



Factors Affecting the quality of work-life of the teaching professionals working in Higher Secondary Schools

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Introduction

Human resource acts as fuel for accelerating the process of development. It harnesses all other resources effectively and Human Resource Management is the medium through which both the employees and the organization mutually cooperate towards their maximum satisfaction. This has made the quality of work-life a unique strategy for an organization. According to Goode (1989), the term "Quality of work-life" was first used by Irving Bluestone in the 1960s as a measure to increase worker productivity. A series of attitude surveys conducted at the University of Michigan from 1963-1973 drew attention to the concept called "the quality of employment".

According to a UNESCO report, "State and Society must perceive higher education not as a burden on federal budget but as a long-term domestic investment, to increase economic competitiveness, cultural development, and social cohesion. The public support to higher education is still essential to ensure its educational, social, and institutional mission". Therefore, education is given importance throughout the world. It not only improves knowledge, but also helps in generating employment, increasing the standard of living, improving culture, attracting foreign income, and helping in the advancement of science and technology and government administration. It is the most important aspect of the growth of the country.

Statement of the Research Problem

The present study, "Factors Affecting the quality of work-life of the teaching professionals working in Higher Secondary Schools" proposes to explore the quality of work-life among teaching professionals in Higher Secondary Schools.

Objectives

- To identify the determinants affecting the quality of work-life of the teaching professionals working in Higher Secondary Schools.

Hypothesis

- The quality of work life of teaching professionals is determined by factors like Adequate and fair compensation, Safe and healthy work environment, Opportunity for development, Promotion and career growth, social integration at work, Quality of life, and social relevance.

Research Methodology

This study is mainly based on the primary data collected from the respondents with the help of a structured questionnaire for the present research and secondary data.

The following table shows the total population under study, who are designated Principals, Senior Teachers, and Assistant Teachers, and includes both full-time and part-time teachers and Guest Faculty of the Higher Secondary Schools in Nadia district.

Designation/ Position	Institution				Total
	Government	Private Aided	Private Unaided	Autonomous	
Principals	05	06	08	01	20
Senior Teachers	12	16	02	07	37
Assistant Teachers	20	09	06	27	62
Part time Teachers	04	07	05	06	22
Guest Faculty	25	02	0	0	27
Total	66	40	21	41	168

Statistical Tools and Techniques Applied

The data was analyzed and interpreted with the help of the Statistical Package for Social Sciences (SPSS). Appropriate statistical tools and techniques were used by the researcher for analyzing and interpreting the quantitative research data.

Presence or absence of external factors influencing quality of teaching

		Institution				Total
		Government	Private Aided	Private Unaided	Autonomous	
Problems that affect the quality of your teaching	Yes	66 43.8%	42 26.2%	50 38.5%	46 56.9%	204 39.2%
	No	84 56.2%	118 73.8%	80 61.5%	34 43.1%	316 60.8%
Total		150 100.0%	160 100.0%	130 100.0%	80 100.0%	520 100.0%

$\chi^2 = 26.161$ $p = .000 < 0.01$, HS

A question was asked whether the quality of teaching was affected by external factors. Out of 520 respondents, 39.2 percent perceived that external factors affect the quality of teaching and 60.8 percent disagreed to the statement. About 43.8 percent of respondents from Government Schools, 26.2 percent from Private Aided Schools, 38.5 percent from Private Unaided Schools, and 56.9 percent from Autonomous School agreed that external factors affected their quality of teaching. There is high significant difference among the respondents of different institutions in this regard. Majority of Autonomous School respondents (56.9%) said that external factors affected their quality of teaching. On the other hand, majority (73.8%) of respondents from Private Aided School said that their teaching quality was not affected by external factors.

Factors influencing quality of teaching

	Government		Private Aided		Private Unaided		Autonomous		Total	
	freq.	%	freq.	%	freq.	%	freq.	%	freq.	%
Noise pollution	21	40.4%	24	14.7%	26	20.0%	8	10.8%	11	21.4%
Lack of infrastructure	22	80.7%	33	20.6%	60	46.0%	43	54.1%	80	54.0%
Quality of students	18	43.9%	18	67.6%	70	54.0%	45	56.8%	83	54.4%
Relationship with colleagues	24	15.8%	14	8.8%	34	26.0%	16	20.3%	29	18.6%

Table 5.31 shows the different factors influencing quality of teaching. About 40.4 percent respondents from Government Schools, 14.7 percent from Private Aided Schools, 20 percent from Private Unaided Schools, and 10.8 percent from respondents from Autonomous Schools said that noise pollution affected their quality of teaching. About 80.7 percent respondents from Government Schools, 20.6 percent from Private Aided Schools, 46 percent from Private Unaided Schools, and 54.1 percent from Autonomous Schools complained that noise pollution affected their quality of teaching. About 43.9 percent respondents from Government Schools, 67.6 percent from Private Aided Schools, 54 percent from Private Unaided Schools, and 56.8 percent from Autonomous Schools said the quality of students influenced their quality of teaching. About 15.8 percent respondents from Government Schools, 8.8 percent from Private Aided Schools, 26 percent from Private Unaided Schools, and 20.3 percent from Autonomous Schools said relationship with colleagues affected their quality of teaching.

OPPORTUNITIES TO DEVELOP HUMAN CAPABILITIES

The teaching job is a dynamic profession; it requires constant and continuous up gradation of knowledge and skill of teaching professionals. Therefore, there should be proper opportunities to widen their intellectual horizon. Opportunities for development should include opportunity to use special ability of the employee, encouraging employees to attend conferences, seminars, trainings, workshops, etc., recognizing and honouring personal achievements, encouraging employee to learn new skills while on the job, helping employees to pursue higher education, increasing research funding for research and publications, and facilitating leadership, management, and entrepreneurship development programmes for teachers.

Factors influencing opportunity to develop human capabilities

	Institution	N	Mean	Std. Deviation	Median	Kruskal wallis test x2 value	d.f	P
There is opportunity to use my special abilities in my job	Government	50	3.42	0.905	4.00	13.392	3	0.00
	Private Aided	60	3.75	0.854	4.00			HS
	Private Unaided	30	3.54	0.891	4.00			
	Autonomous	80	3.48	0.846	4.00			
	Total	220	3.55	0.881	4.00			
My employer encourages me to participate in seminars/conferences	Government	50	3.59	0.962	4.00	10.205	3	0.017
	Private Aided	60	3.91	0.772	4.00			sig
	Private Unaided	30	3.82	0.893	4.00			
	Autonomous	80	3.92	0.881	4.00			
	Total	220	3.81	0.887	4.00			
My personal achievements are recognized and honoured	Government	50	3.24	0.979	3.50	8.883	3	0.031
	Private Aided	60	3.52	0.990	4.00			sig
	Private Unaided	30	3.27	1.084	3.00			
	Autonomous	80	3.45	1.270	4.00			
	Total	220	3.37	1.090	4.00			
I learn new skills while I am on job	Government	50	3.84	0.745	4.00	10.104	3	0.018
	Private Aided	60	3.95	0.750	4.00			sig
	Private Unaided	30	3.85	0.821	4.00			
	Autonomous	80	3.56	1.057	4.00			
	Total	220	3.80	0.862	4.00			
The institution helps pursue higher studies	Government	50	3.42	0.947	4.00	9.088	3	0.028
	Private Aided	60	3.73	0.971	4.00			sig
	Private Unaided	30	3.47	1.005	4.00			
	Autonomous	80	3.33	1.284	4.00			
	Total	220	3.49	1.07	4.00			
Opportunity to develop human capabilities	Government	50	3.50	0.62	3.60	10.434	3	0.015
	Private Aided	60	3.77	0.65	4.00			sig
	Private Unaided	30	3.59	0.70	3.80			
	Autonomous	80	3.55	0.88	3.60			
	Total	220	3.60	0.73	3.80			

Source: Primary Data

Table explains the factors to develop human capabilities. Five statements were posed to the respondents dealing with different aspects of opportunity to develop human capabilities. On average, 3.60 ± 0.73 agreed that there is opportunity to develop human capabilities in their institutions. There is significant difference among the respondents as $p=0.015 < 0.05$. Respondents from Private Aided Schools get the highest opportunity and Government School respondents get the lowest opportunity to develop capabilities. About 3.55 ± 0.881 agreed that there is opportunity to use their special abilities in their organization. There is high significant difference among the respondents as $p=0.004 < 0.01$. Respondents from Private Aided School get the highest opportunity and Government School respondents get the lowest opportunity of using their talents. About 3.81 ± 0.887 agreed

that their employers encourage them to attend conferences and seminars. There is significant difference among the respondents as $p=0.017<0.05$. Respondents from Autonomous Schools get the highest encouragement and Government School respondents get lowest encouragement to attend conferences and seminars. About 3.37 ± 1.090 said that their personal achievements were recognized and honoured. There is significant difference among the respondents as $p=0.031<0.05$. Respondents from Private Aided Schools get the highest recognition and Government School respondents get lowest recognition for personal achievements. About 3.80 ± 0.862 agreed that they learn new skills on the job. There is significant difference among the respondents as $p=0.018<0.05$. Respondents from Private Aided Schools are with the highest mean value and Autonomous Schools are with the lowest mean value. About 3.49 ± 0.887 agreed that their employers encourage them to pursue higher studies. There is significant difference among the respondents as $p=0.017<0.05$. Respondents of Private Aided Schools get highest encouragement and respondents of Autonomous School get lowest encouragement to pursue higher studies.

Findings

Factors influencing quality of teaching

A study of the different factors affecting the quality of teaching revealed that 41.9 percent respondents from Government Schools, 15.8 percent from Private Aided Schools, 20 percent from Private Unaided Schools, and 8 percent from Autonomous Schools said that noise pollution affected their quality of teaching. About 82.3 percent respondents from Government Schools, 21.1 percent from Private Aided Schools, 46 percent from Private Unaided Schools, and 56 percent from Autonomous Schools complained that lack of proper infrastructure facilities affected their quality of teaching. Around 48.4 percent respondents from Government Schools, 71.1 percent from Private Aided Schools, 54 percent from Private Unaided Schools, and 58 percent from Autonomous Schools said that quality of students influenced their quality of teaching. Nearly 17.7 percent respondents from Government Schools, 7.9 percent from Private Aided Schools, 26 percent from Private Unaided Schools, and 14 percent from Autonomous Schools said that relationship with colleagues affected their quality of teaching.

Encouragement to attend seminars and workshops

Out of 520 respondents, 78.1 percent agreed that they receive encouragement to attend seminars and workshops and 21.9 percent disagreed to the statement. About 68.7 percent respondents from Government Schools, 81.9 percent from Private Aided Schools, 83.1 from Private Unaided Schools, and 80 percent from Autonomous School agreed that they get support to attend seminars and workshops. The χ^2 test shows there is high significant difference between the respondents of different institutions in this regard with p value = 0.011 > 0.05. Majority of Autonomous School respondents (83.1%) said that they get encouragement to attend seminars and workshops. On the other hand, Government School respondents get least encouragement to attend seminars and workshops (68.7%).

The results of the analysis of different ways of encouragement by employer to attend seminars and workshops showed the following facts: 19.4 percent from Government Schools, 51.9 percent from Private Aided Schools, 63 percent from Private Unaided Schools, and 51.6 percent of respondents from Autonomous Schools said that their employers reimbursed the registration fees of seminars or workshops. About 77.7 percent respondents from Government Schools, 88.5 percent from Private Aided Schools, 84.3 percent from Private Unaided Schools, and 50 percent respondents from Autonomous Schools agreed that they received on official duty (OOD) facility for attending seminars. Around 3.9 percent respondents from Government Schools, 4.6 percent from Private Aided Schools, 2.8 percent from Private Unaided Schools, and 1.6 percent from Autonomous Schools received a fixed sum of money for attending seminars. Nearly 17.5 percent respondents from the Government Schools, 13 percent from Private Aided Schools, 14.8 percent from Private Unaided Schools, and 25 percent from Autonomous Schools said that their superiors sanctioned casual leave for attending seminars and workshops.

Recognition of achievements made by teachers

59.8 percent of respondents said that there is a system of recognizing the achievement of teachers from which 70 percent were from Autonomous Schools, 67.5 percent from Private Aided Schools, 60 percent from Private Unaided Schools, and 46 percent respondents from Government Schools. Only in the case of Government Schools, more than half (54 percent) of the respondents regretted that they did not have a system of recognition for their achievements. There is high significant difference between the respondents with regard to being recognized by their employers for extraordinary contributions as respondents of the Autonomous

Schools got the highest recognition, while respondents from Government Schools received less recognition from their employers($p=0.000<0.01$).

The analysis of the different ways of recognition of the achievements of teachers of First Grade Schools showed that 31.9 percent respondents from Government Schools, 68.5 percent from Private Aided Schools, 42.3 percent from Private Unaided Schools, and 53.6 percent from Autonomous Schools agreed that achievers were facilitated in their organization. About 4.3 percent respondents from Government Schools, 9.3 percent from Private Aided Schools, 9 percent from Private Unaided Schools, and 7.1 percent from Autonomous Schools agreed that cash award was given for achievements in their organization. Around 34.8 percent respondents from Government Schools, 27.8 percent from Private Aided Schools, 26.9 percent from Private Unaided Schools, and 23.2 percent from Autonomous Schools reported that a letter of appreciation was given for achievements in their organization. About 36.2 percent respondents from Government Schools, 44.4 percent from Private Aided Schools, 48.7 percent from Private Unaided Schools, and 46.4 percent and Autonomous Schools agreed that the names of achievers were published in their school magazine. Nearly 5.8 percent respondents from Government Schools, 4.6 percent from Private Aided Schools, 16.7 percent from Private Unaided Schools, and 16.1 percent respondents from Autonomous Schools agreed that their salary would be increased in light of their achievements in their organization.

Conclusion

The teaching profession is considered as one of the noblest professions in the world. There are many positive points in favour of the teaching profession like reasonable working hours and holidays in a year, and the pleasure of being in the company of a happy young population throughout the teaching career, which is often a positive motivator in life. Teachers also get the opportunity to contribute positively to the future talent pool of the nation. By 2030, India is expected to be youngest nation of the world with 140 million school going age group and one in every four graduates in the world.

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