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Quality of Work Life of Teachers Working in Higher Educational Institutions: A Strategic Approach towards Teacher's Excellence

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Abstract: A 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. Several research studies in the world have measured the quality of work life (QWL) of employees in industries, Universities, schools, government and non- government organizations. This study provides an overview about quality of work life of institutional teachers under various dimensions. New Challenges can be faced with teachers' satisfaction, commitment and involvement in achieving personal as well as institutional effectiveness. This study helps to know the QWL (quality of work life) of teachers working in higher educational institutions and also role of QWL (quality of Work life) on Job satisfaction, Job commitment, personal as well as Institutional effectiveness and job performance. The quality of work life facilitates the employees' job satisfaction, performance and personal and as well as institutional effectiveness. A better quality of work life improves the well-being of the teachers as well as the institution's growth. Attrition, employees commitment, productivity etc. depend upon the dimensions of quality of work life i.e. reward and recognition, participative management, work life balance, proper grievances handling, welfare facilities, work environment, etc. An educational institution provides a better QWL then it develops the healthy working environment as well as satisfied employee. High quality of work life can give a result in better organizational performance, effectiveness, innovativeness, etc. Consequently, to contribute better life for all those peoples whom organizational members serve and with whom they deal and interact.

Keywords: Job satisfaction, institutional effectiveness, participative management, Reward and recognition, work life balance.

I. INTRODUCTION

Higher 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 higher educational teachers to understand and transform the energy and knowledge of students in an effective and efficient manner. An abundance of research studies suggested that the quality of work life (QWL) is one of the most significant and efficient tools of human resource management. Quality of work life programs encourage employees, make balance between professional, personal & social life and ultimately enhances employee job satisfaction and commitment which ultimately leads to overall development of educational institutions.

Education is the backbone of any country and educational industry works as a supplier for other industries. In comparison to primary and secondary education, higher education plays a major role in the growth of a nation's economy just like primary education is known to be the foundation stone of the entire education structure of India, higher education is the career building

and advancement stone of any country. Higher education is the first and foremost which faces the requirement & challenges of the industry and society. The effectiveness and efficiency of education industry is directly dependent on employees especially on teachers and its quality of work life. 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. More than four decades have passed since the phrase “Quality of Work Life” was first introduced, but in India it is still a new concept to emerge. Quality of Work Life is the umbrella which covers all the aspects of work life of employees. So QWL is a way through which an institution gets aware of its responsibility to develop jobs and working conditions which are excellent for people and beneficial for the economic health of the educational institution. India’s developing economy is rising with Liberalization, Privatization, Automation and Globalization. These factors affect the life of educational institution teachers also. It becomes more challenging for teachers to cope up with advancements so that they are able to prepare the new generations to stand matched to the current changing market demand. Due to this challenge, it is necessary to provide a better and flexible working environment for employees so that they can give their best to the institutions. 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.

Definitions of QWL

According to Keith (1989), Quality of Work Life refers to “the favourableness or unfavourableness of a job environment for people”.

QWL means “The degree to which members of a work organization is able to satisfy important personal needs through their experience in the organization” (Chib, 2012).

QWL is defined as the favorable condition and environment of employees benefit, employees’ welfare and management attitudes towards operational workers as well as employees in general (Islam & Siengthai 2009).

American Society of Training and Development (1979) presented Quality of Work Life as a process of work organizations, which enables its members at all levels to participate actively and efficiently in shaping the organizations environment, methods and outcomes. It is a value based process, which is aimed towards meeting the twin goals of enhanced effectiveness of organizations, and improved quality of life at work for employees.

Quality of work life is the quality of relationship between employees and the total working environment, with human dimensions, technical and economic consideration (Chelte,1983).

Walton (1974) has identified eight dimensions, which make up the quality of working life framework. They are as follows:

1. Adequate Income and Fair Compensation
2. Safe and Healthy Working Conditions
3. Immediate Opportunity to Use and Develop Human Capacities.
4. Opportunity for Continued Growth and Security
5. Social Integration in the Work Organization
6. Constitutionalism in the Work Organization
7. Work and the Total Life Space

8. Social Relevance of Work Life

Spink (1975) viewed Quality of Work Life as "a degree of excellence in work and working conditions which contributes to the overall satisfaction of the individual and enhance both individual and organizational effectiveness".

II. OBJECTIVES OF THE STUDY

1. To identify the critical factors related to quality of work life of teachers.
2. To find out the impact of quality of work life on teachers job satisfaction, commitment and engagement working in higher educational institutions.
3. To point out the relationship of individual's quality of work life and organizational commitment.

III. NEED OF THE STUDY

Teacher is a pivot of higher educational system in any country and in the country like India where economic development is entirely depends upon the knowledgeable, skilled and experienced human resources, that's why, here in India a teacher occupies a prominent position in the teaching –learning process because they are the pillars of the society, who help students to grow to shoulder the responsibility of taking their nation ahead of others. Teachers desire good job environment, security, recognition, new experience, independence and so on. When these needs are not fulfilled they become tense. A Dissatisfied teacher does not make any positive contribution towards growth of students and becomes a source of great tension for the nation. So we have to find out the factors which affect their stay in this profession and QWL is one of the most important factors affecting the satisfaction of teachers as they are motivated to perform at high levels and are more willing to stay with an organization if they are experiencing a high quality of work life (Darling, 2003). A high quality level of "quality of work life" (QWL) is vital for organizations to continue to attract and retain their employees. Quality of work life is a comprehensive, department- wide program designated to enhance employee job satisfaction, improving workplace learning and helping employees to prepare him better to manage change and transition. Quality of education entails the design of work systems that enhance the working life experiences of teachers, thereby improving commitment and motivation for achieving their goals. In this regard quality of work life is very important to teacher. Hence there is a need to study the quality of work life of universities teachers. The review of related literature mentioned below shows that in the field of education there have been little attempts made to study the quality of work life of higher education teachers. Hence, this study is a modest venture in this direction.

IV. SIGNIFICANCE OF THE STUDY

An educational institution is made of people who possess skills, ability, aptitudes that create competitive advantage for it. Various functions of an institution are planned, executed and controlled by human resource. So it is essential for the educational institutions 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' an 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 educational institution to develop better and effective working environment, where employees should be treated as a key element rather than working as a machine. 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. Because of growing importance of teachers in higher education in order to survive according to changing environment, there is necessity arises 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 leads to sustainable development in any country like India. Hence the teachers of higher educational institutions especially deserve the attention of me to study on – Quality of work life of teachers working in higher educational institutions.

V. REVIEW OF LITERATURE

There were few researchers' conducted studies to analyze the QWL of educational institutions across the world. The following researches on QWL are shown below in chronological order:

Rossmiller (1992) did a study of secondary teachers and principals. He focused on great workplace and found that there is a positive influence between QWL and teacher's participation, professional collaboration and interaction, use of skill & knowledge and teaching environment.

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. .

Kumar and Shanubhogue (1996) studied and compared the existing and expected QWL in universities and found an extensive gap between employees. They defined the quality of work life programs "an approach helps in improving the life of employees and improves the overall universities performance"

WFD Consulting (2003) engaged in the "Office of Academic Affairs and Office of Human Resources "conducted a survey to evaluate the experiences & perceptions of the work environment & work life issues of Ohio state university's faculty. This study examined the relationship between work environment and work life issues and identified the priority areas for solving problems. According to this survey gender, job position, family demographics and nature of the job play a vital role to decide the satisfaction factor because their expectations are different from each other. Better work life is required for increasing satisfaction and commitment which will contribute to the organizational goal of achieving world class excellence.

Ramezani (2004) studied the relationship between principals" quality of life and their performance in high schools of the city of Hamedan in Iran and concluded that if the quality of working life increases, performance will improve.

Dr. L Buffardi, K. Baughman and K. Morse (2004) conducted a survey on the task force in George Mason University's employees to correctly measure the quality of work life. Using Eisenberger's construct of perceived organizational support (POS) survey was done to know which key factor influencing employee commitment to the organization, job satisfaction, and general quality of work life. According to this survey researcher said that employees are looking for various factors which comes under the quality of work life constructs these are:- salary, health care benefits, retirement benefits, job security, work space, special recognition for achievements, availability of on-campus child care, adequate input in the decision process and fair and equitable performance appraisal equitable distribution of resources .

Shahrashob (2006) did his thesis on the "relationship between quality of work life and organizational commitment among high school teachers in Gonbadkavus city in Iran". The findings indicated that there was a positive relationship between individual's quality of work life and organizational commitment.

A study by (Tasmin, 2006) claimed that women teachers' job satisfaction is influenced by their work environment, interpersonal relation and supervision of the head teacher, whereas men teachers' job satisfaction is influenced by salary and job security.

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.

Kian-Sam Hong, Kok-Wah Tan & Suraini Bujang, (2010) explained that respondents only had moderate work life quality. There were also moderate relationships between work life quality and work commitment, stress, and satisfaction but there were no differences in the quality of work life based on demographic variables. On studying the work commitment based on gender the researcher found the difference in the level of commitment. Research also revealed that there were also no differences in work stress and satisfaction based on the same demographic variables. Similarly, the findings suggested that work commitment, work stress and satisfaction were not significantly correlated. Improvement in QWL of the teachers will ensure that students gain benefits from teaching.

Balasundaram Nimalathan, (2010) identified four factors of QWL practices These four practices such as, job benefits for family, physically safe, payment for work, and creativity of outside. Policy implications may be useful for overall improvement of QWL of academic professions. The research suggests Universities should provide job security, conducive working environment, research facilities, and overall career advancement opportunities for their academic professionals. The study suggests Universities should offer minimum reasonable salaries and benefits to their academic professionals.

Rochita Gangly, Mukherjee, (2010) The researcher aimed at the study of Nature of the perceived quality of work life (QWL) of the university employees, the nature of their job satisfaction, the nature of association between QWL and Job Satisfaction. The results indicate that the selected group of university employees perceived different aspects of their quality of work life as either uncongenial viz. Autonomy, top management support and worker's control mainly or they have had a certain amount of dilemma to comment on a few other aspects such as personal growth opportunities and work complexity mainly bearing the potential involving a slight trend of negative opinion.

Syed Mohammad Mirkamalia, Fatemeh Narenji Thani, (2011) a study with the sample unit professor reveals no significant difference between the levels of QWL. Of the eight factors of QWL, a noticeable difference can be seen only between social integration and cohesiveness.

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. Out of these constructs developments of human capacities, social integration, constitutionalism, and work and life space were more effectively related to performance. They concluded that level of quality of work life was different from university to university.

Subburethina Bharathi, Umaselvi, and Senthil Kumar (2011), found no significant difference between sex, family, age, designation, various income levels, and type of college, native place of the respondents and their perceived levels of overall quality of work life. On the contrary the study found the significant difference between the department, professional membership, length of service, of the respondents and their perceived levels of overall quality of work life. Quality of work life in teaching environment indicate significant difference between Sex, professional membership, age, type of college, native place, length of service of the respondents and their perceived levels of overall quality of work life in teaching environment, but it was found that there is no significant difference between the department of the respondents, type of family, designation,

various income levels of the respondents and their perceived levels of overall quality of work life in teaching environment. There is a significant association between quality of work life total and quality of life in teaching environment total. It shows QWL of college teachers is in low level.

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. This study suggested to the management of the institutions that the policies designed in such a way that QWL issues should be concerned. An improved QWL provides a higher level of job satisfaction which in turn reduce faculty member turnover rate.

Dr. K. M. Nalwade and Shri. S. R. Nikam (2013) done a literature review on quality of work life in academics and explores earlier research in the academic area. The researcher explains quality of work life on Walton's eight factors. They establish its relationship with employee demographic variable, stress, satisfaction, commitment, performance, job satisfaction which reveals that the former are the determinant of QWL.

Seema Arif and Maryam Ilyas (2013) focused on quality of work life of private universities in Lahore, Pakistan. They explored various dimensions of quality of work life which affect life and the attitude of teachers. This quantitative study took 360 members of university and analyzes their perception of QWL. This study also investigated the QWL effects on employee commitment, engagement, job involvement and reputation of the university. This research suggested that the perceived value of work, work climate, work-life balance and satisfaction are the main factors which shaped the work attitude and also improve employees work life.

VI. CONCLUSION

In the light of the above stated objectives, it is found from literature review that quality of work life is an important issue from the teacher's perspectives as it affects the teacher's job satisfaction level, commitment, engagement, performance, work life balance, organizational commitment and etc. Therefore, the current study would be of strategic importance to educational institutions to identify the critical and determinants factors that could enhance teacher's job satisfaction, commitment, and performance level. Hence, higher educational authority should take progressive steps to organize a conducive and congenial work culture and environment at higher educational level in which every teacher works in a well defined manner for their own excellence and for institutional effectiveness also.

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