



ANALYTICAL STUDY ON QUALITY OF WORK LIFE OF SENIOR COLLEGE TEACHERS IN WESTERN MAHARASHTRA

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Abstract: *Many institutions of higher learning in India are swiftly integrating the advanced technology, mostly Information and Communication Technology (ICT) into their teaching learning process. This changing paradigm is putting heavy pressure on teaching professionals and leading imbalance in their family life. As a result, the work life is indispensable for teaching professionals to cope with the uncertain environment of teaching learning process. To address this issue, this paper reviews work-life balance, the origin, Meaning and factors affecting QWL. Finally it analyses QWL in the higher education in Satara District.*

Key words: *Quality of work life, QWL policies, QWLStrategies, Determinants of QWL, QWL Dimensions.*

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INTRODUCTION

The term Quality of Work Life (QWL) was first appeared in 1970's. Since then researchers have given various definitions and components to it. "Quality of work life" includes all aspect of employee's life, specially *his work and work environment*. Every Organization requires high QWL to attract, retain and improve human resource qualitatively.

The term "Quality of Work Life" has appeared in 1970's in the Research Journals and press in USA. Louis Davis coined the term quality of work life. In 1972, the first International QWL Conference was held in Toronto and in the same year, the International Council for Quality of Work Life was established.

MEANING OF QWL

Quality of Work Life refers to "*the favorableness or un-favorableness of a job environment for people*". QWL means the *sum total of values, both material and nonmaterial*, attained by a worker throughout his career life. QWL includes *aspects of work-related life* such as *wages and hours, work environment, benefits and services, career prospects and human relations*, which is possibly relevant to worker satisfaction and motivation.

Quality of Work Life (QWL) is "The quality of relationship between the employees and the total working environment". QWL is concerned with the entire work environment and the work impact and employee as well as on organization effectiveness. The word Quality is no more a specialized term but has become a necessary and must for the best survival.

One way equates QWL with a set of objective organizational conditions and practices (e.g., promotion from within policies, democratic supervision, employee involvement, safe working conditions). The other way equates QWL with employees' perceptions that they are safe and relatively well satisfied, they have reasonable work-life balance, and they are able to grow and develop as human beings. This way relates QWL to the degree to which the full range of human needs is met.

QWL encompasses every aspect of a person's work which includes *working condition, job security, pay and allowances, recognition, appreciation, development, interpersonal relation*, etc. and its effect on his life outside work. Therefore, it can be concluded that QWL is concerned with improving life not only at work but also life outside work.



WHY QUALITY OF WORK LIFE?

An institution is made of people who possess skills, ability, aptitudes that create competitive advantage for it. Various functions of an institute are planned, executed and controlled by human resource. So it is essential for the institution to do proper management of human resource in order to achieve its objectives efficiently and effectively. The management of human resource plays a key role in opening up new opportunities for promoting the growth of both individual and institutional. Through 'Quality of work life' the institute works in the same direction. Now-a-days, jobs are so demanding that, it imbalance the family and work life due to job pressure and conflicting interests. So it is essential for the institution to develop quality relation between its employees and working environment.

In order to attract and retain employees, an organization has to develop a high quality of work life. Organizations by adopting QWL programmes ensure to create excellent work condition and job for its employees. Hence, QWL seeks to create such a work environment where the employees work co-operatively and make positive contribution in achieving organizational objectives.

Education empowers human beings by developing their skills, abilities, rationale that provides competitive edge to them. It gives strength to the person. They get knowledge through education, evaluate the phenomenon and generate as well as share the ideas in the society. *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.

REVIEW OF LITERATURE

Osterman (1995), clears in his research that, QWL always helps employees to manage their work life balance satisfactory. Same research was conducted in addition to their attitude, behaviours like organizational attachment, and job satisfaction by Thomas & Gangster (1995); Crooker (1995); Koseek & Ozeki (1998); Lobel and Kossek (1996).

Dex & Scheibl (1999), depicted in their research about Availability of QWLBP reduces employee absenteeism and enhances organizational productivity. This study was undertaken to find out the impact of QWLBP on academic performance and to identify most critical factors related to work life to maintain balance between work and family.



Manfredi and Holliday (2004), made a university-wide study to get information relating to the staff experience of WLB policies and practices at Oxford Brookes University. The audit was carried on through a staff survey and a series of focus groups.

Noor, Stanton and Young (2009) were highlighted the ability to balance between workplace's needs and personal life's needs is perceived as an important issue among academics in higher educational institutions.

Noor (2011) examined the relationship between perceived WLB satisfaction of academics in Malaysian public higher education institutions and their intentions to leave the organisation.

STATEMENT OF RESEARCH PROBLEM

The title of this paper is "*Analytical Study on Quality of Work Life of Senior College Teachers in Western Maharashtra.*"

OBJECTIVES OF THE STUDY

Following are the objectives for the proposed study-

1. To study the Determinants of Quality of Work Life.
2. To assess the actual Quality of Work Life.
3. To suggest remedies for improvements of Quality of Work Life.

RESEARCH DESIGN

Western Maharashtra includes five districts, v.i.z. Solapur, Satara, Sangali, Kolhapur and Pune. This study consists of 460 sample respondents which were selected from 70 higher education institutes/colleges in Satara District only.

Stratified random sampling method was used for selection of samples.

Primary data were collected through interview method using a structured questionnaire. Secondary data were collected from various sources like books, journals, reports, and research papers of various researchers.

The data collected through the above various sources were tabulated and analyzed for logical status. In this study, simple percentage analysis, ranks, chi-square test etc. have been used for interpretation of the data.

HYPOTHESES

The researcher has developed the following hypotheses:

H₀:QWL has no direct bearing with *productivity*.



Ha:QWL has direct bearing with *productivity*.

Ho:there is no positive relationship between job satisfaction and QWL dimensions.*Ha*:There is a positive relationship between job satisfaction and QWL dimensions.

DATA ANALYSIS

- **Indian Higher Education statics**

Table No. 1 The Indian Higher Education Statics

Sr. No.	Universities/Institutes	Frequency
01.	Central Universities	44
02.	State Universities	306
03.	Deemed Universities	129
04.	Private Universities	154
05.	Institutions established and functioning under the State Act	5
06.	Institutes of National Importance	67
07.	Government Degree and Private Degree Colleges	35,539

(Source: UGC Bulletin)

Table No.1 highlights the current position of Indian Higher Education. There are 44 central universities, 306 state universities, 129 deemed universities, 154 private universities, 5 institutions established and functioning under the State Act, and 67 Institutes of National Importance. Apart from this there are nearly 35,539 affiliated colleges functioning under these universities.

- **Senior Colleges in Satara District:**

Table No. 2 Area wise Senior Colleges in Satara District

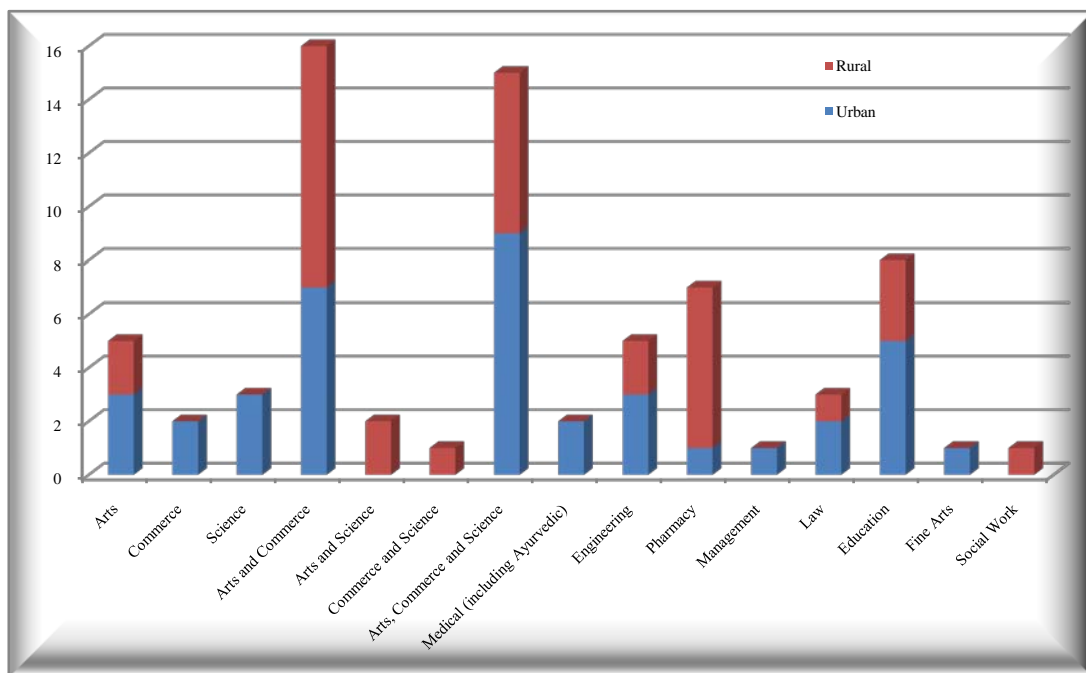
Sr. No.	Stream/s	Urban	Rural	Total
01.	Arts	3	2	5
02.	Commerce	2	--	2
03.	Science	3	--	3
04.	Arts and Commerce	7	9	16
05.	Arts and Science	--	2	2
06.	Commerce and Science	--	1	1
07.	Arts, Commerce and Science	9	6	15
08.	Medical (including Ayurvedic)	2	--	2
09.	Engineering	3	2	5
10.	Pharmacy	1	6	7
11.	Management	1	--	1
12.	Law	2	1	3
13.	Education	5	3	8
14.	Fine Arts	1	--	1
15.	Social Work	--	1	1
*	Total	39	33	72

(Source: Primary Data)



Satara District is educationally developing district of the Western Maharashtra. Satara, Sangali and Kolhapur Districts are treated as a *Sugar Belt* of Maharashtra due to the irrigation and sugar industries. In case of higher education, there are 72 various colleges imparting higher education of various faculties i.e. Arts, Commerce, Science, Medical, Engineering, Pharmacy, Management, Law, Education, Fine Art and Social Work etc. Out of these, 71 Senior Colleges were selected for this study. Table No. 2 clears the same.

Graph showing Area-wise Senior Colleges in Satara District



Graph No.1

According to Table No. 2 and Graph No.1, there are 16 colleges in which Arts and Commerce Education is imparted. It followed by Arts, Commerce and Science education is imparted by 15 colleges, 8 colleges of Education, 7 Pharmacy Colleges and remaining others colleges are imparting the education in various streams.

- **Sample Respondents from Senior College Teachers**

Following Table No.3 and Graph No.2 indicates the selected numbers of the sample respondents. Total 460 sample respondents were selected for this study.

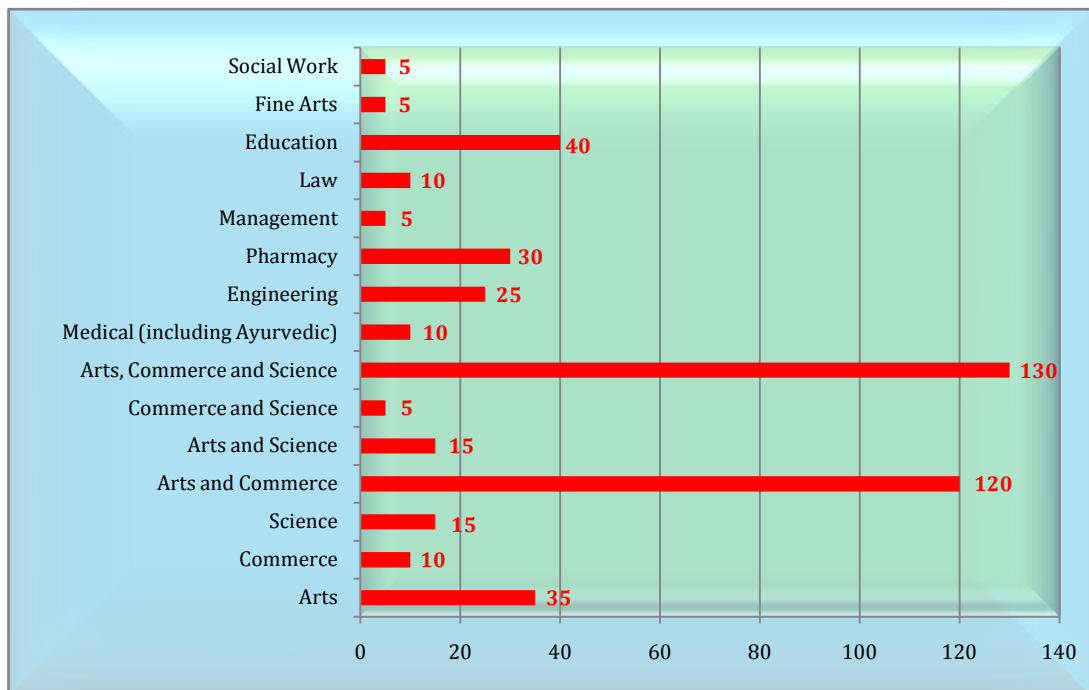


Table No. 3 Sample Respondents from Senior College Teachers

Sr. No.	Stream/s	No. of Colleges	Samples per College	Number of Samples
01.	Arts	07	05	35
02.	Commerce	02	05	10
03.	Science	03	05	15
04.	Arts and Commerce	17	07	120
05.	Arts and Science	02	07	15
06.	Commerce and Science	01	05	05
07.	Arts, Commerce and Science	13	10	130
08.	Medical (including Ayurvedic)	02	05	10
09.	Engineering	05	05	25
10.	Pharmacy	06	05	30
11.	Management	01	05	05
12.	Law	02	05	10
13.	Education	08	05	40
14.	Fine Arts	01	05	05
15.	Social Work	01	05	05
*	Total	71	-	460

(Source: Primary Data)

Graph showing Samples Respondents from Senior College Teachers



Graph No.2



• **Profile of the Respondents**

Table No.4 The Profile of the Respondents (N= 460)

Sr. No.	Features	Option	Frequency		Percentage		Total	Percentage
			Male	Female	Male	Female		
01.	Age	Up to 25 Years	27	11	6.92	15.71	38	8.26
		25-35 Years	45	20	11.54	28.57	65	14.13
		36-45 Years	169	31	43.33	44.29	200	43.48
		>45 Years	149	8	38.21	11.43	157	34.13
		Total	390	70	100.00	100.00	460	100.00
02.	Qualification	Post Graduate	47	7	12.05	10.00	54	11.74
		PG and above	234	42	60.00	60.00	276	60.00
		Professional	109	21	27.95	30.00	130	28.26
		Total	390	70	100.00	100.00	460	100.00

(Source: Primary Data)

Above Table No.4 indicates that, 390 male respondents and 70 female respondents were selected for this study, out of them, a majority (200) 43.48% of the respondents were in between 36 to 45 years old. They followed by 157 (34.13%) who were between 46 years and above. Only 38 respondents were up to 25 years old.

Post Graduate and above education has been completed by 276 (60.00%) respondents.136 Respondents were completed their professional education and remaining teachers are only Post Graduates.

• **Results of Previous Research Work**

There are different factors of work environment which are studied by the various research scholars. Those include work load, communication, support, Job satisfaction, career advancement, job performance, health and safety, working conditions, and other dynamic changes etc. Following Chart No.1 indicates the same in detailed.

Chart No. 1 The Results of Previous Research Work

Sr. No.	Study	Factors Identified Work Environment	Employee
01.	Kershaw	Work load, communication, support	Recognition
02.	Lam	Job satisfaction	Social relevance of work
03.	George Mason University's QWL Task force	Work Load	Promotion and recognition
04.	Mentz	Job satisfaction	Perception
05.	Rauduanche Rose et.al	Career achievement	Career Satisfaction
06.	Rishu Roy	Job Performance	Motivation and Rewards
07.	Nasal Saraji G, Dargahi .H	Health and Safety	Employee Satisfaction



	et.a		
08.	Julia Connell, ZeenobiyahHannif,	Working conditions	Employee focus
09.	GunaSeelanRethinam, Maimunah Ismail	Dynamic changes	Work Life
10.	RochitaGanguly	Job satisfaction	Perception
11.	Shariq, Vandana and Anant	Job satisfaction	Organizational prestige and Financial factors

(Source : Jain Bindu and Swami Yashika, Quality of Work Life with Special Reference to Academic Sector, Research Journal of Management Sciences, Vol. 3(1), 14-17, January (2014)

• **QWL and Academic Sector in India**

UGC is a statutory body of Indian government which serves as a link between union, state and the institution of higher learning. It takes actions for promotion and co-ordination of university education and for the maintenance of standards in teaching, examination and research.

Table No.5 Various options of Institutional Support

Sr. No.	Options	Strongly agree		Agree		Neither agrees nor disagree		Disagree		Strongly disagree		Total	
		M	F	M	F	M	F	M	F	M	F	M	F
01.	A	157 (40.27)	48 (68.57)	108 (27.69)	13 (18.57)	35 (08.97)	00 (00)	37 (09.48)	09 (12.86)	53 (13.59)	00 (00)	390 (100)	70 (100)
02.	B	168 (43.08)	36 (51.43)	118 (30.26)	23 (32.86)	07 (01.79)	00 (00)	41 (10.51)	08 (11.43)	56 (14.36)	03 (04.28)	390 (100)	70 (100)
03.	C	133 (34.11)	31 (44.29)	107 (27.44)	13 (18.57)	13 (03.33)	04 (05.71)	49 (12.56)	13 (18.57)	88 (22.56)	09 (12.86)	390 (100)	70 (100)
04.	D	111 (28.46)	42 (60.00)	109 (27.95)	01 (01.43)	03 (0.77)	07 (10.00)	36 (9.23)	14 (20.00)	131 (33.59)	06 (08.57)	390 (100)	70 (100)
05.	E	202 (51.79)	22 (31.43)	105 (26.93)	23 (32.86)	00 (00)	05 (07.14)	63 (16.15)	11 (15.71)	20 (05.13)	09 (12.86)	390 (100)	70 (100)
06.	F	237 (60.77)	51 (72.86)	104 (26.67)	07 (10.00)	21 (05.38)	00 (00)	17 (04.36)	11 (15.71)	11 (02.82)	01 (01.43)	390 (100)	70 (100)

(Source : Primary Data)(M: Male F: Female) (Figures in Bracket indicate Percentage)

(Options: A. Having full liberty to take own decisions regarding Assigned Duty

B. Terms and conditions of the service are suitable

C. Colleagues are very understanding

D. College authority is very understanding

E. College authority makes an active effort to help the teachers when there is any conflict between work and other commitments

F. College authority expects too much from College Teachers)



Table No. 5 shows that, 326 (70.87%) College Teachers felt that, they have full liberty to take own decisions regarding their assigned duty, whereas only 99 (21.52%) respondents felt that, they haven't any such liberty. 345 Respondents (75.00%) were feeling that the terms and conditions of the service were suitable. As per opinion of 284 (61.74%) respondents, their colleagues were having mutual-understanding. But, 159 (34.56%) respondents were not agreed for the above said statement. 263 (57.17%) respondents were satisfied about their college authority. Majority of the respondents (352) (76.52%) were also satisfied about active positive efforts of college authority in complicated situation. 399 (86.74%) College Teachers said that, college authority was expecting too much from the college teachers.

Table No.6 Different options of Job Satisfaction

Sr. No.	Options	Strongly agree		Agree		Neither agrees nor disagree		Disagree		Strongly disagree		Total	
		M	F	M	F	M	F	M	F	M	F	M	F
01.	A	99 (25.38)	24 (34.29)	67 (17.18)	23 (32.86)	00 (00)	00 (00)	78 (20.00)	10 (14.28)	146 (37.44)	13 (18.57)	390 (100)	70 (100)
02.	B	67 (17.18)	13 (18.57)	43 (11.03)	09 (12.86)	21 (05.38)	00 (00)	42 (10.77)	42 (60.00)	217 (55.64)	06 (08.57)	390 (100)	70 (100)
03.	C	179 (45.90)	29 (41.44)	101 (25.90)	13 (18.57)	13 (03.33)	06 (08.57)	53 (13.59)	18 (25.71)	44 (11.28)	04 (05.71)	390 (100)	70 (100)
04.	D	187 (47.95)	31 (44.29)	101 (25.90)	11 (15.71)	00 (00)	12 (17.14)	99 (25.38)	13 (18.57)	03 (00.77)	03 (04.29)	390 (100)	70 (100)
05.	E	201 (51.54)	34 (48.57)	109 (27.95)	12 (17.14)	00 (00)	09 (12.86)	53 (13.59)	14 (20.00)	27 (06.92)	01 (01.43)	390 (100)	70 (100)
06.	F	198 (50.77)	29 (41.44)	100 (25.64)	13 (18.57)	03 (00.77)	04 (05.71)	69 (17.69)	13 (18.57)	20 (05.13)	11 (15.71)	390 (100)	70 (100)

(Source : Primary Data)(M: Male F: Female) (Figures in Bracket indicate Percentage)

- (Options: A. College authority provides equal access to promotion/ increment/ Faculty Development opportunities
 B. Infrastructure (library, research lab, computer lab, internet facility) for teaching, study and research work is adequate.
 C. There is freedom to perform the work.
 D. College authority is supportive to teacher conducting or participating in seminar, workshop, orientation programme, refresher course etc.
 E. Remuneration and criteria for promotion is adequate.
 F. Overall working conditions are suitable.)



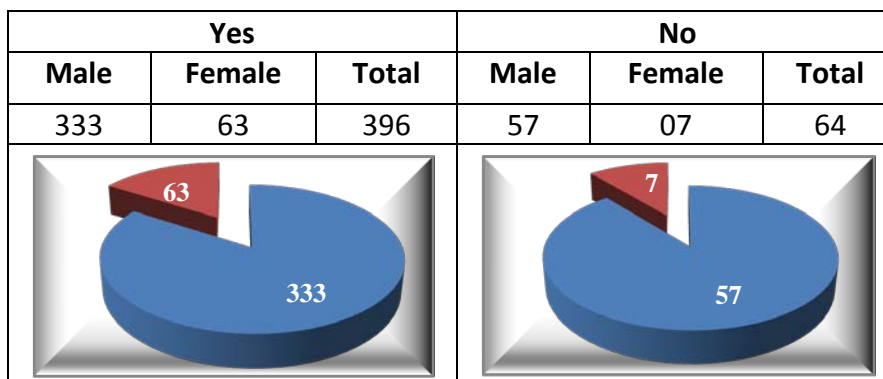
213 (46.30%) Respondents (Male-166 and Female-47) were cleared that, their college authority was providing equal access to promotion/increment/faculty development opportunities, but remaining respondents registered their negative opinion about the same. 307 (66.74%) Respondent College Teachers were not satisfied about the adequacy of college infrastructure for further study, and research work. 332 Respondents felt that there was freedom to perform their work. As per opinion of 330 (71.74%) respondents (Male-288 and Female-42), college authority was supportive to teachers conducting or participating in seminar, workshop, conference, orientation and refresher courses etc. Only 130 respondents were unsatisfied about the above said programmes and courses. As per opinion of 340 respondents college teachers (Male-298 and Female-42) (73.91%), overall working conditions were suitable. It can be more cleared from the above Table No.6.

Ho: QWL has no direct bearing with *productivity*.

Ha: QWL has direct bearing with *productivity*.

- **Whether QWL has direct bearing with productivity?**

Table No.7 Opinion about bearing QWL with Productivity



(Source : Primary Data) **Graph No.3**

From the above Table No.7 and Graph No.3, it is clear that, 396 (86.09%) Respondents said that, QWL has direct bearing with productivity, whereas remaining 64 (13.91%) were not agreed with the above statement. QWL has direct bearing with *productivity*, as improved QWL will ultimately lead to higher productivity and job satisfaction. So, this hypothesis is accepted.

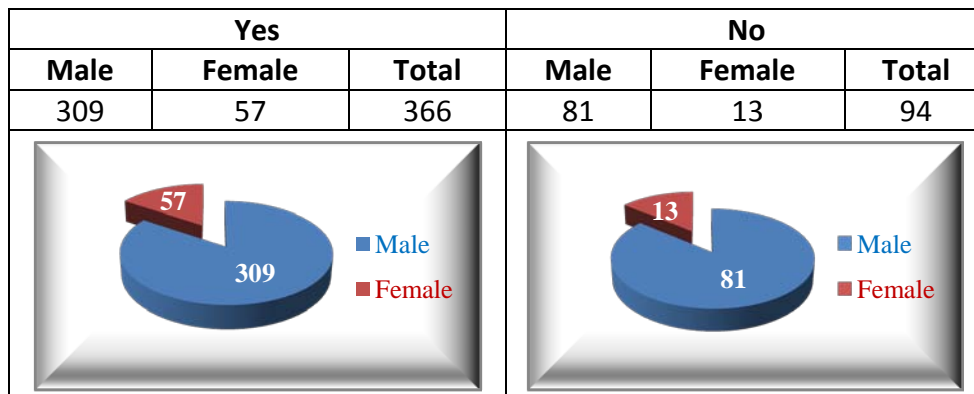
Ho: There is no positive relationship between job satisfaction and QWL dimensions.

Ha: There is a positive relationship between job satisfaction and QWL dimensions.

- **Whether there is a positive relationship between job satisfaction and QWL dimensions?**



Table No.8 Whether there is a Positive Relationship between Job Satisfaction and QWL Dimensions.



(Source : Primary Data) **Graph No.4**

A study on the *College Teachers* revealed that, *there is a positive relationship between job satisfaction and QWL dimensions.* 366 (309 Male and 57 Female) respondents said that, there is a Positive Relationship between Job Satisfaction and QWL Dimensions. Respondents indicated their positive job satisfaction. Due to this reason, they would like to continue their job. Remaining 94 (81 Male and 13 Female) respondents were not agree with this statement. Majority of the respondents were in favour of positive relationship between job satisfaction and QWL. So, *Ho*. Hypothesis is rejected.

QWL of college teachers, particularly in the *Private Technical and Professional Institute*, is not in a *better condition*. There is a huge difference between salary and job security of the same qualified teachers of private aided and unaided institutes. These issues are badly affecting on the job satisfaction and relationship with the others.

- Participation in Management**

Table No.9 The Environment of Participative Management

Sr. No.	Determinants of Participative Management	Yes		No	
		Male	Female	Male	Female
01.	Whether you are having a decision making authority or not?	07	00	383	70
02.	Are there any chances of growth and development in future?	101	33	289	37
03.	Whether or not your performance is recognized and appreciated by the management?	41	11	349	59
04.	Are there any promotional avenues in the same institute?	16	09	374	61

(Source:Primary Data)



There are different determinants of QWL, i.e. *decision-making authority, growth and development, recognition and appreciation, and promotional avenues* of participative management. Respondents would like to involve such type of management. It can be more cleared from the Table No. 9.

- **QWL: Major issues in Academic sector**

QWL of teachers at academic sector is below satisfaction and required attention and implementation of effective measures to improvement it.

The *major issues* regarding QWL in academic sector are:

- Avenues for growth and development not satisfactory.*
- Promotional aspects are not satisfactory.*
- Teacher's participation in decision making is below satisfaction.*
- Job security is there but Job satisfaction is missing.*
- Job involvement is lacking.*

- **Solution for the Issues**

- The level and number of designation regarding faculty should be increased and it should be same at college and university level.*
- There must be transparency and decisive role of teachers in decision making bodies of institution since teachers are not only the part parcel the institution, but also the important instrument in the implementation of different policies, rules and regulations.*
- Autonomy of the institution should be maintained with respect to its various dimensions such as recruitment, selection, framing of general policies, rules regulation etc.*
- Regular orientation/refresher courses, workshops, seminar, symposium etc. should be organized for teachers up gradation on current trends, methods, strategies, pedagogy of education.*
- "Personality assessment test" for selection of new faculty should be rigorously conducted.*
- The administration should organize health related programmes for teachers in order to provide them better QWL.*



CONCLUSION

Number of Researches stated that QWL in Indian academic sector is of low level. A systematic planned change in the organizational environment is required to improve QWL in higher education sector. Training, redesign of work, workshops for knowledge enhancement and personal growth, valuable participation in decision making, modification in promotion scheme etc. are some of the ways through which improvement in QWL is possible. Improved QWL is beneficial for both the employee and institute.

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