



To assess the overall quality of work life of teachers working in private and public schools of three districts of Kashmir division across gender.

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Purpose: In this paper, an attempt has been made to investigate the quality of work life prevalent among genders working in both sectors i.e private and government schools of Kashmir division. It is very much essential to explore the quality of work life across gender because both male and female plays an important role for the economic growth and prosperity of a nation.

Abstract:-The objective of this study is to analyse one of the components of quality of work life of teachers in public and private schools across gender in the three districts namely Baramulla, Kupwara and Srinagar. Data were collected from three district of Kashmir division with the sample size of 3958 working in these schools. The respondents were asked to fill up the questionnaire with the twelve dimensions of quality of work life.

Findings:- In context with the overall quality of work life perceived by both the genders in the schools is find with a significant difference at z value 1.09 at significance level of .057. It reflects the both the female and male teachers is perceived the same quality of work life.

Research Gap: - A fewer study has been made to explore the quality of work life at school levels across gender in both the private and public schools India in particular to Kashmir division.

Keywords: Adequate and Fair Compensation, Safe and Healthy Working Conditions ,Opportunity to Use and Develop Human Capacity , Opportunity for Continued Growth, Social Integration, Participative Decision Making, Rewards and Punishments, Equity Justice and Grievances, Work and Total Life Space, Image of Schools in Society, Work Load and Job Stress, Employees welfare and Benefits. **Baramulla, Kupwara and Srinagar quality of work life,**

Introduction:-

Education plays a pivotal role in human capital formation. One of the parameters of quality of education of a country depends up on the human resources. Quality of work life means the level of satisfaction or unhappiness with one's own career. The employees who enjoy their job there are said to have a high quality of work life, while who dissatisfied with their job have a low quality of work life. Various variables are taken which affect quality of work life of both Public and Private school Teachers. For the success of every organization it is important to retain knowledgeable employees. it is worthless to have latest technology, money in the organisation if employees are not satisfied. As mentioned in hygiene two factor theory, the presence of hygiene factors do not create satisfaction but absence of these definitely create dissatisfaction (Herzberg 1923). The employees are considering other benefits as well apart from monetary benefits that is intrinsic & extrinsic values in order to create sound working environment that will attract and with hold the sound brains in the organisation. The quality of work life can be explained as the quality of relationship among the employees and the work environment such that the employees have an important pressure in structuring the organizational surroundings in techniques utilized to rise not only their personal inspiration and job satisfaction but also the profits and productivity of the organization. The quality of work life covers various areas like getting exonerate of the health hazards for the employees, sufficient fair compensations, security of job, benefits for employees, profit sharing, work schedules and the work place contribution. As far as comparative study is concerned; factors which motivate both sectors' employees to work efficiently are compensation & rewards, better leave plans, reasonable working hours and opportunities for continued growth, employee's welfare schemes. Employees often experts various quality requirement from work place, these can be classified into personal anticipatory, motivational insights, job freedom and working conditions.

II. PREVIOUS RESEARCH

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 & Sharma, 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). 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 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). Teachers will be dissatisfied if rational climate doesn't exist for them to differentiate work from family (Carr et al. 2003). The universities demand shouldn't be interfering with teacher's family responsibilities and personal duties apart from their carrier (Aziz et al., 2010; Al-Enezi et al. eds., 2009). Teachers experience poor mental health and lower job satisfaction as compared to other groups (Miller and Travers 2005). There is an association between the quality of work life with the commitment to university among some 205 students who possess the student job and it is found that there is a considerable association among the willingness to work and the commitment to university (Turner 2005) whereas there is a significant and positive association between the organizational commitment and the quality of work life (Ashoob 2006). Disappointment with quality of work life may affect faculties irrespective of their positions. When the universities starts to identify that the faculties have their lives apart from work, trust and loyalty among faculties is created (Saraji and Dargahi, 2006). Workload pressure, role ambiguity and performance pressure were the predictors of job stress. But managerial role and relationship with others had no significant direct effect on job stress (Alam 2009). As far as association in the perception of employees towards quality of work life and job satisfaction across the gender and nature of job is concerned there is difference in the perception of males and females with regard to different dimensions like working conditions, work life balance, opportunities of growth and social relevance of job (Shalla et al.2014).

III. RESEARCH GAP

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 schools of Kashmir division. In the light of the above discussion comprehensive and detailed study regarding quality of work life carried in three districts of Kashmir division. Since these teachers are the only scapegoat of these schools, the comparison of the quality of their work lives in schools will be an eye opener to private as well as public sector institutions in improving the work environment of these schools.

IV. NEED AND AIM OF STUDY

This study aims to analyze one of the parameters of quality of work life of teachers prevailing in public and private sector schools of three districts of Kashmir division. To achieve organizational goals it is necessary that its employees must be ready to work with zeal and enthusiasm.

V. METHODOLOGY

The present study is based on primary and secondary data. In this research, primary data is collected from school teachers of government and private schools of three districts of Kashmir division Viz, Kupwara, Baramulla and

Srinagar, with the help of questionnaire. The questionnaire is developed for the respondents and it is specifically based upon the objectives of this study. The secondary data have also been collected from journals, books and C.E.O offices. The sample size is an important feature of an empirical study in which goal is to make inferences about a population from a sample. A total of 8000 survey questionnaires had been sent, to district. After receiving the questionnaire from the respondents it had been screened for errors or incomplete responses. However. After the screening process carried out, only 3958 questionnaires received back from all the three districts from kupwara district 1724 respondents, Baramulla district 1564 and Srinagar district 670 responses out of total sample 2635 from government schools and 1323 from private schools have been considered complete and valid for data analysis. Keeping into consideration the objectives of the study, a structured questionnaire was prepared to meet the objectives. The questionnaire was framed on the basis of previous literature, discussion with experts of the related field. The suggestions of experts led to many meaningful modifications. The preliminary draft was pre tested on 120 respondents, including 65 from public sector schools and 55 from private sector schools.

IV Statistical Tools Used: - Mean, Mode, standard deviation, F-test, Coefficient of variance.

IV. ANALYSIS AND CONCLUSIONS:-

Table 1.1 reflects the overall dimensions of quality of work life, the male and female teachers/lecturers slightly agreed with the prevailing quality of work life across gender and no significant difference is found across gender with a overall mean score of 3.82 (Males) and 3.79 (Females).

Table:-1.1 Overall perceived quality of work life of Teachers/Lecturers in Schools of Selected Districts of Kashmir Division across gender (N=3958)

Dimensions Of QWL	GENDER	N	Mean	Z	Sig
Adequate and Fair Compensation (ADFC)	Male	2048	3.7451	2.311	.021
	Female	1910	3.6979		
Safe and Healthy Working Conditions (SHWC)	Male	2048	3.0312	1.022	.307
	Female	1910	3.0488		
Opportunity to Use and Develop Human Capacity (OHC)	Male	2048	3.9902	1.661	.097
	Female	1910	3.9604		
Opportunity for Continued Growth (OCG)	Male	2048	3.4934	1.585	.113
	Female	1910	3.4687		
Social Integration (SI)	Male	2048	4.1658	1.099	.272
	Female	1910	4.1399		
Participative Decision Making (PDM)	Male	2048	3.6366	1.669	.095
	Female	1910	3.6027		
Rewards and Punishments (RP)	Male	2048	3.8702	1.701	.089
	Female	1910	3.8371		
Equity Justice and Grievances (EJG)	Male	2048	4.0023	1.925	.054
	Female	1910	3.9522		
Work and Total Life Space	Male	2048	4.0149	1.550	.121

(WTLS)	Female	1910	3.9687		
Image of Schools in Society (ISS)	Male	2048	4.1802	.951	.342
	Female	1910	4.1590		
Work Load and Job Stress (WLJS)	Male	2048	3.4990	2.262	.024
	Female	1910	3.4466		
Employees welfare and Benefits (EWB)	Male	2048	4.2888	1.290	.197
	Female	1910	4.2469		
OVER ALL (QWL)	Male	2048	3.822	1.907	.057
	Female	1910	3.791		

In case of the overall dimensions of quality of work life no significant difference is found in these twelve dimensions. These dimensions of quality of work life are ADFC, SHWC, OHC, OCG, SI, PDM, RP, EJG, WTLS, ISS, WLJS and EWB. Out of these dimensions i.e SHWC, OCG, PDM and WLJS score poor with a mean score ranges from 3.03 3.63. it reflects that males and females have the common perception towards the SHWC that the physical working environment and physical working conditions to both the genders not comfortable and show high degree of dissatisfaction with a mean score of 3.03 (males) and 3.04 (Females) .

Further it is also seen that the teachers/lecturers show dissatisfaction towards the pace of the growth in terms of promotions, career development and growth of the employees. With regard to PDM the male and female teachers/lecturers perceives the same perception with a mean score of 3.63 (Males) and 3.60 (Females). it reflects that management is least concern in involving the teachers/lecturers in decion making process as it is evident from the table. In case of work load and job stress teachers/lecturers perceived low job stress across gender.

While on rest of the dimensions of quality of work life no significant difference in perception is evident from the table, thus both male and female teachers/lecturers are of same opinion in regard with ADFC, OHC, RP, EJG, ISS and EWB. On all these dimensions mean score ranges between 3.69 to 4.29. This reflects that the male teachers/lecturers are least satisfied with the existing salaries and incentives and other benefits offered to them in comparison to female teachers/lecturers as perceived to be enough by them as they feel that it is not compatible with their education, training, experience and responsibility.

In case of OHC both the male and female teachers/lecturers have equal perception with a mean score of 3.99. It reflects that the male and female teachers/lecturers equally perceive least interference from the officials and finally teachers/lecturers see training and development as a useful tool in maintaining and handling job effectively. Same pattern is followed in RP, EJG, ISS and EWB.

Conclusion: - The teacher's perception in both the schools of these three district perceived that the overall quality of work life perceived by both the genders in the schools is find with a significant difference at z value 1.09 at significance level of .057. It reflects the both the female and male teachers is perceived the same quality of work life.

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