



A Study on Quality of Work Life of Secondary School Teachers in Mysore City

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Abstract

The quality of work life in connection to gender and types of secondary school teachers is a topic of the current study. Simple random sampling techniques were used to choose samples from 114 secondary school teachers. The study methodology was a descriptive survey. Quality of Work Life Scale (QWLS), constructed and adapted by the researcher, was used to collect data. Quality of Work Life Scale is made up of Job Security, Equitable Pay and Rewards, Justice in the Work Place and Supervision. 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.

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

I. Introduction

The term “Quality of Work Life” (QWL) has different meanings to different people. Some see it as democracy or co-determination since there is more work input make decision. QWL is seen by teachers as promoting a more equal profit distribution, job stability, and safe and humane working conditions. Others see it as enhancing workplace social interactions through independent workgroups. Some people have a bigger picture in mind and want to change the entire organizational culture by individualizing work, humanizing work, and altering the structural and management processes. It is also referred to as the degree to which the workplace is pleasant or unfavourable for those who work there and the standard of the relationships that exist between co-workers and the whole workplace.

Robbins (1989) defined Quality of work life as, “A process by which an organization responds to employee needs by developing mechanisms to allow them to share fully in making the decisions that design their lives at work”.

Teachers in this position are able to devote the appropriate amount of time and effort to both their job and their personal lives outside of the office. The standard definition of work-life balance is when an individual's right to a fulfilling life, both within and outside of paid job, is acknowledged and respected. Some individuals can refer to it as the flexible work arrangements that enable both parents and non-parents to take advantage of working situations that strike a balance between obligations at work and obligations at home.

II. Need 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 teacher's work. The task should leave teachers feeling satisfied and excited for the next day, even if it is only a modest step toward the ultimate aim. Teachers draw upon physical, emotional, and intellectual resources in order to meet the obstacles and be effective in the classroom. Everyone involved in the world of work should be taking more active and strong actions to make work more enjoyable for those who have to do it because psychologists believe that work should be ethically desirable so that people love it. A teacher's 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 the 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.

III. Objectives of the study

1. To assess the level of Quality of Work Life of Secondary School Teachers.
2. To compare gender wise Quality of Work Life of Secondary School Teachers.
3. To compare the Quality of Work Life of Government and Private School Teachers.

IV. Hypotheses of the study

1. There is no significant difference between Quality of Work Life of Male and Female Secondary School Teachers.
2. There is no significant difference between Quality of Work Life of government and Private Secondary School Teachers.

V. Design of the study

A descriptive survey approach will be used to examine the Quality of Work Life of Secondary School Teachers.

VI. Variables of the study

The following variables were selected for the study

Main variables:

- Quality of Work Life

Background variables:

- Gender
- Type of Schools

VII. Sample of the study

The Secondary School Teachers of Mysore City were the population of the study. The sample of the study was selected by using stratified random sampling technique. The sample size of secondary school teachers was selected according to Krejcie and D Morgon table. The researcher randomly selected out of one hundred sixty-one secondary school teachers, 114 secondary school teachers were selected.

VIII. 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 secondary school teachers.

IX. Statistical techniques used

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

X. Analysis and interpretation of the data

Table 1: Level of Quality of Work Life.

Level	Secondary School Teachers	Percentage
High	22	19.3
Average	68	59.6
Low	24	21.1
Total	114	100%

It is found from table 1 shows that 19.3% of Secondary School Teachers have a high level of Quality of Work Life, 59.6% have an average level of Quality of Work Life and 21.1% have a low level of Quality of Work Life

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

Gender	N	Mean	S.D	df	t-value	Significance
Male	46	102.37	17.73	112	-0.248	Not Significant
Female	68	103.32	21.39			

From the Table 2, it is found that mean scores of Male and Female of Secondary School Teachers are 102.37 and 103.32 with a S.D of 17.73 and 21.39 respectively. t-value of -0.248 is less than the tabulated t-value of 1.98 at 0.05 level of significance for degree of freedom 112. Hence the null hypothesis is accepted and alternate hypothesis is rejected which means that there is no significant difference between the mean scores of Male and Female Secondary School Teachers with respect to Quality of Work Life.

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

School type	N	Mean	S.D	df	t-value	Significance
Government	31	128.83	15.01	112	1.242	Not Significant
Private	83	123.46	22.28			

From the Table 3, it is found that mean scores of Government and Private Secondary School Teachers are 128.83 and 123.46 with a S.D of 15.01 and 22.28 respectively. t-value of 1.242 is less than the tabulated t-value of 1.98 at 0.05 level of significance for degree of freedom 112. Hence the null hypothesis is accepted and alternate hypothesis is rejected which means that there is no significant difference between the mean scores of Government and Private Secondary School Teachers with respect to Quality of Work Life.

XI. Results of the study

- A majority 59.6% of the Secondary School Teachers were found to possess an average level of Quality of Work Life and 21.1% were found to possess low level of Quality of Work Life. Only 19.3% of the teachers possessed high level of Quality of Work Life.
- There was no significant difference in the Quality of Work Life of Male and Female Secondary School Teachers.
- There was no significant difference in the Quality of Work Life between teachers working in Government and Private Secondary Schools.

XII. Discussion of Findings

- ❖ The rate of quality of work life among technical and theoretical high school teachers in Kordestan province in Iran. The questionnaire of Quality of Work Life (QWL) was used and the reliability of the instrument was 0.98 by Cronbach alpha. The results 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. & Mohamadi, B. 2012)
- ❖ The findings show that there is a relationship between Quality of Work Life (QWL) and Job satisfaction. Pearson's coefficient of correlation (r) is 0.502, which is highly significant at a 1% level of significance. This suggests that if there is a 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 questionnaires incompleteness, 102 questionnaires were found to be usable and form the basis of the data reported herein. This represents a response rate of 98%, which is quite reasonable for this type of study. (Yitbarek, T. 2017)
- ❖ The Covid-19 pandemic had a major impact on the education sector in India, with 90% of teachers aged 25-35 earning below Rs30,000. This highlights the need for financial security for teachers in this period of life, as they can contribute to sustaining India's Education System. Institutions have a moral responsibility towards their teaching and non-teaching staff, as they have experienced a transition in their work format during the pandemic. (Nayak, S., Dubey, R. S. & Lenka, S. 2022)

XIII. Educational 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.
- School management should strive to improve infrastructural facilities, teaching, and learning resources, and involve teachers in decision-making.
- Teachers with less experience should be given a reasonable chance in the hiring process, with pay strategies and performance-based increments to improve performance.

XIV. Conclusion

The results show that teachers' salaries are lower than the average and are not satisfactory, leading to job dissatisfaction. Investment to raise employees' health and safety would lead to higher efficiency of the organization. Teachers' point of view about the safety of schools is 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 teachers' 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 Mysore can use skills, self-control, and self-management for planning.

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