

Interrelations between Quality of Work Life Dimensions and Faculty Member Job Satisfaction in the Private Universities of Bangladesh

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The research is financed by Eastern University Bangladesh.

Abstract

In Bangladesh “Quality of Work Life (QWL)” is still a new concept to emerge, though four decades have passed since the phrase was first introduced. No initiative was taken to identify QWL in the private universities of Bangladesh in terms of the dimensions of QWL and their relationship with job satisfaction. Thus the study aims to investigate the interrelation between QWL dimensions and job satisfaction of faculty members in the private universities of Bangladesh through quantitative survey on 72 full-time faculty members. The survey is conducted based on a structured questionnaire designed with 5-point Likert-scale questionnaire. The sample includes 11 private universities. The correlation analysis reveals that all the dimensions of QWL are positively correlated with the job satisfaction of faculty members, which indicates that enhancement in the dimensions of QWL can lead to increased amount of job satisfaction in the private universities of Bangladesh.

Keywords: Quality of work life, job satisfaction, private university, faculty members.

1. Introduction

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

Around 4,821 full time faculty members are working in the 51 private universities of Bangladesh (UGC, 2008). Though such a large number of human resources are employed in this sector, it failed to gain recognition as sustainable employment provider (Hasan, Chowdhury & Alam 2008), as faculty turnover is high in these private universities (Akhter, Muniruddin & Sogra 2008). In fact the faculty turnover rate in the private universities is much higher in compared to the public universities of Bangladesh (Mannan 2009). Akhter, Muniruddin and Sogra (2008) also explored the reasons for leaving the jobs; lack of opportunities for career development, lack of flexibility & freedom, lower compensation, discrimination in rewards and benefits, conflict between management and faculty members, lack of academic and research environment,

limited opportunity in job designing, etc. All these factors are essentially related with Quality of work life (QWL), as QWL deals with both the intrinsic and extrinsic aspects of jobs.

According to Straw and Heckscher (1984), QWL is a philosophy, a set of principles, which holds that people are the most important resource in the organization as they are trustworthy, responsible and capable of making valuable contribution and they should be treated with dignity and respect. QWL encompasses mode of wages payment, working conditions, working time, health hazards issue, financial and non-financial benefits and management behavior towards employees (Islam & Siengthai 2009). According to Gadon (1984), QWL programs have two objectives: (a) to enhance productivity and (b) to increase the satisfaction of employees.

Thus QWL provides healthier, satisfied and productive employees, which in turn provides efficient and profitable organization (Sadique 2003). Most organizations today view QWL as important, but do not formally link it to any of their strategic or business plans (Periman 2006), which affects the employee job satisfaction and retention (Havlovic 1991, Newaz, Ali & Akhter 2007). This scenario has created an urge to the private university policy makers to identify the underlying situations and reasons and brought them into consideration the QWL issue. Due to the importance of this sector, it is a necessity to evaluate the QWL of the faculty members of private universities. Because if employees feel that QWL is not adequate, they may leave the job and seek a better QWL. It has been further envisaged that faculty members play the key role in manipulating their services through providing better education and building the nation, as Hasan, Chowdhury and Alam (2008) mentioned that faculty turnover has an imperative effect on the ultimate education system. It is accepted that the organization with good human resources practices can lead to a high QWL for the employees, which ultimately lowers the intention of leaving the jobs. As ensuring QWL can ensure the employee job satisfaction and retention, the primary concern of the study is to examine the interrelation between QWL dimensions and job satisfaction of faculty members in the private universities of Bangladesh.

2. Objectives of the Study

The objectives of the study are as follows:

- To identify the critical factors of QWL in the private university sector of Bangladesh.
- To investigate which factors affect overall perception of QWL and job satisfaction of the faculty members.
- To find out the interrelationships between the dimensions of QWL and faculty member job satisfaction in the private universities of Bangladesh.

3. Literature Review

3.1 QWL and its Dimensions

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

for employers.

It is difficult to best conceptualize the QWL elements (Seashore 1975). Walton (1975) proposed eight major conceptual categories relating to QWL as (1) adequate and fair compensation, (2) safe and healthy working conditions, (3) immediate opportunity to use and develop human capacities, (4) opportunity for continued growth and security, (5) social integration in the work organization, (6) constitutionalism in the work organization, (7) work and total life space and (8) social relevance of work life. According to Gadon (1984), QWL efforts include the areas of personal and professional development, work redesign, team building, work scheduling, and total organizational change. The key elements of QWL include job security, job satisfaction, better reward system, employee benefits, employee involvement and organizational performance (Havlovic 1991). According to Lau and Bruce (1998), QWL is a dynamic multidimensional construct that currently includes such concepts as job security, reward systems, training and career advancements opportunities, and participation in decision making. Arts, Kerksta and Zee (2001) focused on the following factors: job satisfaction, involvement in work performance, motivation, efficiency, productivity, health, safety and welfare at work, stress, work load, burn-out etc. According to Saraji and Dargahi (2006), QWL refers to the things an employer does that add to the lives of employees. Those “things” are some combination of benefits explicit and implied tangible and intangible that make somewhere a good place to work. According to Royuela, Tamayo and Suriñach (2007), European Commission (EC) proposed ten dimensions for QWL, which are (1) intrinsic job quality, (2) skills, life-long learning and career development, (3) gender equality (4) health and safety at work, (5) flexibility and security, (6) inclusion and access to the labor market, (7) inclusion and access to the labor market, (8) social dialogue and worker involvement, (9) diversity and non-discrimination, and (10) overall work performance. Skinner and Ivancevich (2008) urged that QWL is associated with adequate and fair compensation, safe & healthy working conditions, opportunities to develop human capacities, opportunities for continuous growth and job security, more flexible work scheduling and job assignment, careful attention to job design and workflow, better union-management cooperation, and less structural supervision and development of effective work teams. According to Sadique (2003), a high QWL exists when democratic management practices are prevailing in an organization and all the managers, employees, workers, union leaders share organizational responsibility. QWL is defined as the favorable condition and environment of employees benefit, employees’ welfare and management attitudes towards operational workers as well as employees in general (Islam & Siengthai 2009).

3.2 QWL and Job Satisfaction

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

3.3 Private Higher Education Industry in Bangladesh

Since the birth of Bangladesh, with the ever-increasing population, the demand for higher education has increased by many-folds. After liberation war, the four higher education institutions along with the twenty seven newly established public universities were insufficient to fulfill this demand (Uddin 2006). In order to address this rising demand, establishments of new higher educational institutions from private sector were also essential. The private universities in Bangladesh is actually an entirely new phenomenon dating back only to 1992 with the formation of "Private universities Act 1992" (Mannan 2009). The primary objectives of the private universities were to create more opportunities for higher education within the country along with public universities, as well as, partially prevent the outflow of foreign currency by the students going abroad for higher studies. From the inception, higher education in the private sector has been well accepted, and within a short span of time, 54 private universities have been in operations since 2008, where over 6000 full-time faculty members are working which reflects the tremendous growth of private universities in Bangladesh (UGC 2008). According to Joarder and Sharif (2011) higher education in the private sector has made tremendous growth in terms of establishments. The authors observed that in terms of number of students' enrolment between public and private universities, the private universities are enjoying the superior position between them. The growth rate of students' enrolment is high at the private universities as compared to public universities during the year 2006 to 2008 (Joarder & Sharif 2011). Thus, the authors concluded that it is clear that the importance of private universities in Bangladesh, and these institutions are playing significant roles in the development of human resources in the country.

4. Hypotheses Development

As mentioned earlier in the literature review that the constructs of QWL have a significant impact on employee job satisfaction (Janes & Wisnom 2010; Lewis et al 2001; Hanlon & Gladstein 1984; Walton 1975) it can be assumed that there is a positive relationship between criteria and indicators of QWL and job satisfaction. The criteria and indicators are adapted from Walton's (1975) theory of QWL.

Thus the development of hypotheses can be as follows.

Hypotheses 1 (H1_a): There is a significant positive correlation between adequate and fair compensation and job satisfaction of faculty members in the private universities of Bangladesh.

Hypotheses 2 (H2_a): There is a significant positive correlation between safe and healthy working condition and job satisfaction of faculty members in the private universities of Bangladesh.

Hypotheses 3 (H3_a): There is a significant positive correlation between opportunity for continued growth and security and job satisfaction of faculty members in the private universities of Bangladesh.

Hypotheses 4 (H4_a): There is a significant positive correlation between opportunity to use and develop human capacities and job satisfaction of faculty members in the private universities of Bangladesh.

Hypotheses 5 (H5_a): There is a significant positive correlation between social integration in the work organization and job satisfaction of faculty members in the private universities of Bangladesh.

Hypotheses 6 (H6_a): There is a significant positive correlation between constitutionalism in the work organization and job satisfaction of faculty members in the private universities of Bangladesh.

Hypotheses 7 (H7_a): There is a significant positive correlation between work and total life space and job satisfaction of faculty members in the private universities of Bangladesh.

Hypotheses 8 (H8_a): There is a significant positive correlation between social relevance of the work in the life and job satisfaction of faculty members in the private universities of Bangladesh.

5. Research Methodology

5.1 Development of the Measuring Instruments

According to Loscocco and Roschelle (1991), the most common assessment of QWL is the individual attitudes. This is because individual work attitudes are important indicators of QWL. The ways that people respond to their jobs have consequences for their personal happiness and the effectiveness of their work organizations (Rose et al 2006). Thus a structured questionnaire was designed based on Walton's (1975) theory of QWL for achieving the objectives of the study. As indicated in the literature review, several authors and researchers (Havlovic 1991, Sadique 2003, Royuela et al 2007, Islam & Siengthai 2009) considered Walton's theory for determining QWL in their studies.

The questionnaire used in the survey consisted of two sections. The first section, including 51 statements, was designed to measure the perception by faculty members on eight dimensions of QWL and job satisfaction. Respondents were asked to rate their level of agreement on each statement from "1" as "strongly disagree" to "5" as "strongly agree". The last section was the demographic information of respondents namely; gender, age, marital status, number of children, education level, income level, position, years of service in the respective university and in higher education sector. To increase reliability and to assure appropriateness of the data collection instrument, the questionnaire was subject to a pilot test conducted with 10 faculty members working in private universities in Bangladesh. The English language of the questionnaire was reviewed. Some statements were subject to a refinement on language proficiency and to avoid workplace and cultural sensitivity.

5.2 Data Collection

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

5.3 PPS Technique for Selection of Universities

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

5.4 Sample Size Selection Procedure

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

A total sample respondent of 72 is included for data analysis purpose as it was not possible to collect data from AIUB though the researchers attempted for data collection several times. Equal numbers of male and female faculty members are considered from each university.

5.5 Statistical Tools of Data Analysis

The study is based on the data collected to measure the faculty member perception and satisfaction for assessing their QWL. The measurement scale is Likert scale and thus, it is interval scale. Thus data is in numerical scale and the data is continuous. Though the data is in continuous scale, the Probability-Probability plot (P-P plot) has given the view that it is not distributed normally. At first factor analysis has been applied for data reduction. Then, correlation analysis has been performed to know about the feature of the

interrelationship exists between the attributes of QWL and job satisfaction. As the data do not follow the normal distribution and the measurement is taken on attitude and behavioral sense, Spearman's rank correlation technique has been applied which is non-parametric.

6. Results

6.1 Profile of the Respondents

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

6.2 Validity and Reliability Analysis

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

Reliability differs from validity in that it relates not to what should be measured, but instead to how it is measured. Hair *et al.* (2007) defined reliability as the extents to which a variable or set of variables is consistent in what it is intended to measure. As the current study uses multiple items in all constructs, internal consistency analysis method is applied. The Cronbach alpha with acceptable cut off point 0.70 demonstrates that all attributes are internally consistent (Fujun, Hutchinson, Li & Bai 2007). The Cronbach alpha value for this study is 0.962 including all the item scales, which meets the criteria of cut off point. In fact all the individual dimensions under QWL meet the criteria of cut off point according to the internal consistency reliability, as all the values of Cronbach alpha are greater than 0.70. Thus all the item scales and dimensions of the study are reliable. Table 2 represents the Cronbach alpha value of all the dimensions (see Table 2).

To decide whether to continue with all the dimensions, principal component analysis was conducted with varimax rotation. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and the Bartlett's test of sphericity were pursued to test the fitness of the data. A KMO value greater than 0.6 was accepted. According to KMO test result and Bartlett's test result as presented in Table 3, it can be ascertained that the sample are adequate enough to conduct further statistical analysis, as the KMO test value for all the dimensions are greater than 0.60. In fact the Bartlett's test of sphericity supports the results of KMO's sampling adequacy test, as all the values are significant at 0.01 (see Table 3).

6.3 Hypotheses Test

The Spearman correlation analysis is conducted for hypotheses testing. As according to Welkowitz, Cohen and Ewen (2006), a correlation coefficient is a very useful way to summarize the relationship between two variables with a single number that falls between -1 and +1. Morgan, Leech, Gloeckner and Barrett (2004)

stated that, -1.0 indicates a perfect negative correlation, 0.0 indicates no correlation, and +1.0 indicates a perfect positive correlation.

According to the correlation analysis results (see Table 4), it is found that there is a strong positive relationship between adequate and fair compensation and job satisfaction of faculty members in the private universities of Bangladesh ($r = 0.71, p < 0.01$). Therefore the $H1_0$ is rejected and concluded that increase in adequate and fair compensation can lead increased job satisfaction. It can be observed that the correlation (r) of safe and healthy working condition is 0.65 and the significant level is 0.00 ($p < 0.01$). So the $H2_0$ is rejected and concluded that job satisfaction and safe and healthy working condition is positively correlated in the private universities of Bangladesh. It is also evident from Table 4 that opportunity for continued growth and security is positively correlated with job satisfaction of the faculty members in the private universities of Bangladesh ($r = 0.67, p < 0.01$) and thus $H3_0$ is rejected. The $H4_0$ is also rejected as a medium positive relationship is found between opportunity for use and develop human capacities and job satisfaction of the faculty members in the private universities of Bangladesh ($r = 0.45, p < 0.01$). The result reveals a significant positive relationship between social integration in the work organization and job satisfaction of the faculty members in the private universities of Bangladesh ($r = 0.47, p < 0.01$). Thus the $H5_0$ is rejected. There is a strong positive relationship between constitutionalism in the work organization and job satisfaction of the faculty members in the private universities of Bangladesh ($r = 0.71, p < 0.01$), which supports the $H6_a$. The $H7_0$ is rejected as a medium positive relationship is found between work and total life space and the job satisfaction of faculty members in the private universities of Bangladesh ($r = 0.57, p < 0.01$). It can be observed that the correlation (r) of social relevance of the work in the life is 0.69 and the significant level is 0.00 ($p < 0.01$). Therefore the $H8_0$ is rejected and concluded that social relevance of the work in the life is positively related with the job satisfaction of faculty members in the private universities of Bangladesh.

7. Discussion of Findings

The hypotheses test confirms that all the dimensions of QWL are positively correlated with job satisfaction of faculty members in the private universities of Bangladesh. These findings are consistent with the literature that states the relationship of QWL with its dimensions (Tabassum, Rahman and Jahan 2010; Islam and Siengthai 2009; Hossain and Islam 1999). Adequate and fair compensation and constitutionalism in the work organization show the highest positive correlation with job satisfaction. Opportunity to use and develop human capacities shows the least positive correlation with job satisfaction of faculty members. This positive relationship indicates that attempt to improve the dimensions of QWL can significantly enhance job satisfaction of the faculty members. These interpretations are very much consistent with the job satisfaction literature (Islam & Siengthai 2009; Khan 2008; Kleimen 2005; Mathis and Jackson 2005; Fisher, Schoenfeldt and Shaw 2004; Hossain & Islam 1991).

8. Limitations and Future Research Direction

Although there are notable contributions from this study especially for employee retention strategies, the results of this study need to be viewed and acknowledged in lights of its limitations. First, the sample size was considerably low. Moreover, only few universities have been included in this study. Thus the findings cannot be generalized. Therefore, future research should be conducted on a larger scale by considering more private universities from all over Bangladesh to authenticate the positive relationship of QWL dimensions with job satisfaction. For determining the population and sample, the researchers had to depend on the UGC report. But later on, it was explored that the statistics found in the UGC report do not match with the actual scenario in the private universities. Thus it is necessary to explore the actual statistics of the private universities by visiting the universities prior to conduct any research on this sector. This will definitely increase the reliability of the study. Furthermore, to enhance the development of QWL initiatives in the HRM arena, it is necessary to focus on refining the current QWL issues in the context of Bangladesh.

9. Conclusion

This study provides valuable implications for the private universities of Bangladesh that have growing interest in attracting and retaining quality faculty members. The study revealed statistically significant positive correlation between the dimensions of QWL and faculty members' job satisfaction. Thus the private university management should emphasize on the policy implications based on the concerned issues of QWL improvement. There is no doubt that an improved QWL can lead to higher level of job satisfaction, which in turn will reduce the faculty member turnover rate that is prevailing in the private universities of Bangladesh.

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

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Table 1: Selected universities and respondent number for sample

Name of the University	Full-time Faculty Members	% of Population	No. of Faculty Members for survey
BRAC University	140	0.098039216	8
North South University (NSU)	150	0.105042017	10
American International University Bangladesh (AIUB)	255	0.178571429	14
United International University (UIU)	119	0.083333333	8
Daffodil International University	137	0.098845599	8
Northern University	154	0.107843137	10
ASA University	60	0.042016807	4
Bangladesh University	70	0.049610206	4
Bangladesh University of Business and Technology (BUBT)	70	0.049019608	4
Asian University	129	0.090336134	8
Millennium University	25	0.017507003	4
Atish Dipankar University of Science and Technology (ADUST)	77	0.053921569	4

Table 2: Cronbach alpha and Mean of Item scales and QWL dimensions

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

Table 3: KMO Measure of Sampling Adequacy Test Result

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

Table 4: Correlation between QWL, its Dimensions and Job Satisfaction

Variables		1	2	3	4	5	6	7	8	9
Job satisfaction	Correlation									
	Coefficient	1.00								
	Sig. (2-tailed)	.								
Adequate and fair compensation	Correlation									
	Coefficient	0.71**	1.00							
	Sig. (2-tailed)	0.00	.							
Safe and healthy working conditions	Correlation									
	Coefficient	0.65**	0.62	1.00						
	Sig. (2-tailed)	0.00	0.00	.						
Opportunity for continued growth and security	Correlation									
	Coefficient	0.67**	0.56	0.64	1.00					
	Sig. (2-tailed)	0.00	0.00	0.00	.					
Opportunity to use and develop human capacities	Correlation									
	Coefficient	0.45**	0.38	0.46	0.63	1.00				
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	.				
Social integration in the work organization	Correlation									
	Coefficient	0.47**	0.26	0.42	0.49	0.55	1.00			
	Sig. (2-tailed)	0.00	0.03	0.00	0.00	0.00	0.00	.		
Constitutionalism in the work organization	Correlation									
	Coefficient	0.71**	0.59	0.60	0.68	0.47	0.52	1.00		
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	.	
Work and total life space	Correlation									
	Coefficient	0.57**	0.51	0.68	0.65	0.56	0.52	0.65	1.00	
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	.
Social relevance of the work in the life	Correlation									
	Coefficient	0.69**	0.55	0.56	0.76	0.42	0.38	0.61	0.64	1.00
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	.

**Significant at 0.01 level.

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