

How Demographic and Psychographic variables affect Quality of Work Life- An Empirical Study of Universities in Punjab

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Abstract

Human resources are the vital assets of any organizations and its success or failure depends on their qualifications and performance. In order to survive in the competitive market where number of private universities is increasing day by day. The present study aims to verify the quality of work life and motivation of employees and its impact on University operations. To reach quality of work life the universities have to create more opportunities to retain efficient employees. Good quality of work life is necessary for an organization to attract and to retain skilled and talented employees. Suitable techniques are applied to study the impact of demographic variables & Psychographic on quality of work life.

Keywords: Motivation, Job Satisfaction, Job Environment, Demographic, University.

Introduction: Quality of work life refers to the level of contentment, motivation, association and dedication of individuals experience with respect to their lives at work. It is the degree to which individuals are able to gratify their important personal needs while employed by the firm. Most of the institutes are interested in enhancing employees Quality of work life generally try to persuade in employees the feelings of security, equity, snobbery, internal democracy, ownership, autonomy, responsibility and flexibility. Quality of Work Life is very important for smooth running of an organization. This also plays a crucial role in success of the employees working with them. Proper work-life balance enables employees to concentrate on their work completely thereby improving the quality and productivity of deliverables provided by them.

In India, the quality of work life provides a value structure and the social skill of the change in the organization leads to the effectiveness of the task of the micro firms through the use and unfolding of the potential of the human. Some of the proofs of the increasing tide efficacy in the issue of QWL is the truth that the second international level conference on the quality of work life held in Toronto during the year 1981 involved 1500 participations. Around 750 management people and about 200 unionists grouped to outnumbered the consultants, government officials and academicians in the attendance. The word quality is the more specialized word but now it has become a compulsory and a must effort for the greatest survival. It

is in this era, the quality of the human inputs is the highest benefit or asset to any organization. Sustaining the quality of such type of human inputs increases the sustaining the perfect quality of work life. A perfect QWL will assist the organization. Increase in the quality of work life will assist the well being of the employees in that way the well being of the entire firm. This is an effort to capitalize an organization's human assets (Kumar et al. 1996).

Previous Research

Quality of work life can be described as the satisfactory work place environment which improves the relationship between employee and the organization. According to Anitha and Rao (1998), "Management of money, material, machine is essentially carried on by human resources of the organization". It has been justified that quality of work life influence work satisfaction, team cohesion and organizational commitment (Cummings and Worley, 2009). Sirgy (2001), defined quality of work life as level of meaningfulness of work, as an effective response to the work environment and as a ratio job uplifts to job hassles. Quality of work life has been defined in "terms of employee's perception of their physical and mental well-being at work" (Cascio and Nambudiri, 2010). Employees are given opportunity to plan their jobs and workplaces and they have to deliver services very expertly. Quality of work life is based on how the work is being communicated with in organization and how the organization is recognizing and encouraging employee's skills and rewarding them by providing incentives, and helping in their career growth by giving promotions. Involving employees in decision making makes the employees committed to the organization which is very important for effective management of the organization (Sheel, 2012). This section will present the literary works related to quality of work life especially with respect to the education industry.

Occupational stress symptoms were measured by reflecting burnout, stress-related health problem, perceived work stress, productively, job satisfaction and consideration for job change. The majority of teachers indicated good fit between motivational style and job rewards. Teachers reported burnout, stress related health problems, lowered work productivity, inability to cope with work stress and job change consideration. Female teachers were more likely to consider job change as a result of job teachers working in government and public schools in their job stress and job satisfaction.

Emotional fatigue, depression and less individual achievement are due to long term occupational stress and affect the academic growth of the students (Jennett et. al 2003).

The most contented teachers are the ones who feel their jobs are secure and they are treated as experts by the community. This is one of the key factors as this ensures that they are capable of delivering the student requirement and they are capable of utilizing their overall skills (Walton et al., 2003). Teachers whose jobs are secure are more likely to have prospects for professional development, interact cohesively

with peers and greater parental involvement in their schools and to their students (Gupta et.al., 2011).

Rewards and Benefits serves as a motivating factor for teachers to perform well in the colleges. This also creates a healthy competition between teachers in using their overall skills in their performance and strives to increase the overall standard of the college (Kaur, 2012).

Compensation plays a pivotal role in effectiveness of the university. Lesser compensation would not attract skilled and experienced people with great performance and would not help in achieving the quality in imparting education, while higher compensation might be an overhead with costs running more than the desired (Malarvizhi, 2012; Islam, 2012).

This is a critical factor when we talk about social relations of an employee. University should strive to provide opportunity for every team member to showcase their talent, proficiency, skills, capacity and abilities (Zakari, Khamis & Hamadi, 2010) Utilizing teacher's capacities in areas other than their present position will help them to understand that management appreciates and identifies that what the staff has could provide to the university. This can also provide work variety and helps to break up the everyday grind of work and also helps to get free from the stress of the routine work (Gupta & Sharma, 2011).

As per (Carr et al. 2003), teachers will be dissatisfied if rational climate doesn't exist for them to differentiate work from family. The universities demand shouldn't be interfering with teacher's family responsibilities and personal duties apart from their career. Faculties feel that university has made commitment with them offering good pay and welfare package and assisting in compensating for teacher's higher training fee, following a systematic schedule and keeping the tutors updated with current trend of teaching methodology and developing their knowledge with the latest technologies. When the universities are keeping their promise with faculties, the faculties in turn fixed to their commitment. Commitment shown by university is returned in the form of commitment from faculties like putting their full capabilities in their work for the development of the university (Schalk et al. eds. 2010).

Objective of Study:

To map the profile of respondents on the basis of psychographic and demographic variables with respect to their perceptions towards different elements related with quality of work life and to study the impact of Quality of Work life on overall job satisfaction level and motivational level among teachers of universities

PROBLEM IDENTIFIED

Quality of work life has long been recognized as the key to growth of any organization including universities. The review of the existing literature reveals that a numbers of studies have been carried out on various aspects of quality but a very few comprehensive studies in this area could be found; which provides detailed information regarding quality of work life in universities of Punjab region. In the light of the above discussion comprehensive and detailed study regarding universities is of dire need.

Methodology

The present study deals with different variables related to job satisfaction among public and private university teachers. Every employee perceives these variables differently. As suggested by Maslow's theory that every employee has different level of needs. A variable which is important for one employee may not be equally important for other. Data were collected from 3 Government Universities (Public Sector) and 3 Private Universities of Punjab region. The faculty members were the basic sampling unit for the present study. The Universities were selected on the basis of year of establishment. The faculty members were approached to fill questionnaire. Of the 600 questionnaires that were distributed to faculty members, 500 (83.33%) complete questionnaires were returned. This resulted in a total sample of 500 faculty members.

In the sample, faculty members from all universities were represented, although their demographics showed that 288 were male members and 212 were females. More than half of the sample belongs to urban area (328) and rest belongs to rural area (172) and most of the faculty was unmarried (279) and less than fifty percent was married (211).

Data were collected through a structured, pre-tested and non-disguised questionnaire. To develop a list of information items for framing the questionnaire, previous studies were followed, experts suggestions were considered as well as online discussions were also held with other researchers. The suggestions led to meaningful modifications. The primary sketch of the questionnaire was pre-tested through personal interviews with 50 faculty members (25 from each sector). This helped me to develop a final questionnaire. The ten variables which positively contribute to the quality of work life were considered under study and matched with demographic variables with respect to their perceptions towards quality of work life. Separate study is conducted for public and private university teachers. In order to find out significant differences between the mean scores of two groups t test was applied. The obtained results were subsequently organized in various tables for analysis and interpretation.

250 Public University Teachers (148 males and 102 females) working in different departments were investigated. On the basis of 10 variables which positively contribute to their QWL. The following table shows different variables with their labeling.

Table 1.1

List of Variables

Variable Labels	Variables
C ₁	Salary and Benefits

C ₂	Promotion
C ₃	Leave Plans
C ₄	Rewards and recognitions
C ₅	Acknowledgement
C ₆	Scope for career growth
C ₇	Job Security
C ₈	Friendly superiors
C ₉	Interactive and well-behaved students
C ₁₀	Reasonable working hours

Table 1.1(a)

Mean and SD Scores of Different variables among Married & Unmarried Teachers: Public Sector University

Group Statistics				
Variables	Marital Status	N	Mean	Std. Deviation
C ₁	Unmarried	124	4.48	3.133
	Married	126	4.28	3.087
C ₂	Unmarried	124	5.21	3.085
	Married	126	5.66	2.818
C ₃	Unmarried	124	6.04	2.992
	Married	126	5.86	2.936
C ₄	Unmarried	124	5.26	2.55
	Married	126	5.31	2.835
C ₅	Unmarried	124	4.84	2.875
	Married	126	4.87	2.811
C ₆	Unmarried	124	5.71	2.796

	Married	126	5.08	2.655
C ₇	Unmarried	124	5.66	2.711
	Married	126	5.83	2.85
C ₈	Unmarried	124	5.63	2.763
	Married	126	5.96	2.621
C ₉	Unmarried	124	6.41	2.604
	Married	126	6.22	2.724
C ₁₀	Unmarried	124	5.36	2.727
	Married	126	5.76	2.81

Table 1.1(b)

Independent Samples Test

Variables		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
C ₁	Salary and Benefits	0.061	0.805	0.524	248	0.601
C ₂	Promotion	1.672	0.197	-1.202	248	0.23
C ₃	Leave Plans	0.252	0.616	0.489	248	0.626
C ₄	Rewards and recognitions	3.125	0.078	-0.151	248	0.88
C ₅	Acknowledgement	0.415	0.52	-0.095	248	0.924
C ₆	Scope for career growth	1.139	0.287	1.828	248	0.069
C ₇	Job Security	1.134	0.288	-0.489	248	0.625

C ₈	Friendly superiors	0.382	0.537	-0.973	248	0.332
C ₉	Interactive and well-behaved students	0.834	0.362	0.561	248	0.575
C ₁₀	Reasonable working hours	0.177	0.675	-1.139	248	0.256

The results in table 1.1(a) & 1.1(b) indicate that married and unmarried teachers working in public sector universities of Punjab did not differ significantly on different variables. As the p value of the variable from 1 to 10 are found to be greater than 0.05. A comparison of the means of two groups of the teachers reveals that on account of different variables, there is little bit difference between the opinion of married and unmarried teachers. The unmarried are teachers are more attracted towards salary than other variables where as married are more concerned about reasonable working hours.

Table 1.2(a)

Mean and SD Scores of Different variables among Married & Unmarried Teachers: Private Sector University

Group Statistics				
Variables	Marital Status	N	Mean	Std. Deviation
C ₁	Unmarried	95	3.13	2.165
	Married	155	3.78	3.063
C ₂	Unmarried	95	4.68	2.792
	Married	155	5.09	2.557
C ₃	Unmarried	95	5.84	2.856
	Married	155	6	2.53
C ₄	Unmarried	95	4.96	2.212
	Married	155	5.5	2.7
C ₅	Unmarried	95	4.79	2.681
	Married	155	4.95	2.59

C ₆	Unmarried	95	6.28	2.999
	Married	155	5.28	2.82
C ₇	Unmarried	95	4.93	3.116
	Married	155	4.87	2.56
C ₈	Unmarried	95	6.48	2.609
	Married	155	6.52	2.748
C ₉	Unmarried	95	6.93	2.367
	Married	155	6.62	2.783
C ₁₀	Unmarried	95	6.11	2.804
	Married	155	6.32	2.941
Sector Type = Private				

Table 1.2(b)

Independent Sample test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	T	Df	Sig. (2-tailed)
C ₁	28.532	0	-1.821	248	0.07
C ₂	0.726	0.395	-1.177	248	0.24
C ₃	3.154	0.077	-0.456	248	0.649
C ₄	9.261	0.003	-1.657	248	0.099
C ₅	0.194	0.66	-0.484	248	0.629
C ₆	1.747	0.187	2.674	248	0.008
C ₇	10.067	0.002	0.153	248	0.879

C ₈	1.848	0.175	-0.091	248	0.928
C ₉	10.207	0.002	0.895	248	0.372
C ₁₀	0.826	0.364	-0.577	248	0.564
Sector Type = Private					

The results presented in table 1.2(a) & 1.2(b) indicate that out of 10 variables there is only one variable having significant difference in (C₆) scope for career growth among two categories of private university teachers as the obtained p value 0.008 was found to be less than 0.05.

As the p value found to be significant in scope for career growth of teachers working in private university. Their mean scores indicate that unmarried teachers are (M=6.28) more attracted towards scope for career growth variable than married teachers (M=5.28). The unmarried teachers might be able to devote more time towards their job; they have less family responsibilities whereas married teachers might be more attracted towards job security, salary and reasonable working hours.

Other 9 variables are also considered as important by both of the groups. As far as mean values of these 9 variables are concerned it shows that married teachers are more attracted towards salary, promotions and reasonable working hours.

Table 2.1(a)

Mean and SD Scores of Different variables among Male and Female Teachers: Public Sector University

Group Statistics				
Variables	Gender	N	Mean	Std. Deviation
C ₁	Male	148	4.45	3.115
	Female	102	4.27	3.103
C ₂	Male	148	5.3	2.934
	Female	102	5.63	2.991
C ₃	Male	148	5.72	2.953
	Female	102	6.28	2.95

C ₄	Male	148	5.34	2.789
	Female	102	5.21	2.558
C ₅	Male	148	4.7	2.844
	Female	102	5.09	2.825
C ₆	Male	148	5.28	2.639
	Female	102	5.55	2.883
C ₇	Male	148	5.53	2.581
	Female	102	6.07	3.026
C ₈	Male	148	6.02	2.694
	Female	102	5.47	2.669
C ₉	Male	148	6.5	2.684
	Female	102	6.05	2.619
C ₁₀	Male	148	5.98	2.769
	Female	102	4.96	2.673

Table 2.1(b)

Independent Sample Test

Variables		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
C ₁	Salary and Benefits	0.13	0.719	0.445	248	0.657
C ₂	Promotion	0.382	0.537	-0.85	248	0.396
C ₃	Leave Plans	0.073	0.787	-1.496	248	0.136

C ₄	Rewards and recognitions	4.099	0.044	0.38	248	0.704
C ₅	Acknowledgement	0.206	0.65	-1.075	248	0.284
C ₆	Scope for career growth	2.65	0.105	-0.752	248	0.453
C ₇	Job Security	4.482	0.035	-1.519	248	0.13
C ₈	Friendly superiors	0.016	0.899	1.592	248	0.113
C ₉	Interactive and well-behaved students	0.361	0.549	1.319	248	0.189
C ₁₀	Reasonable working hours	1.018	0.314	2.9	248	0.004
Sector Type = Public						

As per mean scores shown in Table 2.1(a) & 2.1(b) comparing male and female teachers on different variables positively contribute to their QWL, as there is only one variable (C₁₀ = 0.004) which is statistically found to be significant between them as the obtained p value = 0.004 is much lower at 0.05 level of significance. Other 9 variables obtained value greater than 0.05.

Discussion

The significance difference between male and female teachers on the variable of “Reasonable Working Hours” could be attributed to a number of factors. As far as mean values are concerned. The mean of female (5.98) is higher as compared to male (4.98) indicating that female teachers are more attracted towards reasonable working hours than male teachers. Their supremacy in the regard may be attributed to certain factors like female teachers might be having more family responsibilities, more work load at home being a female they prefer to search home in time. They have to look after their children in addition to their job. But other 9 variables are non significant. The overall mean scores of 9 variable shows that there is little bit difference between mean scores of male and female employees.

Table 2.2(a)

Mean and SD Scores of Different variables among Male and Female Teachers: Private Sector University

Group Statistics				
Variables	Gender	N	Mean	Std. Deviation
C ₁	Male	140	3.03	2.35
	Female	110	4.17	3.121
C ₂	Male	140	4.73	2.493
	Female	110	5.2	2.828
C ₃	Male	140	5.54	2.664
	Female	110	6.45	2.562
C ₄	Male	140	5.06	2.745
	Female	110	5.6	2.214
C ₅	Male	140	5.19	2.779
	Female	110	4.51	2.361
C ₆	Male	140	5.4	2.714
	Female	110	5.99	3.155
C ₇	Male	140	5.05	2.33
	Female	110	4.69	3.262
C ₈	Male	140	6.79	2.665
	Female	110	6.14	2.69
C ₉	Male	140	7.03	2.6
	Female	110	6.36	2.636
C ₁₀	Male	140	6.95	2.731
	Female	110	5.34	2.836
Sector Type = Private				

Table 2.2(b)

Independent Samples Test

Variables		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
C ₁	Salary and Benefits	14.038	0	-3.306	248	0.001
C ₂	Promotion	6.313	0.013	-1.399	248	0.163
C ₃	Leave Plans	0.224	0.636	-2.753	248	0.006
C ₄	Rewards and recognitions	10.152	0.002	-1.687	248	0.093
C ₅	Acknowledgement	4.871	0.028	2.061	248	0.04
C ₆	Scope for career growth	8.152	0.005	-1.591	248	0.113
C ₇	Job Security	27.757	0	1.014	248	0.311
C ₈	Friendly superiors	0.014	0.907	1.925	248	0.055
C ₉	Interactive and well-behaved students	1.017	0.314	1.995	248	0.047
C ₁₀	Reasonable working hours	0.868	0.352	4.56	248	0
Sector Type = Private						

The results presented in table 2.2(a) & 2.2(b) pertaining to different variables among university teachers working in private universities of Punjab reveals significant difference of 5 variables out of total 10 variables. As the calculated P values $C_1 = 0.001$, $C_5 = 0.04$, $C_8 = 0.55$, $C_9 = 0.047$, $C_{10} = 0.000$ have been found to be significant at 0.05 level of confidence.

The results obtained in the above paragraph could be attributed to the fact that the above 5 variables which are found to be significant shows that salary and benefits, acknowledgement for their work, friendly superiors, Interactive and well behaved students and reasonable working hours contribute best to their QWL.

The comparison of mean scores shows female teachers C_1 ($M=4.17$) at a better position than male teachers ($M=3.03$), thus indicating that the group of female university teachers enjoyed more salary & benefits than their male counterparts. Whereas mean scores of 2nd variable significant variable (C_5) shows male teachers $C_5 = (M=5.19)$ at a better position than female teachers ($M=4.51$) did indicate that male teachers feel more satisfied when their efforts & work is acknowledged by their head of the department. As far as mean scores of 3rd variable indicate that there is little bit difference between C_8 Male ($M=6.79$) and female ($M=6.14$) university teachers. It has been observed that males feel better satisfaction with friendly supervisors in their job than female teachers. But there is very less difference in mean values of both groups. Both feel comfortable when there is friendly environment in both ends. The next variable which scored significant value indicate than mean scores of Male $C_9 = (M=7.03)$ at a better position than female ($M=6.36$). This is labeled as interactive and well behaved students.

Male teachers might be able to interact freely with all the students, they might have better control over the students that is why the male teachers like most if there are interactive and well behave and students. The last variable C_{10} (Reasonable working hours) indicate that mean scores of $C_{10} =$ Male ($M=6.95$) scored more than female (5.34). This clearly indicates that males feel better if reasonable working hours are there. Males might be having more social circle than females.

As far as comparative analysis of public and private university male and female teachers with regard to different variables stated that under public university one variable i.e. reasonable working hours which are found to be significant where indicated that female teachers are more attracted towards reasonable working hours.

In Private University there are 5 variables which are found to be significant. The private university employees are more attracted towards, salary benefits, acknowledgment for work, friendly superiors, interactive & well behaved students and reasonable working hours. As per mean scores, male teachers are more satisfied with these variables than female teachers.

Table 3.1(a)

**Mean and SD Scores of Different variables among Teachers belonging to Urban and Rural Area:
Public Sector University**

Group Statistics				
Variables	Geographical Region	N	Mean	Std. Deviation
C ₁	Urban	170	4.29	3.12
	Rural	80	4.56	3.085
C ₂	Urban	170	5.62	3.038
	Rural	80	5.04	2.749
C ₃	Urban	170	5.63	3.038
	Rural	80	6.62	2.678
C ₄	Urban	170	5.38	2.758
	Rural	80	5.09	2.552
C ₅	Urban	170	4.7	2.775
	Rural	80	5.19	2.956
C ₆	Urban	170	5.15	2.654
	Rural	80	5.9	2.862
C ₇	Urban	170	5.82	2.69
	Rural	80	5.59	2.967
C ₈	Urban	170	5.85	2.725
	Rural	80	5.68	2.633
C ₉	Urban	170	6.39	2.572
	Rural	80	6.16	2.853
C ₁₀	Urban	170	5.84	2.72

	Rural	80	4.98	2.801
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Table 3.1(b)**Independent Samples Test**

Variables		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
C ₁	Salary and Benefits	0.141	0.707	-0.637	248	0.525
C ₂	Promotion	2.208	0.139	1.466	248	0.144
C ₃	Leave Plans	2.92	0.089	-2.508	248	0.013
C ₄	Rewards and recognitions	1.927	0.166	0.791	248	0.43
C ₅	Acknowledgement	0.589	0.444	-1.269	248	0.206
C ₆	Scope for career growth	0.777	0.379	-2.024	248	0.044
C ₇	Job Security	1.468	0.227	0.626	248	0.532
C ₈	Friendly superiors	0.359	0.55	0.487	248	0.627
C ₉	Interactive and well-behaved students	2.048	0.154	0.625	248	0.533
C ₁₀	Reasonable working hours	0.077	0.782	2.326	248	0.021
Sector Type = Public						

As per the results presented in table 3.1(a) & 3.1(b), out of 10 variables only in 3 variables, significant difference was observed among public sector university teachers who belonged to urban and rural areas of Punjab. As the p value obtained of 3 variables such as C₃= 0.013, C₆= 0.044, C₁₀= 0.021 was found to be statistically significant at 0.05 level of confidence. As comparison of the means of the two groups of public university teachers under variable C₃ reveals that rural teachers had a higher mean score than the teachers working in urban area teachers. They might be more attracted towards leave plans because being in faraway places, they need more time to complete their other outside activities where as urban area employees need less time because they can complete their pending work after working, hours because they

are in city. Whereas 2nd variable (C₆) indicated a little bit score of urban area (M=5.15) employees as compared to rural area employees (M=5.9) urban area employees are more aware of further scope for career growth but its little bit difference of means score indicate the both are equally attracted towards better QWL if their university grants better scope for career growth. As far as 3rd variable, labeled as reasonable working hours. Mean score of urban area employees (M=5.84) attracted most towards reasonable working hours than rural area employees (M=4.98). Urban area employees might be more involved in other social activities that is why they are more attracted towards reasonable working hours.

Table 3.2(a)

Mean and SD Scores of Different variables among Teachers belonging to Urban and Rural Area: Private Sector University

Group Statistics				
Variables	Geographical Region	N	Mean	Std. Deviation
C ₁	Urban	158	3.03	2.665
	Rural	92	4.39	2.749
C ₂	Urban	158	4.84	2.718
	Rural	92	5.11	2.535
C ₃	Urban	158	5.7	2.761
	Rural	92	6.35	2.42
C ₄	Urban	158	5.09	2.603
	Rural	92	5.64	2.389
C ₅	Urban	158	4.87	2.482
	Rural	92	4.92	2.856
C ₆	Urban	158	5.44	2.719
	Rural	92	6.04	3.227
C ₇	Urban	158	5.23	2.554
	Rural	92	4.32	3.056
C ₈	Urban	158	6.63	2.786
	Rural	92	6.28	2.517

C ₉	Urban	158	6.82	2.605
	Rural	92	6.6	2.685
C ₁₀	Urban	158	6.8	2.685
	Rural	92	5.28	2.981

Table 3.2(b)

Independent Samples Test

Variables		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
C ₁	Salary and Benefits	0.155	0.694	-3.845	248	0
C ₂	Promotion	0.024	0.878	-0.786	248	0.433
C ₃	Leave Plans	3.064	0.081	-1.863	248	0.064
C ₄	Rewards and recognitions	2.925	0.088	-1.649	248	0.1
C ₅	Acknowledgement	4.575	0.033	-0.147	248	0.884
C ₆	Scope for career growth	6.67	0.01	-1.587	248	0.114
C ₇	Job Security	5.747	0.017	2.532	248	0.012
C ₈	Friendly superiors	2.628	0.106	0.993	248	0.322
C ₉	Interactive and well-behaved students	0.148	0.701	0.633	248	0.528
C ₁₀	Reasonable working hours	3.723	0.055	4.13	248	0

The above table showing a comparison of urban and rural area. Teachers of private universities on different variables indicate that only 3 variables out of 10 reveal significant difference. As obtained P value of 1st variable C₁ = 0.000 has value less than 0.05 significance level. This indicates the so far private university employees are more attracted. If proper salary and benefits are provided to them. As far as mean values are concerned (C₁) rural area employees M= (4.39) are better satisfied than urban area (M=3.03). For rural area teachers, they might not have any other option to earn money like urban area teachers. Urban area

teacher have more opportunities to each extra money an means of tuitions or by doing some part time job where as rural area teachers have no other option than to remain satisfied with their salary which is their main sources of income the results of differences between rural and urban area teachers on financial aspect go in same line with the findings of Raina (1980) which stated there is significant difference between urban and rural teachers on the variables of economic status. Another observation of Lal (1987) also showed that there is difference between rural and urban teachers trainees on the socio-economic variable.

2nd variable C_7 is labeled as for security has significant difference between two groups. Its p value = (0.012) scored significant value as it is less than 0.05. So far its mean values showed that under private university teachers related to urban area ($M=5.23$) are more satisfied with their variable of job security than rural area ($M=4.23$). Being private university employee, there is less job security exists but mean value stated that urban area employees are not interested to shift from one city of another so they feel more attracted towards job security.

Similarly 3rd variable C_{10} reasonable working hours shows that difference is significant at 0.5 levels of significance between urban and rural private university teachers. The comparison between mean scores of both groups are having higher mean scores of urban teachers on reasonable working hours ($M=6.8$) than rural area teachers ($M=5.28$). It means urban area employees are more satisfied with reasonable working hours than rural area. The urban area employees might be having other part time job or activities to perform than rural area because there might less outside social activities like clubs, where they can spend time.

By comparative results of public and private university male and female teachers with different variables, it can be concluded that public university teachers are more attracted towards 3 variables out of 10 these care C_3 leave plans, C_6 scope for career growth, C_1 reasonable working hours where as in private university 2 variables are common i.e. C_3 and C_{10} the other uncommon variable is C_7 job security. In private university, most of the positions have less job security as compared to public sector university. Private university teachers have to work hard to retain their job. There are strict rules and regulations with regard to their own attendance, students record and provide lectures as per the semester planned prepared by them. Because they need to deposit planner at the starting of the semester so they are not allowed make changes in their schedule without prior permission. Hence if job security is provided to the private university employees they feel more satisfied with their work environment.

Comparison of Results (t-test)

By comparing both the university teachers on the basis of their marital status on different variables shows that public university teachers have non-significant difference between married and unmarried teachers in different variables. There might be same financial status of married and unmarried as well as their perception towards different variables may be same. Where as in private university, there is only one

variable C₇ "scope for career growth" has significant difference between married and unmarried teachers. As far as mean scores are concerned, unmarried teachers are more continuous about scope for career growth than married teachers. Unmarried teachers might have less family responsibilities and they could also shift easily from one place to another place. Being private university teachers, if they devote more time and complete the arrangements in time, they can be promoted to higher position in less time; unmarried teachers can devote more time and efforts to get promotion.

Conclusion:

The findings of the present study a comparison of the means of two groups of the teachers reveals that on account of different variables, there is little bit difference between the opinion of married and unmarried teachers. The unmarried are teachers are more attracted towards salary than other variables where as married are more concerned about reasonable working hours (Public / Government Universities). The unmarried teachers might be able to devote more time towards their job; they have less family responsibilities whereas married teachers might be more attracted towards job security, salary and reasonable working hours (Private Universities). As far as comparative analysis of public and private university male and female teachers with regard to different variables stated that under public university one variable i.e. reasonable working hours which are found to be significant where indicated that female teachers are more attracted towards reasonable working hours. Urban area teacher have more opportunities to each extra money an means of tuitions or by doing some part time job where as rural area teachers have no other option than to remain satisfied with their salary which is their main sources of income the results of differences between rural and urban area teachers on financial aspect go in same line with the findings of Raina (1980) which stated there is significant difference between urban and rural teachers on the variables of economic status.

Limitations of Study

1. The study is limited to educational sector alone.
2. The study is limited to only the higher education universities among the educational institutions.
3. The study is limited to India and that too the higher education universities belonging to the state of Punjab and not any other region.

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