

Quality of Work Life of Punjabi University Teachers: Age Wise and Teaching Subject Wise Analysis

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Key Words :

- 1.QWL
- 2.Quality of Work Life
- 3.Teachers
- 4.Perception

Abstract

The present study is an attempt to analyze the perception of Punjabi University teachers with regard to Quality of Work Life. The data has been collected with the help of a questionnaire from 110 permanently employed teachers of Punjabi University Patiala campus only. The study deals with fifteen dimensions of QWL (each having sub factors). The respondents have been categorized on the basis of age and teaching subject wise for the purpose of analysis. The Cronbach's Coefficient Alpha has been applied to check the reliability of the variables. Statistical tools namely Mean, Standard Deviation and ANOVA have been used to analyze the data. The results of the study shows that there exists no significant difference in the perception of the teachers of Punjabi University with regard to dimensions of QWL in relation to age and teaching subject wise categories. Further the study also highlighted the area of dissatisfaction among the respondents.

INTRODUCTION

The success of an organization depends upon the effective use of its available resources including human resources. Among other resources, human resource is considered to be most important and more difficult to manage. This necessitates the proper management of the human resources. Good HRM practices enable employees to contribute effectively in the organizational life and help in improving their level of satisfaction on the job.

QWL is one of the most important dimensions of HRM. It enables its members at all levels to actively participate in shaping the organizational environment. It is aimed at meeting the twin objectives of enhanced effectiveness of the organization and improved quality of life at work for their employees. This in turn helps in reducing absenteeism, labour turn over and many other crucial problems regarding employees.

Though QWL concept is relevant in every organization yet it becomes more relevant in service organizations like banking and insurance, transport, medical, defence and educational services due to the crucial role played by the employees of these organizations in production and marketing of these services. Since educational services involve high level of skill and interaction among the service users and service providers, it is important to access the

level of QWL in such service organizations. Hence an attempt has been made through this research paper to study the QWL of Punjabi University Teachers.

LITERATURE REVIEW

Review of literature deals with the review of previous studies relating to the quality of work life. Some of the reviews are as follows:

Walton (1974)¹ in his article 'improving the quality of work life' divided factors of quality of work life into eight categories namely adequate and fair compensation, safe and healthy environment, development of human capacities, growth and security, social integration, constitutionalism, total life space and social relevance. The researcher viewed that all the eight factors were important to improve the quality of work life.

Monga and Maggu (1981)² studied the influence of Quality of Work Life on individual and organizational health of Public Sector in India. They collected primary data from 90 employees of eight public sector organizations located in Northern India. The findings of the study revealed that quality of work life in the Indian Public Sector was poor and there was a significant gap between what the managers expected and what they had. Further the researchers viewed that too much bureaucratization, role-orientation and adherence to traditional management styles were responsible for poor individual performance and low level of quality of work life in Public Sector.

Gani and Ahmad (1995)³ examined various components and correlation of quality of work life in the Kashmir unit of HMT. The data was collected from 150 workers and 50

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managerial personnel through a questionnaire. The study revealed that the financial factors were more significant than any other factor. The study further highlighted that there was a need of job satisfaction, acquiring employees' cooperation and confidence and improved working conditions for achieving high level of quality of work life.

Reena, K. K. (2009)⁴ studied the QWL and occupational stress among the library professionals in Kerala. The results revealed that the QWL of library employees was not high, however the employees did not face any job stress. The study also revealed that variables of QWL and occupational stress of library staff were significantly correlated. Further it was highlighted that the QWL could be improved by enhancing the participation of employees in decision making and by increasing fringe benefits.

Asgari et al. (2012)⁵ studied the relationship between QWL and performance of Tonekabon guidance school teachers. A sample of 178 teachers was selected with the help of random sampling. The primary data was collected with the help of a structured questionnaire. The results of the study revealed a positive relationship between quality of work life and performance of the teachers.

In view of above reviews, the present research paper is an attempt to study the Quality of Work Life of teachers working at Punjabi University, Patiala. Punjabi University came into existence in 1962 and is one of the leading educational institutions in the Northern India having different teaching and research departments which cover Humanities, Arts, Professional Courses and Sciences. University also provides distance education and for that separate department of distance education has been established in the University campus.

OBJECTIVES OF THE STUDY

Following are the objectives of the present study

1. To measure the overall QWL of Punjabi University Teachers.
2. To examine the QWL of Punjabi University teachers in relation to age.
3. To examine the QWL of Punjabi University teachers in relation to teaching subjects.
4. To find out various factors having negative impact on overall QWL of Punjabi University Teachers.

RESEARCH METHODOLOGY

Present study cover 110 permanently employed teachers of Punjabi University Patiala campus selected with the help of stratified random sampling technique. For this purpose, the teachers were divided into age wise and teaching subject wise groups and the sample was selected from each group on random basis. The required information has been collected from teachers with the help of a questionnaire. The respondents were asked to respond on five points satisfaction scale. Following are the details of that scale

The study is based on fifteen dimensions of quality of work life namely salary, other economic benefits, fringe benefits, sitting arrangements, teaching and research arrangements, general facilities, job related policies, management practices, administrative efficiency, work related aspects, work environment, interpersonal relations, participation in decision making, contribution of university to society and personal growth. However, each dimension has been further divided into sub-factors such as education, experience, payment of arrears of UGC scale, house rent allowance, remuneration for examination and revaluation duty, concession for education of wards, recreation facility, sufficient room space, cooling and heating system, telephone facility, Wi-Fi facility, lift facility, parking facility, working days, recruitment, time taken for design making etc. In total one hundred eighteen sub factors are there under fifteen dimensions and there mean have been calculated.

Responses so obtained from the respondents have been analyzed in relation to age and teaching subject. Age wise the respondents have been categorized as A1 (Below 35 years), A2 (36-45 years), A3 (Above 45 years) and teaching subject wise the respondents have been categorized as T1 (Teachers in Social Sciences), T2 (Teachers in Sciences) and T3 (Teachers in Professional Courses). Table I shows the profile of the respondents.

To find out the differences in the perception of the teachers in relation to age and teaching subject, mean scores have been calculated. To check whether the differences between the mean scores of age and teaching subject are significant or not, ANOVA test has been applied. The values have been tested at 0.05 level of significance.

RELIABILITY CHECK

Alternatives	Highly satisfied	Satisfied	Neither Satisfied Nor Dissatisfied	Dissatisfied	Highly Dissatisfied
Weights	5	4	3	2	1

In order to check the reliability of variables Cronbach's Coefficient Alpha has been applied on the first 25 questionnaires filled. Table II shows the results of Reliability test.

Alpha values of 0.60 and 0.70 or above are the criterion for demonstrating internal consistency of newly established scales. Since the alpha values calculated above are far higher than the minimum requirement, the internal reliability of the instrument stands confirmed.

ANALYSIS OF QUALITY OF WORK LIFE AS PERCEIVED BY THE TEACHERS WITH REGARD TO FACTORS OF QWL IN RELATION TO AGE

In order to study the differences in the quality of work life as perceived by the teachers with regard to factors of QWL in

relation to age following hypothesis has been tested.

Ho1: There exists no significant difference in the perception of Punjabi University Teachers with regard to factors of quality of work life in relation to age categories (A1, A2 and A3).

Table III shows the value of mean, standard deviation and ANOVA. The observation of mean scores indicates that respondents of the age categories (A1, A2, A3) have been satisfied with thirteen dimension namely salary, fringe benefits, sitting arrangements, job related policies, management practices, administrative efficiency, work related aspects, work environment, interpersonal relations, participation in decision making, contribution of university to society and personal growth. However category wise

Table 1 : Profile of the Respondents

VARIABLES	CATEGORIES	N
AGE	A1	35
	A2	37
	A3	38
TEACHING SUBJECT	T1	39
	T2	32
	T3	39
Total Number of Respondents		110

Table 2: Cronbach's Coefficient Alpha

	Variables	No. of items	Cronbach's Alpha
1	Salary	8	.838
2	Other Economic Benefits	8	.878
3	Fringe Benefits	5	.846
4	Sitting Arrangements	8	.878
5	Teaching and Research Arrangements	15	.904
6	General Facility	11	.856
7	Job Related Policies	7	.819
8	Management Practices	8	.891
9	Administrative Efficiency	7	.897
10	Work Related Aspects	9	.892
11	Work Environment	11	.871
12	Interpersonal Relationship	7	.875
13	Participation in Decision Making	3	.845
14	Contribution of University to society	5	.890
15	Personal Growth	6	.944

Table 3 : Value of Mean, Standard Deviation and ANOVA results for factors of QWL as Perceived by the respondents with respect to Age

Dimension	No. of sub factors	Categories	N	Mean	S. D.	F	Sig
Salary	8	A1	35	30.43	5.516	1.430	.244
		A2	37	29.70	4.229		
		A3	38	31.53	4.317		
Other Economic Benefits	8	A1	35	25.69	6.053	.199	.820
		A2	37	25.46	6.234		
		A3	38	26.34	6.569		
Fringe Benefits	5	A1	35	16.20	3.579	.131	.877
		A2	37	16.62	3.419		
		A3	38	16.24	4.588		
Sitting Arrangements	8	A1	35	24.34	6.320	.978	.379
		A2	37	24.62	6.143		
		A3	38	26.29	6.943		
Teaching & Research Arrangements	15	A1	35	43.60	11.745	.432	.650
		A2	37	46.08	10.112		
		A3	38	44.95	12.040		
General Facilities	11	A1	35	32.14	7.826	.325	.724
		A2	37	32.29	7.699		
		A3	38	33.45	7.366		
Job Related Policies	7	A1	35	27.37	3.774	.007	.993
		A2	37	27.46	2.883		
		A3	38	27.37	4.450		
Management Practices	8	A1	35	25.57	4.913	.099	.906
		A2	37	25.84	5.273		
		A3	38	25.24	7.077		
Administrative Efficiency	7	A1	35	21.63	4.570	.422	.657
		A2	37	21.84	5.336		
		A3	38	22.74	6.421		
Work Related Aspects	9	A1	35	30.37	6.039	.986	.377
		A2	37	31.24	5.555		
		A3	38	32.39	6.859		
Work Environment	11	A1	35	37.40	6.634	.395	.675
		A2	37	38.76	6.435		
		A3	38	37.66	7.627		
Interpersonal Relations	7	A1	35	23.91	4.585	.794	.455
		A2	37	22.84	4.324		
		A3	38	24.26	6.106		
Participation in Decision Making	3	A1	35	10.46	2.227	.425	.655
		A2	37	10.92	2.165		
		A3	38	10.89	2.709		
Contribution of University to Society	5	A1	35	17.60	3.301	.411	.664
		A2	37	17.68	4.069		
		A3	38	18.34	4.187		
Personal Growth	6	A1	35	21.63	4.215	.371	.691
		A2	37	21.27	4.507		
		A3	38	22.21	5.453		

analysis shows that general facilities have low mean score i.e. less than 33 which indicates dissatisfaction of the respondents of category A2 and category A3, whereas, the mean score of category A1 indicates that the respondents have been either satisfied or indifferent. In case of Teaching & Research Arrangements category A1 and category A3 has low mean score (i.e. less than 45) which revealed their dissatisfaction in this regard. Further, despite the differences in mean scores of factors of QWL as perceived by the teachers of different age categories, f-value shows no significant differences in tested dimension of QWL at 0.05 level of significance. Hence the null hypothesis H01 is accepted.

ANALYSIS OF QUALITY OF WORK LIFE AS PERCEIVED BY THE TEACHERS WITH REGARD TO FACTORS OF QWL IN RELATION TO TEACHING SUBJECT

In order to study the differences in the quality of work life as perceived by the teachers with regard to factors of QWL in relation to teaching subject following hypothesis has been tested.

Ho2: There exists no significant difference in the perception of Punjabi University Teachers with regard to factors of quality of work life in relation to teaching subject categories (T1, T2, and T3).

Table IV reveals that irrespective of the teaching subject categories the respondents are satisfied with thirteen dimensions of QWL out of fifteen dimensions. However categorize wise analysis showed that respondents have been dissatisfied with some of the dimensions. The mean score of category T1 shows that respondents belonging to these categories are dissatisfied with teaching and research arrangements as their mean score is less than 45. Whereas the respondents from category T2 has been dissatisfied with regard to sitting arrangements. Further category T3 is dissatisfied with both teaching and research arrangements and general facilities, however category T3 has been either satisfied or indifferent with regard to administrative efficiency. Despite the differences in mean scores of factors of QWL as perceived by the teachers of different teaching subject categories, f-value shows that no significant differences in all the dimensions of QWL exist at 0.05 level of significance. Hence the null hypothesis H02 is accepted.

ANALYSIS OF SUB-FACTORS AND OVERALL SATISFACTION

This study has been dealing with fifteen dimensions of quality of work life which also has one hundred eighteen sub-factors. The analysis of dimensions of QWL showed

that there exist no significant difference in the perception of the respondents of age and teaching subject wise categories and the respondents are satisfied with almost every dimension except few. But as far as sub-factors are concerned, irrespective of the categories of age and teaching subject, the respondents show their dissatisfaction with many factors. The respondents mainly shows their dissatisfaction with non-payment of arrears of UGC scale, remuneration for evaluation duty, remuneration for examination duty, heating and cooling system, availability of stationary, clean toilets, lift facility, recreation facilities for teachers, parking facility, telephone facility, fax facility, proper sitting arrangement and grievance handling. The sub-factors which indicate dissatisfaction of the respondents have put negative effect on the QWL and level of satisfaction of the teachers of Punjabi University, Patiala.

Despite the dissatisfaction of the respondents with regard to certain dimension and their sub factors the teachers seems moderately satisfied with the QWL provided by the university to them. On calculating the mean score of each dimension the overall satisfaction of the respondents stands at 3.37 at five point satisfaction scale which clearly indicates that the level of satisfaction of University teachers are not so high.

CONCLUSION

QWL is very important these days when organizations put extra effort on their HRM policies. It will become essential for every organization to know about the present status of perception of employees regarding QWL. The present study is an attempt to analyze the QWL of teachers of Punjabi University, Patiala campus only. The respondents are satisfied with most of the dimensions of QWL. However in case of teaching and research arrangements and general facilities, the respondents have shown their dissatisfaction. The main reasons for dissatisfaction of respondents from those dimensions are low mean scores of the sub-factors like nonpayment of arrears of UGC scale, remuneration for examination and evaluation duty etc. Hence there is a need to improve these areas in order to improve the Quality of Work Life of the teachers. Further, the results reveal no significant differences in the responses of respondents both age and teaching subject wise and two null hypotheses tested have been accepted. This shows that the perception of all the respondents is almost similar with regard to the dimension of QWL. The data was collected from one particular area i.e. Punjabi University and the respondents have been experienced QWL in the same environment hence they perceived the QWL in same manner.

Table IV - Value of Mean, Standard Deviation and ANOVA for factors of QWL as Perceived by the respondents with respect to Teaching Subject

Dimension	No. of sub factors	Categories	N	Mean	S. D.	F	Sig
Salary	8	T1	39	30.97	5.188	.601	.550
		T2	32	30.87	3.900		
		T3	39	29.90	4.893		
Other Economic Benefits	8	T1	39	26.69	7.019	1.049	.354
		T2	32	24.56	4.912		
		T3	39	26.03	6.397		
Fringe Benefits	5	T1	39	16.36	3.917	.003	.997
		T2	32	16.31	3.560		
		T3	39	16.38	4.178		
Sitting Arrangements	8	T1	39	25.97	6.483	.936	.395
		T2	32	23.88	5.791		
		T3	39	25.26	7.010		
Teaching & Research Arrangements	15	T1	39	44.41	13.034	.672	.153
		T2	32	46.81	9.355		
		T3	39	43.82	10.889		
General Facilities	11	T1	39	33.56	6.946	.999	.372
		T2	32	33.19	7.618		
		T3	39	31.28	8.134		
Job Related Policies	7	T1	39	27.87	4.200	.975	.381
		T2	32	26.66	3.677		
		T3	39	27.54	3.243		
Management Practices	8	T1	39	25.38	6.869	.192	.826
		T2	32	25.19	5.619		
		T3	39	26.00	4.856		
Administrative Efficiency	7	T1	39	23.10	6.278	1.335	.267
		T2	32	22.06	5.136		
		T3	39	21.08	4.842		
Work Related Aspects	9	T1	39	32.00	6.181	3.70	.692
		T2	32	31.28	6.387		
		T3	39	30.79	6.118		
Work Environment	11	T1	39	38.15	8.126	.046	.956
		T2	32	37.66	5.960		
		T3	39	37.97	6.413		
Interpersonal Relations	7	T1	93	23.69	5.172	.142	.959
		T2	32	23.47	5.346		
		T3	39	23.82	4.877		
Participation in Decision Making	3	1	39	11.18	2.388	1.267	.286
		T2	32	10.28	2.785		
		T3	39	10.74	1.996		
Contribution of University to Society	5	T1	39	18.33	4.502	.651	.524
		T2	32	17.28	3.549		
		T3	39	17.90	4.003		
Personal Growth	6	T1	39	22.51	5.114	.936	.395
		T2	32	21.50	4.715		
		T3	39	21.08	4.367		

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