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University Teachers and Quality of Work-Life: A Study of Workplace Issue in Pokhara Metropolis

Baburam Lamichhane

Faculty of Management, Prithvi Narayan Campus, Pokhara, Nepal

ORCID: <https://orcid.org/0009-0004-0929-9173>

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Corresponding Author:

Baburam Lamichhane

Email: baburamlamichhane039@gmail.com

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*Centre for Research and Innovation
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Tel.: +977-61-576837

Email: research@pncampus.edu.np

URL: www.pncampus.edu.np

ABSTRACT

The aim of the present study is to investigate the position and impact of four dimensions of academic sectors: work autonomy, cooperation and relations, adequate and fair benefit, and work atmosphere on the quality of work-life (QWL) of university teachers. To address this objective, the study is descriptive and explanatory. The information was composed of permanent faculty members employed on nominated campuses by applying a stratified sampling technique. A Google Form-structured questionnaire was applied to collect the data. To collect the data, 301 questionnaires were disseminated, and among them, 220 responses were found to be valid and applicable to the study. Empirical analysis was done using SPSS, and descriptive statistics were conducted by applying the mean and standard deviation. Impact of four dimensions of QWL was examined by employing multiple regression analysis. The findings of the study showed that the work environment, relations and cooperation, and fair and adequate compensation aspects of QWL amongst faculties positively and significantly impacted on the QWL; however, the autonomy of the work had an insignificant effect on the QWL. This study is expected to assist as valued input

for the academies in recognizing the vital issues of place of work, advance schemes to discourse, and increase the value of employed situations.

KEYWORDS: Adequate and fair payment, cooperation and relation, quality of work-life, work autonomy, working environment

INTRODUCTION

Every workplace is diverse from each other. The enactment of professional obligations largely depends on the accessibility of resources, physical conservational situations, number of workforces, their education, authorizations, expertise and skills, aims and purposes of the university, design, and strategies. These issues and problems are related to quality working life in the workplace. Quality of work-life (QWL) is represented by value connection to workforces and the whole employed workplace, which contains sufficient and reasonable compensation and well-being phenomena. Youngblood (1984) reflects that QWL adjustment is a tactical resolution. Applications and occupations are naturally monitored confidential. The perspective of social institutions and the natural atmospheres of individual relations convert an authoritative ability of QWL. This investigation effort also acknowledged the strong relationship of a sole component of total QWL with all measurements of constructs. An improved QWL is the inventiveness, maintenance, and accomplishment of the practical and societal necessities of the profession in our institutions (Adhikari & Gautam, 2010). Human resources and organizational autonomy are considered to be assets for different organizations.

Since the previous decade, the status has been present in individual life; today, the idea of QWL adjustment is the leading collective theme in modern executive worldwide measures. The Nepali institutions lead their employees towards higher QWL, which significantly contributes to the productivity, efficiency, and effectiveness of the organization (Biswakarma, 2015). Tribhuvan University (TU) is the oldest university in the country. Different programs and schemes are regulated by the university, and due to that, different types of campuses are run under its affiliation. There are mainly two types of campuses affiliated with TU as constituent and affiliated campuses. Under some rules and regulations, affiliated campuses are established and run as autonomous organizations. Affiliated campuses admitted their faculties as per the needs and necessities of campuses, so the factors of QWL may be different.

This study mainly assumed fair and adequate compensation, work autonomy, working conditions, and cooperation among colleagues as quality dimensions of the total QWL of faculty members in TU. The QWL factors play a pivotal role in teaching and knowledge-sharing activities, so TU needs to meet teachers' QWL factors. Rao et al. (2013) analyzed the QWL of teachers at Jammu University. The main respondent of the research work is constructed for investigation as rank respondents into several ages, designations, learning subjects, and sex groups related to exposing the complete QWL. The findings of the work fail to indicate a significant relationship between teachers and the condition of QWL constructed on handling courses, i.e., sciences, professional, and social sciences. Nowadays, universities imply so many QWL dimensions that are commonly applied phenomena. According to Mirkamali and Thani (2011), a safe and conducive working environment, adequate and rational compensation, and prospects are needed for the sustainable development of the organization. Each QWL element needs to be recognized distinctly; the relative and the consequence of each constituent with new supervisory features and ideas containing effectiveness, enactment, efficacy, competence, etc. must be assessed and investigated.

The QWL also contains diverse prospects for employees who are individuals in their job and take the power to receive information as assignments. Likewise, Solomon

(2015) argued that the QWL of college teachers is an influential environment in educational institutions. This study revealed that the educational institution climate and welfare procedures given to the college teachers can forecast surroundings all around the educational surroundings. Thus, the study concluded that teachers are highly involved in imparting knowledge and technology, all of which increase the inventing of the capacities of the students. Ojedokun et al. (2015) and Seith (2017) explored a theoretical demonstration by highlighting the QWL that is involved in planning the opportunity for proceeded development and that constitutionalism remains in the institute, the common relevance of working life, a better environment, social assimilation, and satisfactory enlargement of employees' abilities and improve in existing situations. Management imparts in mutual forgoing studies frequently assume the QWL supporting job-related descriptive job efficacy, energy, and executive accomplishment. Chandiook (2018) conducted studies on the job satisfaction of employees in multispecialty hospitals in Delhi and the NCR. The study revealed that pay and compensation, promotion, and relationships with coworkers were the most important factors affecting motivation. Rewards and compensation are stimulating factors in the higher academic sectors. The greatest achiever is specified remunerations, which shapes competitiveness amongst the personnel to effort concrete and to attain institutional and personal objectives. Nadler and Lawler (1983) exposed a QWL approach of thoughtfulness toward individuals and job institutions. Employees implied Walton's scheme that remuneration presents a significant and exposed existence for a decisive QWL. A profession that provides low autonomy results in the minimum QWL in the workplace.

It is skilled-oriented, in which workforces are engaged to interrelate with certain people and are obligated to exert their efforts with harmonization in their own or others' techniques. For attaining projected accomplishments in education areas, the QWL plays a significant role in increasing QWL (Yadav, 2023). The results of the study undertaking a QWL as a significant paradigm exclusive to the stated part can be completed and pushed to other sectors of the economic area as a healthy position. In Nepal, there are so many problems in universities that different aspects of QWL are affected by them. Akdere (2006) argued that the QWL has become serious since 1950 for collective weights in contemporary corporate surroundings and family assembly. Much empirical research work on the QWL is done in developed and developing economies in various disciplines (Gayathiri & Ramakrishnan, 2013), but it is very negligible in less developed economies like ours. Thus, the persuading sources and the condition of QWL have been sustained to alter the location; however, the dynamics of connective influence on the QWL of teaching faculties are researchable phenomena in the university. Thus, the key objective of this study is to examine the influence of four issues relationship and cooperation, work autonomy, adequate return, and work situation on the QWL. This research effort promotes the investigation of the position and impact of QWL constructs on the total QWL of ability enthusiasts in the university. Moreover, it helps the educational sector evaluate the QWL surroundings of teachers. In doing so, the university could regulate workplace and quality life issues as per their needs.

RESEARCH DESIGN AND METHODS

Research Design

The study explored the position, relationship, and impact of QWL among different dimensions of the workplace among teachers in the higher academic sector in Nepal. The research design is descriptive, explanatory, and cross-sectional to initiate a measurable investigation in assembling and organizing the primary facts, thus requiring the adoption of quantitative methods so that findings are supported through the quantitative significance.

Population and Sampling

The total population of the study is the full-time teachers of constituent campuses of TU located in Pokhara Metropolis. There are five constituent campuses in Pokhara Metropolis. The study was conducted in two campuses: Prithvi Narayan Campus (PNC) and Western Regional Campus (WRC) among them. By applying a judgmental sampling procedure for meeting the required status of respondents, the population of the other two constituent campuses: Institute of Medicine Pokhara Nursing Campus (IMPNC) and Pokhara Forestry Campus (PFC) were selected out of sampling criteria as required by the study.

The study needs the population structure of lectures, associate professors and professors; however, these two campuses fail to meet the criteria. Therefore, the total population of the study permanently involved 333 faculty members at PNC and WRC. This study confirmed its sample size by applying the practical procedure of sampling by a formula of Yamane (1967); the minimum representation was 182 teaching faculties. A total 220 faculty members were selected to analyze the results that completed and valid for conducting the analysis.

$$\text{Size of Sample, } n = \frac{N}{1 + (N * d^2)}$$

Population = N

Size of Sample = n

Error Level = d = 5% level

The study-associated sample size enclosed different strata of full-time teachers in constituent campuses. The total population of professors is 22, which represents 6.6 percent of the total population of respondents; thus, the sample size is 6.6 percent of the total sample size of 182 university teachers. Likewise, the total population of associate professors is 75, which represents 22.52 percent of the total population; therefore, the sample size of associate professors is 22.52 percent of 182 university teachers. Similarly, the total population of lecturers is 236, which represents 70.87 percent of the total population; thus, the sample size of lecturers is 70.87 percent of the 182 university teachers. The study applied a construct interval scale implied as a five-point Likert scale, which ranges from strongly agree (5) to strongly disagree (1), as implied by (Swamy et al., 2015).

Test of Reliability

To assess the reliability of the consistency value of dependent and independent variables, the following data was retrieved from the test.

Table 1
Consistency Value of Dependent and Independent Variables

Variables	Value of Cronbach Alpha
Work environment	0.756
Relation and co-operation	0.796
Adequate compensation	0.707
Autonomy of the work	0.732
Quality of work life (QWL)	0.742

Source: Field survey, 2023

Table 1 shows that the consistency value was assessed to be the overall Alpha (α), which is more than 0.700 and the item-wise Cronbach Alpha = 0.707 to 0.796. If this associates the consistency and significance of the measure implemented in the current study with the normally established alpha of 0.6 applied by Cronbach (1951), it is perceived that the measure of the existing study is extremely consistent for data investigation.

Data Collection and Analysis

The primary data is collected by providing a structured questionnaire through the Google Forms to the respondents. The questionnaires were distributed to 301 respondents; only 231 respondents responded and filled up the questionnaire. Among these, only 220 responses were completed and valid for investigation. These valid responses were converted into an Excel sheet and imported into SPSS for analysis. The real results were explored by applying SPSS version 20 to evaluate the numerical statistics. Descriptive analysis, which presents the mean and standard deviation, was employed to describe the responses for the major variables. Mainly, the mean and standard deviation were employed to describe the position of the major variables. Multiple regression analysis is applied to analyze the significant impact of independent variables on the dependent variables. The specific model of the effects is $QWL = \beta_0 + \beta_1 aut + \beta_2 workenv + \beta_3 fairade + \beta_4 relco + \dots + e_i$.

RESULTS AND DISCUSSION

Demographic Profile of the Participants

The demographic structure is constructed based on the participants' gender, qualification, age of campus engagement, faculty or department, and job position. The profile of demographic respondents in the constituent campuses is divided into six categories. To analyze the different raw data, the demographic variables are applied as basic components.

Table 2 explores the respondents who were engaged: 90.00 percent male and 10.00 percent female. Most of the respondents were aged 40–50 years, i.e., representing 40.50 percent, and in the constituent campuses, less than 40-year-old respondents are the least common, representing i.e., 24.50 percent. PNC accounts for the majority of respondents. 88.64 percent and 11.36 percent from WRC; most of the respondents are from PNC because the larger total population is from PNC. Most of the respondents have Master's degrees, i.e., 83.20 percent, 7.70 percent of respondents have M.Phil. degrees, and 9.10 percent of respondents have PhD degrees. In the constituent campuses, 77.27 percent of respondents are lecturers, 17.30 percent of respondents are associate

professors, and 5.45 percent of respondents are professors. The majority of respondents are lecturers. Participants assigned by the department were 21.40 percent who were from education, 9.10 percent from engineering, 22.30 percent from management, 26.40 percent from humanities and social sciences, and 20.9 percent from science and technology among the total population of departments. The features of the respondents' profiles revealed that the majority of responses were from males; similarly, the research work represents the majority of respondents aged 40 to 50, with the second representation being more than 50 years. A large part of the population is represented by PNC. Regarding the educational qualification, the majority of the representation is from below: PhD and M.Phil. degrees with the job position as lecturers. Thus, this study suggests the demographic profiles of respondents are diverse.

Table 2
Respondents' Demographic Profile

Demographic features	Percentage representation	
Age (years)		
Below 40	54.00	24.5
40-50	89.00	40.5
Above 50	77.00	35
Gender		
Female	22.00	10.00
Male	198.00	90.00
Campus Engagement		
WRC	25.00	11.36
PNC	195.00	88.64
Educational Qualification		
Master degree	183.00	83.20
M.Phil.	17.00	7.70
PhD	20.00	9.00
Job Position		
Lecturer	170.00	77.27
Associate professor	38.00	17.30
Professors	12.00	5.45
Faculty/ Department		
Education	47.00	21.40
Engineering	20.00	9.10
Humanities and Social Science	58.00	26.40
Management	49.00	22.30
Science and technology	46.00	20.90

Source: Field survey, 2023

Work Environment Condition

The work environment consists of motivating work environment, working situation, abilities development offers, information availability, and worker empowerment. When these conditions are met in the campuses, the teachers feel a good working environment. Table 3 explores the mean score of 2.91 with a standard deviation

of 1.461 for the first construct; hence, it indicates that most of the respondents have a moderate level of response about the working environment. Likewise, for the second, third, fourth, and fifth proclamations, the average score is 2.77, 3.11, 3.00, and 3.23 respectively. It means that most of the responses are at a moderate level about their work environment. However, the respondents place more emphasis on providing empowerment to teachers, which means the score is higher, i.e., 3.23.

Position of Co-operation and Relations

The co-operational relations such as a good relationship among colleagues, belongingness to the university, the relationship between the campus chief and administration and other administrative staff create a good working environment in the higher education institutions. When these conditions remain in a good position, the teachers maintain their co-operation and good relations. As shown in Table 3, the first construct has a mean score of 2.67 with a standard deviation of 1.461; hence, it implies that most of the respondents have a moderate level of acceptance of the condition of harmonious relations among colleagues. Similarly, in the second, third, fourth, and fifth reports, the mean is 2.82, 2.91, 2.72, and 2.65 respectively. It means that the majority of respondents remained in a moderate position and showed an above-average level of interest in their relationships and cooperation. However, the respondents place more emphasis on the relationship between the campus chief and teachers in their university, which means that the score is higher, i.e., 2.91 with a standard deviation of 1.48.

Fair and Adequate Compensation

The fair and adequate compensations such as the work-based compensation, responsibilities-based salary, fair reward system, fairly handled promotion, and work affiliation are required when these conditions are considered in the reward and compensation system, the teachers feel fair in compensation and other benefits. Table 3 shows the position of the fourth and fifth statements; the mean score is 3.62 and 3.7, with a standard deviation of 1.49 and 1.56, respectively; hence, it represents that the majority of respondents approved reward, job performance, and promotion activities. Likewise, the first, second, and fifth constructs establish a mean of 3.15, 2.93, and 3.01 respectively. This one assesses whether the majority of respondents maintained a moderate level of interest in their fair and adequate compensation. However, the respondents place more emphasis on the promotion handled by their university, which means that the score is higher, i.e., 3.77 and a S.D. of 1.56, and provides low priority for salary and responsibilities at work.

Autonomy of the Work Condition

Autonomy of the work includes jobs assigned to the teachers' skills and abilities, flexi-time options, home adjustment, additional responsibilities, and adequate resource allocation. It means that if these conditions are fulfilled in the campus, they feel autonomous over the work. As shown in Table 3, the position of autonomy of the second and fifth statements' means that the score remains 3.29 and 3.77 with S.D. of 1.64 and 1.63, respectively; hence, the situation establishes that the majority of involvement agreed with flexi time and balance between the stated objectives and resource allocation activities. Likewise, the first, third, and fourth propositions have a mean of 2.75, 3.06,

and 2.84 respectively. These present a moderate level of agreement on the autonomy of the work constructs.

Constructs Position of QWL

The QWL constructs assume the work contentment, safe working atmosphere, supportive colleagues and administration, basic salary, and work autonomy. If these requirements are fulfilled, then the teachers feel about the QWL in the university campuses. Table 3 explores the fourth statement, representing a mean score of 3.36 with a S.D. of 1.356; therefore, it reveals that the majority of participants agreed that they responded with a salary sufficient to meet basic requirements for activities. Likewise, the first, second, third, and fifth statements expose mean scores of 3.05, 3.25, and 2.83 respectively, which represent moderate levels of agreement on the constructs of QWL. This means that the majority of respondents maintained a moderate level of interest in the QWL constructs. But the teachers place more emphasis on salary sufficiency for their university, which means that the score is higher, i.e., 3.36, and a low priority for low interference in their duties.

Table 3

Perception Position of QWL Factors

Measurement scale items of variables	Number of respondents(N)	Mean	Standard deviation
Work Environment:			
My campus work environment is good and highly motivating	220	2.91	1.46
Working situations are good on my campus	220	2.77	1.35
My campus offers sufficient opportunities to develop my abilities	220	3.33	1.45
The campus provides enough information to release my duties	220	3.00	1.47
I assumed a lot of work empowerment to resolve my talent and bound	220	3.25	1.54
Co-operation and Relation:			
There is an enjoyable connection with my contemporaries	220	2.67	1.14
There is a resilient logic of belongingness in my Institute	220	2.82	1.39
The relationship between the campus chief and faculties is very good.	220	2.91	1.48
There is a very cordial relationship with my departmental head.	220	2.72	1.21
I get good support from my other supporting staff.	220	2.65	1.27
Fair and Adequate Compensation:			
I feel my campus provides satisfactory and fair compensation for the work I do	220	3.13	1.53
The organization will pay salaries by	220	2.93	1.42

considering responsibilities at work.			
My campus does a good job of linking rewards to job performance	220	3.62	1.49
Promotions are handled fairly	220	3.77	1.56
If I have done my job, I am admired by my departmental head.	220	3.01	1.48
Autonomy of the Work Condition:			
My job lets me use my skills and abilities	220	2.75	1.28
My campus allows a flexi-time option	220	3.29	1.64
A part of my job is allowed to be done at home.	220	3.06	1.46
I am ready to take on additional responsibilities with my job	220	2.84	1.28
On our campus, there is a balance between stated objectives and resources provided	220	3.37	1.63
Position of QWL:			
My job offers the campus to me with satisfactory level	220	3.05	1.42
The working environment is very healthy and safe	220	3.25	1.61
I feel my colleagues and campus head on my campus are very supportive	220	3.00	1.56
I feel my salary is sufficient to meet my basic requirement	220	3.36	1.35
My campus provides me with conducting duty without interference	220	2.83	1.40

Source: Field survey, 2023

The Relationship among the Four Dimensions of Total QWL

Karl Pearson's correlation coefficient is used to investigate a direction of the straight connection between two independent and dependent variables. This matrix was developed to determine a correlation among the variables used for assessing the inclusive QWL of teaching professionals in the university. The relationship and significance level present a different dimension of QWL. Table 4 indicates that a correlation value (r) of constituent campuses on the four dimensions of work environment, cooperation, adequate compensation, and autonomy exist at 0.419, 0.363, 0.382, and 0.280 respectively, and the P-value is < 0.01 for all dimensions, so that all four dimensions have correlated positively and significantly with the QWL. All the relationships are positive and significant, so all variables are highly significant and correlated to the total QWL of teachers in the sampled campuses.

Table 4

Relationship and Significance Level of Four Dimensions of Total QWL

Variables	Correlation value(r)	P-value
Quality of work-life	1.000	0.000
Work environment	0.419	0.000

Relation and co-operation	0.363	0.000
Fair and adequate compensation	0.382	0.000
Autonomy of the work	0.280	0.000

Source: Field survey, 2023

Impact of Four Dimensions on the Total QWL

To examine the effect of four dimensions of fair and adequate compensation, relations and cooperation, work environment, and autonomy of the work, the regression model was suitable to analyze the comparative influence of four constructs of QWL. This technique also presents the comparative impact of four dimensions on the QWL of teachers in the constituent campuses. The regression result for these dimensions is presented in Table 5. For testing the impact of independent variables on dependent variables, R^2 is calculated using the four dimensions of QWL, and the total QWL of constituent campuses is 0.310 as Chin (1998) exposed those R^2 standards. Accordingly, 25 percent remained as high, 9 percent as moderate, and 1 percent as lesser. Thus, R^2 revealed that the model validates the data and is an effective combination that represents a substantial extent of the difference. Calculated R^2 is not so high that there are no existing multi-collinearity problems. Another factor in testing multi-collinearity is that VIF (variance inflation factors) are less than five, so there is no multi-collinearity among the variables.

Table 5

Impact of Four Dimensions of QWL on Total QWL of Constituent Campuses

Variables	Coefficient value (β)	T-value	Significance value(p-value)	VIF
Constant	2.151	2.333	0.021	-
Work environment	0.304	5.103	0.000	1.112
Relation and co-operation	0.234	3.657	0.000	1.126
Fair and adequate compensation	0.224	3.404	0.001	1.303
Autonomy of the work	0.066	1.019	0.309	1.264

$R^2 = 0.310$

Source: Field survey, 2023

Table 5 shows that the autonomy of the work dimension β is 0.066, the T-value is 1.019, and $P > 0.05$. The result is that the autonomy of the work has no significant influence on dimensions. It can be argued that for the teachers of constituent campuses, the autonomy of the work is a less important factor in a teaching-learning atmosphere. It means that a high degree of autonomy in the teaching-learning profession has not led to a better QWL. The effect for essential coefficient values β is 0.224, the T-value is 3.404 and $P < 0.05$. This explains why there is a significant influence on the basic value aspect of fair and adequate compensation in daily working life. It means that the teachers' perception of the core values of fair and adequate compensation affects the working life of teaching professionals at in the university.

As shown in Table 5, for the work environment dimension, β is 0.304, the T-value is 5.103, and $P < 0.05$. The result implies that the work environment is positive and significant. It can be argued that for the teachers of constituent campuses, the work environment is a significant dimension of QWL. It indicates that a better-employed

environment leads to the improved QWL in the constituent campuses. The result for the core values of relation and cooperation β is 0.234; the T-value is 3.657 and $P < 0.05$. This demonstrates that a significant impact on the core standards dimension of relations and cooperation reflects the good working environment in the constituent campuses. It exposes that the perception of teachers on the core values, relations, and cooperation did affect their QWL. The test result of three independent variables and the QWL is highly significant. The impact of these independent variables working environment, adequate compensation, and cooperation on the total QWL is positive and in the same direction. However, the impact of the autonomy of the work is not significant; this dimension does not have the same directional impact on the dependent variable of QWL of university teachers.

Discussion

As the descriptive analysis of QWL and its four dimensions of constituent campuses showed, most university teachers give more priority on empowering their activities. Likewise, they also want a good relationship between the campus chief and administrative staff. According to the respondents, promotion played a key role to maintain a good environment in the university. They suggest a sufficient salary for the basic requirements of QWL in the university. The same study conducted by Mirkamali and Thani (2011) explored those chances for work environment, autonomy, adequate and fair compensation, cohesiveness, and relation of administration as the major conditions of university teachers' QWL. This study was conducted to present the QWL of teachers in Tehran University. The result of the study is the same and consistent in different contexts and situations in both universities.

The influence of work autonomy on the QWL is insignificant and not fully supported to the QWL of the constituent campuses. It indicates that the autonomy of the work could not play a fundamental role in their QWL. A previous study by Saraji and Dargahi (2006) examined the work involvement and pleasure of nursing college. The survey results exposed that autonomy and pay were the most important factors in the nurses' QWL as they play a significant role in the employees' QWL. Rethinam (2008) explored that while the workplace maintains the appropriate guidelines to project the job events for the separate personnel, at that moment it is probable that the job events can adjust their workers' desires, which can produce institutional effectiveness. In the university, there are so many factors that play an important role in pretending to have the total QWL in the workplace. The teachers engaged in the higher education institutions have already exercised autonomy of work conditions over other sectors in their jobs. The same idea of the autonomy of the work exposed their current job position in the university. However, Warr (1994) suggested that work autonomy is regularly favorable. The association between work autonomy and pleasure is reversed. When it is excessive, the pleasure of workers will be condensed. Excessive autonomy cannot impact the workers' total QWL. Workforces need to accomplish their work appropriately, which, in its place, develops defensiveness. The result of the study between autonomy of the work and QWL depends upon the situation and nature of the job; thus, the results of the impact of autonomy of the work are not significant. The past studies have presented the mixed results. Some of the studies presented the significant results, and some of the same

relational studies presented the insignificant results. The present study presented the insignificant impact of work autonomy in the working lives of university teachers.

The influence of the work environment on the QWL is significant and fully supported in the constituent campuses. It means that the work environment in the university plays a pivotal role in their QWL. The constituent campuses presented the same directional impact on the QWL adjustment. If the work environment was improved, then the QWL of teachers would also be improved. In the past, the result of the relationship was explored by Winter et al. (2000) who stated that the QWL for university teachers as a behavior reaction provided that a job situation proposed five effort factors, which included attainable job features, stress, sectorial characteristics, operational and supervisory, straight and without making sense, form teachers' experiences, attitudes, and behavior. Lau et al. (2001) argued that the QWL is an encouraging functioning environment that maintains and improves satisfaction by providing workers with rewards, career growth opportunities, and job security. The working environment of a university is an important quality factor for teaching-learning activities. Therefore, the result of the study also explores the same result as shown in the past study.

The impact of adequate and fair compensation on working life was positive and significant in the constituent campuses. It means that fair and adequate compensation plays a pivotal role in their better involvement. The findings of the study also clearly explored the impact as significant and same directional. A study conducted by Weisboard (2007) demonstrated that publicly resolute requirements and reasonable compensation can produce a suitable job situation. Engagement life is more closely related because the university teachers feel the good QWL when adequate compensation is provided to the university teachers. An earlier study by Drobnic et al. (2010) concluded that workforces have protected careers and remuneration by which they would feel relaxed at the workplace, which improves the QWL of university teachers. The present study compares the impact of fair and adequate compensation in the constituent campuses, which is inconsistent with the past studies; The notion of QWL of university teachers was the same. When compensation is more fair and adequate, the QWL of teachers is improved.

The impact of existing cooperation and relations on the total QWL is significant and positive in the constituent campuses. It means that the relationship and cooperation of the university campuses contribute to their improved work surroundings. The study presents the same directional influence on the total working space. The previous studies on this relationship was explored by Robbins et al. (2002), who explored how human attention can also raise the workforces' self-confidence and self-determination and passively solve problems. According to Che Rose et al. (2006), the working life of teachers is connected to the career development as an interface of persons within the workplace. Kalleberg (1977) assumed that payments to the enterprise, the environment of work, and collaboration with people and customers would touch the employees' work contentment and inspiration. The relationship and cooperation support establishments in recognizing that their personnel who are employed on their campuses are favorably employed, leading to a better work situation for improving whole enactment (Velayudhan & Yameni, 2017). Relationships and cooperation among the campus chief, administrative staff and teachers are other important conditions of QWL in TU. The

result of the study also explored the same issue as the past studies of relations, cooperation, and QWL among the university teachers.

CONCLUSION

The university teachers of the study area mostly emphasize improving the work environment, arranging proper and adequate compensation, and establishing good relations among colleagues. Autonomy of the work is another important factor in the QWL of teachers. According to the results of this study, autonomy does not show a significant existence in determining the teachers' QWL. The study also indicates that the other three conditions of QWL are more important than the autonomy of the work in teaching-learning activities. The feeling of autonomy of the work in the university campuses is situational and depends upon the teachers' personal phenomena, so it cannot show a crucial existence in a decisive QWL to teachers of TU in all situations. Salary and other monetary incentives play an important role in advancing their QWL. Besides, the relationships of co-workers had not shown the feeling of good QWL. Similarly, the workplace exposes a significant inspiration to the university teachers' welfare. This would improve the total engagement of teachers in their workplace. They show a good, empowering feeling by confirming a high level of QWL and supporting the university's sustainable existence.

Due to some variances in work beliefs, some conditions may be vital in the academic environment. Hence, this investigation offers an appreciated understanding of the progress of the professional lives of university teachers. This presents a progress in their work enactment and inclusive QWL. This motivates academic authorities to do their work effectively.

CONFLICT OF INTERESTS

The author has no conflicts of interest to disclose.

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