T.C.

ISTANBUL COMMERCE UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF BUSINESS ADMINISTRATION

MASTER'S IN BUSINESS ADMINISTRATION

QUALITY OF WORK LIFE AMONG EMPLOYEES OF THE UNIVERSITY OF THE GAMBIA

MA Thesis

Lamin W. SAIDYKHAN

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Advisor: ASSIST. PROF. Nurgül KELEŞ TAYŞİR

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ABSTRACT

Quality of work life (QWL) is concerned with the welfare and satisfaction of employees on the job as well as off the job. The purpose of this research is to undertake a combination of descriptive study - to ascertain and explain the level of QWL among the employees of University of the Gambia – and hypothesis testing - to establish the relationship between QWL and demographic factors of the respondents. To fulfill the objectives of the study, a cross-sectional survey design is used to collect primary data from a sample of 402 respondents through completing an online questionnaire which is adopted from the study of Swamy, Nanjundeswaraswamy and Rashmi (2015). The data is analyzed with the help of SPSS 24 using descriptive statistics, independent t-test and one-way ANOVA. The results indicate that UTG staff are moderately dissatisfied with their overall level of QWL. In addition, they are moderately satisfied with only three of the dimensions of QWL: relations and co-operations, autonomy of work, and organisational culture and climate. They are moderately dissatisfied with the remaining six dimensions: job satisfaction and job secturity, traning and development, work environment, adequacy of resources, compensarion and rewards, and facilities. The results also indicate that the respondents differ significantly in their QWL in terms of designation, education and monthly salary. They however do not differ significantly in their QWL in terms of gender, age and work experience.

Keywords: Quality of work life, University of the Gambia, Dimensions, Demographic factors, and Organisation.

ÖZET

Çalışma yaşamı kalitesi, çalışanların iş içinde ve iş dışındaki refahı ve tatmini ile ilgilenmektedir. Bu çalışmanın amacı Gambia Üniversitesi çalışanlarının çalışma yaşamı kalitesinin betimlenmesi ve ölçümlenmesidir. Bu amaçla öncelikli olarak betimsel analizlerle çalışanların çalışma yaşamı kalite seviyelerinin ne olduğu ortaya konacak sonrasında da hipotezlerle çalışma yaşamı kalitesi ve çalışanların demografik özellikleri arasında bir ilişki olup olmadığı araştırılacaktır. Araştırma hedeflerini gerçekleştirmek üzere Gambia Üniversitesi'nin 402 çalışanına online anketi doldurmaları yönünde bir çağırı yapılmıştır. Araştırmada Swamy, Nanjundeswaraswamy and Rashmi (2015)'in geliştirdiği çalışma yaşamı kalitesi ölçeği kullanılmıştır. Toplanan veriler SPSS paket programı yardımıyla betimsel analiz, bağımsız t testi ve tek taraflı ANOVA analizine tabi tutularak analiz edilmiştir. Araştırma sonuçları göstermektedir ki Gambia Üniversitesi çalışanları çalışma yaşamı kalitesi açısından orta derecede tatminsizlik yaşamaktadır. Çalışanların çalışma yaşamı kalitesinin yalnızca üç boyutundan orta derecede tatmin olduğu gözlenmiştir. Bu boyutlar: ilişki ve işbirliği, iş özerkliği ve örgüt kültürü ve iklimi. Çalışanların çalışma yaşamı kalitesinin diğer altı boyutundan orta derecede tatminsiz olduğu gözlenmektedir: iş tatmini, iş güvenliği, eğitim ve gelişme, iş çevresi, kaynakların yeterliliği, maaş ve ödül sistemi, fiziksel imkanlar. Araştırma sonuçları göstermektedir ki çalışanların çalışma yaşamı kalitesi seviyeleri arasında ünvan eğitim ve maaş açısından farklılıklar gözlenmi fakat cinsiyet, yaş ve iş tecrübesi açısından önemli bir farklılık gözlenmemiştir.

Anahtar Kelimeler: Çalışma Yaşamı Kalitesi, Gambia Üniversitesi, Demografik faktörler, Organizasyon.

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LIST OF ABBREVIATIONS AND ACRONYMS

QWL – Quality of Work Life

UTG – University of the Gambia

SPSS – Statistical Package for Social Sciences

GMD – Gambian Dalasi

USD – United State Dollar

Ed. - Edition

No. - Number

n.d. - No Date

p. - Page

1. INTRODUCTION

1.1 Introduction

This chapter presents background knowledge of the study which will help the reader grasp the general idea of the study and thus the reader will be able to develop a broad understanding of what the study is all about. It also provides information about the objectives of the study (both the main objective and the specific objectives). Furthermore, the significance and justifications of the study are also discussed. Finally, the structure and organization of the paper is given at the end of the chapter.

1.2 Background of the Study

Every organization wants to perform to the highest level possible and to be as productive as possible. However, the performance and productivity of an organization depends on how effective and efficient it manages its resources and the most important resource of any organization is its workforce or human resources. Thus, the performance and success of every organization depends on the viability of its employees. Therefore, the human resources need to be properly motivated to ensure their satisfaction, happiness and thus their commitment and to ultimately achieve high productivity. Swamy, Nanjundeswaraswamy and Rashmi (2015) argue that human resource is an asset to the organization and when they are dissatisfied, they become the organization's first enemy. The authors argue further that to sustain in the competitive market, organizations have to maintain skilled employees and thus have to treat the employees as assets, not liabilities which is only possible through the "humanized job design process, known as quality of work life" (QWL).

"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 contributions and they should be treated with dignity and respect" (Lokanadha & Mohan, 2010, p. 827). It encompasses factors such as adequate and fair compensation, social integration in the work force, safe and healthy working conditions, participative management style, opportunity to use and develop human capacities, reward and recognition, opportunity for career growth, work-life balance, etc. (Bhavani &

Jegadeeshwaran, 2014). People spend almost half of their "adult waking time" in the world of work and hence putting work at the very core of their lives. This makes their lives to be intimately and largely organized around their work and thus making their quality of life hugely influenced by and dependent on the quality of their work life. In fact "few things can contribute more to the quality of life than work itself" (Carlson, 1981, p. 99) because it serve as a source of earnings for one and one's families livelihood as well as providing the opportunity for self-realization (Xhakollari, 2011).

Improving employees' QWL have many benefits to an organization. If employees feel that their organization care about them and that it pays special attention to their QWL, they tend to express more citizenship behavior toward the organization and they tend to perform beyond what is required of them. On the other hand, if they feel that their QWL is neglected by their organization, they always complain and become less committed to the organization and thereby not engaging in actions beyond their usual duties and obligations (Alfonso, Zenasni, Hodzic & Ripoll, 2016). Besides, if employees are not satisfied with their QWL, they try to look for better opportunities elsewhere by switching to another organization and it is very difficult to fill the vacancy left by them because it requires both time and resources to recruit qualified employees.

Thus, to get rid of this bad scenario and to retain efficient employees, organizations should try to make their employees feel happy in the work place by ensuring that they enjoy high QWL (Balachandar, Panchanatham & Subramanian, 2013) because happier people are usually more creative, innovative and productive. Besides when employees are happy with the organization, they serve as goodwill ambassadors for that organization by reinforcing its good image, spreading positive messages about the organization and will be more than willing to stay and help out when times get tough (Monkevicius, 2014; Fapohunda, 2013). Moreover, improving QWL helps to reduce the rate of absenteeism, turnover, health care cost and also lead to improvement in job performance and productivity (Fapohunda 2013).

Several previous studies have found positive relationship between QWL and factors such as job satisfaction (Vasıta & Prajapat, 2014; Kermansaravi, Navidian, Rigi & Yaghoubinia, 2015; Darabi, Mehdizadeh, Arefi & Ghasemi, 2013), organizational

commitment (Permarupan, Al- Mamun & Saufi, 2013; Jebel, 2013), productivity (Janmohammadi, Shahmandi, Khooravesh & Ghanizadeh, 2015), life satisfaction and service quality (Mohamad & Mohamed, 2012). On the other hand, Almalki, FitzGerald and Clark (2012) found a negative relationship between QWL and turnover intention of employees. This shows that QWL has a significant impact on an organization's desired outcomes as well as on maintaining competitive advantage. Besides, complex organizations cannot be successful if their workforce is not committed to the organization and contribute optimally to its performance because tasks are too complex making supervision (through controlling employees' behavior) very difficult to achieve the desired performance. This makes QWL very critical in such settings (Corcoran, 1986). Therefore, organizations should always endeavor to improve QWL of their staff by focusing on issues such as improvement of social relations at work, communication and opportunities for career advancement, and work-family life balance, employees' participation in decision making, satisfactory work environment, establishment of fair and adequate compensations, etc. (Janmohammadi et al., 2015; Mohamad & Mohamed, 2012)

Universities are also organizations and even though they may differ from other organizations such as manufacturing companies or banks, yet they are all work places where people come together to produce products or deliver services (Corcoran, 1986**)**. In addition, nowadays universities are being managed just like private businesses and with the increasing demand on university employees in terms of teaching (knowledge dissemination) and as well as research (knowledge production), they seek the same status and facilities as those provided to their counterparts in other industries. University staff strives to enhance their self-worth and self-esteem by positively identifying themselves with their work and workplace with the ultimate aim of satisfying their life both on the job and off the job (quality of work life). Moreover, universities are service organizations and thus their success depends on how they attract, recruit, motivate and retain their human resources.

Therefore, the management of universities must be able to create a working environment that ensures physical and psychological security and safety for their workforce. They could achieve this through changing their "outlook on work" and relationships with their employees as well as attaching huge significance to human efforts

by increasing empowerment and employee participation in decision making (Ilyas, 2013**)**. In other words they must ensure that the QWL of their staff is properly looked after in order to achieve their objectives. This will help them benefit from the positive effects of QWL such as gaining employees' commitment, improved productivity, job satisfaction, life satisfaction, improved service quality, reduced turnover intention and absenteeism etc. Hence, making the achievement of both individual and organizational desired outcomes much easier.

1.3 Problem Statement

The success and development of any society depends on the efficiency of its educational system which makes education the backbone of any country. In any educational system, primary education serves as the foundation stone. However, the career building and advancement stone is higher education and hence making higher education especially university education very important as the productive capacities of a country and thus its level of development and ability to compete in the global economy is directly influenced by it (Taher, 2013; Singh & Singh, 2015). Universities play a very important role in training human capital thereby making them a very key factor in the social, economic, cultural and political growth and development of any nation (Mirkamali & Thani, 2011). They contribute to nurturing, educating and developing young brains through teaching and research that help to provide manpower for industries, develop entrepreneurs, and lead to innovation and invention by motivating these young minds to engage in research and development.

The efficiency and effectiveness of a university however depends directly on its employees (Singh & Singh, 2015) whose job is becoming more and more demanding by not only giving lectures, but by also having to hold supervisory role in students research, attend conferences, publish research works and other additional responsibilities (Daud, Yaakob & Ghazali, 2015). The increase in their workload coupled with inadequate resources, increase their work related pressure and stress and thus reducing their level of satisfaction (Letooane, 2013). It is imperative to mention that when these employees are dissatisfied, they don't contribute positively towards students' growth but they instead

become a great source of tension for the country. So we have to find out the factors that affect their satisfaction, motivate them to perform to the highest level and also encourage them to be committed to the university and one of the most important factors in achieving these goals is QWL (Darling, 2003 cited Gupta & Gupta, 2013). Therefore, the purpose of this study is to find out how satisfied the staff of the University of the Gambia (UTG) are with their QWL and its dimensions.

1.4 Objectives of the Study

1.4.1 Main Objective

The main objective of the study is investigate and explain the level of QWL among UTG staff and to also establish the relationship between QWL and demographic characteristics of the respondents

1.4.2 Specific Objectives

The specific objectives of the study are to:

- Examine and determine the overall level of QWL of UTG staff.
- Examine and determine UTG staff's level of satisfaction with each of the nine selected dimensions of QWL: organizational culture, work environment, relations and co-operations, training and development, compensation and rewards, facilities, job satisfaction and job security, autonomy of work, and adequacy of resources.
- Determine whether there is any significant difference in the level of QWL of the respondents belonging to different demographic categories such as, gender, education, monthly salary, designation, work experience, and age.

1.5 Significance and Justification of the Study

UTG is the first university and the only public university in the Gambia. It has been established 18 years ago (in 1999) and since then it has graduated thousands of people from diverse fields of study. However, the university's development and growth has been very slow for the fact that it is still confined to running almost only undergraduate programs. It is still unable to run masters programs due mainly to shortage of qualified workforce as

majority of UTG lecturers only have master's degree as their highest level of academic qualification. Only few are with PhD and beyond. This might be due to the fact that UTG is unable to attract highly qualified people. Moreover, employee retention has always been an issue at UTG as employees are always complaining about the working conditions and the low level of motivation from the university especially with their rewards and compensations. All these have to do with QWL. Therefore, this study is set out to provide policy recommendations for the management of the university to improve the QWL of its staff which might help to remedy the situation as improving QWL will help UTG to attract, recruit, motivate and retain highly qualified staff that is very much needed for its expansion and growth. Besides, even though QWL is a widely research topic in literature, to our knowledge, no study of any kind have been conducted on the area in the Gambia. Therefore, huge research gap exists in the area which the present study wishes to fill or at least reduce.

1.6 Organization of the Paper

This study is comprised of five main chapters with a detail discussion on each of the chapters. Chapter one which is on introduction has already been discussed. The remaining part of the study is organized as follows. Chapter two reviews previous literature on QWL regarding its origin, meaning and dimensions. It also discusses the theoretical background and empirical literature on QWL and its relationship with demographic factors. Chapter three explains the methodology used in the study. Specifically, the research design, type of data, data collection method, instrument used for collecting data, population and sample, research questions and hypothesis, data analysis method as well as ethical considerations. Chapter four reports the results of the study and the discussions given about those results. Finally, chapter five concludes the study and provides policy recommendations for policy makers. It ends with outlining the limitations of the study.

2. LITERATURE REVIEW

2.1 Introduction

This chapter discusses the background of the QWL concept in order to help the reader understand the origin of the term (from its conception to its birth) as well as broadly understand its meaning and definition. It also presents a review on the dimensions of the QWL and the theoretical background of these dimensions thus outlining the theories underlying each of the dimensions used in this study and their relationship with QWL. Finally, the chapter provides a review of empirical literature on QWL in the education sector as well as other sectors of the economy with the intention of identifying and highlighting the gaps that exist in literature which the study intends to fill.

2.2 The Concept of Quality of Work Life

The origin of QWL can be traced back to the industrial revolution (Bindu & Yashika, 2014) when "employees were considered as machines who were ready to work from dawn to dusk under whatever conditions" with money being their only motivating factor (Ganguly, 2010, p. 209). However, it did not take long before the negative outcomes of this practice such as "absenteeism, employee turnover, poor morale and occasional sabotage, boredom, fatigue, accidents resulting from inattention, alcoholism, drug addiction," etc. became prevalent (Bindu & Yashika, 2014, p. 14). From then onwards, in order to mitigate these negative results, researches and experiments including but not limited to the "Hawthorne studies" were undertaken to understand people's behavior at work and the ways to improve their job satisfaction without sacrificing the overall objectives of firms. The goals of the investigations were to ensure that the twin benefits of improved productivity and employee satisfaction are simultaneously achieved (Ganguly, 2010).

The continuous research consequently gave birth to the concept of QWL in the 1960s when the then General Motors employee, Irving Bluestone, used the expression "Quality of work life" for the first time (Goode, 1989 cited by Martel & Dupuis, 2006). However, the use of the term QWL became much more prevalent after the international conference on QWL, held in Arden House, New York in 1972 that led to the formation of

International Centre for QWL in 1973 to promote research and the exchange of information concerning mental health at work (Martel & Dupuis, 2006; Gani & Ahmad, 1995).

Since the introduction of QWL and despite the substantial body of research on the concept in recent years, there has not been any universally or generally accepted definition of term. Different views exist as to what really is QWL. It has become an umbrella term for a multitude of activities and different people has defined it differently at different times (Ganguly, 2010). Moreover, QWL may be addressed and analyzed by way of a number of disciplines (Newton & Leckie, 1977). For instance it may be considered as: 1) a "goal" by focusing on work improvement through creating more involving and satisfying jobs and work environment for employees 2) a "process" by seeking the active involvement of all employees at all levels of the organization in the efforts to achieve this goal and 3) a "philosophy" because the organization has to recognize the fundamental human dignity of all its members by seeing its employees as assets to be realized and developed rather than as a cost to be controlled (Carlson, 1981) and hence making attempts to precisely define the boundaries and subject matter of QWL extremely difficult, if not impossible. This is well articulated in literature as Newton & Leckie, (1977) points out that the "complex business of defining the term is a study in itself". Nevertheless, we conduct a review of some of the definitions given by researchers in table 1 in an attempt to propose a more comprehensive definition of the term by identifying the main subjects matters outlined or emphasized in the definitions.

Table 1: Different Definitions of Quality of Work Life

AUTHORS	DEFINITION
Walton (1975) cited by Hsu and Kernohan (2006)	"QWL is a process by which an organization responds to employees' needs in developing mechanisms to allow them to share fully in making the decisions that design their lives at work."
Newton, (1978)	"QWL is the complex inter-relationships among individuals, the organizations in which they work, and the larger society in which they live."
Pettman, Newton	"QWL is a subsystem of socio-economic systems and as such

and Leckie, (1980)	defined it as the study of the structure and processes of the dynamic field of work relations within a complex and interdependent environment of many systems."
Sinha (1982)	"QWL refers to the relationship between a worker and his environment, adding the human dimension to the technical and economic dimensions within which work is normally viewed and designed."
Mirvis and Lawler III (1984)	"QWL is viewed as an economic, social, and psychological relationship between an organization and its employees."
Shamir and Salomon (1985)	"QWL covers the individual's job-related well-being and the extent to which his or her work experience is rewarding, fulfilling, and devoid of stress and other negative personal consequences."
Corcoran (1986)	"QWL is referred to as a variety of techniques for raising productivity and job satisfaction by altering the nature of the work place, increasing the employee's stake in the organization, and/or creating new opportunities for employee participation in decision making."
Nirenberg, (1986)	"QWL is a subjective assessment of the condition of the relationship between management and labor, and the overall work environment — particularly as that condition fosters or retards human development and satisfaction with life in general."
Fields and Thacker (1992)	"QWL refers to a co-operative efforts on the part of union and management representatives to involve employees in the day-to-day decision-making process at work."
Gani and Ahmad (1995)	"The term QWL may be conceptualized as a sub-set of the quality of life which is all inclusive notion of life and living conditions. It is the quality of the content of relationship between employees and their total working environment, with human dimensions added to the usual technical and economic dimensions."
Sirgy, Efraty, Siegel	"QWL is define as employee satisfaction with a variety of needs

and Lee (2001)	through resources, activities, and outcomes stemming from participation in the workplace."
Martel and Dupuis (2006)	Defined QWL based on the general Quality of Life Model as follows "Quality of Work Life, at a given time, corresponds to a condition experienced by the individual in his or her dynamic pursuit of his or her hierarchically organized goals within work domains where the reduction of the gap separating the individual from these goals is reflected by a positive impact on the individual's general quality of life, organizational performance and consequently the overall functioning of the society."
Armstrong (2006)	QWL is "the sense of satisfaction people obtain from their work by, so far as possible, reducing monotony, increasing variety, autonomy and responsibility, and avoiding placing people under too much stress."
Joshi (2007)	"QWL as a wide expression covering a vast selection of programs, techniques, theories, and management styles through which organizations and jobs are designed so as to grant workers more autonomy, responsibility, and authority than is usually done."
Kaur (2016)	QWL in the education sector is define as "the bond between the teachers and working environment of the universities."

After carefully analyzing and assessing the above definitions, it is understood that different researchers have sought to emphasize different things in their use of the term. Some focused on employees' relationship with the organization and the society as a whole, some are concerned about improving employees' job satisfaction through increasing participation in the workplace and reducing their level of stress, some are interested in improving the work environment, some are more concerned with the economic, social and psychological aspects of work, while others looked at it from the perspective of employees overall satisfaction with life (i.e. their quality of life). Therefore, it can be concluded that

QWL is multidimensional and imprecise, thus making it difficult to operationalize its definition.

However, it is clear from the definitions that even though there is no universally or generally accepted definition of the term, QWL is concerned with the welfare and satisfaction of employees on the job as well as off the job. Therefore, the present study defines QWL as a comprehensive multidimensional concept that encompasses all activities undertaken by parties involved (employees, the organization, labor unions and the society etc.) to enhance employees' welfare both on the job and off the job in order to simultaneously achieve the twin benefits of improved productivity and employee satisfaction.

1.3 Dimensions of Quality of Work Life

The disagreement among researchers about QWL does not only stop at the definition of the term but it extends to its dimensions as well. To unions it may mean fair wages and good working conditions (Wurf 1982), "to a worker on the assembly line it may simply mean a fair day's work, safe working conditions, and a supervisor who treats him/her with dignity. To the young professional it may mean opportunity for advancement, career growth, being able to utilize one's talents," etc., to an academician it may mean being able to satisfy important personal needs, etc. (Joshi, 2007, pp. 356 - 357). Thus, it is understood that many factors contribute to QWL and as such different authors proposed different dimensions ranging from subjective to objective dimensions, financial to non-financial dimensions (Dahl, Nesheim & Olsen 2009) and extrinsic to intrinsic dimensions (Lewis, Brazil, Krueger, Lohfeld & Tjam,2001). For instance, Newton, Leckie and Pettman, (1979) in their paper "The quality of working life" proposed five broad components or topic areas which they argue together constitute the dimension of QWL. Those dimensions are as follows: access to work; net attractiveness of the employment package; perceptions, attitudes and responses; actors and their inter-relationship; and measurement.

Sinha (1982) studied QWL and quality of life and proposed six QWL dimensions, namely: job satisfaction; job involvement; intrinsic motivation; controls and influence; work values; and job attractiveness. Levine (1983) also proposed six dimensions of QWL

in his paper “Self-developed QWL measures” which include: the degree to which superiors treat subordinates with respect and have confidence in their abilities; extent to which life outside of work affects life at work; challenging work; equitable promotions; variety in the daily work routine; and self-esteem.

Corcoran (1986) did a study on “improving the quality of work life in public schools” and suggested the following seven dimensions: challenging job; autonomy to make decisions about ones work; sense of belonging to a group or community; decent physical working conditions; safety and security at work place; rewards associated with work – both intrinsic and extrinsic rewards; treating employees with dignity and respect. He however concluded that even though successful organizations have used most or all of the dimensions listed above to effectively implement QWL programs, there is no universal remedy for QWL. What works in one setting may fail in another due to poor implementation.

Based on theoretical expositions and empirical studies, Gani and Ahmad (1995) examine various components and correlates of QWL in a large central public sector undertaking located in Jammu and Kashmir and combined the dimensions of QWL in four main categories: working environment factors; financial factors; job factors; and relational factors. In another study, Sirgy, et al. (2001) developed a new measure of QWL based on need satisfaction and spillover theories. They identified and proposed seven need-satisfaction dimensions of QWL and these are: health and safety needs; social needs; economic and family needs; esteem needs; knowledge needs; actualization needs; and aesthetic needs. In the same year, Lewis, et al., (2001), in their paper "extrinsic and intrinsic determinants of quality of work life", after a review of literature have proposed and grouped the dimensions of QWL in to eight generic areas namely: co-worker and supervisor support; staff training and development; patient/resident care; job demands and decision authority; characteristics of the organization; team work and communication; compensation and benefits; and overall impressions of the organization.

After carrying out an in depth analysis based on extensive review of literature and based on responses obtained from respondents, Saklani (2003) proposed thirteen dimensions of QWL which include: adequate and fair compensation; reward and penalty administration; job security; human relations and social aspect of life; work load and job

stress; equity, justice and grievance handling; opportunity to use and develop human capacity; balance in life; opportunity for career growth; physical working environment; participation in decision-making; fringe benefits and welfare measures; and image of organization in the society.

Saraji and Dargahi (2006) used fourteen key dimensions to measure the QWL of Tehran University of Medical Sciences Hospitals' employees. They are: fair and reasonable pay; work and social life balance; job security; sexual harassment or discrimination at the workplace; trust in senior management; interesting and satisfying work; relations and co-operations at work place; recognition of efforts by intermediate manager/supervisor; autonomy of work; career prospects; workload; intermediate manager/supervisor's treatment of staff; health and safety standards at work; and level of stress experienced at work.

As the uncertainty about the concept and dimensions of QWL continues and without any universally accepted measure being developed, Dahl, et al. (2009) did a study on "quality of work – concept and measurement" and proposed six dimensions to be included in measuring QWL: job security; intrinsic job rewards; pay and fringe benefits; skills; autonomy and control; and work intensity. In the same vain Lokanadha and Mohan (2010) also embarked on a study entitled "quality of work life of employees: emerging dimensions" and concluded that the dimensions of QWL include: competence development; job security; the balance between work and non-work life; job satisfaction; and health and wellbeing. Furthermore, Indumathy and Kamalraj (2012) conducted a research with identifying the factors affecting QWL as one of their objectives and pointed out that the major factors that influence and decide QWL are attitude; growth and development; opportunities; stress level; people; environment; challenges; nature of job; risk and rewards involved in the work; and career prospects.

As recently as 2016, Nanjundeswaraswamy and Sandhya (2016) in their article "Quality of Work Life Components: A Literature Review" examined various papers, and proposed a new set of QWL components to measure the degree of QWL of employees in the changed scenario. These include: work environment; job satisfaction; opportunities for growth and advancement; adequate and fair compensation; emotional intelligence;

organizational commitment; organizational culture; relationship and co operations; job security; occupational stress; leadership styles; nature of work; facilities; autonomy of work; employee attitude; job challenges/ job responsibility; training and development; adequacy of resources. Other components of QWL proposed by researchers, country and type of industries they investigated are summarized in Table 2.

Table-2: Components of Quality of Work Life in the View of Researchers in Various Industries

AUTHORS	**COMPONENTS**	**TYPE OF INDUSTRY**
Walton (1975) USA	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.	Service Industries
Saklani, D.R., (1979) INDIA	1. Adequate and fair compensation 2. Fringe benefits and welfare measures 3. Job security 4. Physical work environment 5. Work load and job stress 6. Opportunity to use and develop human capacity 7. Opportunity for continued growth 8. Human relations and social aspect of work life 9. Participation in decision making	The sample comprised respondents of both managerial and non-managerial categories drawn from 24 organizations of different types.

	10. Reward and penalty system 11. Equity, justice and grievance handling 12. Work and total life space 13. Image of organization	
Stein (1983) USA	1.Autonomy or being independent; 2.Being recognized and prized; 3. Belongings; 4. Progression and development; 5.External reward	
Levine, Taylor and Davis (1984) EUROPE	1.Respect from supervisor and trust on employee's capability; 2.Change of work; 3.Challenge of the work; 4.Future development opportunity arising from the current work; 5.Self-esteem; 6.Scope of impacted work and life beyond work itself; 7.Contribution towards society from the work	Insurance Company
Mirvis and Lawler (1984) UK	1 Safe work environment, 2 Equitable wages, 3 Equal employment opportunities and 4 Opportunities for advancement	Corporation service
Baba and Jamal (1991) UK	1.Job satisfaction 2. Job involvement 3. Work role ambiguity 4. Work role conflict, 5. Work role overload, 6. Job stress, 7. Organizational commitment	Nurses in Hospital

	8. Turn-over intentions	
Lau RSM, Bruce EM (1998) US	1. Job security 2. Reward systems 3. Training 4. Carrier advancements opportunities 5. Participation in decision in decision making	Manufacturing industries
Thomas A. Wyatt & Chay Yue Wah (2001) SINGAPORE	1. Favorable work environment, 2. Personal growth and autonomy 3. Nature of job, 4. Stimulating opportunities and co-workers.	All types of industries
Ellis and Pompli (2002) CANBERRA	1. Poor working environments, 2. Resident aggression, 3. Workload, inability to deliver quality of care preferred, 4. Balance of work and family, 5. Shiftwork, 6. Lack of involvement in decision making, 7. Professional isolation, 8. Lack of recognition, 9. Poor relationships with supervisor/peers, 10. Role conflict, 11. Lack of opportunity to learn new skills.	Nurses in Hospital
G Nasl Saraji, H Dargahi (2006) TEHRAN	1.Fair pay and autonomy 2.Job security, 3.Reward systems, 4.Training and career advancements 5.opportunities, 6.participitation in decision making 7 Interesting and satisfying work.	Tehran University of Medical Sciences (TUMS) Hospitals' employees

	8. Trust in senior management 9. Recognition of efforts 10. Health and safety standards at work. 11.Balance between the time spent at work and the time spent with family and friends 12.Amount of work to be done 13. Level of stress experienced at work 14.Occupational health and safety at work	
Raduan Che Rose (2006) MALAYSIA	1 Career satisfaction , 2 Career achievement 3 Career balance	Managers from The free trade zones in Malaysia for both the multinational Corporations (MNCs) and the small-medium industries (SMIs)
Qing Tao, Peng Tian-yu and Luo Jian (2007) CHINA	1.Work related task: work autonomy, importance of the tasks, feedback on work, significance of the work; 2.Organizational environment: team spirit, interpersonal relationship, management style; 3.Social psychology: social and psychological support, mutual respect, social image of the enterprise, economic position	Knowledge workers
Guna Seelan Rethinam & Maimunah Ismail (2008) MALAYSIA	1. Health and well-being 2. Job security 3. Job satisfaction, 4. Competence development 5. The balance between work non work life	Information technology (IT) professionals
Seyed Mehdi	1. Adequate and fair compensation,	Insurance workers

Hosseini (2010) IRAN	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.	of Mazandaran province
Muftah, H. A., & Lafi, H. (2011) QATAR	1. Physical, 2. Psychological 3. Social factors	Employees working in the Oil and Gas companies in the State of Qatar
Stephen, A. (2012). INDIA	1. Adequate and fair compensation 2. Fringe benefits and welfare measures 3. Job security 4. Physical work environment 5. Work load and job stress 6. Opportunity to use and develop human capacity 7. Opportunity for continued growth 8. Human relations and social aspect of work life 9. Participation in decision making 10. Reward and penalty system 11. Equity, justice and grievance handling 12. Work and total life space 13. Image of organization	Employers and employees of various Small scale industrial units in Chennai, Coimbatore and Madurai cities in Tamil Nadu, India
Ayesha Tabassum (2012),	1. Adequate and fair compensation, 2. Safe and healthy working condition, 3. Opportunity for continued growth and	Faculty members in the private universities of

BANGLADESH	security, 4. Opportunity to use and develop human capacities, 5.Social integration in the work organization, 6. Constitutionalism in the work organization 7. Work and total life space 8. Social relevance of the work in the life	Bangladesh.
T.S Nanjundeswaraswamy, Swamy D R (2013) INDIA	1. Work environment 2. Organization culture and climate 3. Relation and co-operation 4. Training and development 5. Compensation and rewards 6. Facilities 7. Job satisfaction and job security 8. Autonomy of work 9. Adequacy of resources	Employees in Technical Institution
Satyaraju R and Balaram B (2013) INDIA	1. Education, 2.Housing, 3.Health, 4. Employment and working conditions, 5. Income, 6. Clothing, 7.Food, 8.Transportation, 9. Communication, 10.Fuel and electricity, 11.Water supply and sanitation, 12. Environment and pollution, 13. Recreation, 14. Social security	

	15. Habits	

Source: adopted from Balaram, Soumendra, and Murthy (2015)

2.4 Theoretical Background

The review of literature shows that the debate on the concept and dimensions of QWL is far from over. Given the subjectivity of the concept, it seems the disagreement among scholars and researchers might be dragged into the future and they might never come to a common ground on the concept and determinants of QWL. The universality of the concept still remains a myth. However, for the purpose of this research, the scale developed by Swamy et al. (2015) will be used. They initially considered 27 important QWL components based on their frequency of usage in literature. They then conducted explanatory factor analysis (principal component analysis) to reduce the components and based on this analysis they finally selected nine QWL dimensions, namely:

1. Work environment
2. Organization culture and climate
3. Relation and co-operation
4. Training and development
5. Compensation and Rewards
6. Facilities
7. Job satisfaction and Job security
8. Autonomy of work
9. Adequacy of resources.

An explanation of these dimensions is given below.

2.4.1 Work Environment

Work environment – both social and professional environment - is a place where one works and is supposed to interact with a number of people in co-ordination with one another (Nanjundeswaraswamy & Swamy, 2013). It assesses the extent to which employees are satisfied with the "fundamental resources, working conditions and security necessary" to effectively perform their jobs. It also influences employees' health and safety and thus

their QWL (Garg, Munjal, Bansal, & Singhal, 2012). Physical working conditions should be such that they minimize risk of illness and injury. Working conditions have an effect on job satisfaction and productivity.

A good work environment such as one with clean and attractive surrounding will improve employees QWL and thus will make it easier for them to perform their job leading to increased productivity. On the other hand, both employees and employers are affected by poor, unsafe and hazardous working conditions. Employers might gain little advantage from poor working conditions in short-term but in medium and long terms, it adversely affects the productivity because it makes it difficult for employees to get things done. Therefore, adequate investment must be made to ensure safe and healthy working conditions (Lokanadha & Mohan, 2010; Luthans, 2011; Terry, 1974). Work environment consists of factors such as motivating environment, safe physical and mental working situations, working condition, own style and pace of work, information's related to work, time for personal care, determining reasonable working hours, support for self-development, (Nanjundeswaraswamy & Sandhya, 2016).

2.4.2 Organizational Culture and Climate

When people join an organization, they bring with them the values and beliefs they have been taught which are usually insufficient to help them succeed in the organization and so they need to learn how the particular organization does things. Therefore, an effective organization should have clearly articulated guiding principles, philosophies and core values (James, 1992; Luthans, 2011) to make it easy for employees to align themselves with the organization's culture. "Organizational or corporate culture is the pattern of values, norms, beliefs, attitudes and assumptions that may not have been articulated but shape the ways in which people behave and things get done" while organizational climate is regarded as the way people perceive the culture existing in their organization (Armstrong, 2006, p. 303).

If employees perceived that there is a mismatch between the organization's culture and what they felt the culture should be, it will lead to a number of negative consequences which includes lower QWL (Adkins & Caldwell 2004 cited by Benjamin, 2015). This shows that organizational culture directly influence QWL which is confirmed by the results

of a study conducted by Benjamin (2015). His results indicate that QWL is significantly affected by how employees perceive the culture of the organization.

Organizational culture directs everyone in the organization toward the "right way" of doing things by defining what is important and unimportant in the organization and thus it might be regarded as the organization's DNA - "invisible to the naked eye, yet a powerful template that shapes what happens in the workplace" (McShane & Von Glinow, 2010, p. 416). In addition it should direct people towards a shared sense of purpose by sharing a vision that is based on clearly stated set of values describing both the organization's mission and the methods for realizing it. Furthermore, organizational culture and climate should support and empower employees because when employees are empowered, they will feel well informed and therefore enable them to carry out their jobs more effectively and thus become more productive (Gilgeous, 1998; James, 1992). To measure QWL with organizational culture and climate dimension, issues such as gender discrimination, suggestion and proud to work, communication, co-operation from other department, involvement in decision making, comments and uniformity of wage policies, will be considered (Nanjundeswaraswamy & Sandhya, 2016).

2.4.3 Relation and Co-operation

"Relation and co-operation is a communication between management and employees, concerning workplace decision, conflicts and problem resolving" (Nanjundeswaraswamy & Sandhya, 2016, p. 20). The nature of social relations and co-operation is an important dimension of QWL because work and career are pursued within the framework of social organizations. Therefore, social relation factors such as relationship with immediate superior, relationship with colleagues, belongingness to firms, relationship between head, relationship with subordinates, and work demands and stress, are essential for QWL (Gani and Ahmad, 1995; Nanjundeswaraswamy & Sandhya, 2016).

In order to improve relations and co-operations within the organization, employees should work in teams. This will improve communication and cooperation between departments. It will also increase employees' involvement at various levels within the organization and thus impacting positively on both employees and the organization which will create a healthy work organization (Gilgeous, 1998). Hence, a social platform should

be created to provide opportunities for formal and informal interactions whereby all kinds of classes, gender, races, religions, age etc. are treated equally without discrimination (Lokanadha & Mohan, 2010). This will help employees develop self-respect and consequently improve their QWL (Jain & Thomas, 2016).

2.4.4 Training and Development

Training and development involve helping employees maintain the required skills to remain viable in the job market (Fapohunda, 2013). Training provision enhances people's longer-term employability as well as the opportunities for career progression either internally - from within the current organization - or externally - from elsewhere (Gallie, 2003) and thus leads to high QWL especially if there is absence of excessive job stress. Therefore, the entire organization must buy into the culture of employee development because if an organization does not give chance for growth and personal development, it is very difficult to retain the talented personnel and also to find new talent with experience and skill (Garg et al., 2012).

Training and development should be such that any expanded or newly acquired knowledge and skills should contribute to the employees' maintenance and growth and not obsolescence (i.e. the newly acquired skills and knowledge should be usable in future work assignments). Furthermore, there should be clear opportunities for advancement which are recognizable both by colleagues and the employee's family (Terry, 1974). However**,** **o**rganizations should not limit themselves to just training an employee for a job, but they should go beyond to provide them with a support system that encourages workplace learning (Lokanadha & Mohan, 2010). Training and development as a measure of QWL include sufficiency of training program, training regarding interpersonal skills, objective of training program, frequency of training program, effectiveness of training, (Swamy et al., 2015).

2.4.5 Compensation and Rewards

There are different forms of compensation and rewards including money (salary, bonuses, and incentive pay), recognition, and benefits and they are provided to employees to encourage their loyalty and retention and to motivate their performance (Luthans, 2011). The reward provided by organizations should be adequate to meet the socially determined

standards of what is sufficient, and the subjective standards set by the recipients themselves. In addition, it should be equitable and fair in comparison with other similar jobs (Terry, 1974) because reward systems have a strong influence on employees' trust in the workplace. When employees feel that they are not adequately or fairly compensated in comparison to their peers, they will be dissatisfied and demotivated and thus they will have a negative attitude towards their work, boss, and/or coworkers. On the other hand, they will be satisfied, motivated and will have positive attitude towards their job if they feel they are equitably and adequately rewarded (Gilgeous, 1998; Luthans, 2011). Therefore, there should be a direct link between the reward system and employees' skills, qualities, knowledge and performance. Such rewards can be individually or team-based (Huzzard 2003).

The level of support created by the compensation and reward structure is an indication of QWL in an organization (Fapohunda, 2013) and it includes factors such as fair promotion, fair compensation, rewards for good work, performance based salary, pay based on responsibility (Nanjundeswaraswamy & Sandhya, 2016). It is worth pointing that for QWL, cash payment is not the only answer. However**,** money can be positively reinforcing for most people because it helps them to meet their basic and higher level needs and thereby leading to improvement in their QWL. Moreover, if the pay system is designed properly, it can have a positive impact on individual, team, and organizational performance (Luthans, 2011; Jain and Thomas, 2016)**.** Besides, if an organization's reward system such as compensation, promotion, recognition, etc. meets workers expectations, it helps them to satisfy their personal needs and thus leading to an excellent QWL (Hackman & Oldhams, 1980 cited by Fapohunda, 2013).

2.4.6 Facilities

A Facility is something designed, built, installed etc., to serve a specific function affording a convenience or service. In other words, something that permits the easier performance of an action, course of conduct, etc. Thus the provision of facilities such as food service, transportation, security etc., play major role in satisfying both the physical and emotional needs of the employees and thereby making it easier for the actualization of the goals and objectives (Mehrotra & Khandelwal, 2015). When measuring QWL, factors

like welfare activity, fringe benefits, transportation, social security, safety measures should be included in the facilities dimension (Nanjundeswaraswamy & Sandhya, 2016).

2.4.7 Job Satisfaction and Job Security

Job satisfaction can be expressed as the extent to which the employee perceives that his needs are being met in a job (Kaye & Sutton, 1985). In other words it is the "pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" - i.e. the result of employees' perception of how well their job provides those things that are viewed as important (Luthans, 2011, p. 141). It is the one dimension which is to some extent representative of QWL itself. All the other dimensions and factors ultimately lead to job satisfaction (Sinha 1982). However, it has to be emphasized that QWL goes beyond job satisfaction. The two are not synonymous in that job satisfaction is one of the outcomes of QWL.

QWL also affects satisfaction in other life domains such as family life, leisure life, social life, financial life, and so on (Sirgy et al., 2001). In any case, job satisfaction is arguably the most important dimension of QWL. When employees are satisfied highly with their jobs, the results will be less on-the job accidents and work grievances, less time needed to learn new job-related tasks, less stress and ultimately high QWL. On the other hand when their satisfaction with their jobs is low, there will be both high turnover and absenteeism and thus productivity will fall. Therefore, job satisfaction should be enhanced by making jobs fun, ensuring fairness, getting the right fit, and designing jobs to make them more exciting and satisfying (Luthans 2011).

Job security is another factor that is of concern to employees. Employment on permanent basis gives employees security and leads to higher QWL whereas employment on casual, temporary, and probationary basis gives them a sense of insecurity (Harish & Subashini, 2014). There are several reasons for job insecurity. These may include relatively weak employment regulation that allows employers to dismiss people more easily on individual grounds or it may be due to a general weakness in the labor market in a period of recession. However, protecting workers against dismissal is likely to positively affect the atmosphere of work in an enduring way and can be regarded as a relatively stable aspect of QWL (Gallie, 2003). In addition, implanting the sense of trust and confidence in the

employees by creating channels and systems to lessen limitations of job insecurity will encourage them to use their best mental capacities on the achievement of goals and objectives of the employer (Rajshekhar, 2011).

2.4.8 Autonomy of Work

Autonomy of work is **"**the degree to which the job provides substantial freedom, independence and discretion of the employee in scheduling the work and in determining the procedures to be used in carrying it out" (James, 1992, p. 53). It also involves participation but in a devolved and delegated form by granting employees self-regulate the pace of their work, job methods and sequencing without referencing back (Huzzard, 2003). Jain and Thomas (2016) argue that QWL will improve if workers are granted sufficient control and autonomy over their jobs. They emphasized that employees must be given an opportunity to use their skills, abilities and initiative in planning and implementing the work even though senior persons can keep a watch and provide immediate feedback to the employees so that corrective measures can be taken immediately. Autonomy of work as a determinant of QWL includes flexible time, additional responsibility, different opportunities for personnel such as independency at work and having the authority to access the related information for their task, ability to work, homework, balanced objectives and facilities, job stress (Nanjundeswaraswamy & Sandhya, 2016).

2.4.9 Adequacy of Resources

Resources are economic or productive factors that one needs to accomplish a desired outcome. In other words they are items or assets that employees or organizations can draw on in order to function effectively. Resources can be in the form of financial, human resources, material resources etc. However, the resources provided to employees should be sufficient and should also match with stated goals because if not it becomes difficult for employees to accomplish their goals which leads to their dissatisfaction and thus lower their QWL (Harish & Subashini, 2014). According to Swamy et al., (2015) adequacy of resources has to do with adequate information and help to complete assignments, enough time and equipment, communication system in the firm, facilities, communication channel, etc.

The explanations given above indicate that all nine dimensions are very important in achieving high QWL and they all affect QWL positively. This means that improving any

one of them should lead to improvement in the overall QWL. These relationships are summarized in Figure 1.

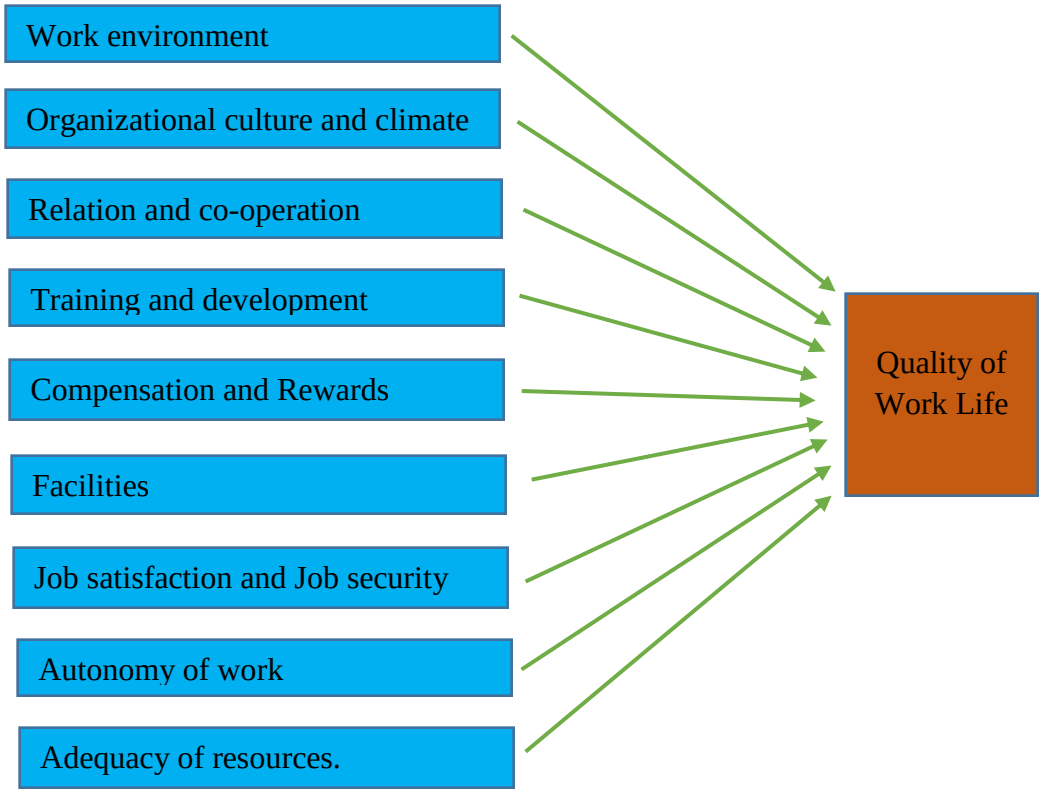


Figure 1: Relationship between QWL and its Dimensions.

2.5 Empirical Review

2.5.1 Quality of Work Life in the Education Sector

QWL in the education sector is defined as the bond between the teachers and working environment of the universities (Kaur, 2016). Several researches have been conducted on QWL in the education sector. Many of these studies focused on the relationships between QWL and variables such as job involvement (Mehdipour, Boushehri, Saemi, & Rayegan, 2012), job satisfaction (Bhavani & Jegadeeshwaran, 2014; Kaur, 2016; Ganguly, 2010; Vasita, & Prajapat, 2014), motivation (Baleghizadeh and Gordani, 2012; Jofreh, Yasini, Dehsorkhi & Hayat, 2013; Kaur, 2016), organization commitment (Daud et al., 2015; Farid, Izadi, Ismail, & Alipour, 2015; Afsar, 2014), occupational stress (Hans,

Mubeen, Mishra & Al-Badi, 2015), etc. However, several other studies focused on investigating employees' satisfaction with the general level of QWL as well as the relationship of QWL with demographic variables such as age, gender, work experience, income, employment status (full time or part time) which are the objectives of the present study.

Since the focus of the present study is to uncover the level of QWL among university staff and its relationship with demographic variables of the respondents, we focus mainly on the results of researches concentrating on those areas. We have observed that the results from these researches are mixed. For instance, Nanjundeswaraswamy and Swamy (2013) conducted a study on QWL of employees in private technical institutions and found that out of the 109 respondents, 48.6% were satisfied while 51.4% were unsatisfied with their QWL. Their results reveal a significant relationship between QWL of teaching and non-teaching staffs but demographic variables such as age, gender, designation, salary, experience are independent of QWL. On the contrary, the results of the study conducted by Mehrotra and Khandelwal (2015) to investigate the association of demographic factors (gender and salary) on QWL of teaching employees in private technical institutions in Bareilly Region, India revealed a significant association between QWL and demographic characteristics (gender and salary) of the employees. They concluded that female employees are more satisfied with their QWL than male employees.

The results of another research also conducted in India by Elamparuthy and Jambulıngam (2016) on college teachers' perception of QWL among 230 college teachers working during the year March 2014 to December 2015 in 18 colleges located within the "Tiruchirappalli and Kumbakonam" city limits, indicate that the level of QWL of college teachers is low. Their results further indicate that there is a significant difference between QWL and length of service of the respondents but no significant difference exists between QWL and gender, age, designation and income levels of the respondents. Manju (2014) also investigated teachers' perception of QWL among 100 secondary school teachers from Mysore City and found that majority of them (70.2%) possessed an average level of QWL while 13.9% and 15.9% of them possessed low level and high level of QWL respectively. Their results also indicate a significance difference between male and female teachers'

QWL with female teachers enjoying a higher QWL than their male counterparts but no significant difference was revealed when it comes to the teachers' level of work experience.

In a study conducted in Iran by Mehdipour et al., (2012) on the relationship between the QWL and job involvement of Iranian physical education teachers, the results revealed that the QWL differs significantly on the basis of demographic factors such as gender, work experience, and academic degree. However, the level of QWL is not significantly influenced by age. In another study conducted by Al-Zboon, A_Dababneh and Ahmad (n.d) to investigate the perception of Jordanian special education teachers about their quality of work life, the results showed that special education teachers cited average level of QWL. The results also indicated no statistically significant mean differences due to teachers' gender, education levels, and type of school (mainstreaming and special education school). Finally, the results of a rare study to find out the difference between quality of work life of permanent teachers and contractual teachers in higher education conducted by Gupta and Gupta (2013) indicates that there is a meaningful difference between permanent and contractual teachers' QWL. They concluded that permanent teachers are satisfied with all aspects of QWL while contractual teachers are least satisfied with all aspects of quality of work life.

2.5.2 Quality of Work Life in Other Sectors of the Economy

A review of empirical literature on QWL in the other sectors of the economy was also carried out in order to compare them with those of the education sector and the results are not any different – mixed results are observed. For example, in a research entitled social factors and company location decisions: technology, quality of life and QWL concerns which is conducted by Hitt, Amos, Jr. and Warner (1983) to examine QWL and quality of life factors of residents in a low income and low education areas, their results showed that people from these regions were as satisfied with their QWL and quality of life as people in other regions with better jobs, higher incomes, and better general life situations. Thus we can infer from their results that there is no significant correlation between QWL and level of income and education.

Bolhari, Rezaeean, Bolhari, Bairamzadeh and Soltan (2011) conducted a research on the relationship between QWL and demographic characteristics of information technology staffs in Iran and found that their level of QWL is medium and needs managers' attentions to improve. In additions, they found a significant relationship between QWL and age, work experience and income but no significant relationship between QWL and gender. Gupta and Hyde (2013) also did a demographical study on QWL of employees of nationalized banks of Indora District, India and found that a significant difference exists between the employees' QWL and income, experience, age but no significant difference exists between their QWL and gender.

Conversely, Tabassum, Rahman and Jahan (2011) investigated QWL among male and female employees of private commercial banks in Bangladesh and found that the QWL of male and female employees varies significantly. They concluded that male employees have a better QWL than female employees working in private commercial banks in Bangladesh. A similar study was conducted by Ogungbamila and Idemudia (2016) focusing on police personnel in two states in South-West Nigeria. Their results also revealed a better QWL for male police personnel compered to their female counterparts and found gender considerations to be important in police personnel's QWL. Furthermore, when they investigated the relationship between QWL and other demographic variables, a positive significant relationship was observed between police personnel's QWL and age, job rank and state of work. On the other hand no significant relationship was observed between QWL and marital status, work experience and educational qualifications.

Vijay, Sekar and Vidhya (2014) did a cross sectional study on QWL among call center workers in India and concluded that, overall, 55% of the call center employees in India are satisfied with their QWL. Their results also revealed a significant relationship between QWL and the selected demographic variables such as age, gender and duration of employment of the call center employees in India. Similarly, Almalki et al., (2012) conducted a cross sectional study on QWL of primary health care nurses in the Jazan region, Saudi Arabia and their findings suggested that the respondents were dissatisfied with their work life. A significant differences were also found according to gender, age, work experience and monthly pay.

Momeni, Shafipour, Esmaeili, and Charati (2016) studied the relationship between the QWL and sleep in nurses at the intensive care units (ICU) of teaching hospitals in Mazandaran, Iran and found that ICU nurses were dissatisfied with most of the dimensions of QWL. Additionally, he found that 27.2% of the participants had poor quality of work life, while 66.1% and 6.7% had moderate and high quality of work life, respectively. Furthermore, the findings also indicate no significant association between QWL of ICU nurses and variables such as gender, age, marital status, education level, and ward of employment but a significant association between QWL and their income status was indicated.

In other QWL researches conducted in the health sector, Saraji and Dargahi (2006) and Dargahi and Yazdi (2007) both studied QWL of the employees of Tehran University of Medical Sciences (TUMS) Hospitals and concluded that the employees have a poor QWL which indicate that they are not satisfied with most aspects of their work life. In yet another QWL study in the health sector, Xhakollari (2011) investigated "constructs of QWL: a perspective of mental health professionals" and found that there is a moderate level of satisfaction among employees regarding their QWL. His findings also revealed no significant relationship between personal factors such age, status, education level, work position, work experience and overall satisfaction with QWL.

It could be seen from the above empirical review that the findings of previous studies indicate mix results in terms of the overall level of employees' QWL. While some indicate that employees enjoy high level of QWL, some indicate that they enjoy moderate or average level of QWL and others indicate that their QWL is low. In addition, in some researches, a significant relationship was revealed between QWL and demographic variables while the opposite is the case in others. It is also observed that even though QWL is a hugely researched area, only few studies are conducted in Africa to empirically investigate the level of QWL or its relationship with demographic factors. In fact, to our knowledge, no known study of any kind was conducted on the topic in the Gambia. Thus, a huge gap exists in the study of QWL in the Gambia. The present study is designed to fill or at least reduce this gap.

2.6 Conclusion

It is clear from this chapter that QWL means different thing to different people at different times. Hence, scholars and researchers do not agree universally on the definition of the term as well as its dimensions. However, even though different authors propose different definitions and dimensions of the concept, it is clear from these different propositions that QWL is concerned with the welfare and satisfaction of employees on the job as well as off the job. The review of empirical literature has shown that there are mixed results in terms of the level of satisfaction with QWL as well as its relationship with demographic factors in both the education sector and other sectors of the economy. It has also revealed that QWL is a highly researched topic. However, not even a single research has been conducted in the Gambia regarding the subject which means that a huge research gap exist on the subject which is intended to be filled by the present study.

3. RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, we will discuss the research design to be used in order to achieve the objectives of the study (i.e. to measure the level of satisfaction of UTG staff with their QWL and its relationship with their demographic factors). It will also provide information about the type of data, data collection method and the instrument to be used for collecting data. In addition, the chapter will also present information about the target population for this particular research, the sample as well as the sampling technique used. The research questions and hypothesis will also be outlined. Finally, after data is collected, it needs to be analyzed. Thus the chapter will discuss the method of analyzing the data and the ethical considerations followed though out the research process.

3.2 Research Design

"Research design is a comprehensive plan for data collection in an empirical research project". It is aimed at answering the research questions and testing hypothesis (Bhattacherjee, 2012, p. 35). The purpose of this research is to undertake a combination of descriptive study - to ascertain and explain the level of QWL among the employees of University of the Gambia – and hypothesis testing - to establish the relationship between QWL and demographic factors of the respondents. However, in order to fulfill the objective of the study, a cross-sectional survey design is used in which a single group of respondents is surveyed by providing information about themselves through completing an online questionnaire (Leary, 2001) as well as using a single questionnaire to measure both the dependent variable (QWL) and the independent variables (demographic factors) at the same point in time (Bhattacherjee, 2012). In addition, a correlational type of investigation is conducted to test the study's hypothesis (i.e. to determine whether QWL and demographic variables of the research subjects are related)

3.3 Data Collection Process

According to Bhattacherjee, (2012), there are broadly two categories of data collection methods: positivist and interpretative. Positivist methods are aimed at theory or

hypotheses testing, while interpretative methods are aimed at theory building. Since the objective of the present study is theory or hypothesis testing, it therefore employs the positivist method. He also mentioned that people normally equate these methods with quantitative and qualitative research. He argued that this is incorrect because quantitative and qualitative methods refers to data type being collected where quantitative data involve numeric scores while qualitative data involve non-numeric scores. In addition, he mentioned that positivist research predominantly uses quantitative data and the present research is no different because the data used here involve numeric scores.

Data type can also be categorized based on whether is collected firsthand for the purpose of the present study (primary data) or whether it has been collected previously by others (secondary data). However, for the purpose of this research, primary data is used. The data is collected through a cross-sectional survey method in which a cross section of the population is surveyed by providing information about themselves through completing an online questionnaire (Leary, 2001). With surveys, large amount of data can be collected from a large population in a highly economical way. This is what makes survey a popular method of data collection (Saunders, Lewis & Thornhill, 2009). Furthermore, questionnaires are the most common method of collecting data because researchers can easily obtain information with it and its responses are easily coded. Also, it can be used to reach people in different geographical regions (Sekaran, 2003). These are the main reasons for using online questionnaire for this study because the researcher and the respondents are not in the same geographical regions. Thus it is seen as the most suitable data collection method in terms of both cost and time.

3.4 Population and Sample

"Population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate" (Sekaran, 2003, p. 265). The target population for this particular study constitute the entire staff body of University of the Gambia (UTG) which totaled to 480 staff, out of which 148 are administrative staff (147 full time and 1 part time) and 332 academic staff (248 full time and 84 part time). However, rarely do researchers examine the entire population (i.e. every person or thing of interest in the population). Thus, researchers instead collect data from a subset of individuals in the population called a

sample (Leary, 2001). It is important to note that for the purpose of generalizability of the research findings, it is best to use probability sampling. However, sometimes the only way of obtaining data could be through nonprobability sampling (Sekaran, 2003).

In this particular study, auxiliary staff (including security guards, drivers, cleaners, gardeners, laborers, grounds men) totaling to 78 staff which are categorized under administrative staff either have very low or zero formal English education and since a structured self-administered online questionnaire is used for collecting data, these people could not participate in the study because of their inability to read, understand or respond meaningfully to the questions due to their inadequate understanding of English. Thus probability sample was not possible because not all elements of the population have equal chances of being included in the sample. Therefore, the researcher had to resort to judgement sampling which is used when a limited category of people who are best positioned to provide the information that is required for the research are selected in the sample (Sekaran, 2003).

Unlike probability sampling, there are no rules regarding the issue of sample size for nonprobability sampling techniques (except for quota samples). The size of the sample depends on the research question(s) and objectives (Saunders et al., 2009). Moreover, "survey research is generally notorious for its low response rates" (Bhattacherjee, 2012, p. 80) especially when it is conducted through administrating online questionnaires – usually a response rate of 30% or lower is typical and reasonable (Saunders et al., 2009). Given these reasons and in order to boost response rate, the remaining 402 staff (i.e. the 480 total staff population less the 78 auxiliary staff) were used as the sample. 145 staff responded to the questionnaire which is a response rate of 36%.

3.5 Instrument for Data Collection

The instrument used for collecting the primary data was a set of structured self-administered questionnaire which is adopted from the study of Swamy et al. (2015). The questionnaire is developed in English and is divided into two sections: section one and section two.

Section one contains questions relating to personal and demographic variables. Questions regarding age, gender, work experience, employment status, monthly salary,

level of education etc. were asked in this section and the data was analyzed using descriptive statistics.

Section two consisted of 50 item QWL scale to measure nine dimensions of QWL which include: work environment, organizational culture and climate, relation and co-operation, training and development, compensation and rewards, facilities, job satisfaction and job security, autonomy of work, and adequacy of resources. The questions in this section were closed ended questions designed with 5 points Likert type scale ranging from strongly disagree "1" to strongly agree "5". "To reduce response bias, questions 3, 11, 16 and 45 were negatively worded. The responses are reverse scored on these survey items to determine the status of QWL" (Swamy et al., 2015, p. 286). Each dimension has multiple questions as shown in Table 3.

Table 3: Dimensions of QWL and Question Numbers in the questionnaire

S. No.	Dimensions	Total Questions and Question Numbers
1	Work Environment	6 questions (1 to 6)
2	Organizational Culture and Climate	7questions (7 to 13)
3	Relations and Co-operations	6 questions (14 to 19)
4	Training and Development	4 questions (20 to 23)
5	Compensation and Rewards	5 questions (24 to 28)
6	Facilities	5 questions (29 to 33)
7	Job Satisfaction and Job Security	8 questions (34 to 41)
8	Autonomy	6 questions (42 to 47)
9	Adequacy of Resources	3 questions (48 to 50)

It is worth mentioning that majority of QWL studies used the questionnaire developed by Walton (Jebel, 2013; Mehdipour et al, 2012; Jofreh et al, 2013; Parvar et al, 2013) However, the researcher decided to use a different questionnaire (i.e. the one developed by Swamy et al, 2015) for this particular research due to two main reasons.

Firstly, the researcher is of the conviction that the scale developed by Swamy et al. (2015) is more comprehensive than the one developed by Walton because they initially considered 27 important QWL components based on their frequency of usage in literature which also includes Walton's scale. They then conducted explanatory factor analysis (principal component analysis) to reduce the components and based on this analysis they finally selected nine QWL dimensions which are used in this study.

Secondly, Timossi, Pedroso, Francisco, and Pilatti (2008) highlighted two main shortcomings of Walton's questionnaire:

1. They argued that Walton's QWL model presented difficulties to some respondents in terms of interpreting and understanding the original form of the model, due to the use of "more elaborate terms and expressions". According to them this issue came to light during the development of some studies related to QWL, and after a lot of applications of the model.
2. They also contended that the lack of direct and specific questions or the definition of each criterion was another difficulty with Walton's model.

They concluded that based on these perspectives, the need for an instrument of easy comprehension by respondents with direct and specific questions is justified.

3.5.1 Validity and Reliability of the Instrument

Field (2009, p. 11) pointed out that

> *"There will often be a discrepancy between the numbers we use to represent the thing we're measuring and the actual value of the thing we're measuring (i.e., the value we would get if we could measure it directly). This discrepancy is known as* ***measurement error****."*

We should always endeavor to keep this error to a minimum. He emphasized that this could be achieved by ensuring that the measuring instrument is valid and reliable in order to give us confidence that the instrument is doing its job properly. "Reliability and validity, jointly called the "psychometric properties" of measurement scales, are the yardsticks against which the adequacy and accuracy of our measurement procedures are

evaluated in scientific research" (Bhattacherjee, 2012, p. 55). It is important to emphasize that each one of them (validity or reliability) used alone is a necessary but not a sufficient condition of the test of goodness of measure. A measure might be valid but not reliable and vice versa. However, the goodness of a measure depends on both its reliability and validity (i.e. the sufficient condition is to ensure both of them).

3.5.1.1 Validity of the Instrument

Leary (2001, p. 65) refers to validity as "the extent to which a measurement procedure actually measures what it is intended to measure rather than measuring something else or nothing at all". Sekaran (2003) mentioned that **t**he validity of a measuring instrument can be determined by applying certain validity tests. There are several types of these tests and researchers use different terms to denote them. He however, for clarity shake grouped them under three broad headings: content validity, criterion-related validity, and construct validity.

3.5.1.1.1 Content Validity

Content validity refers to the extent to which individual items in a self-reported measure or questionnaire represent the construct being measured, and cover the full range of the construct (Field, 2013). In other words, it refers to the degree to which a measurement device provides adequate coverage of the construct being measured (Saunders et al., 2009). The most basic and very minimum index of content validity is *face validity (*Sekaran, 2003) which refers to the extent to which a measure appears to measure what it is supposed to measure (Leary, 2001). Face validation involves the judgment of the researcher or of research participants. A measure has face validity if people think it does (Leary, 2001). Furthermore, Bhattacherjee, (2012) argues that an expert panel of judges may be employed to examine content validity of constructs. This has been done when the scale used in the present study was being developed and validated by Swamy et al. (2015). In addition, the researcher also seeks the opinions of several professors and even the opinions of research participants before administering the questionnaire. Therefore, it can be concluded that the instrument is valid in terms of content validity.

3.5.1.1.2 Criterion-related validity

Criterion-related validity is the extent to which a device measures what it claims to be measuring through comparison to objective criteria (Field, 2013). There are two types of criterion-related validity: *concurrent validity* (whether a given measure relate well with a current criterion) and *predictive validity* (whether a given measure relate well with a future criterion) (Bhattacherjee 2012). Field, (2013) pointed out that in an ideal world, criterion-related validity can be assessed by relating scores on a given measure to real-world observations (i.e. correlational analysis). He however continued by saying that it is often impractical to assess criterion-related validity because the objective criteria that can be measured easily may not exist. Thus criterion-related validity (concurrent and predictive validity) is often ignored in empirical social science researches (Bhattacherjee 2012). Therefore, in the present research, criterion-related validity is ignored.

3.5.1.1.3 Construct Validity

"Construct validity refers to the extent to which the measurement questions actually measure the presence of those constructs you intended them to measure" (Saunders et al., 2009, p. 373). It is assessed through *convergent validity* (how close a measure relates to the construct that it is supposed to measure) and *discriminant validity* (the degree to which a measure does not measure other constructs that it is not supposed to measure) (Sekaran, 2003; Bhattacherjee, 2012). There are different ways of checking construct validity (convergent and discriminant validity). However, the most common method used to demonstrate this, is exploratory factor analysis – using a statistical data reduction technique called principal component analysis to combine a given set of items to a smaller set of factors based on bivariate correlation (Bhattacherjee, 2012). The device used in the present research has been subjected to this analysis during its development and validation by Swamy et al., (2015). Therefore, its construct validity is assured.

3.5.1.2 Reliability of the Instrument

Reliability of a measure is the ability of that measure to generate consistent results on different occasions every time it is used to measure the same concept assuming the underlying phenomenon remains the same. In other words, it is the extent to which a measure is stable, consistent and dependable. It is imperative to note that reliability does not imply accuracy, it simply implies consistency (Bhattachrjee, 2012; Sekaran, 2003). There are various ways of estimating the reliability of a measure such as *test-retest reliability* – consistency obtained by an instrument from testing the same group of people more than once – *split-half reliability* - correlations between two halves of an instrument when it is divided into two halves - *internal consistency reliability* - a measure of consistency between different items of the same construct – etc. (Bhattachrjee, 2012; Sekaran, 2003; Field, 2013; Leary, 2001).

The easiest and preferred way of assessing reliability of a measure is to conduct two independent measurements and compare them. However, it is hard enough to conduct research and get people respond to multiple of questions, let alone to get them respond to the same questions just to test reliability (Cronbach, 1951). This difficulty was first avoided by the invention of split half approach. However, the disadvantage with the split half approach is that often split-half coefficients give different information as the correlation between two halves given at different times and thus it lacks uniqueness. Also the reliability coefficient one obtains, depends on how the items are splitted. That means the estimates would vary depending on how the items in the measure are split into two halves. Thus if one split produce a higher coefficient than another, there will be little confidence in whatever results generated from a single split (Cronbach, 1951; Sekaran, 2003; Leary 2001).

To get around this difficulty, researchers often use Cronbach's alpha coefficient (Cronbach, 1970, as cited in Leary (2001) which is the most frequently used reliability measure nowadays. Cronbach's alpha is a reliability measure designed by Lee Cronbach in 1951 (Bhattahrjee, 2012) "to estimate the correlation between two random samples of items from the universe of items like those in the test" and it is equivalent to the average of all possible split-half coefficients (Cronbach, 1951, p. 297) using the following formula:

$$\alpha = \frac{n}{n-1}\left(1 - \frac{\sum_i V_i}{V_t}\right)$$ (Cronbach, 1951, p. 299)

Where 'n' is the number of items in the measure, 'i' represent an item and 'V_t' is the variance of test scores and 'V_i' is the variance of item scores after weighing (Cronbach, 1951). Alpha can range from 0.00 – indicating no reliability – to 1.00 – indicating perfect reliability. However, as a rule of thumb, researchers consider a measure with a Cronbach's alpha coefficient of above 0.70 to have adequate reliability (Leary, 2001). The alpha coefficient previously obtained for the instrument by Swamy et al., (2015) was 0.88 and for the present research, as reported in Table 4, it is 0.907 which both show a high level of reliability.

Table 4: Reliability Statistics

Cronbach's Alpha	N of Items
.907	50

3.6 Unit of Analysis and Time Horizon

"The unit of analysis refers to the level of aggregation of the data collected during the subsequent data analysis stage." It might be individuals, dyads, groups, organizations, cultures etc. (Sekaran, 2003, p. 132). Since QWL has to do with employees' welfare and satisfaction, thus to asses QWL, the level of individual employee's satisfaction has to be measured. Therefore, the unit of analysis for the present study is individual. Regarding time horizon, a research will be either cross sectional (i.e. a snapshot or one shot) in which data is collected once over a period of time (days, or weeks, or months etc.) or *longitudinal* (i.e. a series of snapshots) in which data is gathered on the dependent variables at more than one point in time to answer the research question(s) (Sekaran, 2003; Saunders et al., 2009). This particular study is cross sectional design because data is collected once over a period of several months between September 2016 and January 2017.

3.7 Research Questions and Hypothesis

In order to fulfill the objectives of the study and after review of empirical literature in the previous chapter, the following research questions and hypothesis have been outlined.

Q1: How satisfied are UTG staff with their overall QWL.

Q2: How satisfied are UTG staff with each dimension of QWL.

Q3: Is there any relationship between QWL and demographic variables such as gender, designation, monthly salary, education, age, and work experience of UTG staff.

To answer research question 3, the following hypotheses have been drawn.

H1: There is a significant difference between the men and women with respect to their QWL.

$$H1: \mu_w \neq \mu_m$$

Where: μ_w is the QWL perceived by women and μ_m the QWL perceived by men.

H2: There is a significant difference between academic and non-academic staff with respect to their QWL.

$$H2: \mu_a \neq \mu_n$$

Where: μ_a is the QWL perceived by academic staff and μ_n the QWL perceived by non-academic staff.

H3: There is a significant difference between the staff on different level of monthly salary with respect to their QWL.

$$H3: \mu_{s1} \neq \mu_{s2} \neq \mu_{s3}$$

Where: $\mu_{s1,}$ $\mu_{s2,}$ $\mu_{s3,}$ $\mu_{s4,}$ $\mu_{s5,}$ present the QWL of staff on the different monthly salary levels: 10000 or less, 10001 to 20000, and over 20000 GMD respectively.

H4: There is a significant difference between the staff with different level of education with respect to their QWL

$$H4: \mu_{e1} \neq \mu_{e2} \neq \mu_{e3}$$

Where: $\mu_{e1,}$ $\mu_{e2,}$ $\mu_{e3,}$ represent the QWL of staff on the different levels of education: undergraduate or below, graduate, and PhD respectively.

H5: There is a significant difference between the staff on different categories of work experience with respect to their QWL.

$$H5: \mu_{we1} \neq \mu_{we2} \neq \mu_{we3}$$

Where: $\mu_{we1,}$ $\mu_{we2,}$ $\mu_{we3,}$ represent the QWL of staff on the different categories of work experience: 5 years or less, 6 to 10, More than 10 years respectively.

H6: There is a significant difference between the staff on different age categories with respect to their QWL.

$$H6: \mu_{a1} \neq \mu_{a2} \neq \mu_{a3}$$

Where: $\mu_{a1,}$ $\mu_{a2,}$ $\mu_{a3,}$ represent the QWL of staff on the different age categories: 30 years or less, 31 to 40, and Above 40 years respectively.

3.8 Data Analysis Methods

The data will be analyzed with the help of SPSS 24 using descriptive statistics, independent t-test and one way ANOVA. The overall level of QWL and its dimensions will be assessed using descriptive statistics. Mean values will be calculated for every dimension of QWL and the overall QWL as well to determine the level of satisfaction of staff with respect to their QWL and its dimensions which will range from a minimum of 1 to a maximum of 5 (Rahman, Ali & Islam, 2014; Balachandar et al, 2013; Swamy et al. 2015; Jofreh, Yasini, Dehsorkhi & Hayat, 2013; Hamidi & Mohamadi, 2012; Hans, Mubeen, Mishra & Al-Badi, 2015; Vijay et al, 2014; Baleghizadeh & Gordani, 2012). Mean values of less than 2 are considered as highly unsatisfied, more than 2 but less than 3 as moderately unsatisfied, more than 3 but less 4 as moderately satisfied and greater than 4 as highly satisfied.

Hypotheses 1 to 3 will be tested using independent t-test because in all these cases, we are interested in testing whether the means of two groups are statistically different from each other which involve a non-directional or two-tailed test (Bhattahrjee, 2012). The remaining four hypotheses (4 to 7) will be tested using ANOVA since they all involve more than two groups and QWL is measured on an interval scale. However, to determine which groups the true differences lie, we will perform a post-hoc test using the "Hochberg's GT2 procedures" because the different groups have unequal sample sizes (Sekaran, 2003; Field, 2013).

3.9 Ethical Considerations

According to Saunders et al. (2009, pp. 183 - 184), ethics in research refers to the "appropriateness of your behaviour in relation to the rights of those who become the subject of your work, or are affected by it." Some of ethical behaviours widely accepted in scientific researh are related to voluntary participation and harmlessness, Anonimity and confidentiality, diclosures, and analysis and reporting (Bhattahrjee, 2012). The researcher ensured that these ethical behaviors and considerations are followed in the following ways:

1. The participants of the study were informed about the person conducting the study and the purpose of the research in a letter that accompanied the questionnaire (attached in appendix) to help them decide whether or not they wish to participate in the research.
2. Participation in the study was completely voluntary. No one was forced in any way to respond to the survey.
3. Since it was online survey, anonymity of the respondents was assured by ensuring that no names or identification numbers are used to determine who is responding to the survey and who is not. Respondents were also assured of the confidentiality of the information, by promising them that the information they will provide will be used strictly for academic purpose and that no part of the information will be shared with any individual or organization without their prior consent.
4. Data was also analysied and reported in an objective and reasonsible manner by the researcher by making sure that it is not manipulated in any way to suit the need of

the researcher. Manipulating data is unethical. For instance, Bhattahrjee, (2012) pointed out that in positivist research, since the role of data is to test hypotheses and not build them, it is therefore unethical to design hypotheses "after the fact on based on the results of data analysis." Thus, since this study is a positivist research, hyphoteses have been determined before data is analysed. He also pointed out the unethecality of dividing the data into different portions to either "prove or disprove hypotheses of interest" or to generate several papers simingly from different data sets. These practices have been avoided totally in this research.

5. The limitations of the study are fully disclosed in order to save other researchers from similar problems in the future.

3.10 Conclusion

A cross-sectional survey design is used to collect primary data from a sample of 402 respondents out of a total population of 480 UTG staff through completing an online questionnaire which is adopted from the study of Swamy, Nanjundeswaraswamy and Rashmi (2015). The data will be analyzed with the help of SPSS 24 using descriptive statistics to determine the level of satisfaction of the respondents with respect to their QWL and its dimensions. The relationship between QWL and demographic variables will be determined with the help of independent sample t-test and one-way-ANOVA.

4. FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents results obtained in the study and deliberation on those findings is also provided especially in comparasion to the findings of previous studies. We begin the chapter by presenting the demographic profiles of the respondents. This is followed by outlining and discussing the results obtained on UTG staff's level of satisfaction regarding their overall QWL as well as on its dimensions. Finally, the relationship between QWL and the demographic characteristics of the respondents is assessed and discussed.

4.2 Demographic Charateristics of Respondents

The demographic profiles of the respondents including gender, education, monthly salary, employment status, designation, age, and work experience are shown in Table 5. In total 145 individuals responded to the questionnaire, although there are missing values for some of the demographic variables. The table shows that majority of the respondents (77%) are male while 23% are female. In addition, the majority of the respondents (51%) have masters degree, followed by 40% with bachelors degree or below. Only 9% of the respondents hold PhD which is very abnormal and suprising given that majority of the respondensts (75.4%) are academic staff with 24.6% being aministrative staff. A university is the highest learning institution in every country, so it is expected to have highly qualified staff in terms of education especially the academic staff. This could explain the reason why UTG with its 18 years of operation is still not running masters degree programs in most of the departments and no PhD programs at all.

Furthermore, 40.7% of UTG staff are earning a monthly salary of GMD 10,000 or less, 53.1% between GMD 10,001 and GMD 20,000, while 6.2% are earning above GMD 20,000. With 93.8% of respondents earning GMD 20000 or less, we could infer from this results that huge majority of UTG staff are earning GMD 20000 or less which is less than 450 USD[1]. This might be one of the lowest salary level for university staff in the world and could be the major reason why UTG is not attracting highly qualified individuals. The table also shows that 97.2% of respondents are full time staff while 2.8% are part time staff.

1Exchange rate as of 15 of May, 2017. 1 USD = 46.09975 GMD

Table 5: Demographic Profile of Respondents. N = 145.

Variable	Frequency	Percentage	Valid Percentatge
Gender:			
Male	107	73.8	77.0
Female	32	22.1	23.0
Missing	6	4.1	
Education:			
Bachelors or Below	58	40.0	40.0
Masters	74	51.0	51.0
PhD	13	9.0	9.0
Designation			
Academic Staff	107	73.8	75.4
Non-Academic Staff	35	24.1	24.6
Missing	3	2.1	
Monthly Salary (GMD)			
≤10000	59	40.7	40.7
10001 to 20000	77	53.1	53.1
>20000	9	6.2	6.2
Employment Status			
Full time	140	96.6	97.2
Part time	4	2.8	2.8
Missing	1	0.7	
Age			
≤30	58	40.0	43.6
31 to 40	40	27.6	30.1
Above 40	35	24.1	26.3
Missing	12	8.3	
Work Experience (in years)			
≤5	72	49.7	59.5
6 to 10	24	16.6	19.8
Above 10	25	17.2	20.7
Missing	24	16.6	

Among the respondensts, 43.6% are aged 30 years or below, 30.1% are between 31 to 40 years, and 26.3% are aged more than 40 years. Therefore, we could conclude that majority of the respondents are in their youthfull age. Finally, a whopping 59.5% of the respondents have a work experience of 5 years or less, 19.8% with 6 to 10 years, and 20.7% with more than 10 years of work experience. With close to 60% of respondents having 5 years or less work experiences couple with their age and level of salary (over 93% earning less than 500 USD), it could be infered that it seems majority of UTG staff are using UTG to enrich their curriculum viteas (CV) and thus using it as a stepping stone to their dream jobs. Therefore, we could also infer that there is a low level of commitment among UTG staff as majority of them are only with the university for five years or less. This could lead to high turnover level.

4.3 UTG Staff's Level of Satisfaction with their Overall QWL and its Dimensions

To answer the first two research questions, a descriptive statistics was conducted to determine the level of satisfaction of UTG staff with regards to their overall QWL and its dimensions and this is reported in table 6.

Table 6: UTG Staff's Level of Satisfaction with their QWL and its Dimensions

	N	Minimum	Maximum	Mean	Std. Deviation
Relations_and_Cooperations	145	1.67	5.00	3.5621	.57733
Autonomy_of_Work	145	1.67	4.83	3.3264	.60153
Organizational_Culture_and_Climate	145	1.71	4.57	3.1714	.62147
Job_Satisfaction_and_Job_Security	145	1.50	4.75	2.9647	.59997
Training_and_Development	145	1.00	4.75	2.8586	.76819
Work_Environment	145	1.17	4.50	2.8195	.64744
Adequacy_of_Resources	145	1.00	4.67	2.5747	.89018
Compensation_and_Rewards	145	1.00	4.80	2.4897	.80620
Facilities	145	1.00	5.00	2.4883	.82188
Overall QWL	145	1.78	4.24	2.9643	.47244
Valid N (listwise)	145				

Based on a five-point Likert scale used to measure QWL, the minimum and maximum rating of QWL and each of the nine dimensions were computed as well as the mean and standard deviation to determine the satisfaction with the overall level of QWL and its dimensions. The table reveals that, the respondents are moderately dissatisfied with their overall QWL with mean of 2.96 and a standard deviation of 0.47. similar results were found by Baleghizadeh and Gordani (2012); Mirkamali and Thani (2011); and Jofreh et al., (2013). It however contradicts the findings of Hans et al, (2015) who have conducted a study on occupational stress and quality of work life in private colleges of Oman (Muscat) and found that respondents were moderately satisfied with their QWL. It is also not in line with the findings of Rehan and Arora (2014) who also found that Punjubi University Teachers were moderately satisfied with their QWL.

It is however imperative to mention that none of these studies are done in the Gambia and in fact none has been conducted in Africa. They have been done in different continents all together and thus have different structures and cultures and are at different economic development stages compared to The Gambia. Therefore, we need to be courteous when we compare the results because as pointed out by Bustillo, Macías, Antón, Esteve, and Contreras (2009, p. 16) “when we try to apply the characteristics of work and employment that affect the wellbeing of the worker internationally, great difficulties arise because there are structural and cultural differences, as well as different levels of economic development, that make those "characteristics" likely to differ from country to country”.

Table 6 also reveals that the respondents reported the highest level of satisfaction in the category of relations and co-operations with a mean score of 3.56 and a standard deviation of 0.58 and the lowest in facilities with a mean score of 2.49 and a standard deviation of 0.82. It also shows that the respondents are moderately satisfied with only three dimensions of QWL: relations and co-operations (M = 3.56 and SD = 0.58), autonomy of work (M = 3.33 and SD = 0.60) and organisational culture and climate (M =3.17 and SD = 0.62). From this it could be infered that:

1. The respondents have a harmonious and cordial relationship with their colleagues and superiors and thus leading to a strong sense of belongingness at UTG.

2. They perceived that they have freedom, independence and discretion in determining the pace and procedures of their work meaning there is flexibility in their job. This might be due to the fact that part of the work could be completed at work. For instance, academic staff can grade examination and asssessment scripts at home. In addition, there is fexibility in working hours.
3. They also perceived the norms and values (i.e. culture) existing in UTG to be satisfacory. They feel they are invloved in decision making by providing comments and suggestions, do not experience gender discrimination and are proud to be working for UTG.

The respondents are moderately dissatisfied with the remaing six dimensions of QWL: job satisfaction and job secturity (M = 2.96 and SD = 0.60), traning and development (M = 2.86 and SD = 0.77), work environment (M = 2.82 and SD = 0.65), adequacy of resources (M = 2.57 and SD = 0.89), compensarion and rewards (M = 2.49 and SD = 0.81), and facilities (M = 2.49 and SD = 0.82). Therefore, we could say that:

1. The respondents do not feel satisfied with or secured about their job. The dissatisfaction with their job maybe due to a combination of factors such as working conditions, pay and benefits etc. However, their job insecurity is evident in the fact that even full time UTG staff are appointed on contract basis. This means the end of the contract could lead to the termination of ones employment. This could lead to high level of turnover and a low level of commitment and it maybe the reason why UTG are not attracting highly experience individuals as majority of the respondents (about 60%) have a work experience of 5 years or less.
2. They are not satisfied with the level of training and development they are getting from UTG to perform their job well. In other words, they feel that the training programs provided by UTG are not sufficient to gain the required skills and qualifications to achieve their objectives. This is not surprising as the greatest number (91%) of respondents including academic staff do not have PhD.
3. The working conditions of UTG are not favourable to the respondents. This could be explained by the fact that at UTG, most of the offices and classrooms are not properly ventilated in the sense that only few offices are equiped with air

conditioning (AC) eventhough some are equiped with ceiling fans. However, some of these ACs and fans are not functining and thus making it unbearable for lecturers to stay in their offices sometimes due to high temperature given that Gambia is a very hot country. In addition to this, the conditions of the toilet facilities are often inhumane hence making it very unconducive to use them. In fact worse than these is the fact that some staff especially academic staff don't even have office space. These conditions together with other issues might be responsible for their dissatisfaction with their (respondents) working conditions.

4. The respondents feel that the resources provided to facilitate the performance of their duties are not sufficient. This is very much expected because at UTG even the most basic resources such as white A4 size papers, white-board markers, projectors, caterage for the photocopying and printing machines etc. are not enough. Furthermore, majority of the staff especially academic staff are not provided with computers to facilitate their work. Also no wifi is available in some campuses and even in campuses at which it is provided the speed is very slow that one can hardly check ones email. Thus, since the primary channel of communication at UTG is through email, some staff do not get information at the right time and hence leading to ineffective information disemination (ineffective communication channels). Besides, without computers and internet, research becomes very difficult. Moreover, libraries are ill-equiped and classroom spaces and chairs and desks are not even adequate. Thus, adequacy of resource was expected to occupy the last position when it comes to satisfaction of QWL of UTG staff.
5. Furthermore, they feel that they are not adequately and fairly compensated for the work that they do. Moreover, they feel UTG do not pay salary by considering responsibilities at work neither are their rewards linked to performance. This might be explained by the fact that the greatest number of the respondents (93.8%) including those with PhD are paid less than USD 450 (less than USD 5,400 per annum) which could be one of the lowest salary paid to university staff in the world as mentioned earlier. For instance, in Uganda university lecturers are paid an average gross annual salary of USD 8,998; in Kenya, USD 16,959; in Tanzania, USD 11,750; in Zimbabwe, USD 17,378; in Botswana, USD 31,279; in Namibia,

USD 28,542 and in Swaziland, USD 22,532. This does not include the remunerations of senior lecturers, associate professors and professors as they are paid higher (pay increases as qualification increases) (Mushemeza, 2016, p. 243).

6. Finally, they are not satisfied with welfare facilities such as transportation, social security benefits, health insurance, food etc. This could be true because eventhough the university contributes torwards employees social security, other welfare services such as food and health insurance are not provided to employees. In addition, transportation is only provided in one of the campuses and for the remaining campuses, employees have to struggle on their own to get to work which is quite hectic during rush hours such as early morning at the start of the working hours and in the evening after the close of work.

4.4 Relationship Between QWL and Demographic Factors

To answer the third research question - is there any relationship between UTG staff's QWL and their demographic variables? - 6 different hypotheses were drawn:

4.4.1 Hypotheses One:

There is a significant difference between the men and women with respect to their QWL. To test this hypotheses an independent t-test is conducted and the results is shown in Table 7.1 and 7.2.

The results of the t-test as shown in Table 7.1, reveals that on average, female (M = 3.0544, SD =0.46709) are more satisfied with their QWL than their male counterparts (M = 2.9553, SD = 0.47088). However, this difference, 0.09905, at 95% confidence interval (-0.08822, 0.28631), is not statistically significant, t(137) = 1.046, p = 0.297 as shown in Table 7.2. Thus, we can say that there is no significant difference between men and women with respect to their QWL. Hence hypotheses one is not substantiated. The present study replicates the findings of Al-Zboon et al. (n.d.) whose results also indicate no significant mean diffference in QWL between male and female Jordanian special education teachers. The results is also consistent with the findings of Manju (2014) but it contradicts with the findings of Mehdipour et al, (2012).

Table 7.1: Group Statistics on Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Quality_of_Work_Life	Female	32	3.0544	.46709	.08257
	Male	107	2.9553	.47088	.04552

Table 7.2: Independent Samples T-Test for Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
QWL	Equal variances assumed	.076	.783	1.046	137	.297	.09905	.09470	-.08822	.28631
	Equal variances not assumed			1.050	51.321	.298	.09905	.09429	-.09021	.28831

4.4.2 Hypotheses two:

There is a significant difference between academic and non-academic staff with respect to their QWL. To test this hypotheses an independent t-test is conducted and the results is shown in Table 8.1 and Table 8.2.

Table 8.1: Group Statistics on Designation

	Designation	N	Mean	Std. Deviation	Std. Error Mean
Quality_of_Work_Life	Academic	107	2.9174	.44293	.04282
	Non-Academic	35	3.1011	.48754	.08241

Table 8.2: Independent Samples T-Test for Designation

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
QWL	Equal variances assumed	1.798	.182	-2.078	140	.040	-.18376	.08844	-.35860	-.00891
	Equal variances not assumed			-1.979	53.585	.053	-.18376	.09287	-.36999	.00247

The results of the t-test as shown in Table 8.1, reveals that on average, non-academic staff (*M* = 3.1011, *SD* =0.48754) are more satisfied with their QWL than academic staff (*M* = 2.9174, *SD* = 0.44293). Furthermore, this difference, -0.18378, at 95% confidence interval (-0.35880, 0.00891), is statistically significant, t(140) = -2.078, p = 0.040 as reported in Table 8.2. Thus, we can say that there is significant difference between academic staff and non-academic staff with respect to their QWL. Hence hypotheses two is substantiated. Nanjundeswarawamy and Swamy (2013) also found a significant difference between teaching and non-nonteaching staff and in their case too non-teaching staff were more satisfied with their QWL than teaching staff in technical institutions. On the other hand, Elamparuthy and Jambulingam (2016) found no significant difference between the designation of the respondents and their observed levels of overall quality of work life. However, his comparison was between lecturer, senior lecturer, assistant professor and professor and not between academic and non-academic staff as is the case for the present study.

4.4.3 Hypotheses Three:

There is a significant difference between the staff on different levels of monthly salary with respect to their QWL. To test this hypotheses, a one way ANOVA is conducted and the results is shown in Tables 9.1, 9.2, 9.3 and 9.4.

Table 9.1: Descriptive Statistics on QWL based on Monthly Salary

Quality_of_Work_Life

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
≤ 10000	59	3.0824	.48082	.06260	2.9571	3.2077	2.20	4.24
10001 - 20000	77	2.8816	.45330	.05166	2.7787	2.9844	1.78	4.10
> 20000	9	2.8978	.46438	.15479	2.5408	3.2547	2.28	3.52
Total	145	2.9643	.47244	.03923	2.8867	3.0418	1.78	4.24

Table 9.2: Test of Homogeneity of Variances

Quality_of_Work_Life

Levene Statistic	df1	df2	Sig.
.064	2	142	.938

Table 9.3: ANOVA results for Monthly Salary

Quality_of_Work_Life

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.390	2	.695	3.208	.043
Within Groups	30.751	142	.217		
Total	32.140	144			

It could be seen from Table 9.2 that the Levene's test is not significant. Therefore, we have not violated the assumption of homogeneity of variance. The results of the ANOVA test shown in Table 9.3 indicates that there is a statistically significant difference between staff with different levels of monthly salary with respect to their QWL ($F = 3.208$; $p = 0.043$). Therefore, hypotheses three is substantiated. It could be seen in Table 9.1 that those staff earning GMD 10,000 or less are more satisfied ($M = 3.0824$; $SD = 0.48082$), followed by those earning more than GMD 20,000 ($M = 2.8978$; $SD = 0.46438$) and then those earning between GMD 10,001 to GMD 20,000 ($M = 2.8816$; $SD = 0.45330$). This mirrors the results of Almalki et al. (2012) who also found a significant mean monthly pay difference among primary health care nurses in the Jazan region, Saudi Arabia with regards to their QWL.

Since ANOVA test could only tell us that a significant difference exist among the different groups but could not determine which groups the true differences lie, a post-hoc test was administered using Hochberg's GT2 procedure to find out which monthly salary group of respondents differs significantly from other groups and the finding is reported in Table 9.4.

Table 9.4: Post Hoc Test Results of QWL Based on Monthly Salary

Multiple Comparisons

Dependent Variable: QWL

Hochberg

(I) Salary2	(J) Salary2	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
≤ 10000	10001 - 20000	.20081*	.08052	.041	.0064	.3953
	> 20000	.18460	.16653	.608	-.2176	.5868
10001 - 20000	≤ 10000	-.20081*	.08052	.041	-.3953	-.0064
	> 20000	-.01622	.16393	1.000	-.4122	.3797
> 20000	≤ 10000	-.18460	.16653	.608	-.5868	.2176
	10001 - 20000	.01622	.16393	1.000	-.3797	.4122

*. The mean difference is significant at the 0.05 level.

It is observed from the Post Hoc analysis in Table 9.4 that when the respondents earning GMD 10,000 or less are compared to those earning between GMD 10,001 to GMD 20,000, a significant mean difference in their QWL is revealed (sig. is less than 0.05). As mentioned earlier, the means of each group as reported in Table 9.1 shows that respondents earning GMD 10,000 or less are more satisfied with their QWL than those earning GMD 10,001 to GMD 20,000. However, when respondents earning GMD 10,000 or less are compared to those earning more than GMD 20,000 and those earning between GMD 10,001 to GMD 20,000 are compared to those earning more than GMD 20,000, no significant mean differences in their QWL is revealed in both cases (sig. is greater than 0.05). Therefore, we could conclude that the true difference lie between respondents earning GMD 10,000 or less and those earning between GMD 10,001 to GMD 20,000.

4.4.4 Hypotheses Four:

There is a significant difference between the staff with different level of education with respect to their QWL. To test this hypotheses, a one way ANOVA is conducted and the results is shown in Tables 10.1, 10.2, 10.3 and 10.4.

Table 10.1: Descriptive Statistics on QWL based on Level of Education

Quality_of_Work_Life

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
≤ Bachelor	58	3.0931	.49009	.06435	2.9642	3.2220	2.20	4.24
Master	74	2.8884	.43552	.05063	2.7875	2.9893	1.90	4.10
PhD	13	2.8215	.49575	.13750	2.5220	3.1211	1.78	3.52
Total	145	2.9643	.47244	.03923	2.8867	3.0418	1.78	4.24

Table 10.2: Test of Homogeneity of Variances

Quality_of_Work_Life

Levene Statistic	df1	df2	Sig.
.355	2	142	.701

Table 10.3: ANOVA Results for Level of Education.

Quality_of_Work_Life

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.654	2	.827	3.851	.024
Within Groups	30.486	142	.215		
Total	32.140	144			

Again it could be seen from Table 10.2 that the Levene's test is not significant. Therefore, we have not violated the assumption of homogeneity of variance. The results of the ANOVA test shown in Table 10.3 indicates that a statistically significant difference exist between staff with different levels of education with respect to their QWL (F = 3.851; p = 0.024). Therefore, hypotheses four is substantiated. It could be seen in Table 10.1 that those staff with bachelor's degrees or less are more satisfied (M = 3.0931; SD = 0.49009), followed by those with master's degree (M = 2.8884; SD = 0.43552) and then those with PhD (M = 2.8215; SD = 0.49575). Thus, we can infer that as the respondents' level of education increase, their QWL falls (i.e. an inverse linear relationship exist between the respondents' QWL and their level of education). Bhavani and Jegadeeshwaran (2014) also found a significant mean difference between women teachers in higher education having different levels of educational qualification in their opinion on QWL. On the contrary, Ogungbamila & Idemudia (2016) did not find any significant relationship between educational qualifications and QWL of police personnel working in selected states in south-west Nigeria.

Since ANOVA test could only tell us that a significant difference exist among the different groups but could not determine which groups the true differences lie, a post-hoc test was administered using Hochberg's GT2 procedure to find out which educational group of respondents differs significantly from other groups and the finding is reported in Table 10.4.

Table 10.4: Post Hoc Test Results of QWL Based on Level of Education

Multiple Comparisons

Dependent Variable: QWL

Hochberg

(I) Education	(J) Education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
≤ Bachelor	Master	.20473*	.08126	.038	.0085	.4010
	PhD	.27156	.14218	.164	-.0718	.6150
Master	≤ Bachelor	-.20473*	.08126	.038	-.4010	-.0085
	PhD	.06684	.13934	.950	-.2697	.4034
PhD	≤ Bachelor	-.27156	.14218	.164	-.6150	.0718
	Master	-.06684	.13934	.950	-.4034	.2697

*. The mean difference is significant at the 0.05 level.

It is observed from the Post Hoc analysis in Table 10.4 that when the respondents with bachelor's degree or below was compared to those with master's degree, a significant mean difference in their QWL is revealed (sig. is less than 0.05). As mentioned earlier, the means of each group reported in Table 10.1 shows that respondents with bachelor's degree or below are more satisfied with their QWL than those with master's degree. However, when respondents with bachelor's degree or below was compared to those with PhD and those with master's compared to those with PhD, no significant difference in their QWL is revealed in either cases (sig. is greater than 0.05). Therefore, we could conclude that the true difference lie between respondents with bachelor's degree or below and those with master's degree.

4.4.5 Hypotheses Five:

There is a significant difference between the staff on different categories of work experience with respect to their QWL. To test this hypotheses, a one way ANOVA is conducted and the results is shown in Tables 11.1, 11.2 and 11.3.

Table 11.1: Descriptives Statistics on QWL based on Work Experience

Quality_of_Work_Life

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
≤ 5	72	2.9989	.42380	.04995	2.8993	3.0985	2.14	4.06
6 - 10	24	2.8933	.45640	.09316	2.7006	3.0861	2.04	4.24
> 10	25	2.8728	.56359	.11272	2.6402	3.1054	2.00	4.10
Total	121	2.9519	.46155	.04196	2.8688	3.0350	2.00	4.24

Table 11.2: Test of Homogeneity of Variances

Quality_of_Work_Life

Levene Statistic	df1	df2	Sig.
1.544	2	118	.218

Table 11.3: ANOVA results for Work Experience

Quality_of_Work_Life

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.398	2	.199	.932	.396
Within Groups	25.166	118	.213		
Total	25.564	120			

Table 11.2 indicates that the Levene's test is not significant. Therefore, we have not violated the assumption of homogeneity of variance. The results of the ANOVA test shown in Table 11.3 indicates that there is not statistically significant difference among staff on different categories of work experience with respect to their QWL (F = 0.932; p = 0.396). Therefore, hypotheses five is not substantiated. These results is in accordance with the results of Manju (2014) but Bolhari et al. (2011) found the opposite.

4.4.6 Hypotheses Six:

There is a significant difference between the staff on different age categories with respect to their QWL. To test this hypotheses, a one way ANOVA is conducted and the results is shown in Tables 12.1, 12.2 and 12.3.

Table 12.1: Descriptive Statistics on QWL based on Age

Quality_of_Work_Life

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
≤ 30	58	3.0214	.45613	.05989	2.9014	3.1413	2.20	4.06
31 - 40	40	2.9625	.40677	.06432	2.8324	3.0926	2.26	4.24
> 40	35	2.9137	.50072	.08464	2.7417	3.0857	2.00	4.10
Total	133	2.9753	.45310	.03929	2.8976	3.0531	2.00	4.24

Table 12.2: Test of Homogeneity of Variances

Quality_of_Work_Life

Levene Statistic	df1	df2	Sig.
1.261	2	130	.287

Table 12.3: ANOVA Results for Age

Quality_of_Work_Life

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.262	2	.131	.636	.531
Within Groups	26.837	130	.206		
Total	27.099	132			

It could be seen from Table 12.2 that the Levene's test is not significant. Therefore, we have not violated the assumption of homogeneity of variance. The results of the ANOVA test shown in Table 12.3 indicates that there is no statistically significant difference between staff on different age categories with respect to their QWL ($F = 0.636$; $p = 0.531$). Therefore, hypotheses five is not substantiated. These results contradict with the findings of Mehdipour et al (2012) who found that Iranian physical education teachers with different work experience differ significantly on their QWL.

Table 13: Summary of the Hypothesis Testing Results

Hypothesis	Our Results	Studies with Similar Results	Studies with Different Results
H1: There is a significant difference between the men and women with respect to their QWL.	Not Substantiated	Al-Zboon et al. (n.d.); and Manju (2014)	Mehdipour et al, (2012).
H2: There is a significant difference between academic and non-academic staff with respect to their QWL.	Substantiated	Nanjundeswarawamy and Swamy (2013)	Elamparuthy and Jambulingam (2016)
H3: There is a significant difference between the staff on different level of monthly salary with respect to their QWL.	Subtantiated	Almalki et al. (2012); and Mehrotra and Khandelwal (2015)	Hitt, Amos, Jr. and Warner (1983); and Gupta and Hyde (2013)
H4: There is a significant difference between the staff with different level of education with respect to their QWL	Subtantiated	Bhavani and Jegadeeshwaran (2014)	Ogungbamila & Idemudia (2016)
H5: There is a significant difference between the staff on different categories of work experience with respect to their QWL.	Not Subtantiated	Manju (2014)	Bolhari et al. (2011)
H6: There is a significant difference between the staff on different age categories with respect to their QWL.	Not Subtantiated	Xhakollari (2011).	Mehdipour et al (2012).

4.5 Conclusion

The results indicate that UTG staff are moderately dissatisfied with their overall level of QWL. In addition, they are moderately satisfied with only three of the dimensions of QWL and moderately dissatisfied with the remaining six dimensions under investigation in this research. The results also indicate that the respondents differ significantly in their QWL in terms of designation, education and monthly salary. They however do not differ significantly in their QWL in terms of gender, age and work experience. These results are in line with the findings of some previous studies but contradict with the findings of others.

5. CONCLUSION, RECOMMENDATIONS AND LIMITATIONS

This chapter will present the general conclusions of the study. The implications of the findings will also be discuss and policy recommendations will also be provided for UTG management and policy makers on how to improve the QWL of the university's employees. Finally, the limitations of the study will be outlined and suggestions will then be provided to overcome those limitations in future researches.

5.1 Conclusion

The growth, development and success of any society (i.e. a community, country, or even the world at large) largely depends on how effective and efficient its education system is, especially higher education because higher education has a direct bearing on the productive capacity of a society by educating and training its labor force (doctors, engineers, lawyers, entrepreneurs, etc.) who eventually shoulder the responsibility of developing that society. However, the effectiveness and efficiency of the education system also depends on the quality of services provided by its workforce which in turn depends on the level of satisfaction, commitment, competence and creativity of those employees. Thus they should be provided with better QWL in order to achieve this goal. If their QWL is "below average then its resultant impact will be on teaching and research work and these are the basis for the progress of any society" (Bindu & Yashika, 2014: pg no?).

Therefore, the present study is set out to investigate how satisfied UTG staff are with regards to their QWL and its dimensions. Another objective is to find out whether there are significant mean differences in QWL among the respondents in terms of their demographic factors such as gender, designation, age, educational qualifications, monthly salary and work experience. To achieve the objectives of the study, a cross-sectional survey method of data collection was used to collect primary data with the help of a set of structured self-administered questionnaire which is adopted from the study of Swamy et al. (2015). Data was analyzed with SPSS 24 and several tests have been conducted ranging from descriptive statistics to determine the overall QWL, independent T-test to compare the mean differences for some demographic factors and one way ANOVA for others. Several key findings have been revealed by the study.

Firstly, the descriptive statistics revealed that UTG employees who participated in the research are moderately dissatisfied with their overall QWL on a five point Likert scale. Furthermore, it also indicates that the respondents are moderately satisfied with only three out of the nine dimensions of QWL investigated in this study: relations and co-operations, autonomy of work, and organisational culture and climate. They were dissatisfied with the remaining six dimensions: job satisfaction and job secturity, traning and development, work environment, adequacy of resources, compensarion and rewards, and facilities. Moreover, the respondents reported the highest level of satisfaction in the category of relations and co-operations, followed by autonomy of work, organisational culture and climate, job satisfaction and job secturity, traning and development, work environment, adequacy of resources, compensarion and rewards, and the lowest in facilities.

Thirdly, the independent T-tests indicate no significant mean differences in QWL between male and female respondents. However, it indicates a significant mean difference in QWL between academic staff and non-academic staff. From the results, it is concluded that non-academic staff who participated in this research are more satisfied with their QWL than their academic counterparts.

Finally, the ANOVA results revealed that, the respondents do not differ significantly in their QWL in terms of their age and work experience. However, it shows that their QWL differ significantly in terms of their educational qualification and monthly salary. Post-Hoc tests were conducted to determine between which groups the true difference lie and the results shows that in terms of monthly salary the difference lie between those earning GMD 10,000 or less and those earning between GMD 10,001 to GMD 20,000 with those earning GMD 10,000 or less being more satisfied with their QWL. In terms of educational qualifications, the test indicates that the true difference lie between holders of bachelor's degree or less and master's degree holders with those with bachelor's or below being more satisfied.

This result is logical given that at UTG, staff with bachelor's degree or less are usually the ones earning less than GMD 10,000, and given that most of them are fresh graduates and newly entering into the labour force with little experience, their options in the job market might be limited. Thus, they might be content and grateful to UTG for giving them their first employment opportunity and thereby enjoying a better QWL than

their counterparters with higher qualifications and better opportunities in the job market. This is also consistent with the fact that even though the results of the study did not indicate any significant difference in the respondents' QWL in terms their experience, but the means of the different experience groups show that as the respondents' experience increase, their QWL fall.

It is worthy to mention that since there are mix results in literature regarding the topic, the findings of this study is consistent with the findings many previous studies but it also contradicts with the results of many other studies as outlined in the preceding chapter (results and discussion).

5.2 Recommendations

The findings of this study have several implications for the UTG decision makers and management. Improving UTG staff's QWL will improve the psychological wellbeing of the staff, and will make them more committed and satisfied with their jobs. In addition improving QWL improves the level of employees' motivation and ultimately leading to improving their performance and productivity. Therefore, UTG's management should endeavor to improve their staff's QWL in order to benefit from these positive effects of QWL. They could achieve this goal by implementing the following recommendations:

1. UTG management should scrapt the policy of employing staff on a three year contract basis which is renewable at the end of the program. They can instead put new employees on a 6 month probationary period to assess their competence. After this period, if the employee's performance is satisfactory barring some minimum performance requirements, s/he should be employed on a full time basis which will lead to improved job security for the staff and reduce labour turnover.
2. UTG management should also endeavor to collaborate, through signing memorandom of understanding, with universities in Europe, America, Asia and other African countries in order to have their employees (especially academic staff) trained by those universities to higher educational levels such as PhD either for free or at a very minimal cost. In addition, they should laise with the government of The Gambia to negotiate scholarship opportunities with development partners such as the European Union, Islamic Development Bank, Work Bank, United Nation

Development Project etc. to facilitate the training of its staff. Moreover, they should link up with academic journal publishers such as EBSCHO, Emerald, Science Direct, Econlit, Proquest etc. for staff and student to have free access to academic journals and have their research work published by them. This will facilitate and encourage the spirit and culture of research among staff and student. Training staff will help the university to expand and start running undergraduate programs which are currently unavailable and most importantly open master's programs in most of their departments.

3. To imporve the working conditions, offices and class rooms should be properly ventilated by providing air conditioning in offices and ceiling fans in classrooms given that Gambia is a very hot country. Furthermore, additional classrooms and office spaces should be constructed to curb classroom shortage and to provide office space to those staff without one. Besides these, sanitation should be on the top of their agender. The toilet facilities should be renovated as quickly as posible and should be kept cleaned at all times to make them humane and condusive to use.
4. The management of UTG should ensure that basic teaching and learning materials such as white-board markers, white A4 size papers for priting and photocopying, projectors for delivering lessons etc. are provided in sufficient quantities. Also, the libraries should be equiped with modern learning materials such as up-to-date text books and electronic-library materials. The university should also provide all staff with the exception of auciliary satff with desktop computers or laptops to facilitate their work. It should also provide wifi in all its campuses and/or data sim cards to staff to ease both research and communication since the major communication channel at UTG is email.
5. To strengthen the co-operation among the general staff body as well as between the staff and management, we will suggest that the management set aside at least one day (it could be end of year or end of each of the two semesters) as a day for staff socialisation. It should be a whole day program such that in the morning the staff could play games like football, follyball, etc. after which they could proceed to the beach to have some fun together with food and snacks. This way, staff from different campuses and departments as well as the administration and the general

staff body will come together for at least once a year and relate with one another and thus creating a harmonious relationship between staff and their colleagues, their superios and with administration as well. This will also lead to a strong sense of belongingness for the employees of the university.

6. Finally, considering that UTG staff are among the lowest paid university staff in the world, the salary scale of the university should be revised and improved to match the pay scale of their compatriotes in the sub-region or at least their collegues working in the private sector in the country to prevent them from leaving and also being absorbed by the private sector. This will make them feel fairly and adequately compensated for the work that they are doing. Besides other forms of benefits such as transportation (staff bus) for all campuses, health insurance, carteen services etc. could be provided to supplement the poor monthly salary. This will not only help the university in attracting highly qualified staff but it will also help in retaining them.

We are of the believe that if the aforementioned conditions are met by the university's management, the QWL of the staff will improve and thus leading to improvement in the performance of UTG.

5.3 Limitations of the Study.

It is important to mention that this study just as in many scientific research is not without limitations and the major limitations are outlined below:

1. The questionnaire used in this study was not developed in the Gambia and as mentioned earlier, Bustillo et al., (2009, p. 16) argued that "when we try to apply the characteristics of work and employment that affect the wellbeing of the worker internationally, great difficulties arise because there are structural and cultural differences, as well as different levels of economic development, that make those "characteristics" likely to differ from country to country". This coupled with the fact that there are no generally accepted QWL scale (different researchers proposed and used different dimensions of the concept) the questionnaire might not capture some important dimensions of QWL in terms of the UTG or Gambian context (i.e. to the average Gambian or UTG employee). Therefore, a potential future research area is

to determine the dimensions of QWL relevant to the average Gambian employee and develop a questionnaire base on those dimensions. This questionnaire could then beused for future researches on QWL in the Gambia.

2. Furthermore, The method of sampling used for the study is judgemental sampling which is a non probability sampling technique where limited category of people who are best positioned to provide the information that is required for the research are selected in the sample. This is due to the fact that some staff (auxiliary staff) either have very low or zero formal English education and since a structured self-administered online questionnaire is used for collecting data, these people could not participate in the study because of their inability to read, understand or respond meaningfully to the questions due to their inadequate understanding of English. Also the response rate (36%) is low. The reason for this might be because the questionnaire has been administered online and internet connectivity and availability for some UTG staff is limited. As mentioned earlier, in some campuses no Wi-Fi connection is provided and hence limiting their chances of participating in the research. Therefore, UTG employees did not have equal chances of being selected in the sample and thus the sample is not a representative sample. This means that we cannot confidently generalize the findings of the study to all UTG staff. So, for future researches, in order to increase the level of confidence in the generalizability of the results, a stratified random sampling technique should be employed by the researcher. In addition, to solve the issues of low response rate and some staff being unable to take part in the research because they don't understand English, the questionnaire should be personally administered by the researcher.
3. Finally, other universities in the Gambia have not been included in this research. It was only limited to UTG employees. Hence, its findings could not be generalised to employees of other universities. Since UTG is the only public university in the Gambia, in future researches it will therefore be wise to compare the QWL of UTG to private universites in The Gambia. One can also compare the QWL of university staff to that of other tertiary educational institions. Besides if funding is available the QWL of the entire educational sector or the work force of the Gambia could be

assessed by comparing the QWL of employees in the different sectors of the economy.

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APPENDICES

Appendix 1: Introductory or Cover Letter to Respondents



Institute of Social Sciences

Department of Business Administration

MBA Program.

Dear Respondent,

This questionnaire is designed to collect data on the "quality of work life of the employees of the University of the Gambia". The answers from your questionnaire and others will be used as the main data set for my thesis in partial fulfillment of an award of a Master's Degree in Business Administration at Istanbul Commerce University in Istanbul, Turkey. The information that you provide will be kept strickly confidential and will be used strictly for academic purposes. In order to ensure the utmost privacy, you are not asked to provide you name or adress anywhere on the questionnaire.

Please take 15 to 20 minutes of your time to fill out the questionnaire and answer the questions as frankly, honestly and objectively as possible because only you can give us the correct picture of how you experience your work life.

Thank you so much for taking part in this research and for your understanding and assistance.

Best Regards.

Lamin W. Saidykhan

Appendix 2: The Questionnaire

I. GENERAL INFORMATION

1. Name of the University .....

Age .....

Work Experience (in years) .....

Employment status Full Time ☐ Part Time ☐

Gender Male ☐ Female ☐

Designation ☐ Academic ☐ Non-Academic

2. Level of Education (Qualification)

Doctorate (Phd) ☐

Masters ☐

Bachelors or Below ☐

Others Specify.....

3. Level of Salary (in GMD)

10 000 or Less ☐

10,000 to 20,000 ☐

More than 20,000 ☐

Other Specify.....

II QUALITY OF WORK LIFE

Ranking: 5 – Strongly agree, 4 – Agree, 3 – uncertain, 2 – Disagree, 1 – Strongly disagree

1. My university's work environment is good and highly motivating.	1	2	3	4	5
2. Working conditions are good in my university.	1	2	3	4	5
3. It is hard to take time off during our work to take care of personal or family matters	1	2	3	4	5
4. My university offers sufficient opportunities to	1	2	3	4	5

develop my own abilities

5. The university provides enough information to discharge my responsibilities	1	2	3	4	5
6. I am given a lot of work empowerment to decide about my own style and pace of work.	1	2	3	4	5
7. There is cooperation among all the departments for achieving the goals.	1	2	3	4	5
8. I feel free to offer comments and suggestions on my performance	1	2	3	4	5
9. I am proud to be working for my present university	1	2	3	4	5
10. I am involved in making decisions that affect our work	1	2	3	4	5
11. I am discriminated on my job because of my gender	1	2	3	4	5
12. The wage policies adopted by my university are Good	1	2	3	4	5
13. The university communicates every new change that takes place.	1	2	3	4	5
14. There is a harmonious relationship with my colleagues.	1	2	3	4	5
15. There is a strong sense of belongingness in my organization	1	2	3	4	5
16. I am unable to attend to my personal work due to the demands made by my job.	1	2	3	4	5
17. The relationship between administration and employees are very good.	1	2	3	4	5
18. There is a very cordial relationship with my immediate superior.	1	2	3	4	5
19. I will get good support from my sub-ordinates.	1	2	3	4	5

20. Training programs in our university help employees to achieve the required skill for performing the job effectively.	1	2	3	4	5
21. The training programs aim at improving Interpersonal relationship among employees	1	2	3	4	5
22. My university offers sufficient training opportunities to perform my job competently.	1	2	3	4	5
23. I feel that the training programs should be conducted frequently	1	2	3	4	5
24. I feel that I am given an adequate and fair compensation for the work I do	1	2	3	4	5
25. My university will pay salary by considering responsibilities at work	1	2	3	4	5
26. My university does a good job of linking rewards to job performance	1	2	3	4	5
27. Promotions are handled fairly	1	2	3	4	5
28. When I do my job well, I am praised by my superior	1	2	3	4	5
29. Fringe benefits provided are good	1	2	3	4	5
30. University provides the social security benefits like Medical Reimbursement and so on.	1	2	3	4	5
31. Good transportation facilities are provided by the University	1	2	3	4	5
32. Safety measures adopted by the university are good	1	2	3	4	5
33. Good welfare activities are provided by our University	1	2	3	4	5
34. I feel comfortable and satisfied with my job	1	2	3	4	5
35. I feel quite secured about my job	1	2	3	4	5
36. Conditions on my job allow me to be as productive as I could be	1	2	3	4	5

37. A strong trade union is required to protect employees interests	1	2	3	4	5
38. The job security is good.	1	2	3	4	5
39. My earnings are fair when compared to the others doing the same type of work in other universities.	1	2	3	4	5
40. The procedure followed for job rotation is good.	1	2	3	4	5
41. I feel that my work allows me to do my best in a particular area.	1	2	3	4	5
42. My job lets me use my skills and abilities	1	2	3	4	5
43. My university allows a flexi-time option	1	2	3	4	5
44. A part of my job is allowed to be done at home.	1	2	3	4	5
45. I find my work quite stressful	1	2	3	4	5
46. I am ready to take additional responsibilities with my job	1	2	3	4	5
47. In our university there is a balance between stated objectives and resources provided.	1	2	3	4	5
48. There are much defined channels for information exchange and transfer.	1	2	3	4	5
49. My university provides resources to facilitate my performance.	1	2	3	4	5
50. Communication and information flow between the departments is satisfactory.	1	2	3	4	5

Appendix 3: Demographic Variables

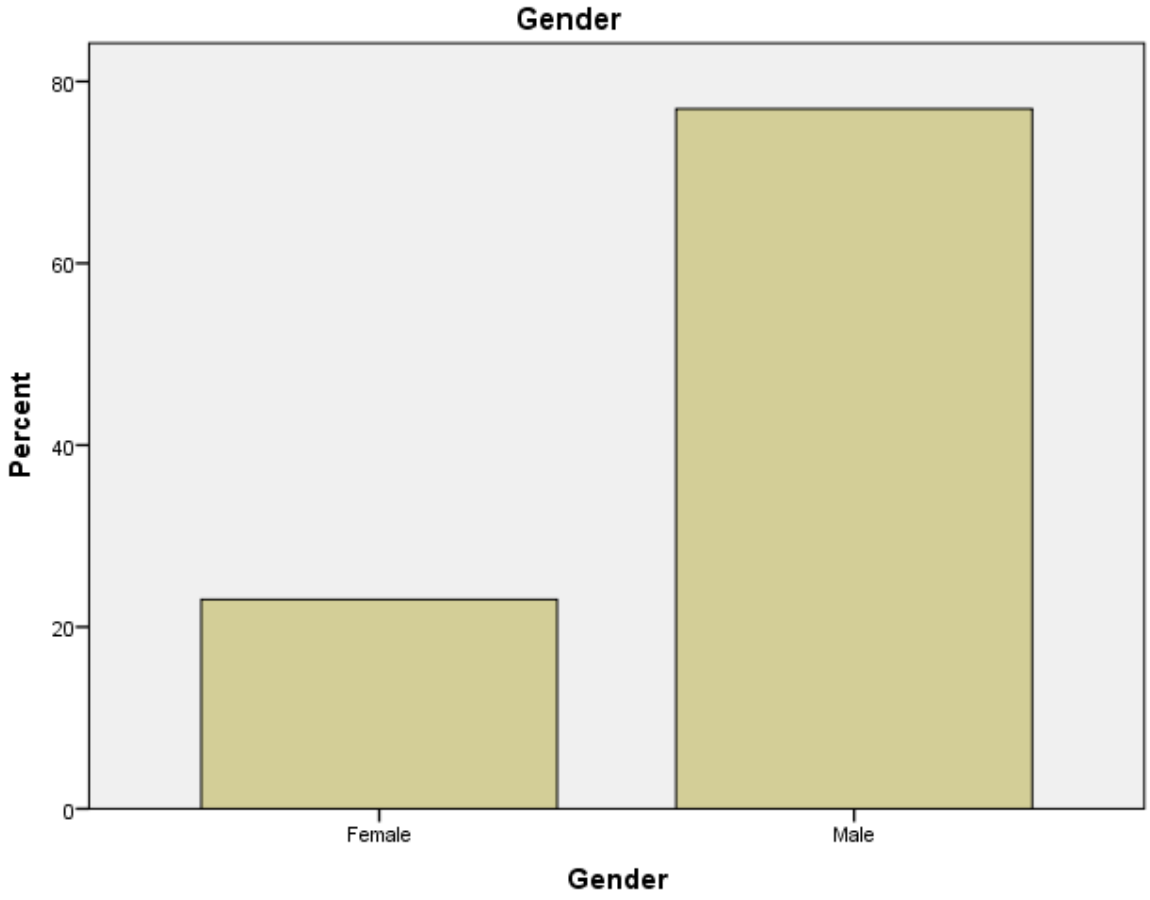


Figure 2: Gender Distribution of respondents

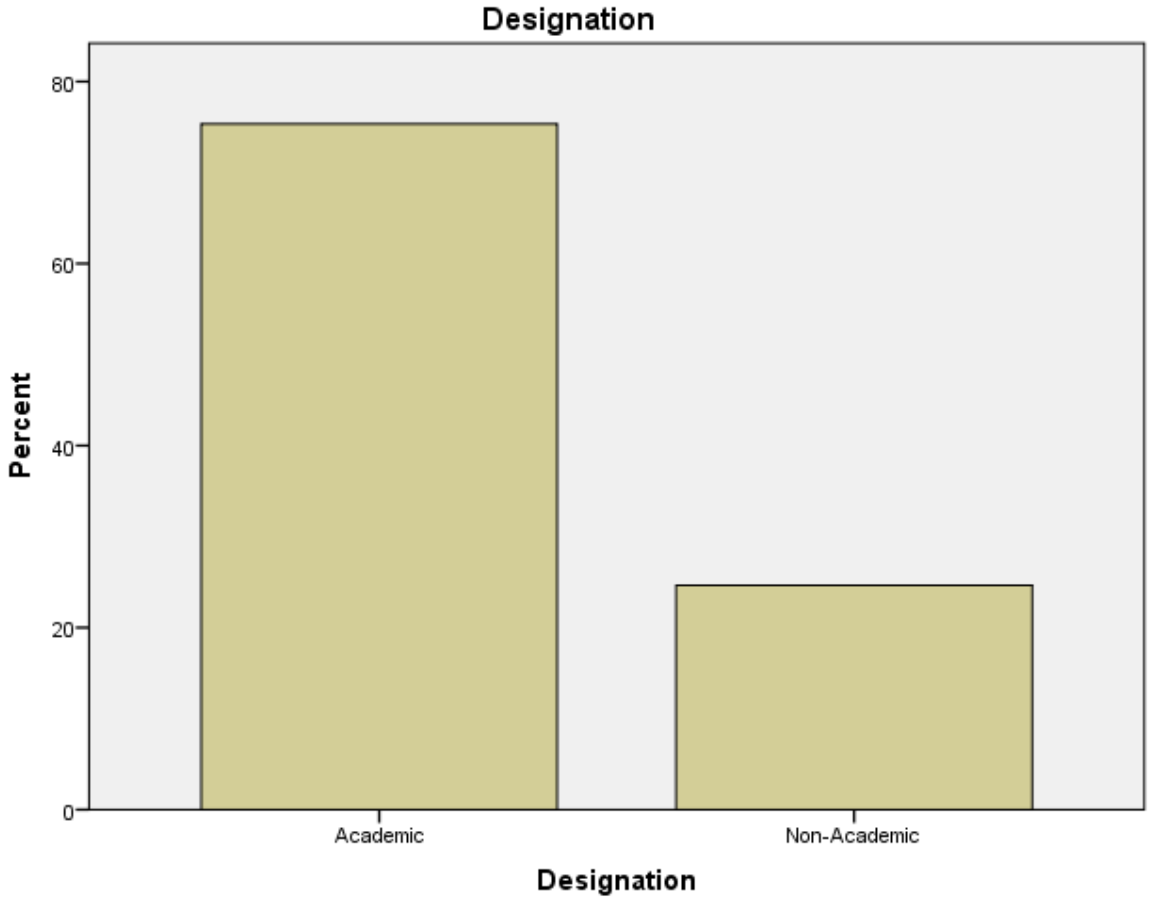


Figure 3: Distribution of Respondents Based on their Designation

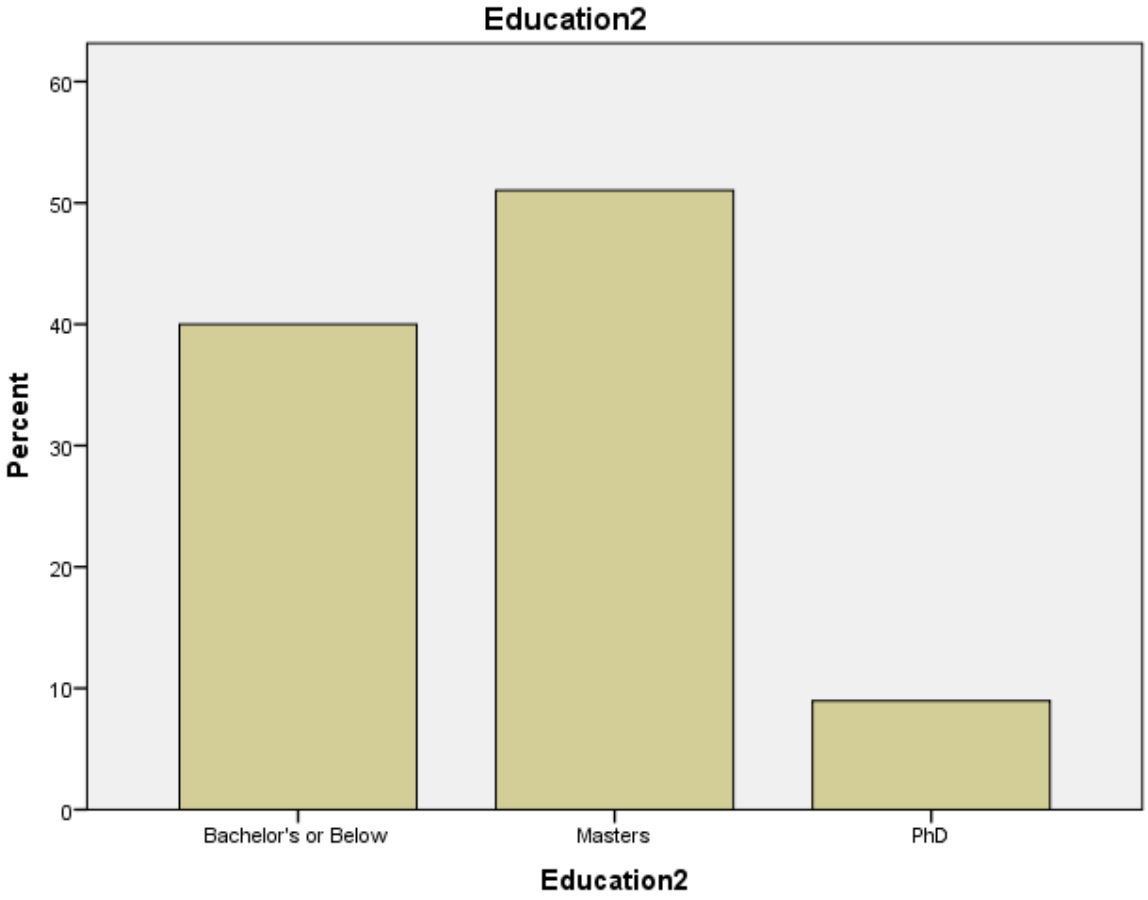


Figure 4: Distribution of Respondents Based on their Level of Education

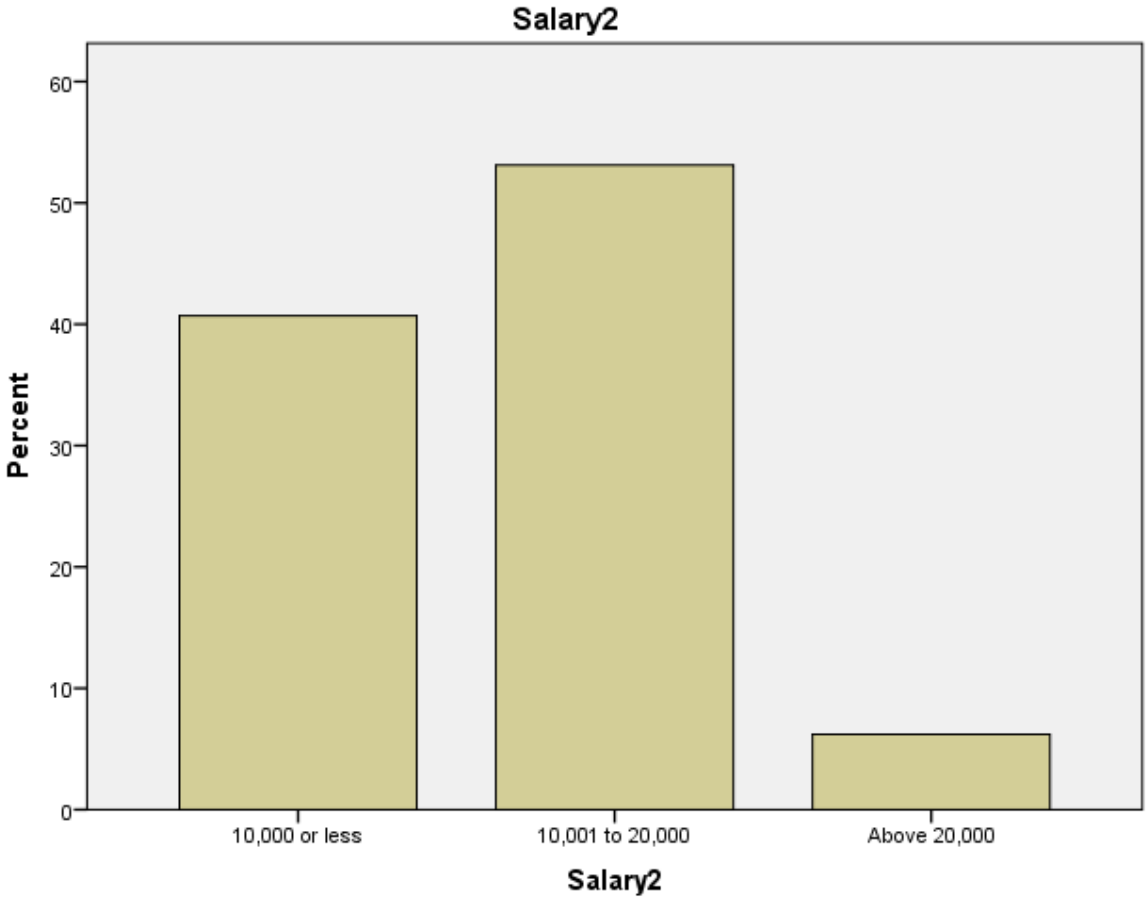


Figure 5: Distribution of Respondents Based on their Monthly Salary

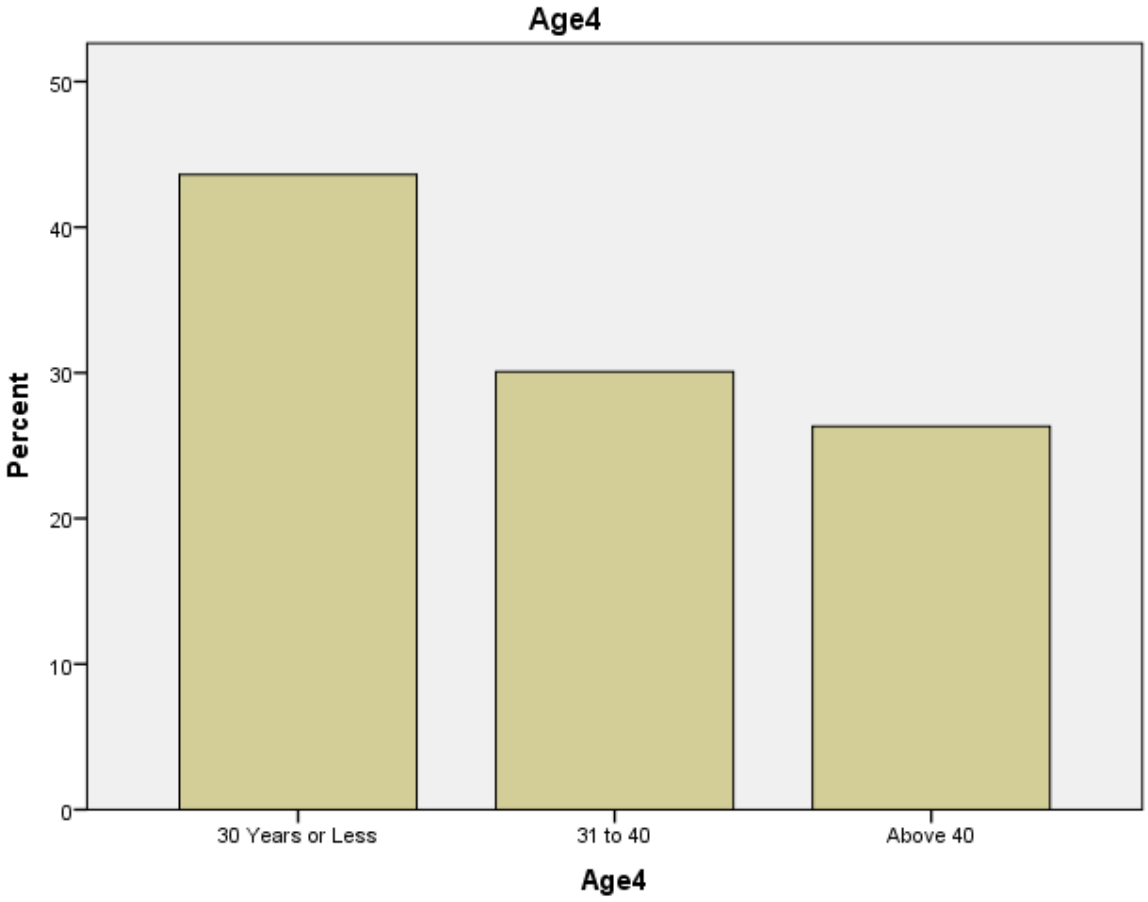


Figure 6: Age Distribution of respondents

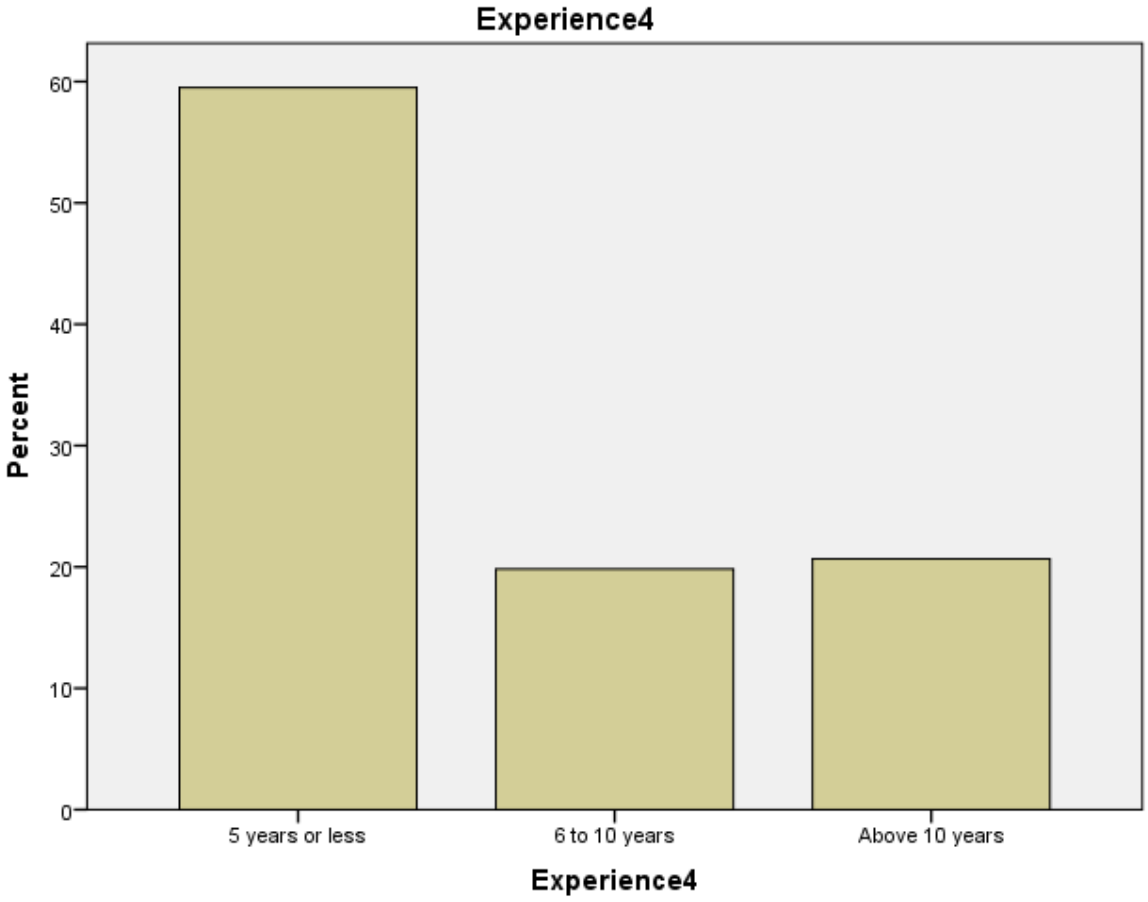


Figure 7: Distribution of Respondents Based on their Work Experience.