

QUALITY OF WORK LIFE AMONG TEACHERS OF GOVERNMENT AND PRIVATE AIDED COLLEGES

Sruthimol K.S

Research Scholar

Post Graduate & Research Department of Commerce & Tourism Management
Catholicate College, Pathanamthitta, Kerala

Abstract: New and growing world can be built up by young brains and educational institutions teachers have a major contribution of nurturing, educating and developing these brains. All the above development can only be possible only when, teachers working life and job environment which plays a major role in their life should be improved. Work-life balance is a critical aspect to enhance teachers' effectiveness and satisfaction in the context of student learning. The present study aimed to analyse the Quality of Work Life among teachers of Government Colleges and Private Colleges (Aided) in Kottayam district affiliated to Mahatma Gandhi University. The study helps to know whether there is any difference in job satisfaction of College teachers on various factors of QWL based of their demographic and organisational profiles compare QWL and measure the level of QWL among Government and Private Aided College teachers. An educational institution provides a better QWL then it develops the healthy working environment as well as satisfied employee.

Keywords: Quality of Work Life, Job satisfaction, Work-Life balance, Institutional effectiveness

1. INTRODUCTION

Education is the key of success of any nation which boosts the economic potential of entire nation leading to the development of the whole nation. This emerges as a new and valuable production company, which produces manpower for industry, develops entrepreneurs and motivates young minds for research and development. This responsibility is on the shoulders of teachers to understand and transform the energy and knowledge of students in an effective and efficient manner.

Lots of research has been done to measure the QWL of public, private and government organizations including banks, insurance and IT sectors but a mere research conducted for educational institutions. Education is potentially the greatest social equalizer in society and higher education plays a critical role and thus provides a very deep impact in creating society, culture, and economic wellbeing of new generation. So the educational teachers' quality of work life is a necessary—indeed, the key—ingredient for improving our nation.

1.1 STATEMENT OF THE PROBLEM

The Quality of Work Life is an index of what people find interesting and satisfying at their work. One need to be sensitive to the factors related to performance, recognition, work content, responsibility, promotion and pay, organisational policies, working conditions etc. Hence, it encompasses a wide variety of programmes and techniques that have been developed to endeavour to reconcile the Quality of Work Life and organisational growth. The Quality of Work Life has therefore become the key area of consideration and research today. In the educational institutions, the Quality of Work Life and teaching environment are significant to some extent. The researcher has undertaken the current study to analyze the Quality of Work Life among teachers of Government College and Private College (aided) in Kottayam district affiliated to M.G University.

1.2 SIGNIFICANCE OF THE STUDY

Teacher's role is pivotal in providing education, creating knowledge, facilitate technological advancement and enriching the national culture. In order to attain these goals the teacher should not only be a committed and devoted but also competent and creative and for that matter they should be provided a better quality of work life. It is necessary to improve the Quality of Work life of teachers especially working in higher educational institutions because they act as a career reformer and national builder by transmitting new knowledge, imparting new skill and inculcating new values which ultimately lead to sustainable development in any country like India. Hence through this study the researcher has made an attempt to evaluate the Quality of Work Life of Government and Private Aided Colleges in Kottayam.

1.3 OBJECTIVES OF THE STUDY

- To compare QWL of college teachers working in Government and Private aided colleges.

- To measure the level of QWL of college teachers working in Government and Private aided colleges.

1.4 HYPOTHESES OF THE STUDY

- ⇒ There is no significant difference in the satisfaction of college teachers with respect to various factors of QWL based on their demographic and organisational profiles.
- ⇒ There is no significant difference in the Quality of Work Life of college teachers working in Government and Private aided colleges.

1.5 SCOPE OF THE STUDY

The study is limited to Quality of Work Life of teachers permanently working in Government arts and science colleges, and Private Aided arts and science colleges. Sample survey for primary data was conducted in the month of March 2017. Major studies conducted during the period from 1992 to 2013 on QWL related area are reviewed for better understanding the theoretical and methodological aspects of research in QWL.

1.6 DESIGN OF THE STUDY

Both primary and secondary data are used for the purpose of the study. Primary data are collected by administering questionnaires to 100 teachers working in government and private aided colleges. Secondary data are collected from books, journals, magazines, web sites etc.

1.7 SAMPLING DESIGN

Random sampling method is used for primary data collection. Due to time and financial constraint, the study is limited to Kottayam district only. Only Government Arts and Science Colleges, and Private Aided Arts and Science Colleges come under the purview of this study. The population of the study comprises of permanent teachers working in Government Arts and Science Colleges, and Private Aided Arts and Science Colleges in Kottayam district. There is only one Government Arts and Science College in Kottayam district, i.e. Government College Kottayam. Structured questionnaires are issued to all permanent teachers working in Government College Kottayam. Out of 26 Private aided colleges (women colleges - 5, Autonomous Colleges - 1) working in Kottayam district, two colleges are randomly (lottery method) selected and structured questionnaires are issued to all permanent teachers working in these colleges. 56 and 59 filled in questionnaires are received from Government and Private aided college teachers respectively. Partially filled up questionnaires were not considered for analysis purpose. Sample size is finally fixed at 100 respondents, 50 each from government and private aided sector.

1.8 TOOLS FOR ANALYSIS

- Percentage Analysis
- Independent Sample t test
- One Way ANOVA

2. REVIEW OF LITERATURE

D. Kumar and J.M. Deo (2011) did a study to measure the effect of stress on quality of work life of college teachers. They took 100 college teachers of universities of Bihar and Jharkhand and studied their different perception of quality of work life. Findings exposed that junior teachers had more stress than senior teachers. As well as female teachers were feeling more stress in their job in comparison to male teachers.

B. Shahbaji, S. Shokrzadeh, H. Bejani, E. Malekinia and D. Ghoroneh (2011) identified the relationship between the quality of work life and performance of Esfahan University and Esfahan medical University employees. According to this study, performance was directly related to adequate and fair compensation, safe and healthy work environment, development of human capacities, growth and security, social integration and work environment, constitutionalism (rule of law), work life space, and social relevance of work life.

Ayesha Tabassumb (2012) investigated QWL of employees in the private universities of Bangladesh. She designed a 5-point Likert- scale structured questionnaire and collected the data from the 72 fulltime faculty members among 11 private universities. She analyzed the dimensions of quality of work life and its relationship with job satisfaction. This study concluded that there is positive relationship between the dimensions of QWL and job satisfaction.

3. THEORETICAL FRAMEWORK

Walton (1975) defines Quality of Work Life as an organization's ability to meet the individual essential needs. He further illustrates the eight dimensions of Quality of Work Life. They are;

1. Adequate and fair compensation
2. Safe and healthy environment
3. Development of human capacities
4. Growth and security- the opportunity to achieve personal identity and self esteem
5. Social Integration in work environment

6. Constitutionalism- It is the degree to which a worker has rights and can protect it.
7. The total life space-It is the extent to which a person's work has a balanced role in his or her life, so as not to disrupt leisure and family time.
8. Social relevance- It is the degree to which the worker views that the organization does as socially responsible and, therefore, sees his or her contribution to the organization as being of social value.

Measures to improve Quality of Work Life

Some of the important ways of improving QWL are given as follows:

1. QWL through Employee Involvement (EI):
2. Quality Circles
3. Socio- Technical Systems
4. Autonomous work group
5. Job redesign
6. Flexible work schedule
7. Job security

4. ANALYSIS & INTERPRETATIONS OF DATA

4.1 Demographic and organisational profile of the respondents

Table 4.1.1 Sector wise Classification of College

Type of College	Frequency	Percent
Government college	50	50.0
Private Aided College	50	50.0
Total	100	100.0

Source: Survey Data

Samples were collected from Government & Private Aided Colleges. Sample size is 50 each (i.e. 50 teachers from Government and 50 teachers from Private Aided Colleges). Out of the 100 respondents, 57 are Female and 43 are Male teachers.

Table 4.1.2 Faculty wise Classification

Faculty wise Classification	Frequency	Percent
Arts & Commerce	64	64.0
Science	36	36.0
Total	100	100.0

Source: Survey Data

Samples include 64 Arts & Commerce teachers and 36 Science teachers (out of 100) from both Government and Private Aided Colleges. Collected samples include 11 Associate Professors and 89 (i.e. majority among 100) Assistant Professors from both Government and Private Aided Colleges. Most of the teachers hold a length of 5-10 & below 5 years of services among Government and Private Aided Colleges.

Total QWL and various demographic and organisational profiles

Objective1: To compare QWL of college teachers working in Government and Private aided colleges.

Table 4.1.3 Mean Scores of Government and Private Aided college teachers on Total Quality of Work Life

Type of College	N	Mean	Standard deviation	Standard error
Government college	50	102.6400	10.02397	1.41760
Private Aided College	50	102.7800	8.49319	1.20112

The mean satisfaction scores of Government and Private Aided college teachers on total Quality of Work Life are 102.640 and 102.780 respectively. Independent t test is conducted to find whether the difference between mean scores is significant or not.

Hypotheses:

Ho: There is no significant difference in mean satisfaction scores of Government and Private Aided college teachers on Total Quality of Work Life.

H1: There is significant difference in mean satisfaction scores of Government and Private Aided college teachers on Total Quality of Work Life.

Table 4.1.4 Independent t test on Total Quality of Work Life based on Government and Private Aided Colleges

Levene's Test for Equality of Variances		T	df	Sig. (2-tailed)
F	Sig.			
2.257	.136	-.075	98	.940

Source: Survey Data

From the table no 4.1.4, it is clear that for the t value of -.075 the significant value is 0.940 ($>.05$). Therefore the **null hypothesis is accepted**. Both Government and Private college teachers are equally satisfied with respect to Total Quality of Work Life.

Table 4.1.5 Mean satisfaction scores on Total Quality of Work Life of Female and Male college teachers

Gender	N	Mean	Standard deviation	Standard error
Female	57	103.0702	9.64894	1.27803
Male	43	102.2326	8.76638	1.33686

Source: Survey Data

The mean satisfaction scores of female and male college teachers on total Quality of Work Life are 103.070 and 102.233 respectively. Independent t test is conducted to find whether the difference between mean scores is significant or not.

Hypotheses:

Ho: There is no significant difference in mean satisfaction scores of female and male college teachers on Total Quality of Work Life.

H1: There is significant difference in mean satisfaction scores of female and male college teachers on Total Quality of Work Life.

Table 4.1.6 Independent t test on Total Quality of Work Life based on Female and Male College Teachers

Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)
F	Sig.			
.605	.439	.447	98	.656

Source: Survey Data

From the table no 4.1.6, it is clear that for the t value of .447 the significant value is 0.656 ($>.05$). Therefore the **null hypothesis is accepted**. Both Female and Male college teachers are equally satisfied with respect to Total Quality of Work Life.

Table 4.1.7 Mean satisfaction scores on Total Quality of Work Life of Arts & Commerce and Science teachers

Faculty wise Classification	N	Mean	Standard deviation	Standard error
Arts & Commerce	64	102.6875	9.19088	1.14886
Science	36	102.7500	9.46686	1.57781

Source: Survey Data

The mean satisfaction scores of Arts & Commerce and Science college teachers on total Quality of Work Life are 102.688 and 102.750 respectively. Independent t test is conducted to find whether the difference between mean scores is significant or not.

Hypotheses:

Ho: There is no significant difference in mean satisfaction scores of Arts & Commerce and Science college teachers on Total Quality of Work Life.

H1: There is significant difference in mean satisfaction scores of Arts & Commerce and Science college teachers on Total Quality of Work Life.

Table 4.1.8 Independent t test on Total Quality of Work Life based on Arts & Commerce and Science College Teachers

Levene's Test for Equality of Variances		T	df	Sig. (2-tailed)
F	Sig.			
.125	.724	-.032	98	.974

Source: Survey Data

From the table no.4.1.8, it is clear that for the t value of -.032 the significant value is 0.974 ($>.05$). Therefore the *null hypothesis is accepted*. Both Arts & Commerce and Science college teachers are equally satisfied with respect to total Quality of Work Life.

Table 4.1.9 Mean Scores of Associate and Assistant Professors on Total Quality of Work Life

Designation wise Classification	N	Mean	Standard deviation	Standard error
Associate Professor	11	106.0000	8.78635	2.64919
Assistant Professor	89	102.3034	9.26431	.98201

Source: Survey Data

The mean satisfaction scores of Associate and Assistant Professors on total Quality of Work Life are 106.000 and 102.303 respectively. Independent t test is conducted to find whether the difference between mean scores is significant or not.

Hypotheses:

Ho: There is no significant difference in mean satisfaction scores of Associate and Assistant Professors on Total Quality of Work Life.

H1: There is significant difference in mean satisfaction scores of Associate and Assistant Professors on Total Quality of Work Life.

Table 4.1.10 Independent t test on Total Quality of Work Life based on Designation of College Teachers

Levene's Test for Equality of Variances		T	df	Sig. (2-tailed)
F	Sig.			
.865	.355	1.255	98	.212

Source: Survey Data

From the table no.4.1.10, it is clear that for the t value of 1.255 significant value is 0.212 ($>.05$). Therefore the *null hypothesis is accepted*. Both Associate and Assistant Professors are equally satisfied with respect to total Quality of Work Life.

Table 4.1.11 Mean Scores of Length of Service of College Teachers on Total Quality of Work Life

Experience wise Classification	N	Mean	Std. Deviation	Std. Error
Below 5 yrs	40	102.3750	8.56555	1.35433
5-10 yrs	41	102.7561	9.29726	1.45199
10-15 yrs	6	101.6667	11.86030	4.84195
15-20 yrs	3	95.3333	13.86843	8.00694
Above 20 yrs	10	106.7000	8.93246	2.82469
Total	100	102.7100	9.24339	.92434

The mean satisfaction scores of Length of Service of College Teachers on Total Quality of Work Life are 102.375, 102.756, 101.667, 95.333 and 106.7000 for below 5 yrs, 5-10 yrs, 10-15 yrs, 15-20 yrs and above 20 yrs respectively. Independent t test is conducted to find whether the difference between mean scores is significant or not.

Hypotheses:

Ho: There is no significant difference in mean satisfaction scores of College Teachers on Total Quality of Work Life based on Length of Service.

H1: There is significant difference in mean satisfaction scores of College Teachers on Total Quality of Work Life based on Length of Service.

Table 4.1.12 One Way ANOVA on Total Quality of Work Life based on Length of Service of College Teachers

Total Quality of Work Life	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	333.554	4	83.389	.975	.425
Within Groups	8125.036	95	85.527		
Total	8458.590	99			

Source: Survey Data

From the table no 4.1.12, it is clear that for the F value of .975 the significant value is 0.425 ($>.05$). Therefore the **null hypothesis is accepted**. There is no significant difference in mean satisfaction scores of Experience of College Teachers on Total Quality of Work Life.

4.2 Measurement of levels of QWL

Objective2: To measure the level of QWL of college teachers working in Government and Private aided colleges.

Source: Survey Data

Table 4.2.1 Descriptive Statistics of Total QWL & its mean and Standard Deviation

Variable	N	Minimum	Maximum	Mean	Std. Deviation
TQWL	100	80.00	129.00	102.7100	9.24339

Table 4.2.1 shows that for total Quality of Work Life the mean value is 102.710 and the respective standard deviation is 9.243. The level of QWL is calculated according to the equation **Mean \pm One Standard Deviation**. The total QWL scores are divided into three levels based on the formula Mean \pm One Standard Deviation.

Calculation of Levels of QWL

- Up to 93 : Low Level of QWL ($102.7100 - 9.24339 = 93.46661$ which is rounded off to 93).
- 94 -111 : Moderate Level of QWL.
- above 112 : High Level of QWL ($102.7100 + 9.24339 = 111.95339$ which is rounded off to 112).

Table 4.2.2 Levels of QWL

Levels of QWL	Frequency	Percent
Low Level of QWL	15	15.0
Moderate Level of QWL	70	70.0
High Level of QWL	15	15.0
Total	100	100.0

Source: Survey Data

From the table 4.2.2 it is clear that 15% of respondents belong to low level of QWL, 70% of respondents belong to moderate level of QWL and 15% of respondents belong to high level of QWL.

FINDINGS

DEMOGRAPHIC & ORGANIZATIONAL PROFILE

- Out of the 100 respondents, 57 are female and 43 are male teachers.
- Majority of the college teachers (64%) are in the stream Arts & Commerce and 36% are Science teachers from both Government and Private aided colleges.
- Collected samples include 11 Associate Professors and 89 (i.e. majority among 100) Assistant Professors from both Government and Private Aided Colleges.
- Most of the teachers hold a length of service of 5-10 & below 5 years among Government and Private Aided Colleges.

DEMOGRAPHIC AND ORGANIZATIONAL PROFILE AND TOTAL QWL

- Both Government and Private aided college teachers are equally satisfied with respect to total quality of work life.
- Male and female college teachers are equally satisfied on total quality of work life.
- Arts & Commerce and Science college teachers are equally satisfied with respect to total quality of work life.
- From the study it is clear that Associate and Assistant Professors are equally satisfied with respect to total quality of work life.
- It is clear that there is no difference in mean satisfaction scores of length of service of college teachers on total quality of work life.

LEVELS OF QWL

- Out of the 100 respondents of college teachers, 15% of respondents belong to low level of QWL, 70% of respondents belong to moderate level of QWL and 15% of respondents belong to high level of QWL.

5. SUGGESTIONS

In order to improve the QWL of faculty members, more than anything else, college needs equal participation of all teachers. The following suggestions are the conditions required for the improvement of QWL factors, and hence, to prevent faculty dissatisfaction:

- To encourage the faculties, they should use motivators other than compensation and salary such as providing adequate conditions for work, perfect appreciation of their work; develop a sense of belonging and collaboration to do the work, sympathetic understanding etc. These should be considered as satisfying motivators.
- The colleges have to pay increasing attention to education and training of teachers, facilitate the faculty members to avail F.D.P for Ph.D, M.Phil and Post Doctoral Fellowships (PDF) to advance in their career.
- Professional competencies can be developed by joining National as well as International Organizations. Hence authorities must insist teachers to join such organizations.
- The Authorities must encourage teachers to attend seminars, conferences and workshops and motivate them to present papers.

6. CONCLUSION

Quality of work life of teaching professionals is the most significant aspect in the success and development of educational institutions. The study reveals that there is no difference in various demographic and organisational profiles of government and private aided college teachers. And also, it is clear from the analysis that the teachers are satisfied with the quality of work life. The overall view is that providing good quality of work life is on the input side of a process which enters the mind of every individual and brings out the output such as job satisfaction and good work life balance. It is vital for any institution to provide facilities to their staff members to get relieved from stress for balancing their work and personal life. In future, researchers focus their attention on finding a suitable work life balancing programs for teaching faculty members in higher educational institutions in India.

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