and working conditions, and the other is the modification of work and working conditions to enhance the capability of employees and to promote behavior that is important for the individual and society (Islam, 2012). The quality of work life is defined as the satisfaction of the employee in the management of the workplace and communication and teamwork of the employees in the school.

***Table 1: Development of Construct***

*Table presents the justification of construct on work environment, job satisfaction, and quality of work life. The sources are presented in second column of Table.*

<b>Variables</b>	<b>Sources</b>
Work Environment	Islam (2012); Nanjundeswaraswamy & Swamy (2013); Ashwini & Anand (2014); Swamy, et al., (2015); and Mahesh & Nanjundeswaraswamy (2020).
Job Satisfaction	Nanjundeswaraswamy & Swamy (2013); Ashwini & Anand (2014); Swamy et al., (2015), Dahie & Mohamed (2017); and Prabha et al., (2013).
Quality of Work Life	Islam (2012); Sinha (2012); Nanjundeswaraswamy & Swamy (2013); Ashwini & Anand (2014); Elamparuthi & Jambuligam (2014); Swamy et al., (2015); Dahie & Mohamed (2017); Mahesh & Nanjundeswaraswamy (2020); Prabha et al., (2021); and Hwang (2022).

*Hypotheses*

H<sub>1</sub>: There is a significant difference in the perception of the work environment across genders.

H<sub>2</sub>: There is a significant difference in the perception of job satisfaction across genders.

H<sub>3</sub>: There is a significant difference in the perception of the quality of work life across genders.

H<sub>4</sub>: There is a significant relationship between work environment and quality of work life.

H<sub>5</sub>: There is a significant relationship between job satisfaction and quality of work life.

H<sub>6</sub>: There is a significant effect of work environment on quality of work life.

H<sub>7</sub>: There is a significant effect of job satisfaction on quality of work life.

**Research Methods**

The study is quantitative in nature. The study has adopted a deductive approach based on the theory of need satisfaction. The study has adopted descriptive and causal research design. The population of the study is the private school teachers in Tokha Municipality, Nepal. The primary reason behind choosing the Tokha area is its high sample population compared to other areas. The respondents are conveniently accessible and the selection of participation possesses the characteristics associated with the research study. So, the sample is taken using purposive and convenience sampling methods. The study has used the sample size calculator to determine the sample size of 97 respondents at a 95% confidence level ± 10% margin of error (Maple Tech. International LLC, 2008). The data has been collected physically using questionnaires for the period May 14 to May 18, 2024. The questionnaire consists of demographic responses, and 5-Point Likert Scale attitude measurement questions. Total, 114 questionnaires have been distributed; among them, 109 responses are valid. The items for data are extracted from prior studies, making them suitable for the education sector. To evaluate the work environment, five items are extracted (Swamy et al., 2015; Ashwini & Anand, 2014). Job satisfaction is measured using four items (Ashwini & Anand, 2014). Quality of work life is measured using four items (Hwang, 2022). The collected data is initially entered into MS Excel. The statistical tools used to analyze the demographic status, opinion survey, mean differences, association between the variables and impact analysis are mean, median, frequency, rank, standard deviation, cross tabulation, independent sample t-test, correlation, and regression analysis.

*Model Specifications:*

$$Y = a + b_1X_1 + e \quad Y = a + b_2X_2 + e$$

Where, Y = Quality of Work Life

a = Intercept

X<sub>1</sub> = Work Environment

X<sub>2</sub> = Job Satisfaction

b<sub>1</sub> & b<sub>2</sub> = Coefficients

e = Error Term

## Results

### *Demographic Analysis*

**Table 2: Demographic Results**

Table presents the gender status, age status, work experience status and academic qualification status of the respondents.

<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Male	47	43.1	43.1
Female	62	56.9	100
Total	109	100	
<i>Age</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Below 20 Years	4	3.7	3.7
21- 49 Years	98	89.9	93.6
Above 50 Years	7	6.4	100
Total	109	100	
<i>Work Experience</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Below 1	35	32.1	32.1
2 to 4	27	24.8	56.9
Above 5	47	43.1	100
Total	109	100	
<i>Academic Qualification</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
SLC	2	1.8	1.8
Plus 2	14	12.8	14.7
Bachelor	64	58.7	73.4
Master	29	26.6	100
Total	109	100	

Table 2 shows the majority were female and revealed a higher representation of females compared to males in the sample. The findings showed the majority of the respondents across different age brackets were in the range of 21 to 49 years. **It had indicated that the majority of respondents were adults and involved in the teaching profession.** The majority of the respondents had experienced approximately four years. **It had indicated that the respondents had low retention in the academic field. Many of the respondents were university graduates. It had indicated the participation of the educated teachers in the survey.**

*Opinion Survey Analysis*

**Table 3: Opinion Survey Results**

Table presents opinions of respondents on job security, work acknowledgements, satisfaction on facilities and rewards, good life work profession, most increased factors, and most motivating factors.

Response	Opinion on the Job Security									
	Frequency	Percent	Cumulative Percent							
Yes	60	55	55							
No	49	45	100							
Total	109	100								
	Opinion on Work Acknowledgements									
Yes	92	84.4	84.4							
No	17	15.6	100							
Total	109	100								
	Opinion on Satisfaction with Facilities and Rewards Provided by the School									
Yes	68	62.4	62.4							
No	41	37.6	100							
Total	109	100								
	Opinion on Seeing a Good Lifework Profession in School									
Yes	79	72.5	73.4							
No	29	26.6	100							
Total	109	100								
	Opinion on Most Increased Factors									
Working conditions of the school	46	22.40	42.20							
Working environment	57	27.80	52.30							
Job security	54	26.30	49.50							
Opportunity provided in the school	48	23.40	44.00							
Total	205	100%	188.10%							
	Opinion on the Most Motivating Factor									
Features	Rank 1		Rank 2		Rank 3		Rank 4		Median	Rank
	N	%	N	%	N	%	N	%		
Promotion	30	27.50	26	23.90	24	22.00	29	26.60	2	2
Training and development	24	22.00	48	44.00	21	19.30	16	14.70	2	3
Relation and Cooperation	36	33.00	17	15.60	33	30.30	23	21.10	3	1
Compensation and Rewards	19	17.40	18	16.50	31	28.40	41	37.60	3	4
Total	109	100	109	100	109	100	109	100		

Table 3 shows that the highest 55 percent of the respondents concurred that their job was secured. Forty-five percentages of respondents had agreed that their job was not secured. Out of a total of 109 respondents, 49 respondents denied that the job was not secured. **The majority of the employees working in the schools had believed that their job was secured.** Most of the respondents, i.e., 92 respondents concurred that their work was acknowledged, and the rest, 17 respondents, had felt that their work was not acknowledged in the schools. Approximately 84.40 percent of teachers had felt their work was acknowledged. Most of the respondents, i.e., 68, seemed satisfied with the facilities



and rewards, whereas 41 did not feel satisfied with it. The 62.4 percentages of teachers had felt satisfied, but 37.6 thought the opposite of the majority. **It had indicated that most of the employees were fully satisfied with the facilities and rewards provided to them by the school. In essence, the alignment of facilities and rewards with employees’ needs and expectations had created a supportive and motivating work environment. Investing in both quality facilities and a rewards system was not merely a matter of enhancing comfort but a strategic approach to cultivating a thriving, productive workforce.** Out of the total respondents, 79 respondents had concluded a good lifework profession in schools, and 29 respondents did not see a good lifework. The proud respondents were 72.5 percent, and the not-proud respondents were 26.6 percent towards a school. Among the respondents, 22.40 percent believed that the working condition of the school had increased their quality of work life. Similarly, 27.80 percent of total respondents agreed that the working environment had increased their quality of work life. Likewise, 26.30 percent of respondents believed that job security had increased the quality of work life. Out of the total respondents, 23.40 percent had stated that the opportunity provided increased their quality of work life in the school. **While working conditions, job security, and opportunities were also crucial and had seen improvements. The working environment had become particularly prominent due to its broad impact on employee satisfaction and productivity, especially as remote and flexible work arrangements had become more common. Various factors had motivated the teacher's performance in the school. The features might be training and development, compensation and rewards, promotion and relation, and cooperation. The analysis found the relation and cooperation rank as the most important factors motivating work-life quality. The second important factor that motivates the employees in their work life was promotion. Likewise, training and development compensation and rewards were ranked third and fourth, respectively. The most motivating factor could vary widely depending on the individual's goals and contexts, but many people found a combination of intrinsic motivation often works best. While relation and cooperation were the most motivating factors.**

*Survey on the Work Environment*

*Table 4: Attitude Measurement on Work Environment*

*Table presents attitude of respondents on work environment using 5-point Likert scale. The three items are used to analyze the behavior of respondents on work environment.*

Statements	Ratings					Summated Value	Summated Mean
	SDA	DA	N	A	SA		
The work environment is good and highly motivating.	9	9	22	54	15	384	3.52
Seniors help me to do my job better at own level.	3	10	27	47	22	402	3.69
The workload given is reasonable and attainable.	4	12	38	41	14	376	3.45
I am satisfied with work timing, and shifts are scientifically scheduled.	2	11	22	52	22	408	3.74
Grand Weighted Mean							3.60

Table 4 depicted that the majority of the respondents, with a weighted mean score of 3.74, strongly

agreed that work timing and shifts were scientifically scheduled. The respondents also agreed that seniors helped them to make jobs better at their levels. The respondents had agreed on a good and highly motivated working environment. The respondents had agreed that the workload given to them was reasonable and attainable. The grand weighted mean for the statement related to the work environment was found to be 3.45. **It had indicated that respondents were satisfied with the working environment.**

***Survey on Job Satisfaction***

***Table 5: Attitude Measurement on Job Satisfaction***

*Table presents attitude of respondents on job satisfaction using 5-point Likert scale. The four items are used to analyze the behavior of respondents on job satisfaction.*

Statements	Ratings					Summated Value	Summated Mean
	SDA	DA	N	A	DA		
I am satisfied with the freedom to make decisions at my level.	6	11	27	48	17	386	3.54
There is no discrimination of any type of social, racial, religious, etc.	4	10	17	47	31	418	3.83
I feel comfortable and satisfied with my job.	3	6	24	47	29	420	3.85
My views are considered in planning, research, and development in the related subject matter.	7	5	21	54	22	406	3.72
Grand Weighted Mean							3.74

Table 5 showed that the respondents were comfortable and satisfied with their jobs and strongly agreed with the statement that there was no discrimination of any type, social, racial, or religious. The respondents had believed that their views were considered in the related subject matters of planning, research, and development. Also, they believed that they were satisfied with the freedom to make decisions at their level. The grand weighted mean of the statement related to job satisfaction was found to be 3.74. **The analysis had indicated that the respondents were satisfied with their job.**

***Survey on Quality of Work Life***

***Table 6: Attitude Measurement on Quality of Work Life***

*Table presents attitude of respondents on quality of work life using 5-point Likert scale. The three items are used to analyze the behavior of respondents on quality of work life.*

Statements	Ratings					Summated Value	Summated Mean
	SDA	DA	N	A	SA		
I am satisfied with the whole management of the school.	8	9	38	41	13	369	3.39
I am satisfied with communication and teamwork in my job.	5	11	22	50	21	398	3.65
I am fully satisfied with the working conditions in my school.	6	7	36	38	22	390	3.58
Grand Weighted Mean							3.54

Table 6 showed that the respondents highly agreed on communication and teamwork on the job at their schools. Similarly, a maximum number of respondents had agreed strongly on the working conditions

in the schools. In the same way, the respondents had agreed on the whole management of the schools. The grand weighted mean for the statements related to the quality of work life was found to be 3.54. **It had indicated that the respondents had felt quality of work life in their schools.**

***Overall Descriptive Analysis***

***Table 7: Overall Descriptive Results***

*Table presents overall descriptive analysis results on work environment, job satisfaction, and quality of work life. The mean, median, standard deviation, and variance are presented in second, third, fourth, and fifth columns respectively.*

<b>Variables</b>	<b>Mean</b>	<b>Median</b>	<b>Std. Deviation</b>	<b>Variance</b>
Work Environment	3.63	3.75	0.68	0.46
Job Satisfaction	3.85	4	1.56	2.43
Quality of work life	3.69	3.67	1.95	3.80

Table 7 showed that the mean value for job satisfaction was 3.85, the highest among other variables, followed by work environment and quality of work life. The mid value of job satisfaction was four, the highest among the quality of work life and work environment. Through skewness analysis, quality of work-life showed the highest score with a value of 7.29 among work environment and job satisfaction. Along with this, in kurtosis, the highest value was carried by the quality of work life with a value of 67.77 among other independent variables. **The insights gathered from this analysis would be instrumental in guiding strategic decisions and fostering a workplace where employees felt valued and motivated in the schools to perform well.**

***Analysis of Moderating Variable Effects on the Relationship between Work Environment and Quality of Work Life***

***Table 8: Cross-Tabulation***

*Table presents the cross-tabulation results on male and female respondents on the belief that a job is secured.*

<b>Gender</b>		<b>Belief that a Job is Secured</b>		<b>Total</b>
		<b>Yes</b>	<b>No</b>	
Male	Count	24	23	47
	% within Gender	51.10%	48.90%	100%
Female	Count	36	26	62
	% within Gender	58.10%	41.90%	100%
Total	Count	60	49	109
	% within Gender	55%	45%	100%

The analysis interestingly found a notable proportion of both males and females in the study. The majority of both gender groups had perceived a lower feeling about a job being secured. **Overall, several females were more encouraged to feel that their job was secured than males in their working schools.**

*Independent Sample t-test*

**Table 9: Independent Sample t-test for the Equality of Means Across Gender**

The equality of means across gender is presented in Table using independent sample t-test analysis. Based on the analysis, the test of hypothesis has been conducted.

Variables	Equal Variance	Levene’s Test for Equality of Variances		t-test for Equality of Means		Sig. (2-tailed)	Mean Difference	Hypothesis Results
Work Environment	Equal Variance Assumed	0.364	0.548	-2.148	107	0.034	-0.296	Null Hypothesis Accepted
	Equal Variances Not Assumed			-2.102	90.215	0.038	-0.296	
Job Satisfaction	Equal Variance Assumed	4.419	0.038	-3.131	107	0.002	-0.489	Null Hypothesis Accepted
	Equal Variances Not Assumed			-3.034	85.677	0.003	-0.489	
Quality of Work Life	Equal Variance Assumed	4.999	0.027	-4.626	107	0.001	-0.727	Null Hypothesis Accepted
	Equal Variances Not Assumed			-4.453	82.667	0.001	-0.727	

Table 9 indicated the results assuming equal variance for the work environment, job satisfaction, and quality of work life. For the work environment, with a p-value of 0.548, the mean difference between the gender groups male and female was found to be negative 0.296, leading to the acceptance of the null hypothesis, indicating an insignificant mean difference. **The independent sample t-test had provided clear evidence of a significant difference between the two groups concerned with the variables, i.e., work environment and job satisfaction. This conclusion not only confirmed the presence of differences but also guided future actions and research directions.** The continued analysis and exploration would be essential to fully understand the implications and to refine the strategies based on the insights. In the case of job satisfaction, assuming equal variance with a P value of 4.419, the mean difference was negative 0.489, resulting in acceptance of the null hypotheses, suggesting an insignificant mean difference. Finally, assuming equal variance with a P value of 0.270, the mean difference was negative 0.727, leading to the acceptance of the null hypotheses, indicating an insignificant mean difference.

***Relationship between Work Environment, Job Satisfaction, and Quality of Work Life***

**Table 10: Correlation Matrix**

*Table presents association between work environment, job satisfaction, and quality of work life using Pearson correlation analysis. WE represent working environment, JS represents job satisfaction, and QWL represents quality of work life of the respondents.*

Variables	WE	JS	QWL
WE	1		
JS	.461** (0.001)	1	
QWL	.398** (0.001)	.302** (0.001)	1
Hypotheses Results	Reject at 0.01	Reject at 0.01	

*\*\* Correlation is significant at the 0.01 level (2-tailed).*

Table 10 showed that the association between quality of work life and work environment was positive and significant (P-value < 0.05) with a correlation coefficient of 0.461. Likewise, the analysis depicted the positive and significant relationships between the quality of work-life and job satisfaction (P-value < 0.05) with a correlation coefficient of 0.302, which had meant both the work environment and job satisfaction had positively influenced the quality of work-life of teachers.

***Impact of Work Environment on Quality of Work Life on Private School Teachers***

***Table 11: Impact of Work Environment on Quality of Work Life***

*The causal relationship between work environment and quality of work life on private school teachers has been conducted using regression analysis as presented in Table. The fitness of model is tested by F-statistics. The final column of the Table explains the results on hypothesis.*

	Unstandardized Coefficients		t-value	Sig.	F-Statistic	Hypotheses Result
	B	Std. Error				
(Constant)	0.59	0.325	1.816	0.072	84.516	Null hypotheses rejected at 0.01.
Work Environment	0.812	0.088	9.193	0.001	(0.001)	
R = 0.664		R-Square = 0.441	Adjusted R-Square = 0.436		SE of Estimate = 0.6653	

*Dependent Variable: Quality of work life*

Table 11 provided an indicator of the model’s results to the data. The F-statistic was found significant, indicating the fitness of the model. The analysis revealed that 44 percent of the variation in quality of work life was attributed to the work environment. While the regression model demonstrated substantial explanatory power and identified significant predictors, there were areas for improvement. The analysis had resulted in the constant value on the work environment being 0.59. The analysis had interpreted a significant positive impact of the work environment on quality of work life (P-value < 0.05). **The result showed that the hypothesis was rejected at one percent level of significance. The conclusion should encapsulate the key results of the regression analysis, their implications, and any limitations or suggestions for future research. There might also be concern regarding data quality and measurement errors that could affect accuracy.**

***Impact of Job Satisfaction on Quality of Work Life on Private School Teachers***

***Table 12: Impact of Job Satisfaction on Quality of Work Life***

*The causal relationship between job satisfaction and quality of work life on private school teachers has been conducted using regression analysis as presented in Table. The fitness of model is tested by F-statistics. The final column of the Table explains the results on hypothesis.*

	Unstandardized Coefficients		t	Sig.	F-Statistic	Hypotheses result
	B	Std. Error				
(Constant)	0.59	0.262	2.252	0.026	0.001	Null hypotheses rejected at 0.01.
Job Satisfaction	0.783	0.068	11.451	0.001	131.115	
R = 0.742	R-Square = 0.551	Adjusted R-Square = 0.546	SE of Estimate = 0.59667			

Dependent Variable: Quality of Work Life

Table 12 showed that F-statistics was found significant and indicated the fitness of the model. This affirmed the accuracy of the predictors outlined in the analysis. The analysis found that 54 percent of the variation in dependent and independent variables, i.e., quality of work life, was attributed to job satisfaction. The analysis elucidated the significant positive impact of job satisfaction on the quality of work life (P-value < 0.05). **The result indicated that the hypothesis was rejected at one percentage level of significance. It had indicated the positive and significant relationship between job satisfaction and quality of work life, respectively.**

## Discussion

The result obtained from the data analysis of this study showed a positive and significant relationship between work environment and another variable, job satisfaction, and a positive and significant relationship with the quality of work life. The study findings are consistent with Nanjundeswaraswamy and Swamy (2013), who observed a positive and significant relationship between the work environment and job satisfaction. These findings were furthermore supported by Ashwini and Anand (2014), who identified a positive relationship between the independent variables, i.e., work environment and job satisfaction, and other factors. The findings of the study also concluded that there is a positive and significant effect of an independent variable (work environment and job satisfaction) on a dependent variable (quality of work life). Elamparuthi and Jambuligan (2014) concluded that job satisfaction is one of the important factors influencing teachers to have a better quality of work life. Swamy et al., (2015) also concluded that the work environment and job satisfaction have an 82.84 percent significant relationship between these two variables. And further consistent with the study by Prabha et al., (2021), which claimed that all two independent variables are significantly correlated with quality of work life.

## **Conclusion**

Both work environment and job satisfaction have significantly impact on quality of work life among private school teachers in Tokha Municipality. The relation and cooperation are ranked as the first important motivating teachers for quality of work life. Promotion is ranked as the second most important factor. Training and development is ranked as the third most important factor. Compensation and rewards are ranked as the least important factor, i.e., ranked four among the four alternatives of factors motivating teachers in quality of work life. There is a strong relationship between work environment and job satisfaction with the quality of work life. The quality of work life has become a powerful tool for the work environment and job satisfaction, as it provides access to increase or motivate teachers to get satisfied with the work life and resources provided to them in the schools. Overall, the study concluded that teachers are somehow satisfied with the quality of work life. However, the study also concluded that women teachers are more satisfied than male teachers in their work life. However, the analysis recommends that there should be continuous improvement, an ongoing process of assessment activities and feedback along with the formative evaluation to make the quality of work-life more effective. The quality of work life is a critical component of school health and employee satisfaction.

## **Implications**

The results of the study have numerous applications. The teachers need to analyze the factors for which they get motivated to increase the quality of work-life in the present era. The teachers should also be able to interpret the work-life in the school through the facilities provided to them and use it to develop their creativity. This study helped to determine the effect of quality of work life, which is needed for people to understand how the proper quality of work life could be done. The study highlighted the work environment as one of the significant determinants of the quality of work-life. If the work environment is properly maintained by the schools, teachers would be more able to increase their quality of work life properly. Job satisfaction is also identified as the major determinant in the current study, if people gated all the facilities, rewards, and comfortable surroundings then they could easily engage and work together to increase their quality of work life in the present era. Further, the school administrators should implement professional development programs and ensure fair compensation to enhance quality of work life. Further studies could explore the impact of cultural factors on quality of work life in different regions of Nepal.

## **References**

- Alderfer, C. (1972). *Existence, Relatedness and Growth: Human Needs in Organizational Setting* (3<sup>rd</sup> Eds.). Free Press.
- Ashwini, J., & Anand, D. D. (2014). Quality of work life evaluation among service sector employees. *Journal of Business and Management*, 16(9), 1-12.
- Chan, K. W., & Wyatt, T. A. (2007). Quality of work life: A study of employees of Shanghai, China. *Asia Pacific Business Review*, 13(4), 501-517. <https://doi.org/10.1080/13602380701250681>
- Dahie, A. M., & Mohamed, A. A. (2017). Examining factors affecting the quality of work line of lecturers: Case study from university of somalia in Mogadishu, Somalia. *Australian Journal of Science and Technology*, 1(2), 72-79.

- Daud, N. (2010). Investigating the relationship between quality of work life and organizational commitment amongst employees in Malaysian forms. *International Journal of Biological Macromolecules*, 5(10), 75-82. <https://doi.org/10.5539/ijbm.v5n10p75>
- Davis, L., & Cherns, A. (1975). *The Quality of Working Life*. Free Press.
- Ebrahim, K., Mohammadreza, V., & Alireza, L. (2010). The relationship between quality of work life and job performance. *Journal of Scientific Research*, 6(4), 317-323. <http://doi.org/10.5539/gjhs.v7n2p228>
- Elamparuthi, D., & Jambulingam, S. (2014). Need satisfaction and quality of work-life in Chennai automobile industries. *International Journal of Economics, Commerce and Management*, 2(3), 1-7. <https://ijecom.co.uk/>
- Emadzadeh, M. K., Khorasani, M., & Nematizadeh, F. (2012). Assessing the quality of work life of primary school teachers in Isfahan city. *Interdisciplinary Journal of Contemporary Research in Business*, 3(9), 438-448. <https://ijcrb.webs.com>
- Feldman, P. H. (1993). Work life improvements for home care workers: Impact and feasibility. *The Gerontologist Research*, 33(1), 47-54. <https://doi.org/10.1093/geront/33.1.47>
- Fink, E. L. (1995). A galileo analysis of organizational climate. *Human Communication Research*, 21(4), 494-521. <https://doi.org/10.1111/j.1468-2958.1995.tb00356.x>.
- Glass, J., & Finley, A. (2002). Coverage and effectiveness of family-responsive workplace policies. *Journal of Human Resource and Sustainability Studies*, 6(1), 313-337. [https://doi.org/10.1016/S1053-4822\(02\)00063-3](https://doi.org/10.1016/S1053-4822(02)00063-3)
- Herzberg, F. (1966). *Work and the Nature of Man*. The World Publishing Company.
- Hosseini, S. M., Jorjafki, G. M., & Ashrafi, A. M. (2010). Quality of work life and its relationship with performance. *Journal of Research Development*, 1-10. <https://doi.org/10.1109/ICAMS.2010.5553087>
- Hwang, E. (2022). Factors affecting the quality of work life of nurses at tertiary general hospitals in the context of the covid-19 pandemic. *International Journal of Environmental Research and Public Health*, 19, 1-13. <https://doi.org/10.3390/ijerph19084718>
- Karki, A., Bipin, T., Pradhan, P.M.S., & Basel, P. (2022). Depression, anxiety, and stress among high school students: A cross-sectional study in an urban municipality of Kathmandu, Nepal. *PLOS Glob Public Health*, 2 (5), e0000516. <https://doi.org/https://doi.org/10.1371/>
- Mahesh, B. P., & Nanjundeswaraswamy, T. S. (2020). Quality of work life of employees in corporate sector of India. *International Transaction Journal of Engineering, Management, and Applied Sciences and Technologies*, 11(12), 1-10. <https://doi.org/10.14456/ITJEMAST.2020.241>
- Maslow, A. (1943). a theory of human motivation. *Psychological Review*, 50 (4), 370-396. <https://doi.org/10.1037/h0054346>
- Milyavskaya, M., & Koestner, R. (2011). Basic psychological needs satisfaction mediates the association between self-control skills and subjective well-being. *Journal of Personality and Individual Difference*, 50(3), 387-391. <https://doi.org/10.1016/j.paid.2010.10.029>
- Mirvis, P. H., & Lawler, E. E. (1984). Accounting for the quality of work life. *Journal of Occupational Behaviour*, 5(3), 197-212. <https://doi.org/10.1002/job.4030050304>
- Mohammad, I. B. (2012). Factors affecting quality of work life: An analysis on employees of private limited companies in Bangladesh. *Global Journal of Management and Business Research*,



12(18), 22-31. <https://GJMBR/article/view/821>

- Mohan, N., & Ashok, J. (2011). Measuring of quality of work life in Textile industries: An integration of conceptual relationship with productivity. *International Journal of Research in Commerce and Management*, 2, 67-70.
- Mrs, R. S. D., & Ganapathi, R. (2014). Impact of work-related factors on quality of work life of employees in small scale industries in Kanyakumari district. *Journal of Research Development*, 16(12), 51-55.
- Nanjundeswaraswamy, T. S., & Swamy, D. R. (2013). Quality of worklife of employees in private technical institutions. *International Journal for Quality Research*, 7(3), 431-442.
- National Statistics Office (2021). *National Population and Housing Census 2021*. Government of Nepal, Office of the Prime Minister, and Council of Ministers.
- Pandey, A., & Jha, B. (2014). Review and redefine: Quality of work life for higher education. *Global Journal of Management and Business Research: An Administration and Management*, 14(11), 11-20.
- Prabha, D., Kowsalya, P., & Suganya, D. (2021). The impact of employees' quality of work life towards creating happy organizations with reference to the small-scale industries in Coimbatore. *International Journal of Creative Research Thoughts*, 9(1), 101-109.
- Reyan, G. M. (1995). *Theoretical Basic for the Qwl Concept*. University of Siena, Esprit Project, 8162.
- Rose, R. C., Beh, L. S., Uli, J., & Idris, K. (2006). Quality of work life: Implications of career dimensions. *Journal of Social Sciences*, 2(2), 61-67.
- Sinha, C. (2012). Factors affecting quality of work life: Empirical evidence from Indian Organizations. *Australian Journal of Business and Management Research*, 1(11), 31- 40.
- Sirgy, J. M., Efraty, D., Siegel, P., & Lee, D.-J. (2001). A new measure of quality of work life based on need satisfaction and spillover theories. *Social Indicators Research*, 55, 241-302.
- Sommer, S. M., & Sommer, G. K. (1996). The measurement of work to family conflict. *Educational and Psychological Measurement*, 56(3), 1-10. <https://doi.org/10.1177/0013164496056003009>
- Swamy, D. R., Nanjundeswaraswamy, T. S., & Srinivas, R. (2015). Quality of work life: Scale development and validation. *International Journal of Caring Service*, 8(2), 281-300.
- Watson, I. J., Buchanan, I., Camp, b., & Briggs, C. (2003). *Fragmented Futures: New Challenges in Working Life*. The Federation Press.
- Winter, R. T., Taylor, & Sarros, J. (2000). Trouble at mill: Quality of academic work life issues within a comprehensive Australian university. *Studies in Higher Education*, 25, 279- 294.
- Zohir, S. C. (2007). Role of Dhaka export processing zone: Employment and empowerment. *Journal of Research Report, Bangladesh Institute of Development Studies*, 11- 27.

