



DIMENSIONS DETERMINING QUALITY OF WORK LIFE AMONG ARTS AND SCIENCE FACULTY MEMBERS WORKING IN SELF FINANCING COLLEGES WITH SPECIAL REFERENCE TO SELECTED DISTRICTS OF TAMIL NADU

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Abstract

In order to attract and retain faculty members, an institution has to develop a high quality of work life. Institutions by adopting Quality of Work Life (QWL) programmes ensure to create excellent work condition and job for its faculty members. The growth and opportunities, compensation and rewards, working conditions, work and total life space and social relevance are positively and significantly influencing the level of quality of work life among the faculty members working in self financing arts and science colleges. To improve the quality of work life of the faculty members working in self financing arts and science colleges, the management should provide good working conditions, fair compensation and rewards, better growth and opportunities and trainings and they should also take care of the welfare of their faculty members.

Key Words: *Faculty Members, Self Financing Colleges, Quality of Work Life.*

1. Introduction

Today, India is considered as a talent pool of the world having a large number of well qualified and educated human resources. This has been one of the main reasons for transformation of India into one of the fastest growing economies in the world after liberalization in the 1990s. The aspirations of India to establish a knowledge society because of increasing globalization, is based on the assumption that higher and technical education essentially empowers people with the requisite competitive skills and knowledge. In this regard, higher education has significant role in supporting knowledge driven economic growth strategies.

An educational institution is made of people who possess skills, ability, aptitudes that create competitive advantage for it. Various functions of an institute is 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.

Now-a-days, jobs are so demanding that they imbalance the family and work life due to job pressure and conflicting interests. So it is essential for the institution to develop quality relation between its faculty members and working environment. In order to attract and retain faculty members, an institution has to develop a high quality of work life. Institutions by adopting Quality of Work Life (QWL) programmes ensure to create excellent work condition and job for its faculty members. Hence, QWL seeks to create such a work environment where the faculty members work co-operatively and make positive contribution in achieving institutional objectives (Arif and Ilyas, 2013).

Today, widespread and deep learning is essential as an informed educational institution is structured to promote the possibility of useful learning among all members and thus presupposes relations of equality. If quality of life at work could be improved, it would benefit and reward the individual faculty member and the institution, its faculty members and the society as a whole. In order to ensure excellence in action, educational institutions have to work for creating congenial quality of work life and induce the teaching professionals to deliver their best for the betterment of the institution (Saad et al 2009). Therefore, the present research is attempted to study dimensions determining quality of work life among arts and science faculty members working in self financing colleges with special reference to selected districts of Tamil Nadu.

2. Methodology

The selected districts of Tamil Nadu have been purposively selected for the present study. There are nine districts in south Tamil Nadu namely Madurai, Dindigul, Theni, Ramanathapuram, Sivagangai, Virudhunagar, Thoothukudi, Tirunelveli and Kanyakumari. These districts in south Tamil Nadu have been purposively selected for the present study. The four self financing arts and science colleges have been selected randomly from each district. The faculty members of these arts and science colleges have been selected by adopting multi stage random sampling technique. The sample size for the present study is 678 faculty members working in self financing arts and science colleges in selected districts of Tamil Nadu.

In order to examine the socio-economic profile of the faculty members working in self financing arts and science colleges in selected districts of Tamil Nadu, the frequency and percentage analysis have been carried out. The mean and standard deviation have been worked out for dimensions determining the quality of work life among the faculty members working in self financing arts and science colleges. In order to analyze the influence of dimensions determining quality of work life on level of quality of work life among the faculty members working in self financing arts and science colleges, the multiple linear regression has been applied.

3. Results and Discussion

3.1. Socio-Economic Profile of Faculty Members Working in Self Financing Arts and Science Colleges

The socio-economic profile of faculty members working in self financing arts and science colleges was analyzed and the results are presented in Table-1.

Table-1. Socio-Economic Profile of Faculty Members Working in Self Financing Arts and Science Colleges

Particulars	Frequency	Percentage
Gender		
Male	279	41.15
Female	399	58.85
Age Group		
25 – 30 years	141	20.80
31 – 40 years	290	42.77
41 – 50 years	163	24.04
Above 50 years	84	12.39
Educational Qualification		
PG Only	54	7.97
PG with SLET / NET	199	29.35
M.Phil	279	41.15
M.Phil with SLET / NET	52	7.67
Ph.D.	63	9.29
Ph.D. with SLET / NET	31	4.57
Designation		
Assistant Professor	272	40.12
Associate Professor	199	29.35
Professor	91	13.42
Head of the Department	64	9.44
Principal	31	4.57
Director	21	3.10
Teaching Experience		
1 – 5 years	233	34.37
6 – 10 years	281	41.45
11 – 15 years	90	13.27
Above 15 years	74	10.91

The results show that 58.85 per cent of faculty members are females and the rest of 41.15 per cent of faculty members are males. It is clear that 42.77 per cent of faculty members belong to the age group of 31 – 40 years, 24.04 per cent of faculty members belong to the age group of 41 – 50 years, 20.80 per cent of faculty members belong to the age group of 25 – 30 years and 12.39 per cent of faculty members belong to the age group of above 50 years.

The results indicate that 41.15 per cent of faculty members have the educational qualification of M.Phil, 29.35 per cent of faculty members have the educational qualification of PG with SLET / NET, 9.29 per cent of faculty members have the educational qualification of Ph.D., 7.97 per cent of faculty members have the educational qualification of PG only, 7.67 per cent of faculty members have the educational qualification of M.Phil with SLET / NET and 4.57 per cent of faculty members have the educational qualification of Ph.D. with SLET / NET. It is observed that 40.12 per cent of faculty members are assistant professors, 29.35 per cent of faculty members are associate professors, 13.42 per cent of faculty members are professors, 9.44 per cent of faculty members are heads of the departments, 4.57 per cent of faculty members are principals and 3.10 per cent of faculty members are directors.

The results reveal that that 41.45 per cent of faculty members have teaching experience of 6 – 10 years, 34.37 per cent of faculty members have teaching experience of 1 – 5 years, 13.27 per cent of faculty members have teaching experience of 11 – 15 years and 10.91 per cent of faculty members have teaching experience of above 15 years.

3.2. Dimensions Determining Quality of Work Life Among the Faculty Members Working in Self Financing Arts and Science Colleges

The dimensions determining quality of work life among the faculty members working in self financing arts and science colleges was analyzed and the results are hereunder presented.

3.2.1. Working Conditions

The working conditions for the faculty members working in self financing arts and science colleges were analyzed and the results are presented in Table -2.

Table-2. Working Conditions

Working Conditions	Mean Score	Standard Deviation
The working environment puts great emphasis on individuals for teaching and research	3.89	0.89
The working condition in my college is conducive	3.65	0.93
My college has advanced audio visual aids for teaching and learning	3.31	0.96
There are proper drinking water and sanitation facilities in my college	3.81	0.76
There is good first aid / medical facilities in my college	3.36	0.90
There is good library and reading room facilities in my college	3.10	0.84
The ventilation and air circulation facilities are fine	3.40	0.66

The results show that the faculty members working in self financing arts and science colleges agree with the working environment puts great emphasis on individuals for teaching and research, the working condition in their college is conducive and there are proper drinking water and sanitation facilities in their college, while they are neutral with their college has advanced audio visual aids for teaching and learning, there is good first aid / medical facilities in their college, there is good library and reading room facilities in their college and the ventilation and air circulation facilities are fine.

3.2.2. Compensation and Rewards

The compensation and rewards for the faculty members working in self financing arts and science colleges were analyzed and the results are presented in Table-3.

Table-3. Compensation and Rewards

Compensation and Rewards	Mean Score	Standard Deviation
The college is giving fair salary in comparison with present cost of living	3.09	1.05
Compensation provided in my college is better than another college	3.36	1.01
Monetary benefits in comparison with my ability is fair	4.01	0.84
I am getting fair incentives (bonus, festival allowance, etc.) from the college	3.39	1.05
The management may pay advance salaries as I required	3.98	0.89
The management makes prompt payment of salary	3.97	0.90

The results indicate that the faculty members working in self financing arts and science colleges agree with monetary benefits in comparison with their ability is fair, the management may pay advance salaries as they required and the management makes prompt payment of salary, while, they are neutral with the college is giving fair salary in comparison with present cost of living, compensation provided in their colleges is better than another college and they are getting fair incentives (bonus, festival allowance, etc.) from the college.

3.2.3. Growth and Opportunities

The growth and opportunities for the faculty members working in self financing arts and science colleges were analyzed and the results are presented in Table-4.

Table-4. Growth and Opportunities

Growth and Opportunities	Mean Score	Standard Deviation
I have been given an opportunity to develop new skills	3.64	1.18
I have been given an opportunity for scholarly pursuits	3.67	1.01
I am a getting proper training before assigning a new job	3.27	1.11
I have been given an opportunity to work independently	3.38	0.95
I have been given an opportunity to use a variety of skills	3.63	0.92
I have been given an opportunity for professional growth	3.73	0.73
I have been given an opportunity to develop new ideas	3.37	0.75

The results reveal that the faculty members working in self financing arts and science colleges agree with the fact they have been given an opportunity to develop new skills, they have been given an opportunity for scholarly pursuits, they have been given an opportunity to use a variety of skills and they have been given an opportunity for professional growth, while, they are neutral with they are getting proper training before assigning a new job, they have been given an opportunity to work independently and they have been given an opportunity to develop new ideas.

3.2.4. Development of Human Capacities

The development of human capacities of the faculty members working in self financing arts and science colleges were analyzed and the results are presented in Table-5.

Table-5. Development of Human Capacities

Development of Human Capacities	Mean Score	Standard Deviation
I am participating in planning of course work	3.20	0.89
I am getting adequate information about what is going on in the department	3.61	1.00
I am getting enough freedom of taking decision for my job and implement them	3.44	1.13
The college facilitates the self improvement for members	3.68	0.83
The senior does not exercise unreasonable pressure on me	3.36	0.99
Equitable treatment is given to all employees in the college	3.17	0.94
I am appreciated by the senior when the work is good	3.71	0.89

The results show that the faculty members working in self financing arts and science colleges agree with they are getting adequate information about what is going on in the department, the college facilitates the self improvement for members and they are appreciated by the senior when the work is good, while, they are neutral with they are participating in planning of course work, they are getting enough freedom of taking decision for their job and implement them, the senior does not exercise unreasonable pressure on them and equitable treatment is given to all employees in the college.

3.2.5. Constitutionalism

The constitutionalism of the faculty members working in self financing arts and science colleges were analyzed and the results are presented in Table-6.

Table-6. Constitutionalism

Constitutionalism	Mean Score	Standard Deviation
My college is taking care for the welfare of the faculty	3.44	0.79
I received equal treatment in all matters like employee compensation, job security and other benefits	3.64	0.65
I am maintaining the privacy regarding personal matters in the college	3.62	0.91
A well functioning conflict resolution mechanism is there in the college	3.41	0.99

The results indicate that the faculty members working in self financing arts and science colleges agree with they received equal treatment in all matters like employee compensation, job security and other benefits and they are maintaining the privacy regarding personal matters in the college, while, they are neutral with their college is taking care for the welfare of the faculty and a well functioning conflict resolution mechanism is there in the college.

3.2.6. Social Relevance

The social relevance of the faculty members working in self financing arts and science colleges were analyzed and the results are presented in Table-7.

Table-7. Social Relevance

Social Relevance	Mean Score	Standard Deviation
My college functions as a socially responsible unit	3.65	0.97
My job does not bring down the social prestige	3.60	0.84
My job has improved social security	3.22	1.00

The results reveal that the faculty members working in self financing arts and science colleges agree with their college functions as a socially responsible unit and their job does not bring down the social prestige, while, they are neutral with their job has improved social security.

3.2.7. Work and Total Life Space

The work and total life space of the faculty members working in self financing arts and science colleges were analyzed and the results are presented in Table-8.

Table-8. Work and Total Life Space

Work and Total Life Space	Mean Score	Standard Deviation
My job is satisfying the needs in general on the job	3.30	1.11
I am always aware of my health in spite of the nature of my job	3.64	0.78
My social and individual requirements are not neglected in the college	3.66	0.88
The energy and time spent on the job does not affect my life adversely	3.73	0.68

The results show that the faculty members working in self financing arts and science colleges agree with they are always aware of their health in spite of the nature of their job, their social and individual requirements are not neglected in the college and the energy and time spent on the job does not affect their life adversely, while, they are neutral with their job is satisfying the needs in general on the job.

3.3. Influence of Dimensions Determining Quality of Work Life on Level of Quality of Work Life Among the Faculty Members Working In Self Financing Arts And Science Colleges.

In order to analyze the influence of dimensions determining quality of work life on level of quality of work life among the faculty members working in self financing arts and science colleges, the multiple linear regression has been applied and the results are presented in Table-9. The dimensions determining quality of work life are considered as independent variables and the level of quality of work life is considered as dependent variable.

The results show that the coefficient of multiple determination (R^2) is 0.63 and adjusted R^2 is 0.61 indicating the regression model is good fit. It is inferred that about 61.00 per cent of the variation in dependent variable (Level of Quality of Work Life) is explained by the independent variables (Dimensions Determining Quality of Work Life). The F-value of 73.304 is statistically significant at one per cent level indicating that the model is significant.

Table-9. Influence of Dimensions Determining Quality of Work Life on Level of Quality of Work Life among the Faculty Members Working in Self Financing Arts and Science Colleges.

Dimensions Determining Quality of Work Life	Regression Coefficients	t-Value	Sig.
Intercept	2.274**	27.868	.000
Working Conditions (X_1)	.110**	10.581	.000
Compensation and Rewards (X_2)	.118**	12.762	.000
Growth and Opportunities (X_3)	.202**	16.412	.000
Development of Human Capacities (X_4)	-.002	.293	.769
Constitutionalism (X_5)	.013	1.499	.134
Social Relevance (X_6)	.035**	2.895	.004
Work and Total Life Space (X_7)	.106**	9.787	.000
R^2	0.63	-	-
Adjusted R^2	0.61	-	-
F	73.304	-	.000
N	678	-	-

Note: ** Significance at one per cent level

The results indicate that growth and opportunities, compensation and rewards, working conditions, work and total life space and social relevance are positively and significantly influencing the level of quality of work life among the faculty members working in self financing arts and science colleges at one per cent level. Therefore, the null hypothesis of there is no significant influence of dimensions determining quality of work life on level of quality of work life among the faculty members working in self financing arts and science colleges is rejected.

4. Conclusion and Suggestions

More than half of the faculty members (58.85 per cent) are females and more than one-third of the faculty members (42.77 per cent) belong to the age group of 31 – 40 years. More than one-third of the faculty members (41.15 per cent) have the educational qualification of M.Phil and more than one-third of the faculty members (40.12 per cent) are assistant professors. More than one-third of the faculty members (41.45 per cent) have teaching experience of 6 – 10 years.



The growth and opportunities, compensation and rewards, working conditions, work and total life space and social relevance are positively and significantly influencing the level of quality of work life among the faculty members working in self financing arts and science colleges.

To improve the quality of work life of the faculty members working in self financing arts and science colleges, the management should provide advanced audio visual aids for teaching and learning and good first aid / medical facilities in their colleges. In addition, the ventilation and air circulation facilities in the colleges should be improved.

In order to improve the quality of work life of the faculty members of self financing arts and science colleges, the management must give fair salary in comparison with present cost of living and compensation should be provided in their colleges better than other colleges. Besides, the faculty members must be given fair incentives (bonus and festival allowance).

The faculty members of self financing arts and science colleges should be given proper training before assigning a job and the faculty members must give an opportunity to work independently and to develop new ideas.

The self financing arts and science colleges should allow their faculty members in planning of course work and must give enough freedom of taking decision for their job and implement them. Meanwhile, the senior faculty members should not exercise unreasonable pressure on them and equitable treatment must be given to all faculty members in their colleges.

The self financing arts and science colleges should take care for the welfare of their faculty members and must have a well functioning conflict resolution mechanism in their colleges. The self financing arts and science colleges should improve social security of faculty members and must satisfy the needs of the teaching job.

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