

QUALITY OF WORK LIFE OF SCHOOL TEACHERS IN KARAİKUDI TALUK

V. Selvaraj* Dr. S. Senbaganathan**

*Ph.D Research Scholar, Raja Doraisingam Government Arts College, Sivagangai, (Affiliated To Alagappauniversity, Karaikudi).

**Associate Professor, P.G. And Research Department Of Commerce, Raja Doraisingam Government Arts College, Sivagangai. (Affiliated To Alagappauniversity, Karaikudi).

Introduction

Quality of work life is a critical concept with having lots of importance in employee's life. Quality of Work and personal life which also ensure organizational productivity and employee's job satisfaction. Quality of Work Life refers to the favourableness or unfavourableness of a total job environment of the workers. Quality of Work Life refers to the relationship between a worker and his environment, adding the human dimension to the technical and economic dimensions within which the work is normally viewed and designed. The basic purpose is to develop jobs and the working conditions that are excellent for the workers as well as for the economic health of the organization. It attempts to serve the higher order needs of the workers as well as their basic needs. Quality of Work Life (QWL) is a philosophy, a set of principles, which holds that people are the most important resource in the organization as they are trustworthy, responsible and capable of making valuable contribution and they should be treated with dignity and respect.

A highly satisfied teacher is a source of inspiration to his students. They can discharge their duties properly only if they are reasonably satisfied with their environment. On the other hand, a dissatisfied teacher would be a burden to the institution. They tend to be absent more frequently than others, the quality of their work is likely to be less satisfactory and they tend to show loose loyalty towards the institution in general and to students in particular.

This is a 'Win-Win' situation because it enables the teachers to meet the needs of their students and to achieve their personal goals for Quality of Work Life. The study carried out to understand the preferences could identify the pervasive role played by the internal and external factors. More specifically teachers', social status, economic condition and home environment are bound to influence the opinion on Quality of Work Life. In the light of such a situation, in the present study, the researcher has made an attempt to study, the Quality of Work life of teachers who are working in the schools of Sivagangai Educational district in Tamil Nadu.

Objectives of the Study

1. To study the level of Quality of work life of school Teachers in Karaikudi Taluk.
2. To find out the dimension of Quality of Work Life which needs improvement for School Teachers in Sivagangai District?

Methodology of the Study

This Descriptive Study is based on both primary and secondary data. The primary data were collected from the school teachers who are working in the schools of Karaikudi Taluk with the help of a questionnaire/ Interview Schedule. For preparing the questionnaire, the researcher had a pilot interview with 10 sample respondents. Based on the responses from selected respondents and the objectives of the present study, the questionnaire was framed.

Sampling Method

The sample is to be drawn does not constitute a homogenous group, then the Stratified Random Sampling Method is applied so as to obtain a representative sample. In this technique, the population is stratified into a number of nonoverlapping sub populations or strata and sample items are selected from each stratum to take a survey and analyse the data about the quality of work life.

Sample Size

Due to time constraint only 140 samples were selected from school teachers in Karaikudi Taluk. To analyse the data, Percentage, Mean, Standard Deviation, Chi-Square test were used.

Results and Analysis

On the basis of response given by sample respondents through interview schedule / questionnaire, Quality of work life has been analysed through nine dimensions. In each dimension several statements were given Dimensions are:

1. Support by seniors.
2. Professional development.
3. Nature of job.
4. Working Condition.
5. Relationship with colleagues.
6. Monetary benefits.
7. Non-Monetary benefits.
8. Students Behaviour.
9. Rewards and Recognition.

Those who strongly agree with the statement are allotted 5 marks, those who agree with the statement are allotted 4 marks, and those who offer no opinion about the given statement are allotted 3 marks: those who disagree with the statement are allotted 2 marks and those who strongly disagree with the statement are allotted 1 mark. On the basis of response from school teachers about Quality of Work Life by using Mean score and standard deviation, The respondents are classified into three levels.

1. Respondents who rated the Quality of work life as good.
2. Respondents who rated the Quality of work life as moderate.
3. Respondents who rated the Quality of work life not good.

Level of Quality of Work Life

Quality of work life	Number of respondents	Percentage
Good	24	17.14
Moderate	82	58.57
Not Good	34	24.29
Total	140	100

Source: Primary data

Out of 140 respondents 24(17.14%) have rate Quality of work life as good, 82 (58.57%) rated Quality of work life as moderate and 34(24.29%) rated Quality of work life as not Good. Therefore it is concluded that school teachers of Karaikudi Taluk rated Quality of work life as “Moderate”. These calculations are also applied in every dimension of Quality of work life and classify it into Good, Moderate and Not Good.

On the basis of the above classification, by using SPSS software, chi-square test has been applied to test the following hypotheses.

- Hypothesis 1. Quality of work life has no association with the age of the teachers.
- Hypothesis 2. The gender of the teacher and Quality of work life are independent.
- Hypothesis 3. The educational qualification of the teachers has no association with Quality of work life.
- Hypothesis 4. Salary of the teachers and their Quality of work life are independent.
- Hypothesis 5. Experience of the teachers and their Quality of work life are independent.
- Hypothesis 6. Type of School and their Quality of work life are independent.

Result of Hypothesis Using Chi-Square Test

Hypothesis I: Quality of work life has no association with the age of the Teachers.

Sl.No	Dimensions	Chi-Square statistics	P- Value		Result
1.	Age and Support by seniors	6.6548	.353853	D1	N S
2.	Age and Professional development	10.7095	.09778	D2	N S
3.	Age and Nature job	12.2348	0.056932	D3	N S
4.	Age and working Condition	25.4899	.000277	D4	S
5.	Age and Relationship with colleagues	9.7992	.133365	D5	S
6.	Age and Monetary benefits	8.0245	.236315	D6	N S
7.	Age and Non-Monetary benefits	20.076	.002684	D7	S
8.	Age and Students Behavior	9.126	.166614	D8	N S
9.	Age and Rewards and Recognition	10.7776	.095497	D9	N S

Hypothesis II: Gender of The Teacher And Quality of Work Life Are Independent.

Sl.No	Dimensions	Chi-Square statistics	P- Value		Result
1.	Gender and Support by seniors	8.8764	.030981	D1	S
2.	Gender and Professional development	2.087	.554543	D2	N S
3.	Gender and Nature job	2.0285	.56651	D3	N S
4.	Gender and working Condition	1.1519	.764555	D4	N S
5.	Gender and Relationship with colleagues	2.8847	.490753	D5	N S
6.	Gender and Monetary benefits	1.5303	.675289	D6	N S
7.	Gender and Non-Monetary benefits	11.5351	.009158	D7	S
8.	Gender and Students Behavior	5.1518	.161016	D8	N S
9.	Gender and Rewards and Recognition	5.6284	.13116	D9	N S

Hypothesis III: Educational Qualification of the Teachers has no Association with Quality of work life.

Sl.No	Dimensions	Chi-Square statistics	P- Value		Result
1.	Qualification and Support by seniors	3.2846	.772369	D1	N S
2.	Qualification and Professional development	18.1033	.005979	D2	S
3.	Qualification and Nature job	11.2055	.08223	D3	N S
4.	Qualification and working Condition	8.0468	.234696	D4	N S
5.	Qualification and Relationship with colleagues	8.2887	.217707	D5	N S
6.	Qualification and Monetary benefits	2.9059	.820565	D6	N S

7.	Qualification and Non-Monetary benefits	15.8327	.014681	D7	S
8.	Qualification and Students Behavior	11.944	063231	D8	N S
9.	Qualification and Rewards and Recognition	11.3029	.079454	D9	N S

Hypothesis IV: Salary of The Teachers And Their Quality of Work Life Are Independent.

Sl.No	Dimensions	Chi-Square statistics	P- Value		Result
1.	Salary and Support by seniors	8.25269	.50887	D1	N S
2.	Salary and Professional development	12.6957	1.76868	D2	N S
3.	Salary and Nature job	5.6778	.771686	D3	N S
4.	Salary and working Condition	10.4767	.313291	D4	N S
5.	Salary and Relationship with colleagues	4.9612	.837675	D5	N S
6.	Salary and Monetary benefits	2.7412	.973678	D6	N S
7.	Salary and Non-Monetary benefits	0.1826	.669159	D7	N S
8.	Salary and Students Behavior	3.4901	.941668	D8	N S
9.	Salary and Rewards and Recognition	2.6369	.976892	D9	N S

Hypothesis V: Experience of the Teachers and their Quality of work life are Independent.

Sl.No	Dimensions	Chi-Square statistics	P- Value		Result
1.	Experience and Support by seniors	13.9825	.029832	D1	S
2.	Experience and Professional development	5.0211	.541116	D2	N S
3.	Experience and Nature job	3.7609	.708998	D3	N S
4.	Experience and working Condition	3.5953	.731255	D4	N S
5.	Experience and Relationship with colleagues	11.6993	.069024	D5	N S
6.	Experience and Monetary benefits	4.8298	.56582	D6	N S
7.	Experience and Non-Monetary benefits	108747	.092327	D7	N S
8.	Experience and Students Behavior	12.8443	.045577	D8	S
9.	Experience and Rewards and Recognition	10.7759	.095555	D9	N S

Hypothesis VI: Type of School of the Teachers and their Quality of work life are Independent.

Sl.No	Dimensions	Chi-Square statistics	P- Value		Result
1.	Type of School and Support by seniors	8.9016	.17919	D1	S
2.	Type of School and Professional development	15.7813	.01477	D2	S
3.	Type of School and Nature job	25.8456	.000238	D3	S
4.	Type of School and working Condition	8.0305	.235878	D4	N S
5.	Type of School and Relationship with colleagues	6.4581	.373878	D5	N S
6.	Type of School and Monetary benefits	2.4359	.875573	D6	N S
7.	Type of School and Non-Monetary benefits	4.1707	.653587	D7	N S
8.	Type of School and Students Behavior	15.7778	.014997	D8	S
9.	Type of School and Rewards and Recognition	22.0362	.001193	D9	S

S: Significant NS: Non Significant



Inference

It is inferred that, among the personal variable of respondents, type of school is significant, in deciding the quality of work life prevailing in Karaikudi taluk. While analysing dimensions of Quality of Work Life, support of seniors, non-monetary benefits and student behaviour are the significant dimensions which decided the quality of work life of school teachers in Karaikuditaluk.

Conclusion

This study is a modest attempt to measure the Quality of work life of the school teachers in Karaikuditaluk. It has been analysed with the co-operation of School teachers in Karaikuditaluk. It is found out that the Quality of work life is perceived to be “moderate” by schoolteachers in Sivagangai District. The result indicates that, Type of School is the important personal variable that decides the Quality of Work Life. Support of the Seniors, Non-monetary benefits and Student behaviour are the main dimensions which decide the Level of Quality of Work Life of School Teachers in Sivagangai District. Good quality of work life help may to improve the standard of teaching. Hence, it is important to study the Quality of work life of school teachers and it may extend to entire district for further research.

References

1. Arun Monappa, Mirza S. Saiyadain (2000). Personnel Management, Second edition Tata McGraw Hill Publishing company, New Delhi.
2. Aswathappa. K (2002). Human Resource and Personnel Management, Second edition Tata McGraw Hill Publishing Company, New Delhi.
3. Bahrami, M. A., Barati, O., Ghoroghchian, M., Montazer-alfaraj, R., & Ranjbar Ezzatabadi, M. (2015). —Role of Organizational Climate in Organizational, Commitment: The Case of Teaching Hospitals, Osong Public Health and Research, Perspective.
4. Aarthy, M & Nandhini. M (2016). —Influence of Demographic Factors on QWL of the Engineering College Faculty Members in Coimbatore District, International Journal of Commerce and Management Research, Vol. 2; Issue 10; pp, 28-31.
5. Agarwala, T. (2003). Innovative human resource practices and organisational commitment: an empirical investigation. International Journal of Human Resource Management, Volume 14(2), 175-197.