

Influence Of Employment-Life Quality On Faculty Satisfaction With Work In Kerala

Ms. Anna George^{1*}, Dr. M Usha²

^{1*}Research Scholar, Department of Management, Karpagam Academy of Higher Education,
Coimbatore-641021. Email ID: agstat88@gmail.com

²Associate Professor, Department of Management, Karpagam Academy of Higher Education,
Coimbatore-641021. Email ID: ushakarthic6969@gmail.com

Abstract: This study examines the influence of Employment Life Quality (ELQ) on satisfaction of work among faculty members in Kerala. Data were collected from 250 respondents using a structured questionnaire encompassing seven dimensions of ELQ, which comprise work environment, compensation, work-life balance, institutional support, professional growth, recognition, autonomy, and collegiality, along with a scale of five items for Satisfaction with work. Correlation analysis showed that satisfaction with work and several ELQ dimensions were strongly related to each other, particularly work environment ($r = .389$, $p < .01$), work-life balance ($r = .391$, $p < .01$), and institutional support ($r = .334$, $p < .01$). Multiple regression analysis revealed that work environment ($\beta = .272$, $p = .001$) and work-life balance ($\beta = .264$, $p = .001$) were significant predictors of Satisfaction with work, explaining 22.5% of the variance ($R^2 = .225$). These findings highlight the central role of supportive environments and balance between professional and personal life in enhancing faculty well-being. The study contributes empirical evidence for higher education policymakers in Kerala to design targeted interventions that strengthen ELQ and, in turn, improve "Satisfaction with Work".

Keywords: Employment Life Quality, Satisfaction with work, Faculty, Higher Education

Introduction

The notion of Quality of Life at Work has become increasingly significant in organizational study, especially in fields such as education, where employee well-being directly influences student learning and institutional success. Walton (1973) defines ELQ as the degree to which people fulfil their own needs in the workplace while simultaneously achieving organizational objectives. It encompasses equitable compensation, secure working conditions, opportunities for advancement, acknowledgment, and the capacity to harmonize one's personal and professional lives (Sirgy et al., 2001). In academic institutions, these dimensions extend further to include collegiality, academic freedom, and institutional support for research and teaching.

Work fulfilment, described as a positive emotional state arising from an individual's evaluation of their job or work experiences (Locke, 1976), has consistently been linked to Employment Life Quality (ELQ). Faculty satisfaction is not only essential for individual well-being but also for retaining talented educators, enhancing research output, and ensuring effective teaching outcomes (Skaalvik & Skaalvik, 2017). Empirical studies have demonstrated that higher ELQ leads to increased Satisfaction with work, reduced turnover, and stronger organizational commitment (Khera, 2015; Srivastava & Kanpur, 2014).

In the Indian higher education context, challenges such as rising student numbers, limited funding, administrative pressures, and demands for research productivity have intensified the importance of ELQ (Kumari & Saini, 2018). Kerala, known for its high literacy rate and growing number of self-financing colleges, presents a unique context where faculty face mounting workloads, coupled with expectations for both teaching excellence and research contributions. Research suggests that inadequate institutional

support and imbalanced workloads often lead to stress, burnout, and reduced Satisfaction with work among faculty (Sarma & Kameswari, 2019).

While studies on ELQ in corporate and industrial sectors are abundant, the academic sector in Kerala has received relatively less attention. Since faculty are so important for creating and sharing knowledge, it's important to know how ELQ affects happiness at work in this area. Therefore, this study examines the multidimensional construct of ELQ and its impact on the Satisfaction with work of faculty members in Kerala, thereby addressing a critical gap in higher education research.

Literature Review

Quality of employment life has been seen for a long time as a multidimensional concept that shows how work environments affect employees' health, motivation, and happiness. Walton's (1973) framework laid the foundation by drawing attention to essential aspects such as fair pay, a safe working environment, opportunities for personal and professional growth, and a sense of belonging within the workplace. Building on this, Sirgy et al. (2001) introduced a needs-based ELQ scale that highlighted how work settings satisfy employees' material, health, social, esteem, and actualization needs, a conceptualization widely applied across educational contexts.

In higher education, ELQ has been consistently linked with faculty satisfaction with work. Kermansaravi, Kord, and Navidian (2015) demonstrated that better ELQ is significantly associated with higher satisfaction with work among medical faculty, a finding echoed in Masum, Azad, and Beh's (2015) large-scale study where compensation, job security, and supervisory support emerged as critical determinants of academics' satisfaction. Subbarayalu (2019) further noted that appointment type and designation influence ELQ perceptions in Saudi universities, while Subbarayalu and Al-Kuwaiti (2019) compared faculty across medical and engineering programs and found notable differences in ELQ levels. Similarly, Singh (2021) reported from Indian technical institutions that management policies, fair pay, and supportive environments are core drivers of faculty performance and satisfaction.

Research in South Asia has deepened the understanding of how ELQ affects teachers specifically. Arif and Ilyas (2013) proposed a teacher-specific ELQ model for private universities in Pakistan, highlighting how supportive environments translate into organizational commitment. Akram and Amir (2020) compared faculty in public and private universities in Punjab and observed that ELQ varied significantly across designations and institutional types, suggesting that equity in compensation and growth opportunities is essential for enhancing satisfaction. More recently, Jayaseeli et al. (2024) found gender- and discipline-based differences in ELQ among Indian higher education faculty, pointing to structural factors that demand policy intervention.

Among ELQ dimensions, work-life balance has been particularly emphasized in the literature. Franco et al. (2021), in a systematic review of 53 studies, revealed that workload and organizational culture strongly shape faculty well-being and satisfaction. Extending this, Wei et al. (2025) examined Chinese universities and showed that institutional support and family-friendly policies mitigate the adverse effects of working conditions on balancing work and life.

Within India, Mayya, Shastri, and Hegde (2021) reported gender disparities in work-life balance among faculty, noting that women often experience greater conflict due to caregiving responsibilities. These findings indicate that the equilibrium between work and life is a crucial mediator of the ELQ-satisfaction association.

In the Indian context, several sector-specific studies underline similar themes. Dhanya and Kinslin (2016), focusing on pharmacy college teachers in Kerala, identified remuneration, working conditions, and institutional support as crucial for faculty well-

being and satisfaction. Singh (2021) confirmed that professional growth opportunities and supportive management policies enhance faculty outcomes, but noted that unmet expectations can also lead to dissatisfaction. Collectively, these studies reinforce the importance of aligning institutional policies with faculty needs to ensure both ELQ and satisfaction with work.

These empirical insights align with broader job attitudes theory. Locke (1976) said that satisfaction with work is a good feeling that comes from doing a good job. Judge, Weiss, Kammeyer-Mueller, and Hulin (2017) showed that satisfaction is linked to having freedom, getting fair rewards, and being in a supportive environment. The research shows that ELQ is a multidimensional driver of job satisfaction. Faculty experiences in higher education are shaped largely by the combined influence of the work environment, compensation, work–life balance, and the level of support provided by the institution.

Research Gap

While many studies have looked at the association between Employment Life Quality (ELQ) and satisfaction with work in India and around the world (Sirgy et al., 2001; Masum, Azad, & Beh, 2015; Singh, 2021), not many have looked at teaching staff in Kerala's higher education institutions. Existing literature has often addressed ELQ in general organizational settings or highlighted select dimensions such as compensation or work–life balance, but has not comprehensively explored the multidimensional ELQ framework in the academic context of Kerala. Given the region's unique socio-cultural dynamics and the growing pressures of digital transformation and workload on faculty, this gap calls for a focused investigation into how ELQ influences satisfaction with work among Kerala's teaching community.

This research is grounded in a framework of theory, based on Walton's (1973) model of Employment Life Quality (ELQ), which defines work life as a multidimensional construct encompassing fair compensation, secure working conditions, prospects for professional development, social integration, and work–life equilibrium. This model has been widely adopted in higher education settings, where faculty members' experiences of their work environment directly shape their attitudes and job-related outcomes (Sirgy et al., 2001). Work satisfaction, defined by Locke (1976) as "a pleasurable or positive emotional state resulting from the appraisal of one's employment or job tasks," is influenced by how effectively institutional practices meet the needs and expectations of employees. The Person–Environment Fit theory (Kristof, 1996) elucidates that when organizational provisions align with employees' professional and personal expectations, favourable outcomes such as fulfilment with work and dedication are amplified.

This study utilizes a faculty-centred framework, integrating various perspectives, wherein ELQ dimensions—work environment, compensation, life balance at work, institutional support, professional growth, recognition and autonomy, and collegiality—are identified as predictors of satisfaction with work. Empirical evidence supports these relationships: studies have demonstrated that supportive environments and fair compensation improve faculty satisfaction (Masum et al., 2015; Singh, 2021), while work–life balance and institutional support play pivotal roles in reducing burnout and improving retention (Franco et al., 2021; Wei et al., 2025).

Theoretical Framework and Hypothesis

Research Objectives

The growing demands on faculty in higher education, particularly in Kerala, have intensified the need to evaluate how institutional practices affect their work experiences and overall satisfaction. Understanding the link between Employment Life Quality (ELQ)

and satisfaction with work can provide valuable insights for improving faculty well-being and institutional effectiveness. With this perspective in mind, the current study is structured around the following objectives:

1. To evaluate the Employment Life Quality (ELQ) among faculty in Kerala.
2. To delve into how happy faculty members are with their jobs.
3. To examine the correlation between various aspects of ELQ and satisfaction with work.

Research Model and Hypotheses

The research model integrates Walton's (1973) Employment Life Quality (ELQ) framework with satisfaction with work theories (Locke, 1976; Judge et al., 2017). The model posits that faculty members' perceptions of their ELQ across multiple dimensions directly shape their satisfaction with work levels. Each ELQ dimension—Work Environment (WE), Compensation (COMP), Work-Life Balance (WLB), Institutional Support (IS), Professional Growth (PG), Recognition & Autonomy (RA), and Collegiality (COL)—is conceptualized as an independent variable, while Satisfaction with work (SW) serves as the dependent variable.

This framework is supported by the Person–Environment Fit theory (Kristof, 1996), which suggests that employees experience greater satisfaction when organizational resources and conditions align with their personal and professional needs. Prior empirical studies in higher education (Kermansaravi et al., 2015; Masum et al., 2015; Singh, 2021) have consistently demonstrated that improvements in ELQ dimensions enhance faculty satisfaction, making this model theoretically robust and empirically testable.

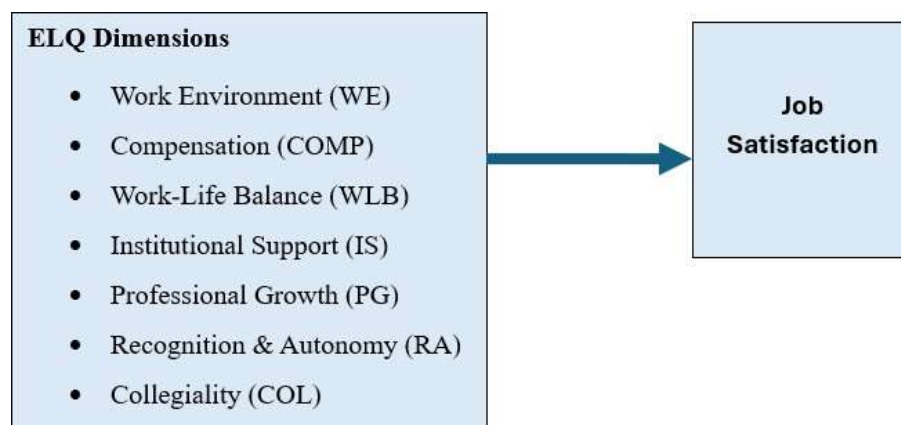


Fig. 1: Conceptual model (Walton, 1973; Sirgy et al., 2001; Locke, 1976; Kristof, 1996).

Faculty in higher education face increasing demands, making their Employment Life Quality (ELQ) an important factor of satisfaction with work. ELQ encompasses multiple dimensions such as work environment, compensation, work–life balance, institutional support, professional growth, recognition and autonomy, and collegiality (Walton, 1973; Sirgy et al., 2001). Job fulfilment, which is identified as a favourable emotional state resulting from job evaluation (Locke, 1976), has been consistently associated with supportive work environments and the congruence between organizational practices and employee requirements (Judge, Weiss, Kammeyer-Mueller, & Hulin, 2017). Based on these insights, various assumptions are put forward.

H1: Work Environment (WE) positively influences Satisfaction with work (SW)

A supportive and resourceful work environment fosters comfort, security, and productivity among faculty, thereby enhancing satisfaction. Prior studies confirm that adequate facilities and a healthy workplace climate are central to job-related attitudes (Sirgy et al., 2001; Singh, 2021).

H2: Compensation (COMP) positively influences Satisfaction with work (SW)

Fair and competitive compensation strengthens employees' sense of equity and value in their institutions. Research indicates that inadequate pay often leads to dissatisfaction, while fair wages increase morale and retention (Masum, Azad, & Beh, 2015; Subbarayalu, 2019).

H3: Work-Life Balance (WLB) positively influences Satisfaction with work (SW)

When faculty successfully balance professional responsibilities with personal life, stress is reduced and overall well-being improves. Evidence from higher education shows that flexible workloads and family-friendly policies significantly enhance satisfaction (Franco, Picinin, Pilatti, & Franco, 2021; Wei, Zhang, Zhou, & Wang, 2025).

H4: Institutional Support (IS) positively influences Satisfaction with work (SW)

Strong administrative support provides faculty with necessary resources, encouragement, and a sense of security. Studies show that institutions with transparent policies and supportive leadership improve faculty commitment and satisfaction (Arif & Ilyas, 2013; Jayaseeli et al., 2024).

H5: Professional Growth (PG) positively influences Satisfaction with work (SW)

Opportunities for training, research, and career advancement encourage faculty to remain motivated and engaged. Scholars have shown that growth prospects are critical for sustaining satisfaction, particularly in competitive academic settings (Singh, 2021; Akram & Amir, 2020).

H6: Recognition & Autonomy (RA) positively influence Satisfaction with work (SW)

Acknowledging achievements and granting academic freedom empower faculty to exercise creativity and independence. Such recognition is deeply tied to Locke's (1976) satisfaction theory and continues to be validated in higher education contexts (Judge, Weiss, Kammeyer-Mueller, & Hulin, 2017).

H7: Collegiality (COL) positively influences Satisfaction with work (SW)

Positive peer relationships create a collaborative and supportive academic environment that reduces stress and fosters belonging. Empirical studies confirm that collegial interactions significantly boost morale and satisfaction among faculty (Kermansaravi, Kord, & Navidian, 2015).

H8: The Overall Employment Life Quality (ELQ Index) possesses a strong positive effect on satisfaction with work (SW).

When all dimensions of ELQ collectively improve, faculty experience higher well-being and motivation. Classic and contemporary studies affirm that an integrative approach to ELQ directly enhances satisfaction with work (Walton, 1973; Sirgy et al., 2001).

Methodology

Research Design

The study adopted a quantitative, longitudinal survey approach to examine how Employment Life Quality (ELQ) influences work satisfaction among faculty members in Kerala. The target population comprised faculty members employed in self-financing and government-supported higher education institutions in Kerala. We applied a stratified random sample procedure to make sure that all significant demographic and institutional groupings, like gender, age, and nature of institution, were well represented. The final sample comprised 250 respondents, which was deemed sufficient for reliability testing, correlation, and regression analyses.

A structured questionnaire with two main scales was used to gather the data. The initial one was the Employment Life Quality (ELQ) Scale, consisting of 14 items measuring seven core dimensions: Work Environment (WE), Compensation (COMP), Work–Life Balance (WLB), Institutional Support (IS), Professional Growth (PG), Recognition and Autonomy (RA), and Collegiality (COL). The second was a satisfaction with work (SW) Scale with five questions that measured how satisfied faculty members were overall. All items were measured using a five-point Likert scale, where 1 represented strongly disagree and 5 represented strongly agree.

Results

SPSS (v.28) was used for descriptive statistics, correlation, and regression analysis.

Statistical Data Regarding the Survey Participants

Table 1 shows a summary of the demographic information for the 250 faculty members that provided responses. This distribution ensures representation across gender, age, institutional type, teaching experience, and academic qualifications.

Table 1: Demographics

Variable	Category	Freq. (N = 250)	%
Gender Construct	Male	114	45.6
	Female	136	54.4
Age Group	Below 30 years	44	17.6
	30–40 years	101	40.4
	41–50 years	62	24.8
	Above 50 years	43	17.2
Type of Institution	Government-Aided	54	21.6
	Self-Financing	71	28.4
	Private/Other	125	50.0
Teaching Experience	0–5 years	60	24.0
	6–10 years	74	29.6
	11–15 years	73	29.2
	Above 15 years	43	17.2
Highest Qualification	Postgraduate (Master's)	91	36.4
	M.Phil.	43	17.2
	Ph.D.	108	43.2

	Post-Doctoral	8	3.2
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Source: (Author's survey, 2025)

Reliability Evaluation

We used Cronbach's alpha to test the reliability of the constructs by checking how well they worked together. The Employment Life Quality (ELQ) scale, which has 14 items, had a Cronbach's alpha of .934, which means it is very reliable. The five-item satisfaction with work (SW) scale also had a Cronbach's alpha of .876, which showed that it was very consistent. Testing of the sub-dimensions showed that each construct was reliable, with alpha values ranging from .774 (Work Environment) to .81 (Professional Growth). This proved that the instrument was strong.

Table 2.1: Reliability Statistics

Scale	Cronbach's Alpha	N of Items
Employment Life Quality (14 items)	.934	14
Satisfaction with Work (5 items)	.876	5
Subscales (range)	.774 – .809	2 each

Source: (Author's survey, 2025)

Table 2.2: Reliability Statistics

Variables	Cronbach's Alpha	N of Items
Work Environment (WE)	0.774	2
Compensation (COMP)	0.793	2
Work-Life Balance (WLB)	0.779	2
Institutional Support (IS)	0.800	2
Professional Growth (PG)	0.809	2
Recognition and Autonomy (RA)	0.786	2
Collegiality (COL)	0.788	2

Source: (Author's survey, 2025)

Descriptive Statistics

Descriptive analysis was conducted to assess faculty perceptions of ELQ and satisfaction with work. The overall ELQ index had a mean score of 2.97 (SD = 1.01), suggesting a moderate perception of work life quality. Among ELQ dimensions, Professional Growth (M = 3.21, SD = 1.27) recorded the highest mean, while Institutional Support (M = 2.81, SD = 1.25) was rated lowest. The Satisfaction with work index yielded a mean of 3.18 (SD = 1.11), indicating moderately positive satisfaction among faculty.

Table 3: Descriptive Statistics of ELQ Dimensions and Satisfaction with work (N = 250)

Dimension	Mean	Std. Deviation	Min	Max
Work Environment (WE)	2.86	1.28	1.00	5.00
Compensation (COMP)	3.04	1.27	1.00	5.00
Work-Life Balance (WLB)	2.95	1.22	1.00	5.00
Institutional Support (IS)	2.81	1.25	1.00	5.00
Professional Growth (PG)	3.21	1.27	1.00	5.00

Dimension	Mean	Std. Deviation	Min	Max
Recognition & Autonomy (RA)	2.93	1.21	1.00	5.00
Collegiality (COL)	3.01	1.23	1.00	5.00
Overall ELQ Index	2.97	1.01	1.07	5.00
Satisfaction with work Index	3.18	1.11	1.00	5.00

Source: (Author's survey, 2025)

Tests of Normality

The Kolmogorov Smirnov and Shapiro Wilk tests indicated significant values ($p < .05$) across ELQ dimensions and satisfaction with work, suggesting deviations from normality. However, given the large sample size ($N = 250$), the Central Limit Theorem supports the robustness of subsequent parametric analyses.

ANOVA: Demographic Differences

An analysis of variance was employed to analyse deviations in ELQ perceptions across demographic variables. There is no significant differences based on gender ($F = .500$, $p = .480$), age ($F = .345$, $p = .793$), type of institution ($F = .911$, $p = .404$), teaching experience ($F = 1.802$, $p = .147$), or highest qualification ($F = .073$, $p = .974$). This indicates that faculty members, irrespective of their demographic characteristics, encounter comparable levels of ELQ.

Correlation Analysis

Pearson correlation analysis established significant positive relationships between Satisfaction with work and multiple ELQ dimensions. Strongest correlations were observed with Work-Life Balance ($r = .391$, $p < .01$), Work Environment ($r = .389$, $p < .01$), and Institutional Support ($r = .334$, $p < .01$). Professional Growth ($r = .216$, $p < .01$) showed a weaker, though still significant, relationship.

Table 4: Correlation Matrix between ELQ Dimensions and Satisfaction with work

		SW_INDEX	WE	COMP	WLB	IS	PG
SW_INDEX	Pearson Correlation	1	.389**	.295**	.391**	.334**	.216**
	Sig. (2-tailed)		.000	.000	.000	.000	.001
	N	250	250	250	250	250	250
WE	Pearson Correlation	.389**	1	.580**	.569**	.615**	.606**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	250	250	250	250	250	250
COMP	Pearson Correlation	.295**	.580**	1	.564**	.623**	.606**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	250	250	250	250	250	250
WLB	Pearson Correlation	.391**	.569**	.564**	1	.602**	.587**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	250	250	250	250	250	250
IS	Pearson Correlation	.334**	.615**	.623**	.602**	1	.661**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	250	250	250	250	250	250
PG	Pearson Correlation	.216**	.606**	.606**	.587**	.661**	1
	Sig. (2-tailed)	.001	.000	.000	.000	.000	
	N	250	250	250	250	250	250
RA	Pearson Correlation	.233**	.611**	.535**	.548**	.578**	.579**

	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	250	250	250	250	250	250
COL	Pearson Correlation	.327**	.600**	.548**	.569**	.640**	.605**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	250	250	250	250	250	250

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

Source: (Author's survey, 2025)

Regression Analysis

We used multiple regression modeling with satisfaction with work as the dependent variable and the seven ELQ dimensions as the independent variables. The model was significant ($F = 10.009$, $p < .001$) and accounted for 22.5% of the variance in satisfaction with work ($R^2 = .225$). Work Environment ($\beta = .272$, $p = .001$) and balance between work and life ($\beta = .264$, $p = .001$) were the only predictors that had a positive effect on satisfaction. Professional Growth ($\beta = -.204$, $p = .019$) had a negative effect on satisfaction. Other dimensions (Compensation, Institutional Support, Recognition & Autonomy, and Collegiality) were not significant predictors.

Table 5: Regression Analysis Predicting Satisfaction with work

Predictor	B	β	t	Sig.
Work Environment (WE)	.236	.272	3.249	.001
Compensation (COMP)	.038	.044	0.546	.585
Work-Life Balance (WLB)	.239	.264	3.314	.001
Institutional Support (IS)	.097	.110	1.228	.221
Professional Growth (PG)	-.178	-.204	-2.369	.019
Recognition & Autonomy (RA)	-.106	-.116	-1.436	.152
Collegiality (COL)	.102	.114	1.358	.176

Source: (Author's survey, 2025)

Discussion

The results confirm that ELQ has a substantial impact on faculty satisfaction with work in Kerala. According to global studies (Sirgy et al., 2001; Lewis et al., 2020), the work environment and balance between life and work were identified as primary predictors. The negative coefficient for professional growth indicates that opportunities may not meet faculty expectations, aligning with Mathew's (2022) findings regarding workload pressures in Kerala.

This implies that institutions must not only provide growth opportunities but also ensure they translate into meaningful career progression. Furthermore, institutional support, while positively correlated, requires strengthening to alleviate administrative burdens and foster collegiality.

Outcomes

The results of this study underscore that Employment Life Quality (ELQ) job fulfilment among teaching staff in HEI in Kerala. Reliability analysis confirmed the robustness of the instrument, with Cronbach's alpha values of .934 for the ELQ scale and .876 for the Satisfaction with work scale. Correlation analysis revealed that satisfaction with work has strong positive associations with several ELQ dimensions, most notably work-life balance, work environment, and institutional support. Regression analysis demonstrated that work environment and balance between work and life were the strongest indicators of satisfaction with work, while professional growth showed a

negative relationship, suggesting a gap between faculty expectations and institutional provisions. Overall, faculty members perceived their ELQ and satisfaction with work as moderate, with no significant differences across gender, age, type of institution, teaching experience, or qualification. This uniformity indicates that challenges and opportunities are experienced consistently across diverse groups of faculty members.

Suggestions

The study provides several actionable suggestions for policymakers and institutional leaders. Institutional support should be strengthened through transparent administrative practices, faculty-friendly policies, and the reduction of bureaucratic hurdles that often contribute to dissatisfaction. Work-life balance needs to be enhanced by introducing flexible workload arrangements, family-supportive leave structures, and mental health or counselling services that can ease stress and burnout. Professional growth opportunities should be redesigned to align with realistic promotion pathways, research incentives, and recognition mechanisms that meet faculty expectations. Improving the physical and digital work environment through adequate infrastructure, technology integration, and safe working conditions will foster greater productivity and satisfaction. Finally, fostering recognition and collegiality through structured appreciation programs, mentorship initiatives, and peer-support networks will create a more collaborative and motivating academic atmosphere.

Future Scope

Future research on ELQ and satisfaction with work can move in several promising directions. Longitudinal investigations could monitor shifts in faculty perceptions over time, thereby elucidating the impact of interventions in ELQ on satisfaction over time and engagement. Comparative studies across various Indian states, or between both governmental and private institutions, may elucidate structural and policy-oriented disparities that influence faculty experiences. Another important area is the integration of digital transformation, particularly the role of artificial intelligence and increased digital workload, in shaping ELQ and satisfaction levels. Researchers can also explore mediating and moderating factors such as burnout, psychological resilience, and organizational culture to provide a more comprehensive understanding of faculty well-being. Finally, adopting mixed-method designs that combine surveys with in-depth interviews can generate richer narratives about faculty experiences, offering insights that go beyond quantitative findings.

Conclusion

The study concludes that Employment Life Quality is a vital determinant of satisfaction with work in Kerala's higher education sector. The findings indicate that a conducive work environment and a balanced work-life integration are the two paramount elements in job satisfaction. This shows how important it is to make sure that institutional policies meet the needs of faculty. The negative association of professional growth highlights a critical misalignment, where opportunities provided may not translate into meaningful career advancement. This calls for institutions to not only provide avenues for research and development but also ensure that such initiatives result in tangible benefits for faculty members. By addressing gaps in institutional support, recognition, and workload management, higher education institutions in Kerala can significantly enhance faculty satisfaction, thereby improving teaching quality, research productivity, and overall institutional effectiveness.

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