

A Study on Quality of Work Life of Higher Secondary School Teachers

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Abstract

This purpose of this research as a casual-comparative design was to compare the rate of quality of work life among higher secondary school teachers in patan district, North Gujarat. Quality of work life is a process by which interest groups in the organization will learn how to work better together, how to determine for themselves what activities, changes and improvements are desirable and effective to the organization, work life and social dependence, overall living space from the other theoretical school, thus, leading of different development of human capability and growth opportunities. Sample consisted of 120 high school teachers selected by cluster sampling. The questionnaire of quality of work life was used. The data was analyzed by using the t-test and descriptive statistical methods. According to the research, there is no significant difference between quality of work life of male and female higher secondary school teachers and there is no significant difference between quality of work life of government and private higher secondary school teachers.

Key words: Quality of Work Life, higher Secondary School Teachers, Gender, and Type of School.

Introduction:

Teacher acts an important formative source in the development of society. It is widely accepted the quality of a nation depends upon the quality of their education. Teaching is not mere technical business; it is also a moral one. A teacher occupies an important and unique. Place and is the heart and soul of any educational institutions. He has a significant role in building the best generation. The teaching profession had its roots I missionary work in ancient times. Teaching profession is providing them the best possible training and ensuring their status in keeping with the importance of responsibility of the work. Teacher effectiveness is not automatically ensured by proficiency competencies and practical skills only. The present-day situation is clearly reflected in the sign 1998 “quite a few teachers are passionately committed to teaching while majority of them are merely technician, who view teaching as an easy way to make living in inflicting lectures on a captive audience”. Teacher involvement and their interest commitment and satisfaction are related with teaching learning experiences and teachers’ effectiveness. Classroom remains ineffective in majority of our classrooms.

Today in many organizations employees are not satisfied with their work and they after more meaningful duties. Quality of work life is one of the origins of organizational development. It is the combination of the interaction of science and art that comprise the social performance and the domain of scientific discovery. Recently, the quality of work life has been so important that it can be called an intellectual movement. The rapid and accelerated development of the environment and activities of different organizations have made them encounter complexities and uncertainty. Necessity of survival, prevention, and development positions in such environment, have pushed organization open to inevitable changes and to effectively and successfully cope with the external environmental changes. Quality of work life has become one of the organizations issues in the modern era. Efforts to better the quality of life and develop healthy work environments have produced positive results not only in mental health of organizations. But also, in participation rate and economic efficiency (Hertzberg et al., 1959).

Quality of work life is a process by which all members of an organization have an open and suitable way designed in advanced to interfere in all issues that affect participation and job satisfaction increase and job-related traumas and stress decrease. In fact, the quality of work life represents a kind of organizational culture or management style because of which the employees feel a sense of ownership, self-management, responsibility, and self-esteem (Tulsi and Saebi, 1997). Components of quality of work life are different in the viewpoint of scientists. As this study assesses the quality of work life by Walton's model, its components are described according to Walton's theory (Abbas-Pour, 2005).

Needs for the study:

The joy of having the chance to accomplish something, to surpass oneself, to use one's knowledge and imagination, to better oneself, to interact with others, to assist others, and to experience is a common theme throughout a teachers work. The task should leave teachers feeling satisfied and excited for the next day, even if it is only a modest step toward the aim. Teachers draw upon physical, emotional, and intellectual resources to meet the obstacles and be effective in the classroom. Everyone involved in the world work should be taking more active and strong actions to make work more enjoyable for those who must do it because psychologists believe the work should be ethically desirable so that people love it. A teachers life seems to be tied to the type and culture of their profession. It has been observed that the work culture has undergone a significant change in recent years. With the development of the work system and the living standards of workforce, the fundamental demands have continued to diversify and alter. Teachers are more stressed out than ever about their jobs in the modern, technologically advanced, and globally integrated society. An individual's quality of work life may be strongly impacted by their workplace culture and the stress they face at work.

Objective of the study:

1. To assess the level of quality of work life of higher secondary school teachers.
2. To compare gender wise quality of work life of higher secondary school teachers.
3. To compare the quality of work life of government and private school teachers.

Hypotheses of the study:

1. There is no significant difference between quality of work life of male and female higher secondary school teachers.

2. There is no significant difference between quality of work life of government and private higher secondary school teachers.

Design of the study:

A descriptive survey approach will be used to examine the quality of work life of higher secondary school teachers.

Variable of the study:

The following variables were selected for the study:

Dependent Variables:

- Quality of Work Life

Independent Variables:

- Gender
- Type of Schools

Sample of the study:

The higher secondary school teachers of patan district, North Gujarat were population of the study. The sample of the study was selected by using stratified random sampling technique. The sampling size of higher secondary school teachers was selected according to Krejcie and D Morgon table. The researcher randomly selected out of one two hundred higher secondary school teachers; 120 higher secondary school teachers were selected.

Tool used for the study:

The data was collected using the quality of work life scale (QWLS), constructed, and adapted by Manju, N.D. The quality of work life scale measures the quality of individual teachers work in everyday working life. In this study, the researcher has constructed the quality of work life scale to measure the quality of work life of higher secondary school teachers.

Statistical technique used:

The data were analyzed using the t-test and descriptive statistical methods.

Analysis and interpretation of the data:

Table 1: Level of Quality of Work Life.

Level	Higher Secondary Teachers	Percentage
High	19	17.4
Average	72	60.6
Low	29	22.0
Total	120	100%

It found from table 1 shows that 17.4% of higher secondary school teachers have a high level of quality of work life, 60.6% have an average level of quality of work life and 22.0% have low level of quality of work life.

Table 2: Shows the Gender, Mean, S.D and t-value of Higher Secondary School Teachers with respect to Quality of Work Life.

Gender	N	Mean	S.D	df	t-value	Sign.
Male	52	121.33	21.74	118	-0.91	Not Significant
Female	68	125.38	26.70			

From the Table 2, it is found that mean score of male and female of higher secondary school teachers are 121.33 and 125.38 with a S.D of 21.74 and 26.70 respectively. t-value of -0.91 is less than the tabulated t-value 1.98 at 0.05 level of significance for degree of freedom 118. Hence the null hypotheses are accepted and alternate hypotheses is rejected which means that there is no significant difference between the mean score of male and female higher secondary school teachers with respect is quality of work life.

Table 3: Shows the School type, Mean, S.D and t-value of Higher Secondary School Teachers with respect to Quality of Work Life.

Gender	N	Mean	S.D	df	t-value	Sign.
Government	42	135.70	18.23	118	1.78	Not Significant
Private	78	128.41	26.28			

From table 3, it is found that mean score of government and private higher secondary school teachers is 135.70 and 128.41 with a S.D of 18.23 and 26.28 respectively. t-value of 1.78 is less than the tabulated t-value of 1.98 at 0.05 level of significant for degree of freedom 118. Hence the null hypotheses are accepted and alternate hypotheses is rejected which means that there is no significant difference between the mean score of government and private higher secondary school teachers with respect is quality of work life.

Results of the study:

- A majority 60.6% of the higher secondary school teachers were found to process an average level of quality of work life and 22.0% were found to process low level of quality of work life. Only 17.4% of the teachers processed high level of quality of work life.
- There was no significant difference in the quality of work life of male and female higher secondary school teachers.
- There was no significant difference in the quality of work life between teachers working in government and private schools.

Discussion of findings:

- The rate quality of work life among technical and theoretical high school teachers in kordestan province in Iran. The questionnaire of quality of work life was used and the reliability of the instrument was 0.98 by Cronbach alpha. The result showed that the quality of work life among technical and theoretical high school teachers in kordestan was average and there was no meaningful relationship between high school type and quality of work life. (Hamidi, F. & Mohammadi, B. 2012)
- The findings show that there is relationship between quality of work life and job satisfaction. Person's coefficient of correlation (r) is 0.502, which is highly significant

at a 1% level of significance. This suggests that if there is good level of QWL in the organization, people would be highly satisfied with their jobs. (Bhatnagar, T. & Soni, H. 2015)

- Out of the proposed 104 samples, 103 teachers were involved. Due to one questionnaire incompleteness, 102 questionnaires were found to be usable and from the basis of the data reported herein. This represents a response rate of 9%, which is quite reasonable for this type of the study.
- A study of quality of work life of secondary school teachers in Mysore city. A descriptive survey approach will be used to examine the quality of work life of secondary school teachers. Simple random sampling techniques were used to choose from 114 secondary school teachers. Quality of work life scale (QWLS), constructed adapted by the researcher, was used collect data. According to the research, there is no significant difference between quality of work life of male and female secondary school teachers and there is no significant difference between quality of work life of government and private secondary school teachers. Found that mean score of male and female, government and private school teachers in the null hypotheses is accepted and alternate hypotheses is rejected. (Mahadevaswamy, S. & Praveena, K B. 2023)

Implications:

- Teachers' quality of work life is determined by job security, pay and rewards, justice, supervision, meaningful work, control over self, growth opportunities, feedback and knowledge, work authority, and recognition of contribution.
- Higher authorities should promote academic growth, commitment to the organization, and good relationships with non-academics, students, and parents. Heads should also adopt good leadership qualities.
- Teachers should be given more opportunities to develop their teaching skills and practice them in the classrooms, and encouraged to offer suggestions for improving the performance of the school.
- Teachers with less experience should be given a reasonable chance in the hiring process, with pay strategies and performance-based increments to improve performance.

Conclusion:

The results show that teachers salaries are lower than the average and are not satisfactory, leading to job satisfaction. Investment to raise employee's health and safety would lead to higher efficiency of the organization. Teachers point view about the safety of schools moderate due to the old structure and lack of facilities. Improving capabilities to provide individual development opportunities, increasing chances of equitable pay and rewards, job security, and income, in service teacher education, and creating opportunities for teacher's studies and training can help teachers to empower themselves professionally. Education has been successful in developing human resources, but more attention is needed to ensure that teachers in north Gujarat can use skills, self-control, and self-management for planning.

The research related to quality of work life has investigated is relationship with the variable such as school effectiveness, performance, principles, and decision-making methods. There is a dearth of research, though, regarding comparing the quality of work life the different types of schools. The results regarding fair and adequate payment shows that in teachers' opinion this component is lower than the average and this salary is not satisfactory and is not associated

with their job. This cases job dissatisfaction among teachers. It is quite clear that the development and prosperity of a society is related to the rethinking about the teachers' salaries and adjusting them with other professions would lead to efficiency.

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