

PERCEPTION AND OPINION OF TEACHERS TEACHING IN SELECTED SCHOOLS OF VADODARA DISTRICT ON SELECTED DIMENSIONS OF QUALITY OF WORK LIFE

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ABSTRACT

The pleasant, progressive and tension free working environment boost up the morale of teachers consequently putting more efforts in providing the quality education and satisfying the needs of each student. And therefore, it becomes inevitable to offer a quality of work life to the teachers. Here, the researcher has attempted the present study to understand the opinions of teachers teaching in schools of Vadodara district on selected dimensions of quality of work life. A structured non-disguised questionnaire containing thirty criteria using five points Liker scale was administered to collect the relevant data from eighty three selected teachers. All collected data were analysed and interpreted by applying one way ANOVA and descriptive statistics. The results reveal that the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Reward dimension of quality of work life are not statistically and significantly different. There is no significance difference between the opinion of teachers of all three types of schools of Vadodara on selected dimensions of Quality of Work Life namely Working Environment, Growth and Development dimension, Welfare Facilities, Performance Appraisal, Discipline and Grievance Mechanism. The school management should put more efforts on motivation and respect of teachers working in the schools irrespective of sections.

Keywords:Quality, Work Life, Performance, Discipline, Grievance and Welfare

INTRODUCTION:

Vadodara, popularly known as a 'cultural city' has also earned a repute as an 'Education Hub' due to well-known educational institutions, learned people and the most live and friendly atmosphere. As a matter of fact, education is deeply rooted in the history of formerly known Baroda State. The given statistic reveals that there are twenty public schools and over hundred private schools located in the city along with world known, The Maharaja Sayajirao University of Baroda and other private universities. Proliferation of private schools in the city is also a matter of a great concern because majority of private schools lack basic facilities which students as well as teachers should have. The level of education and the result of a school will not improve just by admitting the meritorious students but also by keeping satisfied and motivated teachers stable in the school. The pleasant and tension free working environment boost up the morale of teachers consequently putting more efforts in providing the quality education and satisfying the needs of each student. And therefore, it becomes inevitable to offer a quality of work life to the teachers. The school management should properly understand the dimensions of quality of work life and attempt to create a working culture making every teacher's work life joyous, memorable, peaceful and free from the pressure and exploitation and tension. Besides, each teacher should see himself / herself growing and learning new things at the work place.

Concept of Quality of Work Life:

The term "quality of work life" (QWL) was first introduced in 1972 during an international labour relations conference. According to Harrison "Quality of work life is the degree to which work in an organization contributes to material and psychological wellbeing of its members." According to J. Richard and J. Loy, "QWL is the degree to which members of a work organisation are able to satisfy important personal needs through their experiences in the organisation". Quality of work life is all about making one's service time pleasant and comforting by offering adequate fair rewards, benefits and good working environment. For the smooth running of an organization the man power must be duly motivated and mobilized. The man power can be motivated by way of rendering regular welfare services (Rajam, 2013). According to American Society of Training and Development, "Quality of work life is a process of work organization which enables its members at all levels to actively participate in shaping the organization environment methods and customs." Quality of work life improvement is defined as an activity which takes place at every level of an organization, which seeks greater organization effectiveness through the enhancement of human dignity and growth (Ozely and Ball, 1982). Quality of work life refers to the favourableness or unfavourableness of a job environment for the people working an organization.

REVIEW OF LITERATURE:

Bhatnagar and Soni (2015) found that there exists a close relationship between quality of work life and job satisfaction and 75 per cent of teachers had a high job satisfaction of quality of work life. The purpose of their study was to assess the impact of quality of work life on job satisfaction level of school teachers in Udaipur city. Furthermore, the impact of quality of work life on job satisfaction has been studied based on the demographic variables of gender, age and work experience of teachers. Bharathi et al (2010) undertook a study adopting descriptive cum diagnostic research design and concluded that there is no significant difference between the gender of respondents with regard to the various dimensions of quality of work life and quality of work life total and also there is a significant difference between age group of the respondents with regard to quality of work life in teaching environment total. Baleghizadeh and Gordani (2012), made an attempt to investigate the relationship between the quality of work life and teacher motivation among secondary school teachers in Tehran. In their research, a significant relationship was found between motivation and quality of work

life categories. It was also suggested that a combination of four of the quality of work life variables viz. work condition, chance of growth, social integration in the organization, the use and development of capacities significantly improved the career motivation. Gowrie (2014), examined the relationship between the demographic and school level quality of work life and also between the productive power of each independent factors on overall quality of work life. Similarly, human relation factors of quality of work life such as social integration, intrinsic characteristics and student related issues are the most important dimensions of teachers' quality of work life. Hamidi and Mohamadi (2012), discussed the results of their study that the quality of work life among technical and theoretical high school in Kordistan was average and there was no significant difference in types of high schools' quality of work life. Further results indicated that teachers' opinion on fair and adequate payment is lower and their salary is not satisfactory and not associated with their job. Manju (2014), revealed in her study that a majority of the secondary school teachers in Mysore were found to possess an average level of quality of work life. Further findings showed that there is a significant difference of quality of work life of male and female secondary school teachers and the mean score of the female teachers of quality of work was higher than that of male counterpart and also there is no significant difference between the quality of work life of teachers belonging to government, private aided and private unaided secondary schools.

STATEMENT OF RESEARCH PROBLEM:

As a matter of fact, one who joins an organization expects that his/her work life should be pleasant, tension-free and full of excitement. However, sometime such expectation may disappoint him/her consequently affecting working relationship and performance. Talking about education, today due to proliferation of private and trust run schools, incidents of teachers' exploitation and lack of necessary facility at work place have been reported. Besides, in government and grant-in-aid schools, teachers are overburdened with duties like election, survey, mandatory training. And therefore, for many days, they remain away from their job. Since teachers are engaged in one of the noble professions educating future of India, their dissatisfaction and lack of motivation may affect their performance and services in effectively catering the students. Keeping this fact in mind, the researcher has attempted to understand the perception and opinion of teachers teaching in selected schools of Vadodara district on selected dimensions of quality of work life.

RATIONALE OF RESEARCH STUDY:

Commonly, teaching is perceived as more relaxed and joyous job due to vacation, less working hours and holidays, but that's not true. The time spent by the teacher in a school requires being more tactful and dedicated. As teachers are to deal with young minds with full of curiosity, inquisitiveness and frequent hormones change, their jobs become quite challenging. Hence, teachers should have pleasant and burden free work life. This empirical research offers a good account on quality life of teachers teaching in school. The study highlights the reality of work life of teachers teaching in schools advising school management to bring the change in various dimensions of quality of work life to reduce attrition rate and to keep them satisfied. To the greater extent, the performance of teachers in the class-room is associated with quality of work life and hence, it should not be ignored.

SCOPE AND COVERAGE OF RESEARCH STUDY:

The present study has covered up six dimensions of Quality of Work Life such as rewards, working environment, growth & development, welfare facilities, performance appraisal and discipline & grievance mechanism. Besides, the quality of work life of teachers teaching in three types of school of Vadodara district namely Government, Private and Trust Run has been studied.

RESEARCH OBJECTIVES:

To understand the perception and opinion of teachers teaching in selected schools of Vadodara on selected dimension of quality of work life

RESEARCH HYPOTHESES:

Ho1: There is no significance difference between the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Reward dimension of Quality of Work Life

Ho2: There is no significance difference between the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Working Environment dimension of Quality of Work Life

Ho3: There is no significance difference between the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Growth and Development dimension of Quality of Work Life

Ho4: There is no significance difference between the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Welfare Facilities dimension of Quality of Work Life

Ho5: There is no significance difference between the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Performance Appraisal dimension of Quality of Work Life

Ho6: There is no significance difference between the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Discipline and Grievance Mechanism dimension of Quality of Work Life

Ho7: There is no significance difference between the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Job Satisfaction

RESEARCH METHODOLOGY:

This empirical research study has been carried out by adopting descriptive type of research design. The population of the study consisted of teachers teaching in schools of Vadodara district while the representative sample units were 83 selected teachers teaching in selected schools of Vadodara district. A convenient sampling method was used to draw the sample. The research has prepared and administered structured non disguised questionnaire containing 30 items related to six dimensions (reward, working condition, performance appraisal, growth & development, welfare facilities and discipline & grievance mechanism) of Quality of Work Life. The first part of the questionnaire deals with the demographic details of the respondents while the second part is about the perception of the respondents on selected dimensions of Quality of Work Life. The responses of the selected teachers were rated on five points Likert Scale, Strongly Agree to Strongly Disagree. The results of reliability test indicated that value of Cronbach alpha was 0.938 (of 30 items related to dimensions of quality of work life). The relevant primary data were collected from the selected teachers while secondary data from authentic sources namely articles, newspapers, reference books, research papers etc pertaining to quality of work life. The collected data on selected dimensions of quality of work were properly analysed using descriptive statistics, frequency distribution and One Way ANOVA.

DISCUSSION OF RESULTS AND FINDINGS:

When p value is greater than 0.05, null hypothesis is accepted

When p value is less than 0.05, null hypothesis is rejected

Ho1: There is no significance difference between the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Reward dimension of Quality of Work Life.

The descriptive table number 1 indicate the mean values of the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Reward are 3.56, 3.51 and 3.83 respectively. The results of ANOVA table number 2 show that the variation between groups is

1.564 and within groups is 64.915. The variation within groups is higher than between groups. Besides, as the p value (0.386) is greater than the assumed level of significant (0.05), the null hypothesis is accepted. Thus, it can be said the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Reward dimension of quality of work life are not statistically and significantly different.

Ho2: There is no significance difference between the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Working Environment dimension of Quality of Work Life.

As shown in the table number 3, the mean values of opinion of teachers of Government, Private and Trust Run Schools of Vadodara on Working Environment dimension of Quality of Work Life are 4.18, 4.15 and 4.06 respectively. The given table number 4 indicates that the variation between groups is 0.154 while within groups is 30.092. Since, p value (0.815) is greater than 0.05, there is no enough evidence to reject null hypothesis indicating that there is no significance difference between the opinion of teachers of all three types of schools of Vadodara on Working Environment dimension of Quality of Work Life.

Ho3: There is no significance difference between the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Growth and Development dimension of Quality of Work Life.

As indicated in the table number 5, the mean values of the opinion of teachers of Government, Private and Trust Run Schools on Growth and Development dimension of Quality of Work Life are 3.88, 3.86 and 3.46 respectively. The results of One Way ANOVA test showed in the table number 6 that there is no significance difference between the opinion of teachers of Government, Private and Trust Run Schools of Vadodara on Growth and Development dimension of Quality of Work Life because the p value (0.204) is greater than the assumed level of significance (0.05). Hence, the null hypothesis is accepted.

Ho4: There is no significance difference between the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Welfare Facilities dimension of Quality of Work Life.

The descriptive table number 7 reveals that the mean values of the opinion of teachers of Government, Private and Trust Run Schools of Vadodara on Welfare Facilities Dimension of Quality of Work Life are 3.14, 3.49 and 3.23 respectively. From the given table number 8, it becomes clear that there is no significance difference between the opinion of teachers of Government, Private and Trust Run Schools of Vadodara on Welfare Facilities dimension of Quality of Work Life because p value (0.303) is found to be more than 0.05.

Ho5: There is no significance difference between the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Performance Appraisal dimension of Quality of Work Life.

As indicated in the table number 9, the mean values of the opinion of teachers of Government, Private and Trust Run Schools of Vadodara on Performance Appraisal Dimension of Quality of Work Life are 3.97, 3.83 and 3.51 respectively. The statistics of ANOVA table number 10 depict that there is no significance difference between the opinion of teachers of Government, Private and Trust Run Schools of Vadodara on Performance Appraisal of Quality of Work Life since p value is greater than 0.05. Thus, the there is no enough evidence to reject the null hypothesis.

Ho6: There is no significance difference between the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Discipline and Grievance Mechanism dimension of Quality of Work Life.

The given table number 11 depicts that the mean values of opinion of teachers of Government, Private and Trust Run Schools of Vadodara on Discipline and Grievance Mechanism Dimension of Quality of Work Life are 3.41, 3.76 and 3.55 respectively. As shown in the table number 12, since p value (0.274) is found to be greater than the assumed level of significance, the null hypothesis is accepted and therefore, it can be said that there is no significance difference between the opinion of teachers of Government, Private and Trust Run Schools of Vadodara on Discipline and Grievance Mechanism Dimension of Quality of Work Life.

RECOMMENDATION [OR] SUGGESTIONS:

- Nowadays, a trend is observed in private and trust run schools that teachers have to stay back for the preparation of teaching aids, teaching planning and remedial class. This may be perceived as a burden on teachers disturbing their family lives. So, it becomes necessary to keep a balance between school life and family life of teachers.
- They should be provided in house as well as off job training so as to upgrade their skills and knowledge. However, in some of the schools they are sent for training on working days, so they don't engage the classes. This fact should also be considered while sending them for any training.
- A transparent grievances mechanism and human resource practices should be adopted.
- In higher sections of schools, teachers may sometimes face the problem of disrespect and insult by the students and hence students should be made understand about the value and respect of teachers.
- Teachers should be provided with opportunities to develop and showcase their talents / skills by assigning them new projects and involving in various activities and programmes organized at School levels.
- A teacher quality circle should actively be managed in schools for the good of both teachers and students.
- All private and Trust run schools should offer remuneration and other benefits to teachers as per the Government norms.
- The performance of each teacher should not be judged on the basis of the results of students and merely their feedback. Appropriate criteria should be worked out to assess each teacher's performance.

LIMITATIONS AND SCOPE FOR FURTHER RESEARCH:

Considering time and other constraints, the present study was undertaken taking just eighty three sample units belonging to selected schools of Vadodara District and therefore the results may not be generalized. Similar study can be initiated including large sample units. The Quality of Work Life of employees engaged in higher education, pharmaceutical, information technology, banking sector can also be studied.

CONCLUSION:

In nutshell, this empirical research was carried out aiming at understanding the opinions of teachers teaching in selected schools of Vadodara District. The findings of the results revealed that the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Reward dimension of quality of work life are not statistically and significantly different. There is no significance difference between the opinion of teachers of all three types of schools of Vadodara on selected dimensions of Quality of Work Life namely Working Environment, Growth and Development dimension, Welfare Facilities, Performance Appraisal, Discipline and Grievance Mechanism. The school management should put more efforts towards the respect and motivation of teachers working in the schools irrespective of sections.

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TABLES

Table 1: Descriptive Statistic for the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Reward dimension of Quality of Work Life

Type of School	N	Mean	Std. Deviation	Std. Error
Government	18	3.5556	.98352	.23182
Private	45	3.5056	.86519	.12897
Trust	20	3.8375	.90421	.20219
Total	83	3.5964	.90040	.09883

Table 2: ANOVA table for the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Reward dimension of Quality of Work Life

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.564	2	.782	.964	.386
Within Groups	64.915	80	.811		
Total	66.479	82			

Table 3: Descriptive Statistic for the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Working Environment dimension of Quality of Work Life

Type of School	N	Mean	Std. Deviation	Std. Error
Government	18	4.1778	.68989	.16261
Private	45	4.1489	.62254	.09280
Trust Run	20	4.0600	.51031	.11411
Total	83	4.1337	.60733	.06666

Table 4: ANOVA table for the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Working Environment dimension of Quality of Work Life

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.154	2	.077	.205	.815
Within Groups	30.092	80	.376		
Total	30.246	82			

Table 5: Descriptive Statistic for the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Growth and Development dimension of Quality of Work Life

Type of School	N	Mean	Std. Deviation	Std. Error
Government	18	3.8796	.93726	.22091
Private	45	3.8630	.83507	.12448
Trust Run	20	3.4583	.95341	.21319
Total	83	3.7691	.89330	.09805

Table 6: ANOVA table for the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Growth and Development dimension of Quality of Work Life

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.548	2	1.274	1.621	.204
Within Groups	62.887	80	.786		
Total	65.435	82			

Table 7: Descriptive Statistic for the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Welfare Facilities dimension of Quality of Work Life

Type of School	N	Mean	Std. Deviation	Std. Error
Government	18	3.1389	.97853	.23064
Private	45	3.4889	.80650	.12023
Trust Run	20	3.2250	1.03841	.23219
Total	83	3.3494	.90640	.09949

Table 8: ANOVA table for the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Welfare Facilities dimension of Quality of Work Life

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.983	2	.991	1.213	.303
Within Groups	65.385	80	.817		
Total	67.367	82			

Table 9: Descriptive Statistic for the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Performance Appraisal dimension of Quality of Work Life

Type of School	N	Mean	Std. Deviation
Government	18	3.9722	1.03572
Private	45	3.8278	.86080
Trust Run	20	3.5125	1.02429
Total	83	3.7831	.94334

Table 10: ANOVA table for the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Performance Appraisal dimension of Quality of Work Life

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.198	2	1.099	1.242	.294
Within Groups	70.773	80	.885		
Total	72.971	82			

Table 11: Descriptive Statistic for the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Discipline and Grievance Mechanism dimension of Quality of Work Life

Type of School	N	Mean	Std. Deviation
Government	18	3.4167	.89525
Private	45	3.7556	.62724
Trust Run	20	3.5500	1.01177
Total	83	3.6325	.79666

Table 12: ANOVA table for the opinion of teachers of Government, Private and Trust run Schools of Vadodara on Discipline and Grievance Mechanism dimension of Quality of Work Life

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.656	2	.828	1.315	.274
Within Groups	50.386	80	.630		
Total	52.042	82			

APPENDIX

Appendix I: Demographic Details of the Respondents

Age Group (Years)	Count	Per cent
18 – 30	10	12.05
31 – 40	24	28.92
41 – 50	29	34.94
Above 50	20	24.09
Gender		
Male	19	22.89
Female	64	77.11
Marital Status		
Married	78	93.96
Unmarried	05	06.02
Monthly Family Income (Rs)		
Below 10,000	15	18.07
10,000 – 20,000	20	24.10
21,000 – 40,000	19	22.89
More than 40,000	29	34.94
Education		
PTC	11	13.25
B. Ed	50	60.24
M. Ed	03	03.61
Other	19	22.89
Type of School		
Government	18	21.69
Private	45	54.22
Trust run	20	24.09
Section		
Kindergarten	07	08.43
Primary	34	40.96
Secondary	21	25.30
Higher Secondary	21	25.30
Tenure of Service (Years)		
Less than 1	03	03.61
01-05	09	10.84
06-10	18	21.69
11-20	32	38.55
More than 20	21	25.30

Primary Source: Compiled by the author

Appendix II: Frequency and Per cent Score

	Selected Criteria of QWL	SA (5)		A (4)		NANDA (3)		DA (2)		SDA (1)	
		f	%	f	%	f	%	f	%	f	%
Rewards											
1	Fair and adequate Remuneration	20	24.1	38	45.78	12	14.46	9	10.84	4	4.82
2	No discrimination in payment of salary	25	30.12	28	33.73	18	21.69	10	12.05	2	2.41
3	Entitled to get fringe benefits	17	20.48	31	37.35	7	8.43	18	21.69	10	12.1
4	Appreciation on major or minor achievement	19	22.89	35	42.17	8	9.64	15	18.07	6	7.23
Working Environment											
5	Pleasant and tension free working atmosphere	32	38.55	34	40.96	8	9.64	6	7.23	3	3.61
6	No pressure and leg pulling from seniors and colleagues	31	37.35	29	34.94	13	15.66	4	4.82	6	7.23
7	Co-operative and friendly nature of colleagues	39	46.99	35	42.17	6	7.23	2	2.41	1	1.2
8	No mental and physical stress	30	36.14	30	36.14	11	13.25	8	9.64	4	4.82
9	Can avail CL, DL and SL	27	32.53	49	59.04	5	6.02	1	1.2	1	1.2
10	Safety at workplace	36	43.37	40	48.19	5	6.02	1	1.2	1	1.2
11	Ideal student-teacher ratio	27	32.53	38	45.78	9	10.84	8	9.64	1	1.2
12	No compulsion to stay back	25	30.12	47	56.63	4	4.82	6	7.23	1	1.2
13	Cordial and harmonious relation with students	33	39.76	43	51.81	5	6.02	2	2.41	0	0
14	Respects and admiration from students	38	45.78	39	46.99	5	6.02	1	1.2	0	0
Growth and Development											
15	Adequate opportunities to grow and showcase talents	32	38.55	33	39.76	7	8.43	7	8.43	4	4.82
16	Benefits of in-house training programme	20	24.1	36	43.37	11	13.25	11	13.25	5	6.02
17	Learning from superiors	24	28.92	42	50.6	8	9.64	6	7.23	3	3.61
18	Encouragement and supports for off job training, refresher course and workshop	22	26.51	39	46.99	10	12.05	10	12.05	2	2.41
19	Progressive and	19	22.89	32	38.55	17	20.48	9	10.84	6	7.23

	Selected Criteria of QWL	SA (5)		A (4)		NANDA (3)		DA (2)		SDA (1)	
		f	%	f	%	f	%	f	%	f	%
	talent based promotion policy										
20	Involvement in School Management and participation in decision making	21	25.3	32	38.55	13	15.66	10	12.05	7	8.43
Welfare facilities											
21	Hygienic Staff Canteen	19	22.89	24	28.92	18	21.69	17	20.48	5	6.02
22	Well furnished Staff room	11	13.25	33	39.76	18	21.69	13	15.66	8	9.64
23	Cleaned Washrooms	14	16.87	30	36.14	20	24.1	7	8.43	2	2.41
24	Medical facility	13	15.66	16	19.28	16	19.28	22	26.51	16	19.3
Performance Appraisal											
25	Regular assessment of Performance	26	31.33	37	44.58	11	13.25	4	4.82	5	6.02
26	Appropriate method of Performance Appraisal	22	26.51	32	38.55	18	21.69	6	7.23	5	6.02
27	Relevant criteria / bases for Performance Appraisal	21	25.3	30	36.14	21	25.3	9	10.84	2	2.41
28	Effective way of communicating results of assessment	24	28.92	32	38.55	15	18.07	10	12.05	2	2.41
29	Discipline and Grievance Mechanism	9	10.84	45	54.22	15	18.07	5	6.02	9	10.8
30	Timely and transparent grievance mechanism	20	24.1	37	44.58	17	20.48	6	7.23	3	3.61

Primary Source: Compiled by the author
