

## Quality of Work Life (QWL) among the Faculty Members of Private Universities in Bangladesh: A Gender Perspective

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### Abstract

*About four decades have passed since the phrase “Quality of Work Life (QWL)” was first introduced. But in Bangladesh it is still a new concept to emerge. No initiative was taken to identify QWL in the private universities of Bangladesh, specially in terms of gender differences. Thus the study aims to make a comparative learning of the existing QWL between the males and female faculty members of the private universities through quantitative survey on 36 male and 36 female faculty members. The survey is conducted based on a structured questionnaire designed with 5-point Likert-scale. The sample includes 11 private universities. Several statistical tolls were applied for data analyses, i.e. factor analysis, correlational analysis, independent sample t-test, regression analysis, etc. The study reveals that a significant difference exists between male and female employees overall perception regarding QWL and particularly in one dimension of QWL relating to adequate and fair compensation. No statistically significant disparity is found in terms of the other dimensions, i.e. safe and healthy working conditions, immediate opportunity to use and develop human capacities, opportunity for continued growth and security, social integration in the work organization, constitutionalism in the work organization, work and total life space, and social relevance of work life. It is also explored that a higher QWL can lead to an increased job satisfaction among the faculty members.*

### 1.0 Introduction

Quality of work life (QWL) is a philosophy, a set of principles, which holds that people are the most important resource in the organization as they are trustworthy, responsible and capable of making valuable contribution and they should be treated with dignity and respect (Straw & Heckscher, 1984). QWL encompasses mode of wages payment, working conditions, working time, health hazards issue, financial and non-financial benefits and management behavior towards employees (Islam & Siengthai, 2009). According to Gadon (1984), QWL programs have two objectives: (a) to enhance productivity and (b) to increase the satisfaction of employees. Thus QWL provides healthier, satisfied and productive employees, which in turn provides efficient and profitable organization (Sadique, 2003). Most organizations today view QWL as important, but do not formally link it to any of their strategic or business plans (Periman, 2006), which affects the employee job satisfaction and retention (Havlovic, 1991, Newaz, Ali & Akhter, 2007).

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The reason behind choosing private university sector for this study is that it plays an important role in developing human resources and the economy of Bangladesh. Due to the massive destructions during the liberation war in 1971, the overall socio-economic conditions of the new born nation were in a huge turmoil. In addition, massive destruction of the institutional infrastructure, high growth rate of population, natural disasters, political instability all these made the situation of a new nation even worst. The huge impacts of these conditions had a profound impact on every socio-economic aspects of the new country including the education system (Joarder & Sharif, 2011). So the government of Bangladesh put in a constant effort to booster the country's higher education sector. With the opening up of the private universities in 1992, the number of private universities reached a total of 54 (UGC 2008). Bangladesh in this regard, has been very successful nation in terms of expanding of higher education in the private sector within short span of time (Joarder & Sharif, 2011). According to a survey in 2002, nearly 20,000 students got admission for their higher education in the private universities in Bangladesh. The number has dramatically increased to 1,24,267 students in 2006 (Mannan, 2009).

Around 4,821 full time faculty members are working in the 51 private universities of Bangladesh (UGC, 2008). Though such a large number of human resources are employed in this sector, it failed to gain recognition as sustainable employment provider (Hasan, Chowdhury & Alam, 2008), as faculty turnover is high in these private universities (Akhter, Muniruddin & Sogra, 2008). In fact the faculty turnover rate in the private universities is much higher compared to the public universities of Bangladesh (Mannan, 2009). Akhter, Muniruddin and Sogra (2008) also explored the reasons for leaving the jobs; lack of opportunities for career development, lack of flexibility & freedom, lower compensation, discrimination in rewards and benefits, conflict between management and faculty members, lack of academic and research environment, limited opportunity in job designing, etc. All these factors are essentially related with QWL, as it is mentioned earlier that QWL deals with both the intrinsic and extrinsic aspects of jobs. This scenario has created an urge to the private university policy makers to identify the underlying situations and reasons and brought them into consideration the QWL issue. Due to the importance of this sector, it is a necessity to evaluate the QWL of the faculty members of private universities. Because if employees feel that QWL is not adequate, they may leave the job and seek a better QWL. It has been further envisaged that faculty members play the key role in manipulating their services through providing better education and building the nation, as Hasan, Chowdhury and Alam (2008) mentioned that faculty turnover has an imperative effect on the ultimate education system. It is accepted that the organization with good human resources practices can lead to a high QWL for the employees, which ultimately lowers the intention of leaving the jobs. As ensuring QWL can ensure the employee job satisfaction and retention, the primary concern of the study is to explore current QWL condition in the private universities of Bangladesh.

The expansion of private higher education sector increased the female employment in this sector, as Akhter, Muniruddin and Sogra (2008) found in their study that female participation is gradually increasing in the private universities of Bangladesh. It is inspiring to mention here that women are increasingly emerging each year taking on the challenge to work in a male-dominated (Akhter, Muniruddin & Sogra, 2008), competitive and complex working environment of private university sector like any other private sectors of Bangladesh. They are contributing to business and export growth, supplies, employment generation, productivity, human and skill development of the country. Even though, women are entering into the private sector everyday, they are still defenseless and marginalized. Traditionally female participation in labor force has been restricted by social, cultural and religious norms (Baden et al 1994, Hossain & Kusakabe, 2005, Hafiza, 2007). It is generally viewed that female employees are somewhat neglected in their work places, which in turn can lead to lower level of job satisfaction and employee productivity (Islam & Saha n.d.). The female employees are found in vulnerable positions at the workplaces and gender discrimination in terms of pay, promotion and other facilities is visible in many private industries (Khan 2007; Bhuiya, 2007). Thus sex differences in particular could be described as an interesting issue in the socio-economic context of Bangladesh (Islam & Saha n.d.), as men are considered to be more powerful than their female counterparts and women are discriminated based on this long-established view (Hafiza, 2007).

Given that female participation is increasing in private sector and discrimination is apparent in many private industries, this study aims to explore QWL among the male and female employees working in different private universities.

The research problem will be addressed through these research questions:

1. Is there any significant difference between the QWL of the male and female faculty members?
2. Is the QWL of the male faculty members better than the female faculty members?
3. What are the aspects of QWL that led to a better QWL among the male and female faculty members in the private universities of Bangladesh?
4. What are the problem areas of QWL in the concerned private universities of Bangladesh?

## **2.0 Objectives of the Study**

The study purports to explore and gain better understanding of QWL in the private universities of Bangladesh. The contribution of this study is to explore the perception of QWL issues among the male and female faculty members of private universities in Bangladesh. By understanding their perspectives, the university management can derive ways to improve employee productivity. By conducting this study, the findings should

help both management and faculty members of the private universities to understand QWL, the emerging issue in human resource management. Specifically, the four objectives are:

- To explore whether there is any significant difference among male and female faculty members' perception over QWL issues;
- To investigate which factors affect overall perception of QWL of male and female faculty members;
- To examine the problem areas of QWL in the private universities in Bangladesh;
- To make suggestions to university management on devising policies on QWL.

### 3.0 Literature Review

#### 3.1 QWL and its Dimensions

The evolution of QWL began in late 1960s emphasizing the human dimensions of work that was focused on the quality of the relationship between the worker and the working environment (Rose et al, 2006). QWL is a concept of behavioral science, and the term was first introduced by Davis at the Forty-Third American Assembly on the Changing World of Work at Columbia University's Arden House. The selected participants assembled there concluded in their final remarks that "improving the place, the organization, and the nature of work can lead to better work performance and a better quality of life in the society". (Gadon, 1984, Wyatt & Wah, 2001, Sadique, 2003, Rose et al. 2006, Islam & Siengthai, 2009). Since the phrase was found the method of defining QWL varied and encompassed several different perspectives (Loscocco & Roschelle, 1991). Robbins (1989) defined QWL as "a process by which an organization responds to employee needs by developing mechanisms to allow them to share fully in making the decisions that design their *lives at work*". According to Feuer (1989) QWL can be described as the way an individual perceives and evaluates the characteristics intrinsic to his/ her past experience, education, race and culture. Lau and Bruce (1998) defined QWL as the workplace strategies, operations and environment that promote and maintain employee satisfaction with an aim to improving working conditions for employees and organizational effectiveness for employers.

It is difficult to best conceptualize the QWL elements (Seashore, 1975). Walton (1975) proposed eight major conceptual categories relating to QWL: (1) adequate and fair compensation, (2) safe and healthy working conditions, (3) immediate opportunity to use and develop human capacities, (4) opportunity for continued growth and security, (5) social integration in the work organization, (6) constitutionalism in the work organization, (7) work and total life space and (8) social relevance of work life. According to Gadon (1984), QWL efforts include the areas of personal and professional development, work redesign, team building, work scheduling, and total organizational change. The key elements of QWL include job security, job satisfaction, better reward system, employee benefits, employee involvement and organizational performance (Havlovic, 1991). According to Lau and Bruce (1998), QWL is a dynamic multidimensional construct that

currently includes such concepts as job security, reward systems, training and career advancements opportunities, and participation in decision making. Arts, Kerksta and Zee (2001) focused on the following factors: job satisfaction, involvement in work performance, motivation, efficiency, productivity, health, safety and welfare at work, stress, work load, burn-out etc. According to Saraji and Dargahi (2006), QWL refers to the things an employer does that add to the lives of employees. Those “things” are some combination of benefits explicit and implied tangible and intangible that make somewhere a good place to work. According to Royuela, Tamayo and Suriñach (2007), European Commission (EC) proposed ten dimensions for QWL, which are: (1) intrinsic job quality, (2) skills, life-long learning and career development, (3) gender equality, (4) health and safety at work, (5) flexibility and security, (6) inclusion and access to the labor market, (7) inclusion and access to the labor market, (8) social dialogue and worker involvement, (9) diversity and non-discrimination, and (10) overall work performance. Skinner and Ivancevich (2008) urged that QWL is associated with adequate and fair compensation, safe & healthy working conditions, opportunities to develop human capacities, opportunities for continuous growth and job security, more flexible work scheduling and job assignment, careful attention to job design and workflow, better union-management cooperation, and less structural supervision and development of effective work teams. According to Sadique (2003), a high QWL exists when democratic management practices are prevailing in an organization and all the managers, employees, workers, union leaders share organizational responsibility. QWL is defined as the favorable condition and environment of employees’ benefit, employees’ welfare and management attitudes towards operational workers as well as employees in general (Islam & Siengthai, 2009).

### **3.2 Importance of QWL**

Walton (1975) mentioned, “dissatisfaction with working life is a problem which affects almost all workers at one time or another, regardless of position or status. The frustration, boredom, and anger common to employees disenchanted with their work life can be costly to both individual and organization.” Thus, QWL stimulates the employee job satisfaction (Ruzevicius 2007), and is essential for improving organizational and operational productivity (Sink & Tuttle, 1989). Employees who are provided with a high QWL are more productive, and effective (Janes & Wisnom, 2010), because QWL programs can improve employee morale and organizational effectiveness (Hanlon & Gladstein, 1984). Pay, benefits, supervisory style - these extrinsic determinants of QWL play a major role for job satisfaction (Lewis et. al, 2001). Moreover, QWL has direct impact on human outcomes and it significantly reduces absenteeism, minor accidents, grievances, and quits (Havlovic, 1991). It is found that employee turnover can be minimized with better QWL (Newaz, Ali & Akhter, 2007) as a high QWL is essential for organizations to continue to attract and retain employees (Saraji & Dargahi, 2006). Thus it can be said that QWL can develop jobs and working conditions that are excellent for people as well as for the economic health of the organization (Kanagalakshmi & Devei, 2003). In fact, individual’s quality of working life directly influences the quality of life value (Ruzevicius, 2007) as the factors of QWL could be defined as physical and

psychological results of the work which affect the employee (Arts, Kerksta & Zee, 2001). According to Dargahi and Yazdi (2007), QWL incentives may be the most powerful type of reward managers can offer. Managers who help employees to improve their QWL at home as well as at work reap rewards in loyalty, productivity and retention.

### **3.3 Past Researches on QWL in Bangladesh**

In Bangladesh, there were not much direct studies on QWL. Moreover most of the researches did not explore the QWL among the faculty members of private universities. As according to Uddin, Islam and Ullah (2006), with QWL being a relatively new concept, most of the work done in this area is rather theoretical, dealing mainly with its proper identity, its dimension and its measuring methods. Most studies focus on the relationship of QWL with some of the result variables such as performance, productivity, job satisfaction, etc. (Joshi, 2007). Tabassum, Rahman and Jahan (2010) found in their study that the male employees perceived higher QWL than their female colleagues. In another study conducted by the same authors, it was found that there is a significant difference among the QWL of the employees of local private and foreign commercial banks of Bangladesh (Tabassum, Rahman & Jahan, 2010). Hoque and Rahman (1999) found that QWL is important for job performance, job satisfaction, labor turnover, labor management relations which play a crucial role in determining the overall well being of any industrial organization. They found in their study that workers of the private sector textile mills perceived significantly higher QWL than the workers of the public sector textile mills. Islam and Siengthai (2009) found that QWL has impact on the organizational performance of the garments enterprises of DEPZ. Sadique (2003) conducted a study on the employees of sugar mills and explored a significant difference between the white collar and blue collar employees' QWL. Hossain and Islam (1999) found a positive relationship between QWL and job satisfaction among government hospital nurses in Bangladesh. Uddin, Islam and Ullah (2006) also found a positive relationship between QWL and job satisfaction. Elias and Saha (1995) found in their research that female workers' quality of working life was significantly lower than that of their male counterparts in the tobacco industry. Wadud (1996) found that QWL was notably higher among the private sector women employees than their counterparts in the public sector. Kumar and Shanubhogue (1996) analyzed and compared the existing and expected QWL in universities and found a considerable gap.

### **3.4 Private Higher Education Industry in Bangladesh**

Since the birth of Bangladesh, with the ever-increasing population, the demand for higher education has increased by many-folds. After liberation war, the four higher education institutions along with the twenty seven newly established public universities were insufficient to fulfill this demand (Uddin, 2006). In order to address this rising demand, establishments of new higher educational institutions from private sector were also essential. The private universities in Bangladesh is actually an entirely new phenomenon dating back only to 1992 with the formation of "Private Universities Act 1992" (Mannan,

2009). The primary objectives of the private universities were to create more opportunities for higher education within the country along with public universities, as well as, partially prevent the outflow of foreign currency by the students going abroad for higher studies. From the inception, higher education in the private sector has been well accepted, and within a short span of time, 54 private universities have been in operations since 2008, where over 6000 full-time faculty members are working which reflects the tremendous growth of Private Universities in Bangladesh (UGC, 2008). According to Joarder and Sharif (2011) higher education in the private sector has made tremendous growth in terms of establishments. The authors observed that in terms of number of students' enrolment between public and private universities, the private universities are enjoying the superior position between them. The growth rate of students' enrolment is high at the private universities as compared to public universities during the year 2006 to 2008 (Joarder & Sharif, 2011). Thus, the authors concluded that it is clear that the importance of private universities in Bangladesh, and these institutions are playing significant roles in the development of human resources in the country.

## **4.0 Methodology**

### **4.1 Development of the Measuring Instruments**

According to Loscocco and Roschelle (1991), the most common assessment of QWL is the individual attitude. This is because individual work attitudes are important indicators of QWL. The ways that people respond to their jobs have consequences for their personal happiness and the effectiveness of their work organizations (Rose et. al, 2006). Thus a structured questionnaire was designed based on the literature review for achieving the objectives of the study. The following eight components of QWL proposed by Walton (1975) are considered for the study.

- (1) adequate and fair compensation,
- (2) safe and healthy working conditions,
- (3) immediate opportunity to use and develop human capacities,
- (4) opportunity for continued growth and security,
- (5) social integration in the work organization,
- (6) constitutionalism in the work organization,
- (7) work and total life space
- (8) social relevance of work life

As indicated in the literature review, several authors and researchers (Walton 1975, Havlovic, 1991; Sadique, 2003; Royuela et. al, 2007; Islam & Siengthai, 2009) considered the above mentioned components or factors as the determinants of QWL.

The questionnaire used in the survey consisted of two sections. The first section, including 51 statements, was designed to measure the perception by faculty members on QWL issues and job satisfaction. Respondents were asked to rate their level of agreement on each statement from "1" as "strongly disagree" to "5" as "strongly

agree”. The last section was the demographic information of respondents namely; gender, age, marital status, number of children, education level, income level, position, years of service in the respective university and in higher education sector. To increase reliability and to assure appropriateness of the data collection instrument, the questionnaire was subject to a pilot test conducted with 10 faculty members working in private universities in Bangladesh. The English language of the questionnaire was reviewed. Some statements were subject to a refinement on language proficiency and to avoid workplace and cultural sensitivity.

#### 4.2 Data Collection

Data were collected by visiting the private university premises and distributing the questionnaires. The questionnaires were distributed and collected within October 2010-December 2010. In total, twelve private universities were considered for the survey based on Probability Proportionate to Sample (PPS) sampling technique.

#### 4.3 PPS Technique for Selection of Universities

For applying PPS, the required academic fee for undergraduate program has been considered for preparing the categories. Six categories have been made based on the academic fee for undergraduate program. The number of full-time faculty members of each university is considered for the calculation PPS. Finally, two universities are selected from each category (the highlighted universities) based on the systematic random sampling technique. The following table shows a detail about the PPS application.

#### 5.4 Sample Size Selection Procedure

There are approximately 1,428 full-time faculty members who are working in the selective 12 universities. Considering the Confidence Level of 99% and Confidence Interval of 15, the sample size of 70 was found. Among 70 respondents, individuals were selected based on the faculty member proportionate ratio of each university to the selective sample population that is 1,428. The following table shows the number of faculty members included in the study from each university.

Table 1: Distribution of selected universities and respondent

Name of the University	Full-time Faculty Members	%of Population	No. of Faculty Members for Survey
BRAC University	140	0.098039216	8
North South University (NSU)	150	0.105042017	10
American International University Bangladesh (AIUB)	255	0.178571429	14
United International University (UIU)	119	0.083333333	8
Daffodil International University	137	0.098845599	8
Northern University	154	0.107843137	10



ASA University	60	0.042016807	4
Bangladesh University	70	0.049610206	4
Bangladesh University of Business and Technology (BUBT)	70	0.049019608	4
Asian University	129	0.090336134	8
Millennium University	25	0.017507003	4
Atish Dipankar University of Science and Technology (ADUST)	77	0.053921569	4

A total sample respondent of 72 is included for data analysis purpose as it was not possible to collect data from AIUB though the researchers attempted for data collection several times. As the research has the main focus on gender basis comparison, equal numbers of male and female faculty members are considered from each university.

#### **4.5 Statistical Tools of Data Analysis**

The study is based on the data collected to measure the faculty members’ perception and satisfaction for assessing their QWL. The measurement scale is Likert scale and thus, it is interval scale. Thus data is in numerical scale and the data is continuous. Though the data is in continuous scale, the Probability-Probability plot (P-P plot) has given the view that it is not distributed normally. At first factor analysis has been applied for data reduction. Then, correlation analysis has been performed to know about the feature of the linear relationship exists between the factors and quality of work life. As the data do not follow the normal distribution and the measurement is taken on attitude and behavioral sense, Spearman’s rank correlation technique has been applied which is non-parametric. Then, central value and dispersion of all factors has been estimated through mean and standard deviation respectively for male and female faculty members separately. The distribution of QWL for male and female has been compared with all the features along with box-plot diagram that gives the indication of difference. Finally, a test has been performed to know about the difference between central observation from two independent samples – male and female faculty members. The normality assumption is a prerequisite of the test of independent- two –sample test. Thus a non-parametric test – Mann-Whitney test has been applied in this special case. The p-value of this test has given the indication about the inherent difference of all factors and above all QWL.

#### **4.6 Limitations of Methodology**

Several limitations of this study should be considered. First of all, the results may not represent the whole sample population, as a relatively small sample size was employed. Second, the data were collected only from the universities which are established in Dhaka city. Thus the results may not symbolize the actual perception of the private university faculty members regarding QWL in context of total Bangladesh. Third, the ratio of male and female respondents in this study may not reflect the definite male and female participation in the private university labor force.

## 5.0 Findings

### 5.1 Profile of the Respondents

Seventy two valid responses were received at the end of December 2010. Respondents are full-time employees in the private universities of Bangladesh. A summary of the demographic profile of the respondents is presented in Table 2. Male and female constitutes 50% and 50% respectively; 55.6% are aged between 21 to 30 years, 37.5% respondents aged between 31 to 40 years and 6.9% respondents aged between 41 to 50 years. Three-fourth of the respondents (75%) is married. About 8.3% respondents obtained are graduates, 83.3% completed Master's degree, and the rest are PhD holders. In terms of job title, about 70.8% respondents hold Lecturer job position and 20.8% are Senior Lecturers. About 45.8% respondents are from Business Administration department and 27.8% are from arts department. About 36.1% of the respondents get TK 21, 000 - TK 30,000 as salary. According to the sample, 79.2% of the respondents are serving in the current university for 1 to 5 years. In fact, 79.2% of the respondents are in teaching profession for 1 to 5 years. It is found that around 28% of the respondents have either one or two children.

Table 2: Demographic profile of respondents (N=72)

Characteristics	Respondents(%)	Frequency
Sex		
Male	50.0	36
Female	50.0	36
Age		
21-30 years	55.6	40
31-40 years	37.5	27
41-50 years	6.9	5
Department		
Business Administration	45.8	33
Engineering	15.3	11
Arts	27.8	20
Law	11.1	8
Job Title		
Lecturer	70.8	51
Senior Lecturer	20.8	15
Assistant Professor	4.2	3
Associate Professor	4.2	3

Education			
	Graduate	8.3	6
	Masters	83.3	60
	PhD	8.3	6
Salary			
	10,000-20,000	22.2	16
	21,000-30,000	36.1	26
	31,000-40,000	22.2	16
	41,000-50,000	6.9	5
	Above 50,000	12.5	9
No. of years in present university			
	Less than 1 year	19.4	14
	1 to 5 years	79.2	57
	6 to 10 years	1.4	1
No. of years in teaching profession			
	Less than 1 year	11.1	8
	1 to 5 years	79.2	57
	6 to 10 years	8.3	6
	11 to 15 years	1.4	1
Marital Status			
	Single	25.0	18
	Married	75.0	54
No. of children			
	0	72.2	52
	1	18.1	13
	2	9.7	7

## 5.2 Validity and Reliability Analysis

Hair, Black, Babin, Anderson and Tatham (2007) defined the validity as “the degree to which a measure accurately represents what it is supposed to”. Validity is concerned with how well the concept is defined by the measure(s). Siddiqi (2010) mentioned about three types of validity in his study: content validity, predictive validity, and construct validity. Duggirala, Rajendran and Anantharaman (2008) defined the content validity as the assessment of the correspondence between the individual items and concept. Malhotra (2010) defines the content validity as face validity. This study addresses content validity through the review of literature and adapting instruments used in previous research.

Reliability differs from validity in that it relates not to what should be measured, but instead to how it is measured. Hair *et al.* (2007) defined reliability as the extents to which a variable or set of variables is consistent in what it is intended to measure. As the current study uses multiple items in all constructs, internal consistency analysis method is applied. The Cronbach alpha with acceptable cut off point 0.70 demonstrates that all attributes are internally consistent (Fujun, Hutchinson, Li & Bai, 2007). The Cronbach alpha value for this study is 0.962 including all the item scales, which meets the criteria of cut off point. In fact all the individual dimensions under QWL meet the criteria of cut off point according to the internal consistency reliability, as all the values of Cronbach alpha are greater than 0.70. Thus all the item scales and dimensions of the study are reliable. Table 3 represents the Cronbach alpha value of all the dimensions.

Table 3: Cronbach alpha and mean of Item scales and QWL dimensions

<b>Dimensions of QWL</b>	<b>Mean</b>	<b>Cronbach Alpha</b>
Adequate and fair compensation	2.86	0.795
Safe and healthy working conditions	3.14	0.911
Opportunity for continued growth and security	2.70	0.895
Opportunity to use and develop human capacities	2.99	0.707
Social integration in the work organization	3.11	0.792
Constitutionalism in the work organization	3.07	0.84
Work and total life space	2.99	0.847
Social relevance of work life	3.42	0.889
Overall QWL	3.44	0.962

To decide whether to continue with all the dimensions, principal component analysis was conducted with varimax rotation. The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy and the Bartlett’s test of sphericity were pursued to test the fitness of the data. A KMO value greater than 0.6 was accepted. According to KMO test result and Bartlett’s test result as presented in Table 4, it can be ascertained that the sample are adequate enough to conduct further statistical analysis, as the KMO test value for all the dimensions are greater than 0.60. In fact the Bartlett’s test of sphericity supports the results of KMO’s sampling adequacy test, as all the values are significant at 0.01.

Table 4: KMO measure of sampling adequacy test result

<b>Dimensions of QWL</b>	<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>	<b>Bartlett's Test of Sphericity Sig.</b>
Adequate and fair compensation	0.638	0.000
Safe and healthy working conditions	0.870	0.000
Opportunity for continued growth and security	0.840	0.000
Opportunity to use and develop humancapacities	0.771	0.000
Social integration in the work organization	0.725	0.000
Constitutionalism in the work organization	0.791	0.000
Work and total life space	0.703	0.000
Social relevance of work life	0.699	0.000

### **5.3 Correlation between QWL, its Dimensions and Job Satisfaction**

The Spearman correlation analysis is conducted to identify whether the dimensions of QWL are related with QWL and whether QWL is related with job satisfaction for the current study. As Table 5 represents, all the dimensions of QWL are correlated with QWL as the p-value for all the correlations are less than 0.01. The nature of the correlation is positive for all the cases, as the coefficient values are positive. So it can be ascertained that an increase in all the dimensions of QWL, i.e. adequate and fair compensation, safe and healthy working conditions, immediate opportunity to use and develop human capacities, opportunity for continued growth and security, social integration in the work organization, constitutionalism in the work organization, work and total life space, and social relevance of work life can lead to an increase in overall QWL.

Similarly, job satisfaction is also positively correlated with QWL, as the p-value is less than 0.01 and the coefficient value is positive. Thus it can be implied that an increase in QWL can improve the job satisfaction of the faculty members.

**Table 5: Correlation between QWL, its dimensions and job satisfaction**

<b>Variables</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Overall QWL	Correlation										
	Coefficient	1.00									
	Sig. (1-tailed)	.									
Adequate and fair compensation	Correlation										
	Coefficient	0.62	1.00								
	Sig. (1-tailed)	0.00*	.								
Safe and healthy working conditions	Correlation										
	Coefficient	0.56	0.62	1.00							
	Sig. (1-tailed)	0.00*	0.00	.							
Opportunity for continued growth and security	Correlation										
	Coefficient										
	Sig. (1-tailed)	0.54	0.56	0.64	1.00						
Opportunity to use and develop human capacities	Correlation										
	Coefficient										
	Sig. (1-tailed)	0.30	0.38	0.46	0.63	1.00					
Social integration in work organization	Correlation										
	Coefficient										
	Sig. (1-tailed)	0.39	0.26	0.42	0.49	0.55	1.00				
Constitutionalism in work organization	Correlation										
	Coefficient										
	Sig. (1-tailed)	0.56	0.59	0.60	0.68	0.47	0.52	1.00			
Work and total life space	Correlation										
	Coefficient	0.40	0.51	0.68	0.65	0.56	0.52	0.65	1.00		
	Sig. (1-tailed)	0.00*	0.00	0.00	0.00	0.00	0.00	0.00	.		
Social relevance of work life	Correlation										
	Coefficient	0.59	0.55	0.56	0.76	0.42	0.38	0.61	0.64	1.00	
	Sig. (1-tailed)	0.00*	0.00	0.00	0.00	0.00	0.00	0.00	0.00	.	
Job satisfaction	Correlation										
	Coefficient	0.82	0.71	0.65	0.67	0.45	0.47	0.71	0.57	0.69	1.00
	Sig. (1-tailed)	0.00*	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

\*Correlation is significant at the 0.01 level (1-tailed).

## 5.4 Gender Wise Descriptive Measures

A clear distinguish can be observed between the QWL of male and female faculty members in this specific territory through observation the centre and dispersion of the two cases. Table 6 represents all the dimensions of QWL, overall QWL and job satisfaction of the male and female faculty members. The mean and median response of the female faculty members are greater than their male counterparts in case of Adequate and fair compensation, safe and healthy working conditions, opportunity for continued growth and security, constitutionalism in the work organization, work and total life space, and social relevance of work life. The female faculty members' perception about overall QWL and job satisfaction is also greater than the male faculty members. Though none of the difference is significantly high, an inherent discrimination is obvious.

Table 6: Contrast of dimensions of quality of work life: descriptive measures

Dimensions of Quality of Work life	Mean		Median	
	Male	Female	Male	Female
Adequate and fair compensation	2.6389	3.0903	2.6875	3.1875
Safe and healthy working conditions	3.1176	3.1694	3.0000	3.4000
Opportunity for continued growth and security	2.6429	2.7579	2.7857	2.8571
Opportunity to use and develop human capacities	3.0444	2.9500	3.0000	2.6000
Social integration in the work organization	3.1597	3.0764	3.5000	3.0000
Constitutionalism in the work organization	2.9097	3.2431	3.0000	3.1250
Work and total life space	2.9410	3.0556	3.0000	3.0000
Social relevance of work life	3.3148	3.5278	3.3333	3.6667
Overall QWL	3.14	3.75	3.00	4.00
Employee Job Satisfaction	3.00	3.5	3.00	4.00

## 5.5 Testing the Difference in QWL of Male and Female Employees

Mann-Whitney U Test results indicates (see Table 7), at 5% significance level, median response of male faculty members significantly varies from that of female employees for only one dimension of QWL, Adequate and fair compensation. As a whole, median QWL and median job satisfaction of male is also significantly different from that of female faculty members at 5% level.

Combining the Mann-Whitney U Test result with Table 3 it can be ascertained that there is a significant difference between the male and female faculty members' perception

regarding the adequacy and fairness of compensation provided by their universities, as the p-value is less than 0.05. As the median value of male faculty members (2.68) is slightly smaller than the median value of the female faculty members (3.18), it can be derived that female employees of the private universities in Bangladesh are slightly more positive about the adequacy and fairness of the compensation.

A significant disparity is also presumed between male and female faculty members' perception about overall QWL according to Mann-Whitney U Test result, as p-value is less than 0.05. The median values of the male and female employees support this finding, as the median value of females (4.00) is greater than their male counterpart (3.00), which signifies that the female faculty members are more satisfied with their quality of work life than the male colleagues.

The female faculty members of private universities are more satisfied with their job compared to the male faculty members, which is found from the Mann-Whitney U Test result, as p-value is less than 0.05. This is strongly supported by the median value, as the female employees' perception (4.00) differs from the male employees (3.00).

According to the Mann-Whitney U Test result, the differences in perception of male and female faculty members of the private universities are not statistically significant regarding the following dimensions of QWL; safe and healthy working conditions, opportunity for continued growth and security, opportunity to use and develop human capacities, social integration, constitutionalism, work and total life space, and social relevance of work life. But the median values of the female employees regarding these aspects differ a little from the male employees. For all of the factors, the female employees' perception is more positive compared to the male employees except the opportunity to use and develop human capacities and social integration dimension.

## **5.5 Testing the Difference in QWL of Male and Female Employees**

Mann-Whitney U Test results indicates (see Table 7), at 5% significance level, median response of male faculty members significantly varies from that of female employees for only one dimension of QWL, Adequate and fair compensation. As a whole, median QWL and median job satisfaction of male is also significantly different from that of female faculty members at 5% level.

Combining the Mann-Whitney U Test result with Table 3 it can be ascertained that there is a significant difference between the male and female faculty members' perception regarding the adequacy and fairness of compensation provided by their universities, as the p-value is less than 0.05. As the median value of male faculty members (2.68) is slightly smaller than the median value of the female faculty members (3.18), it can be derived that female employees of the private universities in Bangladesh are slightly more positive about the adequacy and fairness of the compensation.



A significant disparity is also presumed between male and female faculty members' perception about overall QWL according to Mann-Whitney U Test result, as p-value is less than 0.05. The median values of the male and female employees support this finding, as the median value of females (4.00) is greater than their male counterpart (3.00), which signifies that the female faculty members are more satisfied with their quality of work life than the male colleagues.

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According to the Mann-Whitney U Test result, the differences in perception of male and female faculty members of the private universities are not statistically significant regarding the following dimensions of QWL; safe and healthy working conditions, opportunity for continued growth and security, opportunity to use and develop human capacities, social integration, constitutionalism, work and total life space, and social relevance of work life. But the median values of the female employees regarding these aspects differ a little from the male employees. For all of the factors, the female employees' perception is more positive compared to the male employees except the opportunity to use and develop human capacities and social integration dimension.

Table 7: Testing the difference in qwl of male and female: nonparametric approach.

	Gender wise ranking			Test Statistics			Asymp. Sig. (2-tailed)
	Gender of the Respondents	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	
Adequate and fair compensation	Male	30.44	1096.00	430.000	1096.000	-2.460	.014*
	Female	42.56	1532.00				
Safe and healthy working conditions	Male	35.18	1266.50	600.500	1266.500	-.536	.592
	Female	37.82	1361.50				
Opportunity for continued growth and security	Male	35.01	1260.50	594.500	1260.500	-.604	.546
	Female	37.99	1367.50				
Opportunity to use and develop human capacities	Male	38.65	1391.50	570.500	1236.500	-.878	.380
	Female	34.35	1236.50				

Social integration in work organization	Male	38.29	1378.50	583.500	1249.500	-.732	.464
	Female	34.71	1249.50				
Constitutionalism in work organization	Male	32.97	1187.00	521.000	1187.000	-	1.446
	Female	40.03	1441.00				
Work and total life space	Male	34.69	1249.00	583.000	1249.000	-.734	.463
	Female	38.31	1379.00				
Social relevance of work life	Male	34.83	1254.00	588.000	1254.000	-.681	.496
	Female	38.17	1374.00				
Overall QWL	Male	31.19	1123.00	457.000	1123.000	-	2.326
	Female	41.81	1505.00				
Employee Job Satisfaction	Male	31.67	1140.00	474.000	1140.000	-	2.060
	Female	41.33	1488.00				

- *Median Difference is significant at the 0.05 level (2-tailed).*

## 6.0 Discussion

From the results, it is clear that all the dimensions of QWL considered for the study are positively correlated with overall QWL in the private universities of Bangladesh. This finding is consistent with the literature that states the relationship of QWL with its dimensions (Tabassum, Rahman & Jahan, 2010; Islam and Siengthai, 2009). Job satisfaction is also found as positively correlated with QWL. This is also consistent with several previous studies (Islam and Siengthai, 2009; Newaz, Ali & Akhter, 2007; Rose et. al, 2006).

There is significant difference of QWL between male and female faculty members regarding the overall QWL and only one dimension of QWL; that is adequate and fair compensation (see Table 7). The other dimensions of QWL also differ in terms of male and female perception, but those are not statistically significant. As no study was conducted in the private university sector emphasizing the gender difference, the result cannot be supported with sufficient literature. However some researchers have explored the significant difference between male and female employees in the banking industry and tobacco industry of Bangladesh (Tabassum, Rahman & Jahan, 2010; Wadud, 1996; Elias & Saha, 1995).

In terms of the QWL of all the faculty members of private universities in Bangladesh; the faculty members perceive social relevance of work life as most positive (mean value 3.42), safe and healthy working condition as second most positive (3.14), and social integration in work organization as third most positive (3.11). On the other hand, the faculty members perceive opportunity for continuous growth and security most negatively (mean value 2.70). The second most negatively perceived dimension is adequate and fair compensation (2.86) and third most negatively perceived dimension are opportunities to use and develop human capacities (2.99) and work and total life space (2.99).

## **7.0 Policy Implications**

According to the results of data analysis, the private universities of Bangladesh should devise their policies to improve quality of work life and job satisfaction of the faculty members.

- The universities should provide sufficient amount of training programs such as grooming, group working, presentation, interpersonal training, and research oriented workshop for skill enhancement.
- The universities should provide training programs on teaching methods, demonstration class, future orientation training. They can also provide scope for research and studying in abroad.
- The payment date of salary should be convenient and flexible for the faculty members.
- There should be a provision of salary fixation negotiation between the university authority and faculty members.
- The universities should ensure that faculty members are satisfied with the provident fund, pension plan, festival bonus, & other remunerations.
- The university can motivate their faculty members by evaluating and rewarding them regularly based on their performance.
- The top-level management should involve their faculty members for important decisions making or they can decentralize their decision making authority.
- They authority should ensure that the faculty members are participating in managerial and administrative procedures.
- The management of university should provide paid time-off/vacation programs for all the faculty members to balance their work and family.

## **8.0 Limitations And Future Research Direction**

Although there are notable contributions from this study especially for employee retention strategies, the results of this study need to be viewed and acknowledged in lights of its limitations. First, the sample size was considerably low. Moreover, only few universities have been included in this study. Thus the findings cannot be generalized. Therefore, future research should be conducted on a larger scale by considering more private universities from allover Bangladesh to authenticate the differences between the male and female faculty members' perceptions about QWL. The male and female faculty members were not taken based on the proportion of actual participation in the university labor force. Thus in future, the respondents should be picked based on the actual representation number in each category. For determining the population and sample, the researchers had to depend on the UGC report. But later on, it was explored that the statistics found in the UGC report do not match with the actual scenario in the private universities. Thus it is necessary to explore the actual statistics of the private universities by visiting the universities prior to conduct any research on this sector. This will definitely increase the

reliability of the study. Furthermore, to enhance the development of QWL initiatives in the HRM arena, it is necessary to focus on refining the current QWL issues.

## 9.0 Conclusion

This study provides valuable implications for the private universities of Bangladesh that have growing interest in maintaining gender equity for attracting and retaining quality faculty members. The study revealed statistically significant differences in male and female faculty members' perception regarding overall QWL and the determinant of QWL i.e. adequate and fair compensation. It was also found that the faculty members' job satisfaction is positively related with QWL of the faculty members. Thus the private university management should emphasize on the policy implications based on the concerned issues of QWL improvement. There is no doubt that an improved QWL can lead to higher level of job satisfaction, which in turn will reduce the faculty member turnover rate that is prevailing in the private universities of Bangladesh.

A large number of female employees in private universities of Bangladesh are playing a significant role for economic growth by contributing their knowledge, skills and efforts. So transforming the workplace proactively using a combination of well designed QWL initiatives for both the male and female faculty members will yield competitive advantage as it will increase the job satisfaction of the faculty members. This in turn will motivate them to perform in superior way, leading the universities and their stakeholders to a better future by yielding the expected outcome.

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