

ABSTRACT

The present study investigated the subjective wellbeing (SWB) and quality of worklife(QWL) of college and university teachers. The pilot study included a sample of 30 male and female teachers to find the reliability and validity of the quality of worklife questionnaire in the Pakistani culture. High internal consistency and reliability of cronbach alpha (0.87) was found. The data of the main study was collected from 160 teachers. Apart from the bio-data form, two questionnaires were given: the Oxford Happiness Inventory (Argyle, 2002) and the (QWL) Quality of WorkLife Scale (McDonald, 2001). Eighty male and eighty females were further divided into 40 college and 40 university teachers. Statistical data analysis using MANOVA and Regression analysis showed bi-directional relationship of subjective well being and quality of worklife in males and females separately. However, there is a significant difference in both when gender interacts with institute. Male and female college teachers were found to differ from male and female teachers at university level. University level teachers have significantly higher levels of(QWL) quality of worklife than college teachers. Subjective wellbeing does not differ in college and university teachers. There is no significant difference in gender alone, but in interaction with institute, differences did appear. Female college teachers showed higher (SWB) subjective wellbeing and (QWL) quality of worklife as compared to male college teachers. University male teachers show higher QWL and SWB as compared to female teachers.