

**A STUDY ON QUALITY OF WORK LIFE OF
COLLEGE TEACHERS WITH REFERENCE TO
KOCHI CITY**



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**A STUDY ON QUALITY OF WORK LIFE OF COLLEGE TEACHERS WITH
REFERENCE TO KOCHI CITY**

Thesis submitted to St. Teresa's College (Autonomous), Ernakulam in *fulfillment of the
requirements for the award of the degree of Master of Arts in Sociology*

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DECLARATION

I, ASHNA XAVIER, hereby declare that the thesis entitled "A STUDY ON QUALITY OF WORK LIFE OF COLLEGE TEACHERS WITH REFERENCE TO KOCHI CITY" is a bonafide record of independent research work carried out by me under the supervision and guidance of Dr. DORA DOMINIC. I further declare that this thesis has not been previously submitted for the award of any degree, diploma, associateship or other similar title.

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CHAPTER 1

INTRODUCTION

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INTRODUCTION

The American Society of Training and Development defined Quality of Work Life (QWL) as “a process of work organizations which enables its members at all levels to participate actively and efficiently in shaping the organization’s environment, methods and outcomes. It is a value-based process, which is aimed towards meeting the twin goals of enhanced effectiveness of the organization and improved quality of life at work for the employees.” In short Quality of Work Life is an individual's feelings regarding all aspects of his work, such as economic incentives and rewards, job security, working conditions, organizational and interpersonal relationships etc. Work climate and its impact on both work and people, as well as the effectiveness of an organization, are the areas of Quality of Work Life concern. Quality is no longer a niche concept; rather, it is now essential to the best chances of survival. The biggest asset to every firm today is the quality of its people resources. Perfectly sustaining the quality of work life leads to keeping the quality of such human inputs. An improvement in workplace conditions would benefit both employees' wellbeing and the health of the entire company. This research is an attempt to understand the quality of work life among college teachers in Kochi city. The idea of QWL, which Walton claims is more expansive than these prior advances and must take into account "the principles that were at the heart of these past reform movements," as well as "human wants and ambitions," was developed in the 1970s. The concept of QWL had a strong foundation thanks to the theories of leadership and motivation. People look for fulfilment of their higher-order demands once their lower-order needs have been met.

Despite the fact that a strong Quality of Work Life benefits all institutions, regardless of the field to which they belong, it is especially crucial for those in the services sector since the success of service firms is more person-centric. One such organisation is a higher education institution, which serves the objective of offering high-quality, relevant, and affordable education. The effectiveness of teachers has a significant impact on the performance of higher education institutions. A teacher is a tool for converting human capital from human resources. For teachers to reach their full potential and contribute to the institution, they need to have a high-quality work life. Education is crucial in ensuring that individuals have the knowledge, skills, and aptitudes required for survival in the outside world. The individuals that work in

those institutions, particularly instructors, have a tremendous impact on the quality of education that is delivered to people.

QUALITY OF LIFE

Quality of life is a highly subjective measure of happiness that is an essential component of many financial decisions. Factors that play a role in the quality of life vary according to personal preferences, but they often include financial security, job satisfaction, family life, health, and safety. A non-financial factor connected to employment and life happiness is quality of life. The phrase "quality of life" is frequently used in the context of employment to describe having the time and resources to pursue what you like. Poor quality of life results from a job that pays well but necessitates so many hours of work that the employee is unable to enjoy any of the income.

Another factor affecting the quality of life is when a job gives the employee time to enjoy life but prevents them from doing so because they are too exhausted, hurt, stressed out, or in some other way unable to appreciate their pay. These days, determining how good or awful a job is often involves taking into account both the compensation and the quality of life.

QUALITY OF LIFE FACTORS

A good example of a quality of life is travelling to work. Living further from well-known job locations and commuting to work can reduce housing costs. Due to the additional time spent in traffic or on public transportation, commuters do not have as much leisure for spending with their families or engaging in their hobbies.

Moreover, cheaper housing regions are typically found further from entertainment, culture, and the arts. Some individuals think this trade-off is beneficial, while others decide to spend more money to live closer to their jobs and their cultural attractions in order to enhance their quality of life.

Certain employment may expose workers to dangers including dangerous chemicals, large machinery, and a significant chance of injury or falling. In order to offer the kind of lifestyle the worker wants for themselves and their close relatives, the chance of injury that might interfere with their pleasure of life is evaluated against earning a larger wage supplied by a difficult job.

Another indicator of life quality is the ratio of work hours to spare time. In order to achieve their financial goals, professionals may decide to accept high-paying positions that frequently involve late or prolonged hours of labour. Long-distance business trips for face-to-face meetings may fall under this category. Such decisions can raise the amount of money used to support their private lives, but they also reduce the amount of time available for vacations and other personal activities—basically, the things they were saving the money for.

A further factor affecting quality of life is workplace circumstances. The physical demands of many occupations, such as heavy lifting or repeated tasks that can wear down the body over time and perhaps cause long-term physical disabilities, may force employees to operate under great effort.

COUNTRIES WITH THE BEST QUALITY OF LIFE

Canada, Denmark, Sweden, Norway, Switzerland, and Australia are the top six nations in the world in terms of quality of life in 2021, according to a yearly assessment from U.S. News and World Report in collaboration with the BAV Group and the Wharton School of the University of Pennsylvania. Several factors contributed to this distinction, including political stability, an accessible and comprehensive public health system, a strong public education system, income equality, and family-friendly policies and legislation. In terms of living quality, the United States came in far lower than these six nations, coming in at number 20.

THE ORIGIN OF QUALITY OF WORK LIFE

The human relations movement started by George Elton Mayo in the 1930s is where the QWL foundation got its start. He concentrated on the psychological and individual aspects of employee success at work. The Taylorian system of work organization is under scrutiny. The sensible division of work into basic, straightforward, repetitive activities assigned to specialized staff no longer seems to be the secret to increasing a company's efficiency.

This rationale was supported by Tavistock's work from 1950, which put the capacity of businesses to organize the human, social, and technical facets of work at the core of overall efficiency. Over time, the idea of QWL has continued to be improved. Its development is closely related to how our relationship with work has changed.

QUALITY OF WORK LIFE IN UK

The first report of the General Household Survey, which reported 92.7% of men and 95.6% of women "happy or fairly satisfied" with their occupations, indicating the word first emerges in Great Britain in the 1970s. Another assessment on the "quality of working life" that was commissioned concurrently by the Department of Employment showed a "direct link" between productivity and job satisfaction.

The report called for increased cooperation between the various parties, and as a result, in 1973, the Government, the Confederation of British Industry, and the Trades Union Congress established the Tripartite Steering Group on Job Satisfaction to study the issue of the standard of living at work in both industry and commerce.

Through the Employment Relations Act, which was passed in 1999, significant steps were taken in the direction of protecting certain employment rights, including maternity leave, the right of the employee to return to work after a leave of absence, 13 weeks of parental leave, and the treatment of part-time employees with regard to their terms and conditions of employment. The UK Government's Work-Life Balance Campaign, which included the Work Life Balance Report and other surveys and publications, was introduced in the spring of 2000 as a result.

These studies, recommendations, and QWL policies are presented in reports that are generated every five years. The Flexible Working Regulations of 2014, together with the Employment Rights Act of 1996, are important pieces of QWL legislation in the UK and were inspired by the Fourth Work Life Balance Report of 2013. Since 2018, the government's Flexible Working Task Force has tasked the Chartered Institute of Personnel and Development, or CIPD, with creating the UK Working Lives Survey. In addition to exploring ideas, strategies, and projects for businesses to take advantage of QWL and its potential, those studies provide an exhaustive condition of quality of work life in the UK.

COMPONENTS OF QUALITY OF WORK LIFE

The components of QWL are different in the view of different researchers. Walton (1975), USA, identified eight components of QWL. They are:

- 1) Adequate and fair compensation
- 2) Safe and healthy working conditions

- 3) Immediate opportunity to use and develop human capacities
- 4) Opportunity for continued growth and security
- 5) Social integration in the work organization
- 6) Constitutionalism in the work organization
- 7) Work and total life space
- 8) Social relevance of work life

Saklani (1979), India, identified thirteen components of QWL. They are:

- 1) Adequate and fair compensation
- 2) Fringe benefits and welfare measures
- 3) Job security
- 4) Physical work environment
- 5) Work load and job stress
- 6) Opportunity to use and develop human capacity
- 7) Opportunity for continued growth
- 8) Human relations and social aspect of work life
- 9) Participation in decision making
- 10) Reward and penalty system
- 11) Equity, justice and grievance handling
- 12) Work and total life space
- 13) Image of organization

Levine (1984), Europe, identified seven components.

- 1) Respect from supervisor and trust on employee's capability
- 2) Change of work
- 3) Challenge of the work
- 4) Future development opportunity arising from the current work
- 5) Self-esteem
- 6) Scope of impacted work and life beyond work itself
- 7) Contribution towards society from the work

Mirvis and Lawler (1984) UK identified 4 QWL components

- 1) Safe work environment
- 2) Equitable wages

- 3) Equal employment opportunities
- 4) Opportunities for advancement

Baba and Jamal (1991) UK, identified eight components of QWL

- 1) Job satisfaction
- 2) Job involvement
- 3) Work role ambiguity
- 4) Work role conflict
- 5) Work role overload
- 6) Job stress
- 7) Organizational commitment
- 8) Turn-over intentions

Lau and Bruce (1998) US, identified five components. They are:

- 1) Job security
- 2) Reward systems
- 3) Training
- 4) Career advancements opportunities
- 5) Participation in decision in decision making

Thomas and Wah (2001) Singaporean, identified 4 QWL components

- 1) Favorable work environment
- 2) Personal growth and autonomy
- 3) Nature of job
- 4) Stimulating opportunities and co-workers

Ellis and Pompli (2002) Canberra, identified 11 components

- 1) Poor working environments
- 2) Resident aggression
- 3) Workload, inability to deliver quality of care preferred
- 4) Balance of work and family
- 5) Shift work
- 6) Lack of involvement in decision making
- 7) Professional isolation

- 8) Lack of recognition
- 9) Poor relationships with supervisor/peers
- 10) Role conflict
- 11) Lack of opportunity to learn new skills.

Che Rose (2006) Malaysia, identified 3 components of QWL

- 1) Career satisfaction
- 2) Career achievement
- 3) Career balance

Saraji and Dargahi (2006) Tehran, identified 14 components of QWL

- 1) Fair Pay and Autonomy
- 2) Job security
- 3) Reward systems
- 4) Training and career advancements
- 5) Opportunities
- 6) Participation in decision making
- 7) Interesting and satisfying work
- 8) Trust in senior management
- 9) Recognition of efforts
- 10) Health and safety standards at work
- 11) Balance between the time spent at work and the time spent with family and friends
- 12) Amount of work to be done
- 13) Level of stress experienced at work
- 14) Occupational health and safety at work

The 5 components of QWL identified by Rethinam and Maimunah (2008) Malaysia, are:

- 1) Health and well-being
- 2) Job security
- 3) Job satisfaction
- 4) Competence development
- 5) The balance between work non work life

The eight components identified by Hosseini (2010), are:

- 1) Adequate and fair compensation
- 2) Safe and healthy working conditions
- 3) Immediate opportunity to use and develop human capacities
- 4) Opportunity for continued growth and security
- 5) Social integration in the work organization
- 6) Constitutionalism in the work organization
- 7) Work and total life space
- 8) Social relevance of work life.

The three components of QWL identified by Muftah & Lafi (2011), are:

- 1) Physical
- 2) Psychological
- 3) Social factors

Stephen (2012) India, identified 13 components of QWL. They are:

- 1) Adequate and fair compensation
- 2) Fringe benefits and welfare measures
- 3) Job security
- 4) Physical work environment
- 5) Work load and job stress
- 6) Opportunity to use and develop human capacity
- 7) Opportunity for continued growth
- 8) Human relations and social aspect of work life
- 9) Participation in decision making
- 10) Reward and penalty system
- 11) Equity, justice and grievance handling
- 12) Work and total life space
- 13) Image of organization

QUALITY OF WORK LIFE IN EDUCATION SECTOR

Individual attitudes are the most typical way to evaluate quality of work life, according to Loscocco and Roschelle. This is because personal work attitudes are crucial determinants of the quality of the working environment. People's reactions to their occupations have an impact on their level of personal pleasure, the efficiency of their workplaces, and even the stability of

society. According to the expectations they bring to work, people only perceive and attribute certain things to their occupations. The 1970s and 1980s saw significantly greater attention paid to factors of the organisational context in which the job is performed, even though job characteristics have long been thought to be significant influencers on work attitudes. As a result, it's important to consider how organisational traits affect QWL both directly and indirectly. While being aware of external demands, dynamic schools emphasise and promote the significance of human resources and other internal morale issues among their students (Cameron, 1984). Teachers are one of the most crucial human resources for the operation of schools. Any educational system's performance is primarily dependent on its teachers. Any educational system's capabilities and quality largely depend on the efforts of its teachers.

This study is mainly focusing on the quality of work life among the college teachers in Kochi city. The traditional idea of the teaching is undergoing quick alterations in the shifting context of contemporary technological growth. Only someone who takes pleasure in their work and feels fulfilled can work at their absolute best. Satisfaction, wellbeing, and happiness come from meeting personal needs and aspirations. But if a profession is full of stress and strain from the job, how far and how long could anyone remain content in it? The term "quality of work life" has lately gained popularity as a way to refer to a variety of working circumstances as well as the associated goals and expectations of the teachers. The creation of work activities that improve teachers' professional experiences is necessary for ensuring the quality of education, as this will increase their commitment to and motivation for accomplishing their objectives. Teachers place a high value on their quality of work life in this regard. Therefore, research on the quality of college teacher's working lives is necessary.

UNIVERSITY GRANT COMMISSION

According to the UGC Act 1956, the Department of Higher Education, Ministry of Education, Government of India established the University Grants Commission (UGC), a statutory agency tasked with coordinating, establishing, and maintaining the standards of higher education in India. It grants India's universities recognition and makes financial contributions to accredited institutions and universities. Six regional offices are located in Pune, Bhopal, Kolkata, Hyderabad, Guwahati, and Bangalore in addition to the organization's headquarters in New Delhi. The Government of India is debating a plan to replace it with a brand-new regulating organisation named HECI. All candidates who pass the JRF portion of the National Eligibility Examination are awarded doctorate fellowships by the UGC.

In accordance with UGC guidelines, full-time instructors should work a minimum of forty hours per week for thirty working weeks throughout the academic year, and they're required to be accessible for at least five hours each day at the university or institution. In order to guarantee that the direct teaching-learning burden of all permanent faculty members complies with University Grants Commission (UGC) standards, Delhi University has written to the heads of all departments. The departments were also instructed by the Assistant Registrar (Estab. Teaching) to ensure that the schedule and teaching-learning burden of permanent faculty members support the need for an ad hoc or guest faculty member. This was done because, according to reports, a lot of permanent professors sought temporary or guest staff to take their lessons.

PAY SCALE OF TEACHERS UNDER UGC

According to the revised recommendations of the UGC 7th Pay Commission, the salaries of associate professors and assistant professors remain in the same pay range of ₹15600 to ₹39100. The grade compensation for assistant and associate professors has changed, nevertheless. The grade compensation for assistant professors is ₹6600, while the grade pay for associate professors is ₹8000.

Professors will have a pay range under the UGC 7th pay commission that ranges from about ₹37400 to ₹67000, and they will also be eligible for a grade pay of ₹11,000, which will result in a significant rise in their take-home pay after all deductions.

The Vice-Chancellor will get a salary under a fixed pay scale of ₹80000 per the UGC 7th Pay Commission. They are not eligible for any grade pay under the new regulations because the vice chancellor's present pay scale has been significantly increased. Also, the Pro Vice-Chancellors will be compensated on a par with Professors.

The pay scale for non-teaching staff members, such as librarians and physical education directors, will henceforth be the same as for teaching staff members in accordance with the recommendations of the UGC 7th Pay Commission. The proposed wage range for physical education directors and librarians is between ₹15600 and ₹39100.

ROLE OF A TEACHER

The teacher's role is essential to ensuring that students make progress in their education, and it plays a significant part in all strategies developed to animate and enliven it. A teacher's job is

to mould the brains of the next generation. The moulding will be constructive, leading to the growth of a humanistic and scientific mindset as well as self-control. Any nation's foundation is its educational system, which also provides the labour force for other businesses. According to Gandhi, education is bringing out the best qualities in a child and a man on all levels—body, mind, and spirit. Jawaharlal Nehru was correct when he said that classrooms are where India's future is being shaped. The nation's well-being, as Indira Gandhi correctly noted, rests on teachers' well-being. The instructors who believe their positions are secure, who can meet the needs of their students, and who can make use of their entire skill set are the most competitive. A crucial link in the cycle of education reform is the working life of the teacher. The QWL has drawn a lot of attention from teachers over the past several years and represents the "goodness" that has been observed at work.

In this research the researcher focuses on various factors that affect the quality of work life of college teachers such as work environment, interpersonal relations, participation in decision making, safety conditions, family work interface, occupational stress and job satisfaction.

CHAPTER 2

REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

Several researches have studied the concept of QWL, but only few studies were conducted in academic settings. Many of these studies focused to understand the relationships between QWL and variables such as job involvement, job satisfaction, motivation, organization commitment etc. However, several other studies focused on investigating employee's satisfaction with the general level of QWL as well as the relationship of QWL with demographic variables.

According to **Louis and Smith's** (1990) research, QWL is crucial for improving staff retention and wellbeing while also having an impact on the services provided. **Rossmiller** (1992) conducted a QWL study of secondary school principals and instructors. The teacher's participation, professional collaboration and contact, use of skill and knowledge, and the teaching environment are all positively influenced by QWL, according to his research on outstanding workplaces. In their study and comparison of the actual and anticipated QWL in universities, **Kumar and Shanubhogue** (1996) discovered a wide disparity between the employees. The quality of work life programme was described as a method that enhances employee quality of life while also enhancing university performance in general. According to a study et by **David Lewis al.** (2001), commitment, supervisor relationships, and wealth all have a big impact on how well people are treated at work. The study's results also demonstrate that female employees' quality of work life is poorer than that of male employees.

WFD Consulting (2003), working with the "Office of Academic Affairs and Office of Human Resources," carried out a study to assess how Ohio State University academics felt about their work environments and work-life balance. This study looked at the connection between workplace conditions and problems with work-life balance and determined the key areas for problem-solving. According to this survey, because people have varied expectations from one another, factors such as gender, job position, family demographics, and job type are crucial in determining the happiness factor. A better work environment is necessary for raising dedication and satisfaction, which will help the business achieve its aim of reaching world-class performance. **Ramezani** (2004) examined the connection between principals' quality of life and student achievement in high schools in the Iranian city of Hamedan and came to the conclusion that student achievement will rise when working life quality rises.

Saraji and Dargahi (2006) looked at the attitudes of Tehran University of Medical Sciences (TUMS) Hospital staff members regarding high-quality QWL. 908 employees from 15 different hospitals were given a questionnaire with 14 major QWL criteria on it, and almost 70% of those employees responded. An analytical, descriptive, and cross-sectional study was carried out. The method of choosing respondents was stratified random sampling. According to the study's findings, the majority of employees were unsatisfied with their salary, work-life balance, assistance from intermediate and senior managers, and occupational health and safety. According to this report, the workers weren't happy with their jobs. This suggested that TUMS workers' quality of work life needed to be improved. Fair pay and autonomy, job security, workplace health and safety standards, reward systems, opportunities for training and career advancement, participation in decision-making, interesting and fulfilling work, trust in senior management, a balance between working time and with loved one's level of work-related stress, the volume of work to be done, and occupational health and safety at work were among the QWL variables they identified.

Maryland math teachers' work-life quality was examined by **Ming Chang Tomayko** in 2007. The purpose of the research was to increase the efficiency and contentment of math teachers. The stress of teaching mathematics was the basis for this investigation. In order to comprehend the many ways to studying stress in mathematics instruction, this study built on earlier research in social psychology and organisational behaviour theory. Organizational goal, agency, teacher effectiveness and respect, professional connection, and load appropriateness are some of the five strands he used to split the conflict. A Likert-style survey on these several tension threads was developed and sent via emails. Two different analyses were done on the survey data. Initially, the working conditions of the instructors were examined in relation to the five stressors that had been chosen, and after that, a factor analysis of the survey data revealed six fundamental sources of stress in the jobs of mathematics teachers. The working circumstances for teachers were then re-evaluated in light of these six factors. This study showed that math instructors lacked autonomy and were overburdened with duties related to their jobs. Teachers, on the other hand, have a strong desire to teach mathematics.

Four aspects of QWL practises were highlighted by **Balasundaram Nimalathan** in 2010. The four disciplines are physical safety, money for labour, outside creativity, and workplace advantages for families. Policy implications could be helpful for improving academic professions' QWL generally. According to the report, universities should give their academic staff members options for career progression, employment stability, and a pleasant working

atmosphere. According to the report, universities should provide their academic staff with perks and minimum salaries that are appropriate. **Mukherjee's** (2010) research on administrative support staff employed by a university, Quality of Work Life has a key role in determining whether people are satisfied or dissatisfied with their jobs.

Rochita Ganguly (2010) looked at university staff member's quality of work lives and the connection between QWL and job satisfaction. When gathering data, the researcher used extreme caution. She valued those with education and experience who can accurately fill out a questionnaire and understand its purpose. For easier comprehension and better thinking flow, she created the questioner in Bengali, the native language of the employee. The findings showed that the level of autonomy, personal development, and outstanding assistance are not to the employees' satisfaction. The staff were dissatisfied with their work and the university's quality of life standards.

According to **Bharathi P.S. Umaselvi and Senthil Kumar** (2011), if teacher's quality of life (QWL) is below average, it will have an influence on both teaching and research, which are the cornerstones of any society's advancement. The instructional environment has a considerable relationship between Quality of Work Life and quality of life. The results of academic research indicate that college professor's Quality of Work Life is below average.

In the Philippines' state province of CAPIZ, **Dr. Samson B. Begas** (2012) conducted study on the teachers of higher education institutions. Descriptive surveys, casual interviews, and document analysis are used to collect data. The t-test, ANOVA, and Pearson tests were used to determine the significance of the differences and connections between QWL and productivity. He used age, gender, the number of years of experience, and income as analytic criteria. According to this study, these institutions had extremely high QWL and a decent level of output. He conducted an analysis and discovered a favourable relationship between QWL and satisfaction as well as QWL and production. This study suggested that these schools offer Faculty Development Programs for research and community participation. According to **Jerome, S.** (2013), there is no discernible variation in Quality of Work Life depending on the various educational degrees of the employees. Regarding the respondents' age and salary, there is no discernible variation in the respondents' Quality of Work Life.

According to research by **Nanjundeswara Swamy and Swamy** (2013) on the quality of work life (QWL) of employees at private technical institutes, 48.6% of the 109 respondents were happy with the QWL, while 51.4% were not. Their findings show a substantial correlation

between the QWL of teaching and non-teaching personnel, but demographic factors including age, gender, job title, pay, and experience are not related to the QWL. They contend that a high quality of life at work is crucial for all businesses to retain and recruit personnel. Appropriateness of resources is also shown to be more connected with QWL in teaching personnel, whereas development and training are hardly correlated with QWL in non-teaching staff and salary and rewards are more correlated with QWL in non-teaching employees. According to the study, improving QWL aspects can raise faculty members' overall satisfaction with their working conditions.

In their 2013 study, **Arif and Maryam Ilyas** focused on the standard of living at private institutions in Lahore, Pakistan. They looked examined a variety of factors affecting teachers' attitudes and quality of life at work. This quantitative study examined 360 university students' perceptions of QWL. The impacts of QWL on employee loyalty, engagement, work participation, and university reputation were also examined in this study. According to this study, the primary influences on work attitude and work-life balance are perceived value of job, work environment, work-life balance, and satisfaction.

Manju (2014) also looked at how 100 teachers in secondary schools in Mysore City perceived their own QWL. She discovered that most of them (70.2%) had an average level of QWL, while the remaining 13.9% and 15.9% had low and high levels, respectively. The results also show a substantial difference between the QWL of male and female instructors, with female teachers scoring higher than their male counterparts, while no such difference was found for the level of work experience of the teachers.

According to **Archana Pandey and B.K. Jha** (2014), higher education is a significant factor in a country's growth since it increases the entire country's economic potential. This functions similarly to a middleware conversion engine that creates workers for the industry, fosters entrepreneurship, and inspires young people to pursue research and development. It is the role of educational staff to comprehend and effectively and efficiently convert the energy and learning of pupils. Many studies have revealed that the quality of work life (QWL) can be one of the most important and effective instruments for managing human resources. Programs that promote a high quality of life at work motivate staff, strike a balance between work, home, and social obligations, and ultimately increase job satisfaction.

In a different research, **Sivakumar S. and Ganesan N.M.** (2014) found that QWL helped identify two main factors: the workplace and work environment, and employee welfare and

well-being. Democracy, task content/physical requirements of the job, quantity and quality of leisure time produced by the job, and advancement are all covered in the first component. The second broad QWL element focuses primarily on the welfare and well-being of the workforce. It highlighted the physical working environment, including safe and healthy working conditions, while emphasising security, equity, and employee individuation as qualities of a desirable working experience, emphasising job security, good pay, and benefits, in that order. Two other aspects of employee wellbeing that were assumed to make up QWL were wholesome social interactions and social integration.

In their study published in 2014, **Jain Bindu and Swami Yashika** revealed the low level of QWL in the Indian academic sector. To improve QWL in the academic sector, a deliberate shift in the workplace is necessary. We may improve QWL in a number of ways, including training, redesigning the job, workshops for knowledge development and personal growth, meaningful involvement in decision-making, modifying the promotion system, etc. It is the obligation of the employee and the institute to improve QWL since it benefits both parties. Teachers' QWL in the academic sector is not up to par, thus improvements must be made and attention must be paid to them. The following are the main problems with QWL in the academic sector: i. Unsatisfactory growth and development avenues. ii. The promotional parts are lacking. iii. The teacher's involvement in decision-making is unsatisfactory. iv. While job stability exists, job happiness is lacking. Lack of engagement in work. Solutions: i. At both the college and university levels, the level and quantity of faculty designations should be increased. ii. Teachers must play a transparent and decisive role in the institution's decision-making bodies since they are not only an integral component of the institution but also a crucial tool in the execution of many policies, rules, and regulations. iii. The institution's autonomy should be upheld with regard to all of its numerous aspects, including hiring, selecting candidates, formulating general policies, enforcing rules and regulations, etc. iv. Frequent workshops, seminars, and symposiums should be held to keep instructors up to date on the latest pedagogical techniques, methodologies, and trends in education. v. A thorough "personality evaluation exam" should be used to choose new professors. vi. To improve teachers' QWL, the administration should plan health-related programmes for them.

Working Environment variables that impact the quality of work life for attendants in gas stations in Kitale town, Kenya, according to **Aloys Nyagechi Kiriago** (2013). The study's goal was to pinpoint factors relating to the workplace environment that have an impact on gas

station attendants' quality of work life. 102 participants in the study who were chosen using a non-probabilistic sampling approach filled out a questionnaire in order to provide data. Workplace, compensation, relationships with co-workers, and job satisfaction were the four components that the researcher used in the study. According to the poll, the majority of respondents (52% of whom were women), 58.6% of whom were between the ages of 18 and 29, and 74% of whom chose to work solely day shifts. The study's key conclusion was that 53.5% of participants said the safety circumstances made them uncomfortable. 68.7% of respondents said they experience peer pressure, while 41.4% said they lack the necessary equipment to carry out their jobs. It has been determined that female workers were not satisfied with the safety requirements since it reduced their quality of working life.

"Factors Influencing Work Satisfaction Among Academicians: A Comparative Study across Gender and Generations," by **Dr. Saroja Dhanapal, Sueraya Binti Mohd Alwie, Thanam Subramaniam, and Deeparechigi Vashu** (2013) The study's goal was to examine the gender differences in academics' work satisfaction levels in private higher education institutions. The degree of satisfaction among professors on numerous intrinsic and extrinsic aspects was obtained and measured using 100 survey questionnaires using a five-point Likert scale. The t-Test and ANOVA were used to analyse all of the data that was gathered. The findings showed that neither the extrinsic factors, such as general working conditions, benefits, training, and personal development, nor the intrinsic factors, such as recognition opportunities for using inherent talent, work-related activities, and family as well as work-life balance, significantly differ between the age groups. The extrinsic element, work relationships, is the only one that significantly varies between generations in terms of job satisfaction. Future study on work happiness is advised to investigate how cultural variations affect how satisfied people are with their jobs.

"Emotional Intelligence and QWL among employees in the Educational Institutions" was the subject of **Sathya Kumar J's** (2012) research. Information gathered from 94 respondents who attended different colleges and universities using a questionnaire. The study's primary goal was to measure the EI and QWL of people who worked in academic environments. The methodologies of correlation and standard deviation were used. Individuals' EI and QWL have a favourable link with one another. Under EI and QWL, the Mean Score showed no discernible difference between academic and non-academic staff members.

“Impact of Quality of Work Life on Job Satisfaction of School Teachers” in Udaipur City, **Tanushree Bhavnagar**, 2005. This study aims to ascertain the effect of job satisfaction on school teacher’s quality of work life. In the city of Udaipur, a survey of 100 instructors was taken. A questionnaire was used to gather the data, and the reliability was determined using Pearson's correlation coefficient. The gender, age, and employment history of the instructors were used as the basis for the study. This demonstrates how job satisfaction and QWL vary together. People would be very content with their occupations if the company had a high degree of QWL, it was indicated.

The research "Quality of work life: A study of Jammu university teachers" was conducted by **Taranjit Rao and R.S. Arora** in 2013. A self-administered questionnaire was used to collect data from 78 permanent faculty members, and the statistical techniques of chi-square and standard deviation were used to determine the association between demographic factors and the degree of overall QWL. Salary, monetary rewards, fringe benefits, sitting arrangements, teaching and research-related arrangements, general facilities, employment-related policies, management practises, administration efficiency, work-related factors, working condition, interpersonal relations, decision-making participation, university contribution to society, and personal growth are all factors that were taken into consideration for the study. The results indicated that while experienced instructors have good quality of work life, gender and designation had little impact on it.

Study of the connection between Life Quality and Productivity in Physical Education Office Employees in ZanJan Province by **Housavi.M.** (2011). 115 workers provided information that was used to explore how productivity and working life quality are related. The elements that were thought to be related to productivity were pay, educational and training opportunities, organisational fairness, engagement in decision-making, work design, working conditions, and job security. The correlation coefficient approach was used to test the hypothesis, and the findings demonstrated the existence of a positive association.

CHAPTER 3

METHODOLOGY

CHAPTER 3

METHODOLOGY

STATEMENT OF THE PROBLEM

Maintaining and controlling human resources in an organization has become a major challenge in the current situation. The greatest talent must be retained in order to achieve positive results in all areas, and this process is never-ending. In this study the researcher focuses on the Quality of Work Life of College Teachers with Reference To Kochi City. The researcher's aim is to examine the factors associated with work life of a very significant occupational group in the Quality of Work Life research i.e., college teachers. The various factors examined in this study related to quality of work life are work environment, interpersonal relations, participation in decision making safety conditions, family work interface, occupational stress and job satisfaction

GENERAL OBJECTIVE

- To find out the level of quality of work life among college teachers.

SPECIFIC OBJECTIVES

- To study the socio-economic profile of college teachers.
- To identify the influence of social factors like interpersonal relations, participation in decision making and family work interface on the quality of work life of college teachers.
- To examine the physical aspects like working environment and safety conditions and their effect on the quality of work life of college teachers.
- To find out the effect of psychological factors like occupational stress and job satisfaction on the quality of work life of college teachers.
- To find out the differences in the quality of work life of college teachers in aided, unaided, Government and autonomous colleges.

CLARIFICATION OF CONCEPTS

Theoretical Definitions

➤ Quality of Work Life

The American Society of Training and Development defined Quality of Work Life (QWL) as “a process of work organizations which enables its members at all levels to participate actively and efficiently in shaping the organization’s environment, methods and outcomes. It is a value-based process, which is aimed towards meeting the twin goals of enhanced effectiveness of the organization and improved quality of life at work for the employees.”

➤ Occupational Stress

The American Psychological Association defined occupational stress as “a physiological response to events or conditions in the workplace that is detrimental to health and well-being.”

➤ Job Satisfaction

Hoppock defined job satisfaction as “any combination of psychological, physiological and environmental circumstances that cause a person to truthfully say that they are satisfied with a job.

Operational definitions

➤ Quality of work life

Quality of work life an individual's perceptions of all aspects of work, including financial compensation and benefits, job security, working conditions, interpersonal relationships, the intrinsic value of the work in the person's life etc.

➤ Occupational stress

Occupational stress is the person's job-related stress, which could prevent them from functioning normally.

➤ Job Satisfaction

Job satisfaction is the extent to which someone is happy with their profession.

VARIABLES

Variables are something that varies. Variables are crucial in social science research because they help make the study problem more explicit. Variables assist social science researchers in avoiding subjectivity and obtaining a genuine picture of the events, processes, or behaviour

they are studying. The independent and dependent variables are the variables that are well-known to researchers and are most regularly utilized in any empirical investigation. A dependent variable's change can be explained or taken into account by an independent variable.

➤ Independent variables

The independent variables in this study are:

- Age
- Income
- Gender
- Designation
- Year of experience
- Type of institution (aided, unaided, government and autonomous)
- Type of employment (permanent, contract based)
- Marital status

➤ Dependent variable

The dependent variables in this study are:

- Work environment
- Participation in decision making
- Interpersonal relations
- Safety conditions
- Family work interface
- Occupational stress
- Job satisfaction

RESEARCH DESIGN

The study's research design is primarily descriptive in nature. because research is used to describe population or phenomenon characteristics. The major objective of this kind of research is to characterise the information and properties of the subject under study. Despite the fact that

this research is very precise, it does not uncover the underlying reason for a problem. Descriptive research is typically conducted when an investigator seeks to better understand a topic.

UNIVERSE

The aggregate collection of units on which the research is focused is referred to as the population or universe. **The universe of this study consists of all college teachers in the Kochi city.**

SAMPLE

Sample is the representation of universe. **The sample size of this study is 80 college teachers in the Kochi city.**

SAMPLING METHOD

A population is sampled in order to learn more about it as a whole by looking at just a small portion of it. The sampling technique used in this study was **Simple Random Sampling**. A segment of a population is chosen at random in a simple random sampling. Each person in the population has an exact equal probability of getting chosen using this sampling technique.

TOOL OF DATA COLLECTION

The tool of data collection used in this study is **questionnaire**. The factors affecting the quality of work life are the main focus of the questionnaire. A five-point Likert scale was used to conduct a structured questionnaire in order to get the precise opinion (Strongly Agree – 5, Agree-4, Neutral – 3, Disagree – 2, Strongly Disagree – 1).

ANALYSIS OF DATA

SPSS was used to modify, clarify, and tabulate the data that were gathered for this investigation. To analyse the data, statistical analysis was done using the tables and graphs that were supplied to help with the understanding of the data.

CHAPTER 4

ANALYSIS AND INTERPRETATIONS

CHAPTER 4

ANALYSIS AND INTERPRETATIONS

One of the most crucial components of research is the analysis and interpretation of the data. This chapter discusses how the objectives were achieved using the data that was gathered. Each research project's development requires data analysis. The information needed for the study is collected from 80 college teachers working in various parts of Kochi city.

4.1 SOCIO ECONOMIC PROFILE

In this study, it is important to look into the respondent's socioeconomic backgrounds. A respondent's socioeconomic profile reflects the individual's current socioeconomic situation. The socio-economic background includes designation, type of employment, gender, age, marital status, educational qualification, nature of the college in which the respondents are teaching, years of experience and income.

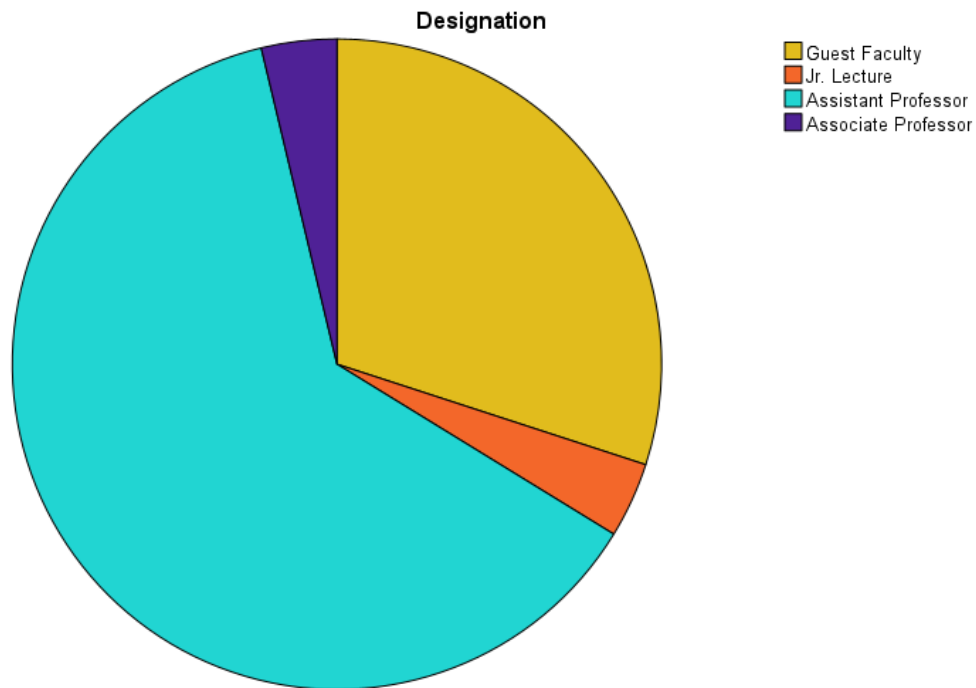
DESIGNATION OF THE RESPONDENTS

Table 4.1.1

DESIGNATION OF THE RESPONDENTS

DESIGNATION	FREQUENCY	PERCENTAGE
GUEST FACULTY	24	30%
JR. LECTURE	3	3.8%
ASSISTANT PROFESSOR	50	62.5%
ASSOCIATE PROFESSOR	3	3.8%

Figure 4.1.1



Designation is the official title which may contains one’s rank or level. In this study the designation of the respondents is really important to analyze in order to understand how it affects the study. Among the 80 respondents 62.5% are assistant professors, 30% are guest faculty, 3.8% are Jr. lectures and 3.8% are associate professors. From this data it is clear that the majority of the respondents are assistant professors.

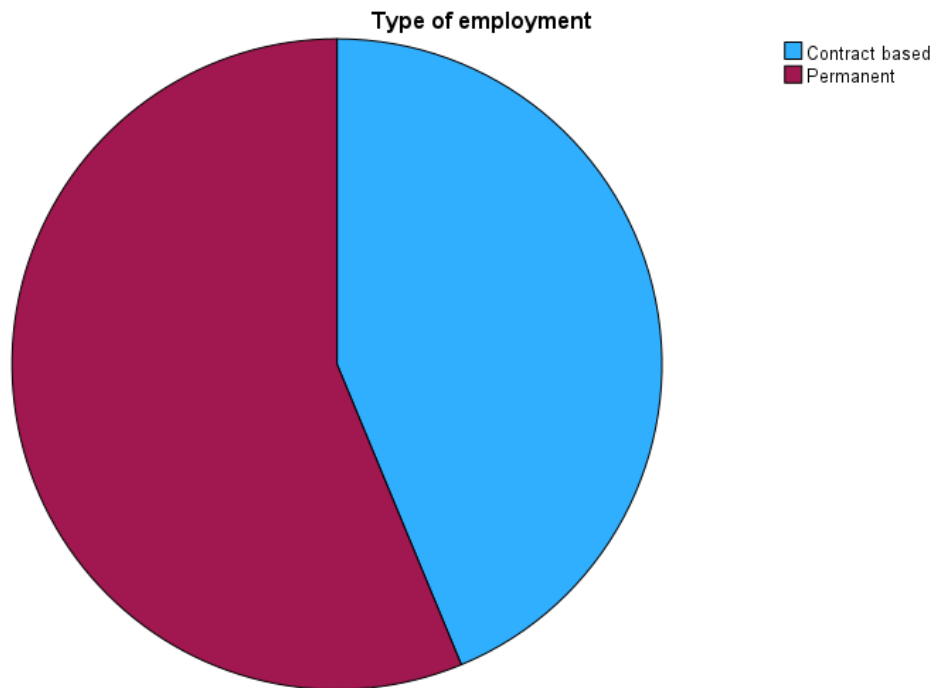
TYPE OF EMPLOYMENT

Table 4.1.2

TYPE OF EMPLOYMENT

TYPE OF EMPLOYMENT	FREQUENCY	PERCENTAGE
CONTRACT BASED	35	43.8%
PERMANENT	45	56.3%

Figure 4.1.2



56.3 % of the respondents are permanent employees. 43.8% are on contract based. This data shows that majority of the respondents are permanent employees.

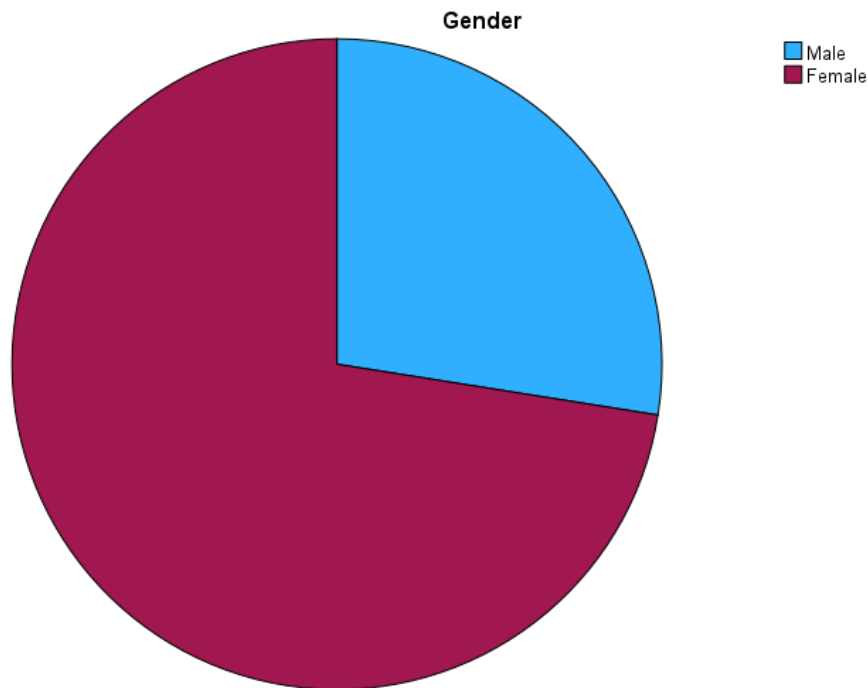
GENDER OF THE RESPONDENTS

Table 4.1.3

GENDER OF THE RESPONDENTS

GENDER	FREQUENCY	PERCENTAGE
MALE	22	27.5%
FEMALE	58	72.5%

Figure 4.1.3



The socially created qualities of males, women, girls, and boys are referred to as gender. This covers interpersonal connections as well as the standards, mannerisms, and roles that come with being a woman, man, girl, or boy. Of the 80 respondents 72.5% belongs to the female category and the rest 27.5% belongs to the male category. The frequency rate of females is 58 and the frequency rate of male are 22. Therefore, the female percentage has dominated more than the male.

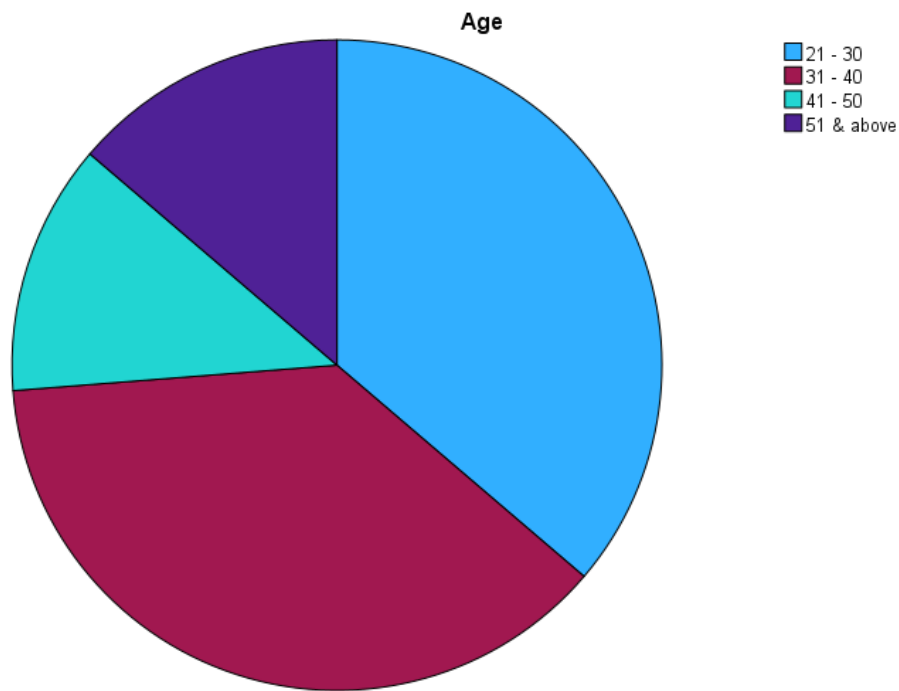
AGE OF THE RESPONDENTS

Table 4.1.4

AGE OF THE RESPONDENTS

AGE	FREQUENCY	PERCENTAGE
21-30	29	36.3%
31-40	30	37.5%
41-50	10	12.5%
51 & ABOVE	11	13.8%

Figure 4.1.4



Age distribution, also known as age composition, refers to the proportion of people in each age group within a particular population. In order to understand the demographic distribution and how it influences the study's findings, it is crucial to analyse the age distribution of the respondents.

The majority of the population belongs to the category of 31 – 40 years of age with the percentage 37.5%. 36.3% belong to the age category of 21 – 30 years. 13.8% belongs to 51 and above age category. And the remaining 12.5% belongs to the age category of 41 – 50 years.

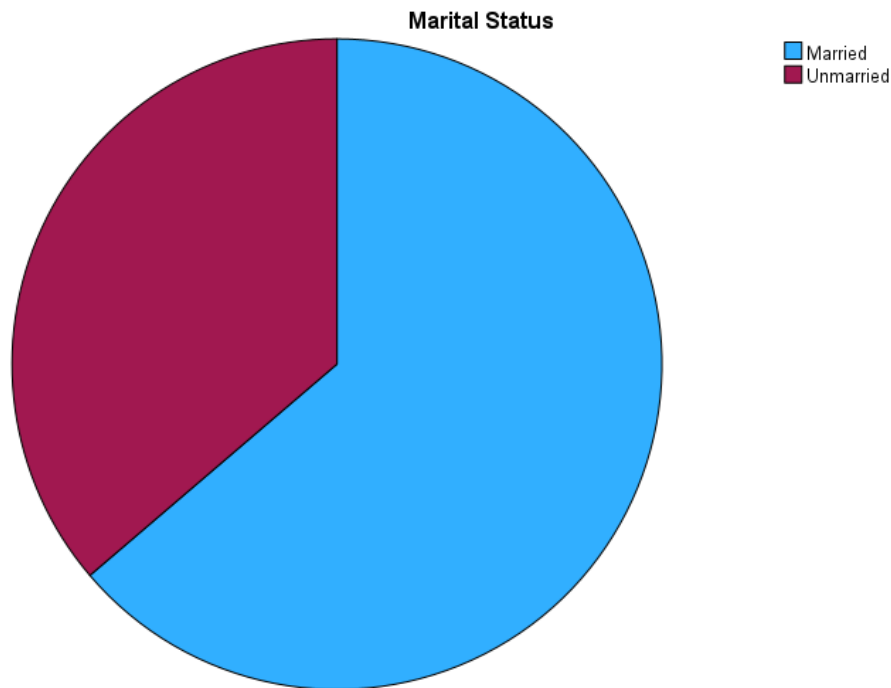
MARITAL STATUS OF THE RESPONDENTS

Table 4.1.5

MARITAL STATUS OF THE RESPONDENTS

MARITAL STATUS	FREQUENCY	PERCENTAGE
MARRIED	51	63.7%
UNMARRIED	29	36.3%

Figure 4.1.5



Marital status is the condition of being married or unmarried. 63.7% of the respondents are married. 36.3% are unmarried or single teachers. The frequency rate of those who are married are 51 and those who are not married are 29.

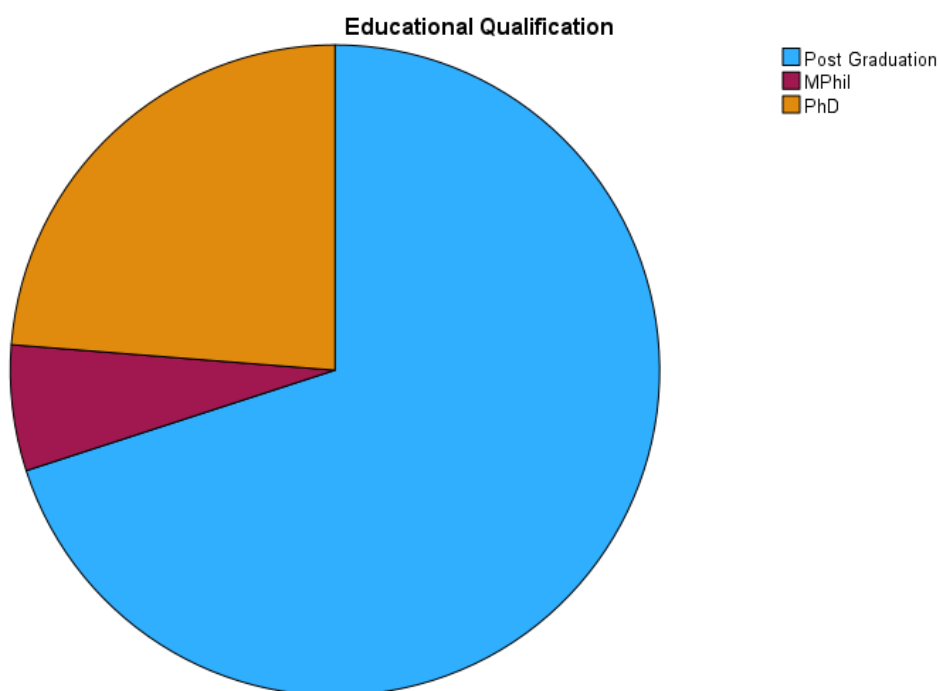
EDUCATIONAL QUALIFICATION OF THE RESPONDENTS

Table 4.1.6

EDUCATIONAL QUALIFICATION OF THE RESPONDENTS

EDUCATIONAL QUALIFICATION	FREQUENCY	PERCENTAGE
POST-GRADUATION	56	70%
MPhil	5	6.3%
PhD	19	23.8%

Figure 4.1.6



The 70% of the respondents attained a Master’s degree. 23.8% have Doctorate and only 6.3% have MPhil. Thus, the frequency rate of those who have Master’s degree is 56 which is more than half of the respondents. And 19 out of 80 respondents have Doctorate, whereas 5 of the respondents have MPhil.

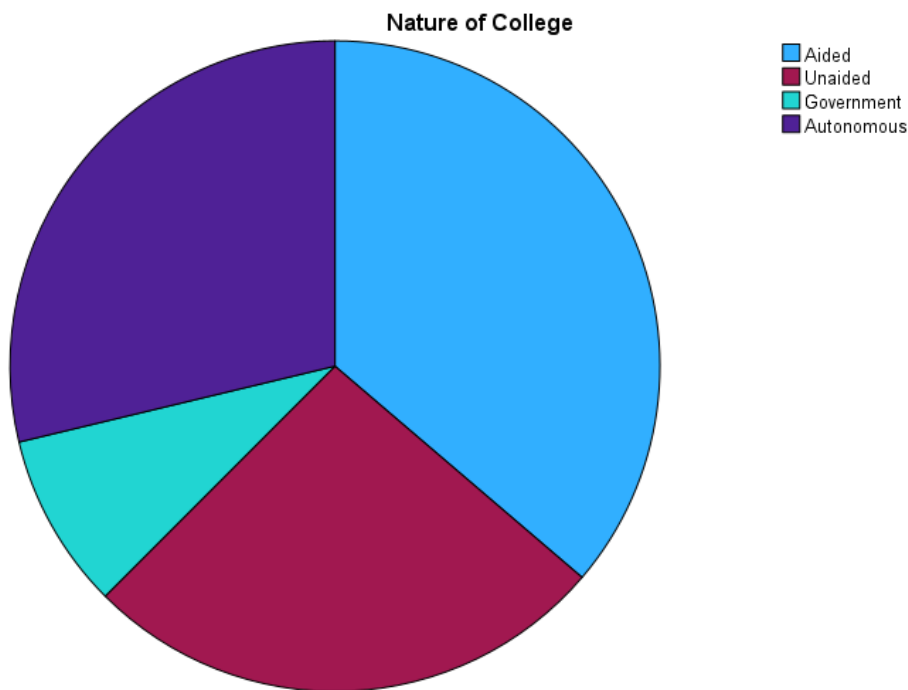
NATURE OF COLLEGE

Table 4.1.7

NATURE OF COLLEGE

NATURE OF COLLEGE	FREQUENCY	PERCENTAGE
AIDED	29	36.3%
UNAIDED	21	26.3%
GOVERNMENT	7	8.8%
AUTONOMOUS	23	28.7%

Figure 4.1.7



To understand the nature of college in which the respondents are teaching is really important in this study. From this table it is clear that the majority of respondents are teaching in aided colleges with 36.3%. 28.7% are teaching in autonomous colleges. 26.3% are teaching in unaided colleges. The remaining 8.8% are teaching in government colleges. The frequency rate of those who are teaching in aided colleges is 29, autonomous college is 23, unaided college is 21 and government college is 7.

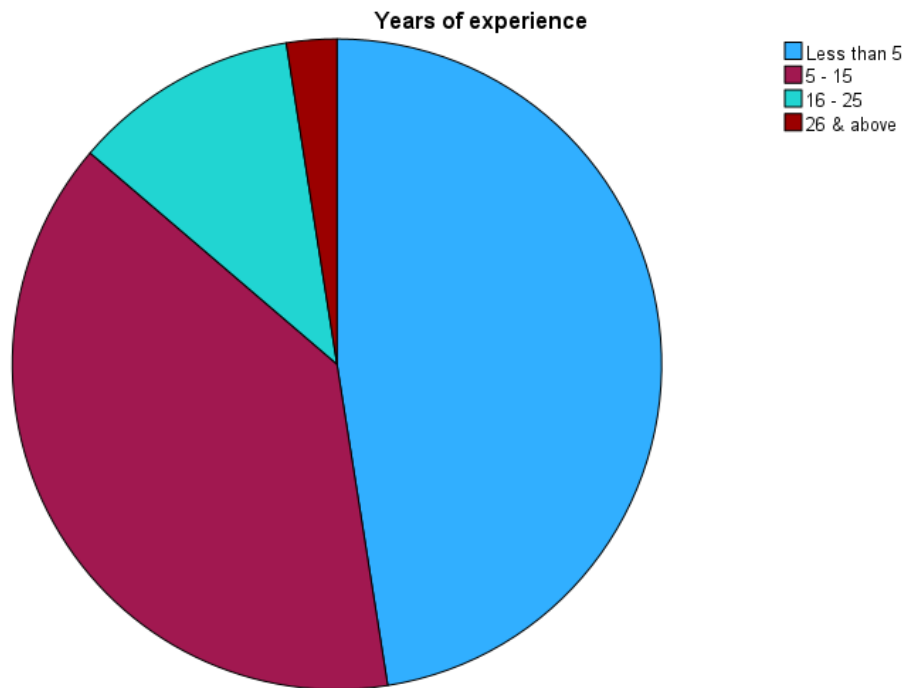
YEARS OF EXPERIENCE

Table 4.1.8

YEARS OF EXPERIENCE

YEARS OF EXPERIENCE	FREQUENCY	PERCENTAGE
LESS THAN 5	38	47.5%
5-15	31	38.8%
16-25	9	11.3%
26 & ABOVE	2	2.5%

Figure 4.1.8



47.5% of the respondents are being in this profession for less than 5 years. 38.8% have an experience of 5 – 15 years. 11.3% have 16 – 25 years of experience. Only 2.5% have an experience of more than 26 years.

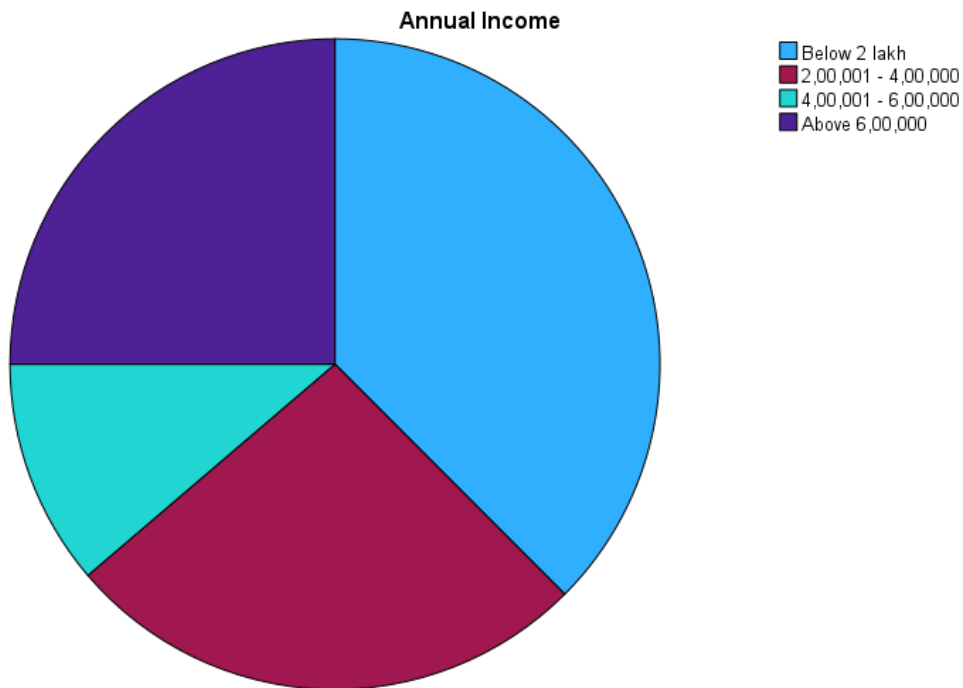
ANNUAL INCOME

Table 4.1.9

ANNUAL INCOME

ANNUAL INCOME	FREQUENCY	PERCENTAGE
BELOW 2 LAKHS	30	37.5%
2,00,001-4,00,000	21	26.3%
4,00,001-6,00,000	9	11.3%
ABOVE 6,00,000	20	25%

Figure 4.1.9



The annual income of 37.5% of the respondents are below 2 lakhs. 26.3% of the respondents have an annual income between 2,00,001 – 4,00,000. 25% have an annual income more than 6 lakhs and remaining 11.3% are in between the category 4,00,001 – 6,00,000.

4.2 WORK ENVIRONMENT

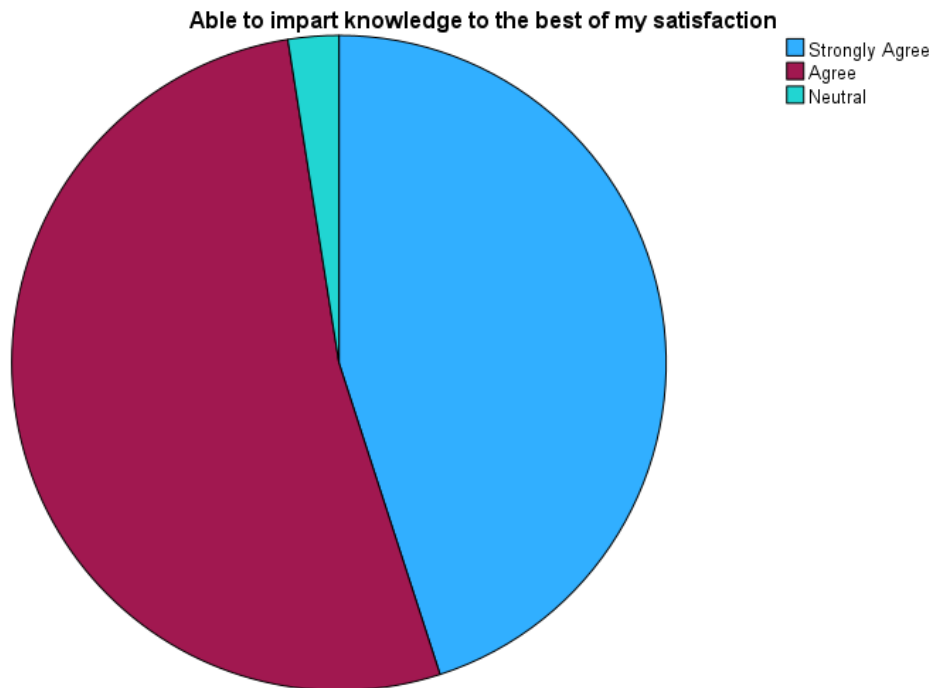
Work environment is one of the important factors that influence the Quality of Work Life. It refers to the atmosphere that should rule the workplace so that workers may carry out their duties calmly. In this study the researcher included 13 statements which are related to work environment. For each statements a five-point Likert scale was used to get the precise opinion. (S.A. – Strongly Agree, A – Agree, N – Neutral, D – Disagree, S.D.A – Strongly Disagree)

Table 4.2.1

Sl. No.	STATEMENTS	S.A.	A	N	D	S.D.A.
1.	Able to impart knowledge to the best of my satisfaction	36	42	2	0	0

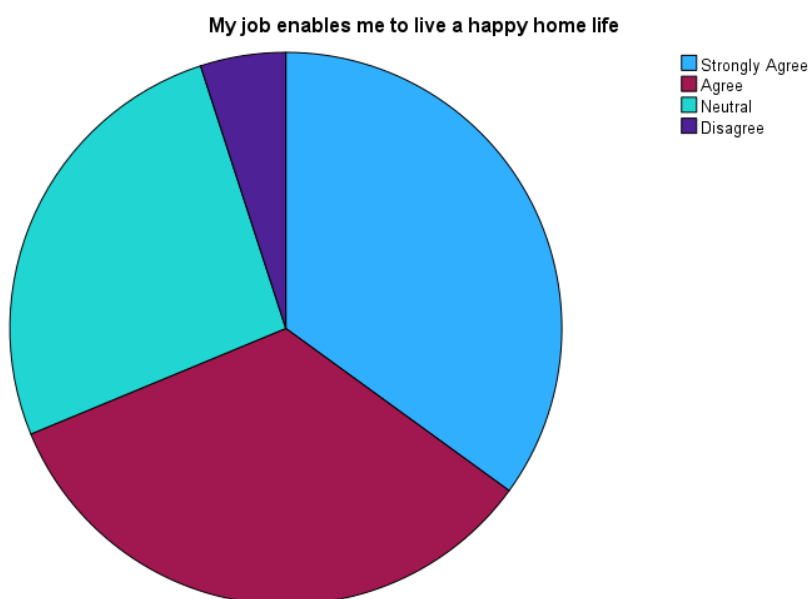
2.	My job enables me to live a happy home life	28	27	21	4	0
3.	There is no discrepancy in common goals in my department	22	39	14	5	0
4.	My respect is valued by my position in the college	14	42	20	4	0
5.	I have been accepted by my colleagues, students, and parents	20	47	13	0	0
6.	Excellent mutual understanding exists among staff members	18	32	26	4	0
7.	I try to co-ordinate the content of my courses with other teachers	23	53	4	0	0
8.	Teachers working situation must be seriously altered	9	33	32	6	0
9.	Participation in decision making impact on sense of efficacy	12	58	10	0	0
10.	There are adequate resources to carry out my job	25	36	11	8	0
11.	Internal as well as external environment gives a feel of satisfaction.	17	36	19	8	0
12.	There is no discrimination based on age, caste and gender	29	20	22	9	0
13.	Seminars are arranged to enhance the knowledge and skills	20	35	23	2	0

Figure 4.2.1



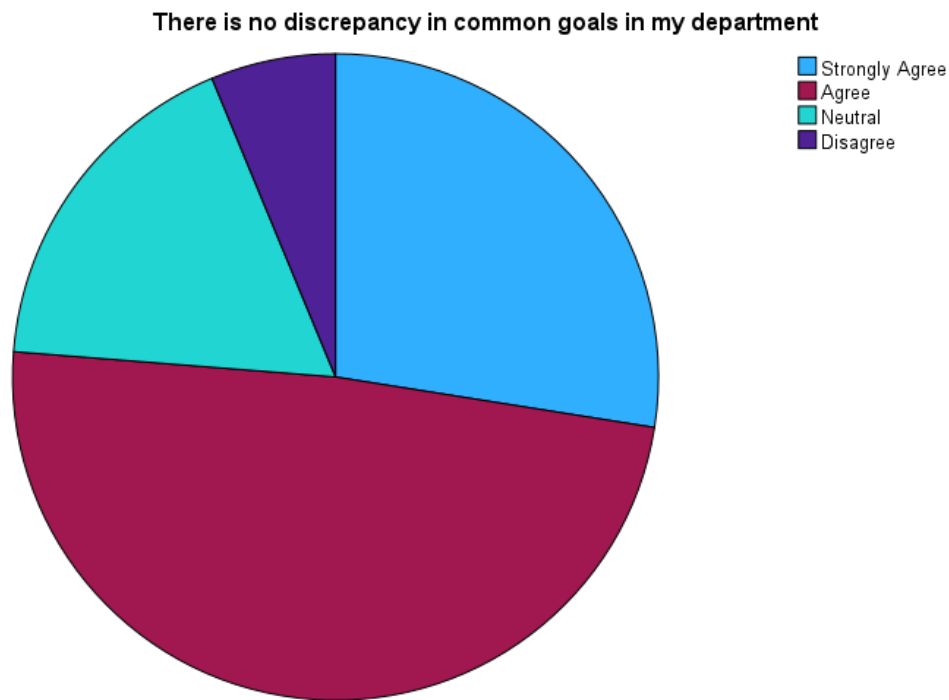
52.5% of the respondents agreed to this statement. 45% of the respondents strongly agreed to this statement and remaining 2.5% opted the option neutral. None of the respondents choose disagree or strongly disagree. This was a positive statement and most of the participants responded positively. This shows that majority are satisfied about imparting knowledge to the best.

Figure 4.2.2



'My job enables me to live a happy home life' is a positive statement. 35% of the respondents strongly agreed to this statement. 33.8% agreed to this statement. 26.3% have a neutral opinion about this statement and 5% of the respondents disagreed. None of the respondents choose strongly disagree. So, this data shows that the responses are positive.

Figure 4.2.3



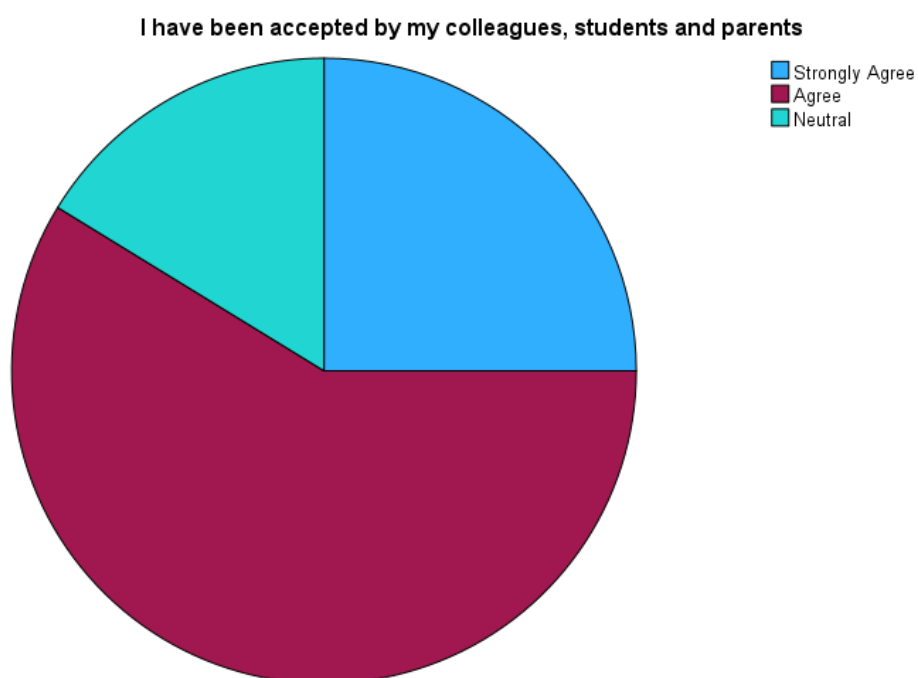
48.8% of the respondents agreed to this statement. 27.5% strongly agreed and 17.5% choose neutral option. None of the respondents choose strongly disagree. None of the respondents choose strongly disagree. This shows that there is no lack similarity in common goals in their departments.

Figure 4.2.4



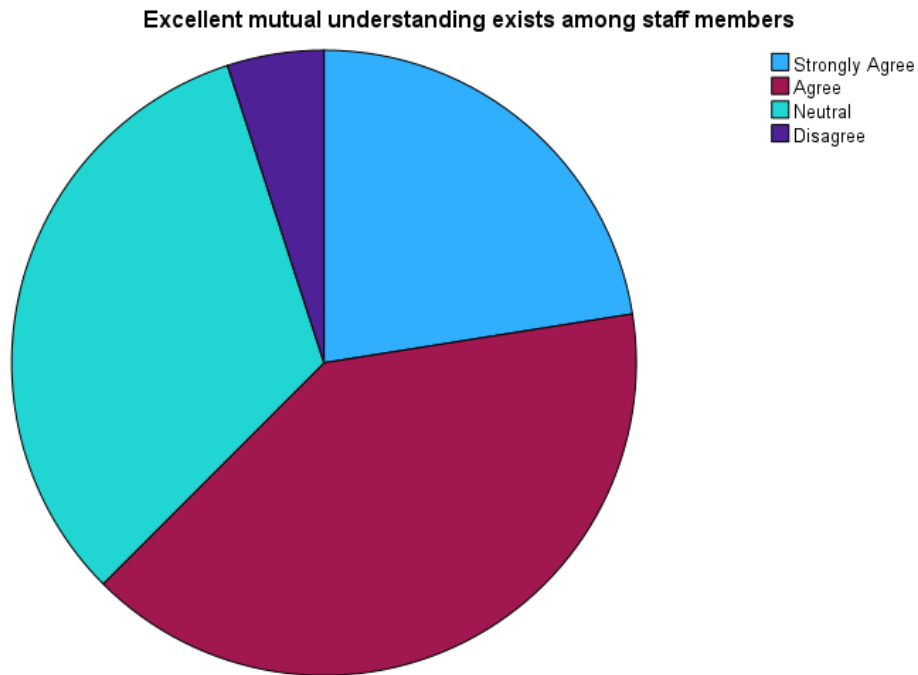
Majority of the respondents i.e., 52.5% agreed to this statement. 25% choose neutral. 17.5% strongly agreed. Only 5% of the population disagreed to this statement. None of the respondents choose strongly disagree. This data indicates that the college teachers have a sense of acceptance as majority of participants responded positively.

Figure 4.2.5



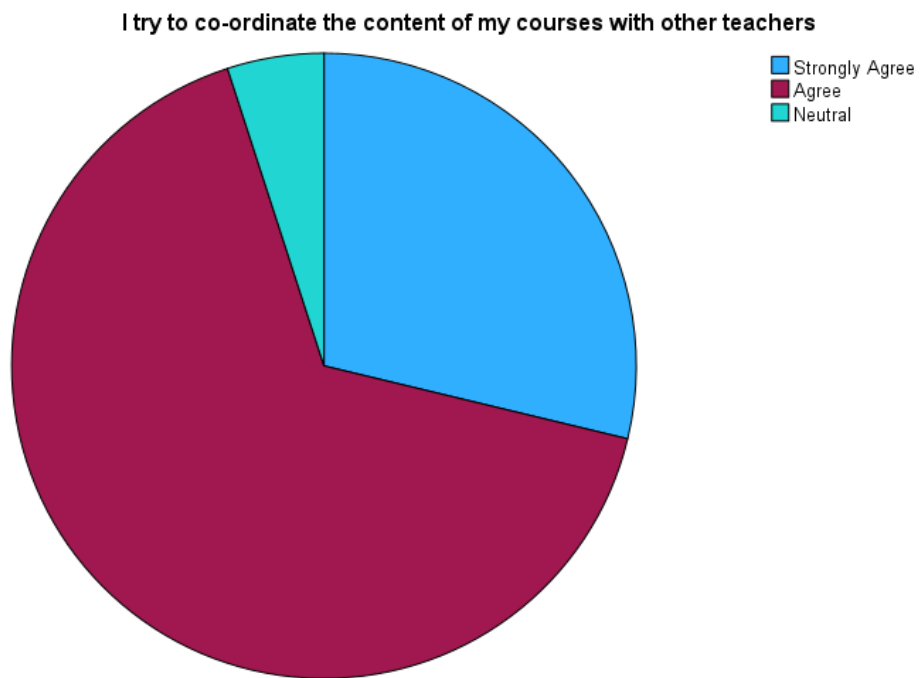
58.8% agreed to this statement while 25% Strongly agreed. 16.3% have a neutral opinion to this statement. None of the respondents choose strongly disagree.

Figure 4.2.6



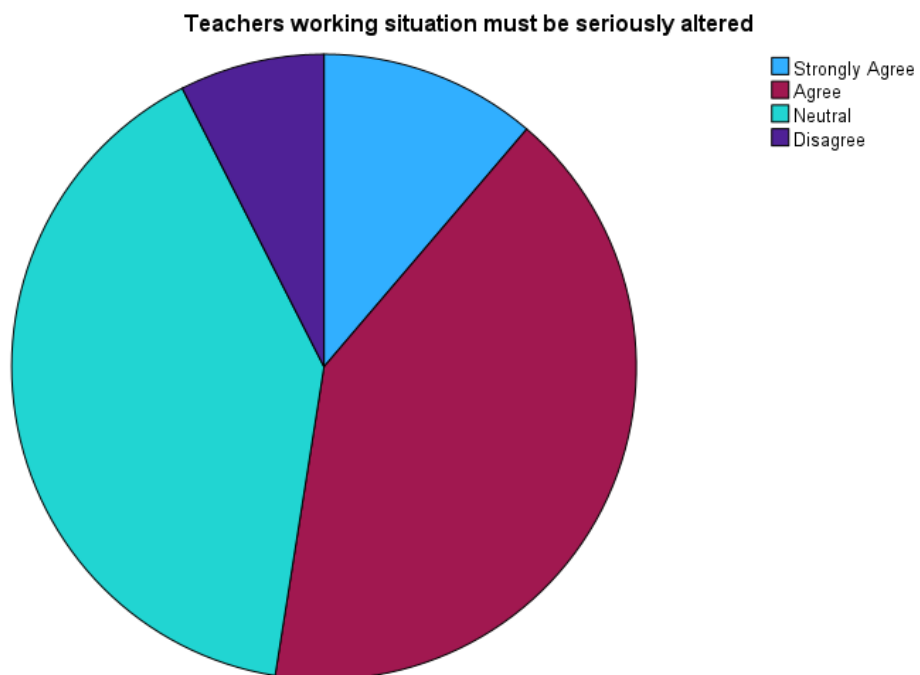
Majority of the respondents agreed to this statement (40%). 35% chose neutral. 22.5% strongly agreed and 5% disagreed. None of the respondents choose strongly disagree. This was a positive statement, and the majority responded positively.

Figure 4.2.7



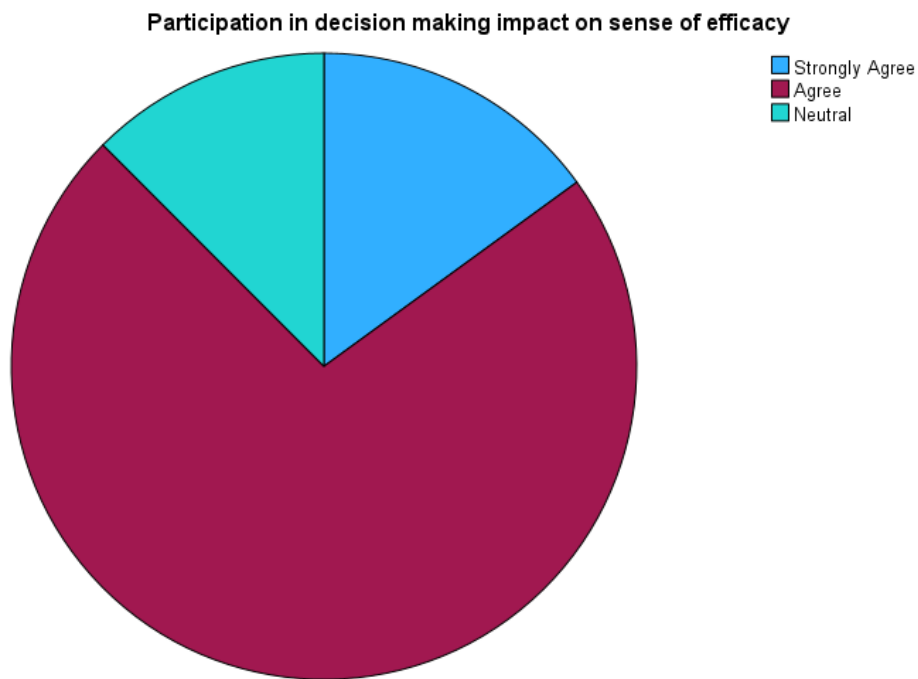
66.3% of the respondents agreed to this statement and 28.7% Strongly agreed. Only 5% choose neutral. None of the respondents choose strongly disagree.

Figure 4.2.8



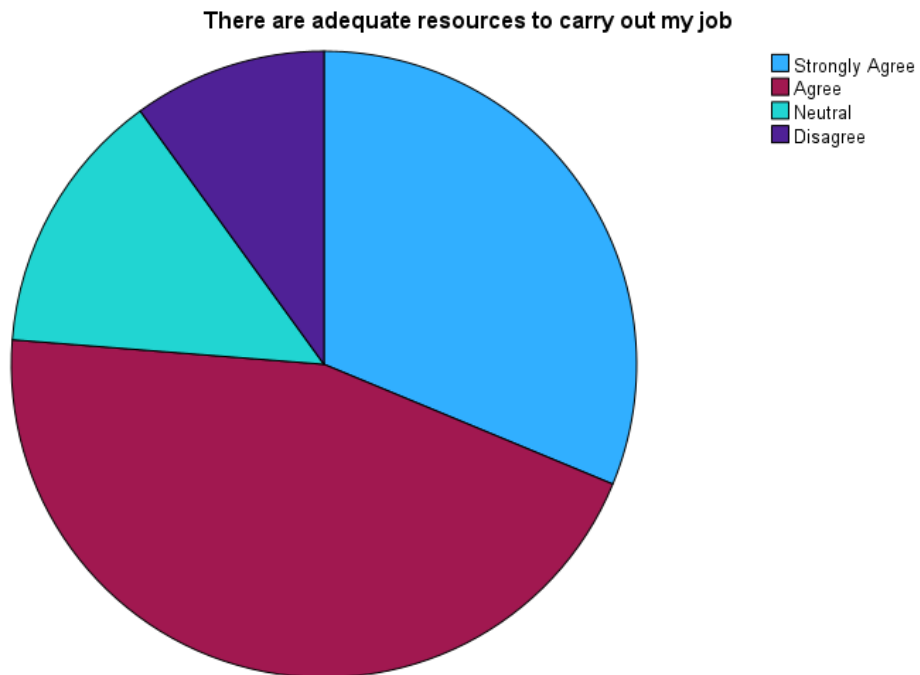
41.3% agreed that the teachers working situation must be seriously altered. 40% have a neutral opinion about this. 11.3% strongly agreed and only 7.5% disagreed. None of the respondents choose strongly disagree.

Figure 4.2.9



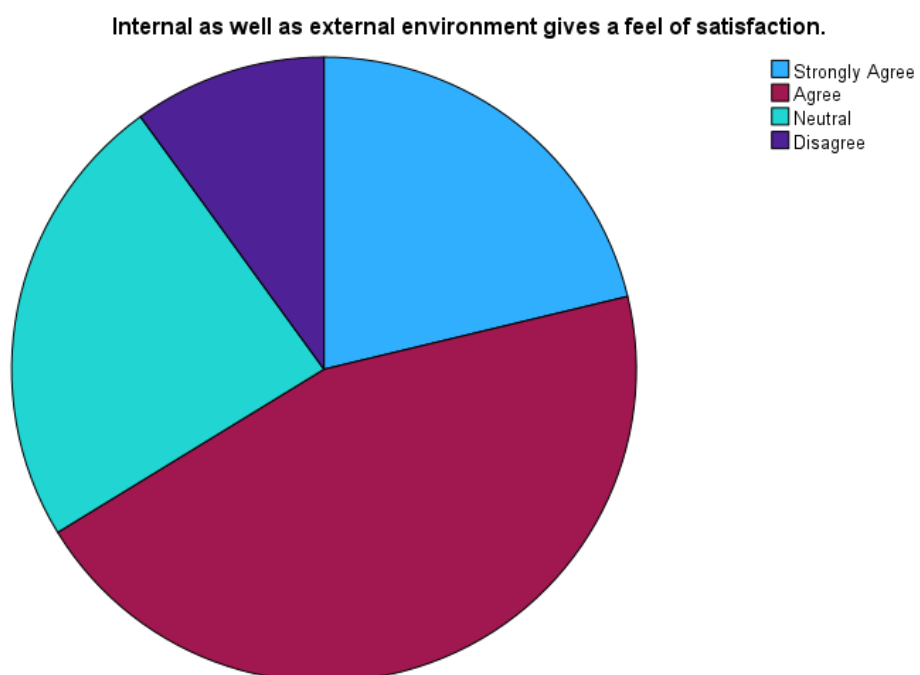
72.5% of the respondents agreed to this statement. 15% strongly agreed and 12.5% choose neutral. None of the respondents choose disagreed nor strongly disagree. From this data it is evident that the majority believes that participation in decision making impact on sense of efficacy.

Figure 4.2.10



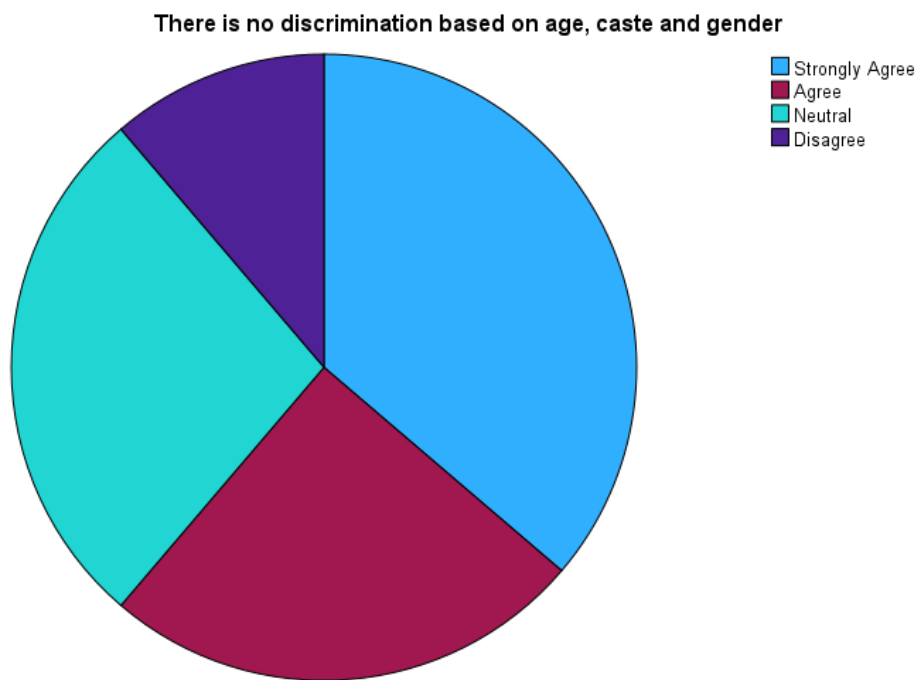
45% agreed that there are adequate resources to carry out their job. 31.3% strongly agreed and 13.8% choose neutral. 10% disagreed to this statement. None of the respondents choose strongly disagree.

Figure 4.2.11



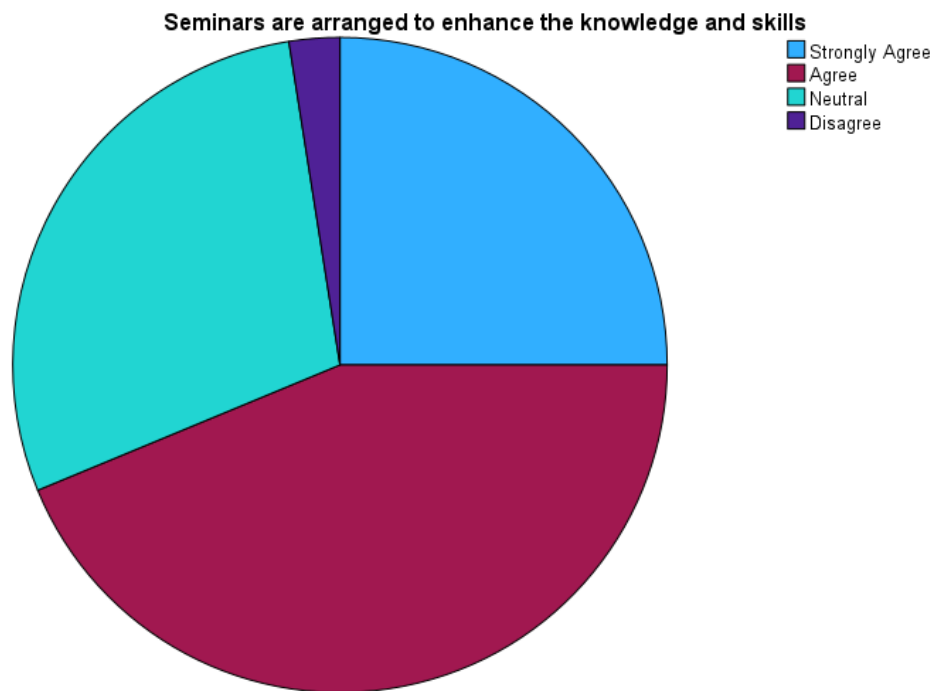
45% agreed to this statement and 23.8% choose neutral. 21.3% strongly agreed while only 10% disagreed to this statement. None of the respondents choose strongly disagree. This data shows that the internal and external environments provide a feeling of satisfaction to the majority.

Figure 4.2.12



36.3% Strongly agreed that there is no discrimination in their institute based on age, caste and gender. 27.5% have a neutral opinion about this statement. 25% agreed and 11.3% disagreed. None of the respondents choose strongly disagree. This was a positive statement, and majority responded positively. So, from this data we can understand that there is no discrimination based on age, caste and gender in their institution.

Figure 4.2.13



43.8% agreed to this statement, 28.7% have a neutral opinion, 25% strongly agree and only 2.5% disagreed. None of the respondents choose strongly disagree. This is a positive statement and majority responded positively.

Table 4.2.2 One Way ANOVA on Work Environment and Nature of College

WORK ENVIRONMENT (STATEMENTS)	SIGNIFICANCE
Able to impart knowledge to the best of my satisfaction	.030
My job enables me to live a happy home life	.007
There is no discrepancy in common goals in my department	.001
My respect is valued by my position in the college	.089
I have been accepted by my colleagues, students and parents	.264
Excellent mutual understanding exists among staff members	.001
I try to co-ordinate the content of my courses with other teachers	.157
Teachers working situation must be seriously altered	.219

Participation in decision making impact on sense of efficacy	.284
There are adequate resources to carry out my job	.252
Internal as well as external environment gives a feel of satisfaction.	.021
There is no discrimination based on age, caste and gender	.080
Seminars are arranged to enhance the knowledge and skills	.010

The result of ANOVA analysis shows that the statements like able to impart knowledge to the best of my satisfaction, my job enables me to live a happy home life, there is no discrepancy in common goals in my department, excellent mutual understanding exists among staff members, internal as well as external environment gives a feel of satisfaction and seminars are arranged to enhance the knowledge and skills vary significantly based on the nature of college. Other statements like my respect is valued by my position in the college, I have been accepted by my colleagues, students and parents, I try to co-ordinate the content of my courses with other teachers, teachers working situation must be seriously altered, participation in decision making impact on sense of efficacy, there are adequate resources to carry out my job and there is no discrimination based on age, caste and gender does not have any significant difference based on the nature of college.

4.3 PARTICIPATION IN DECISION MAKING

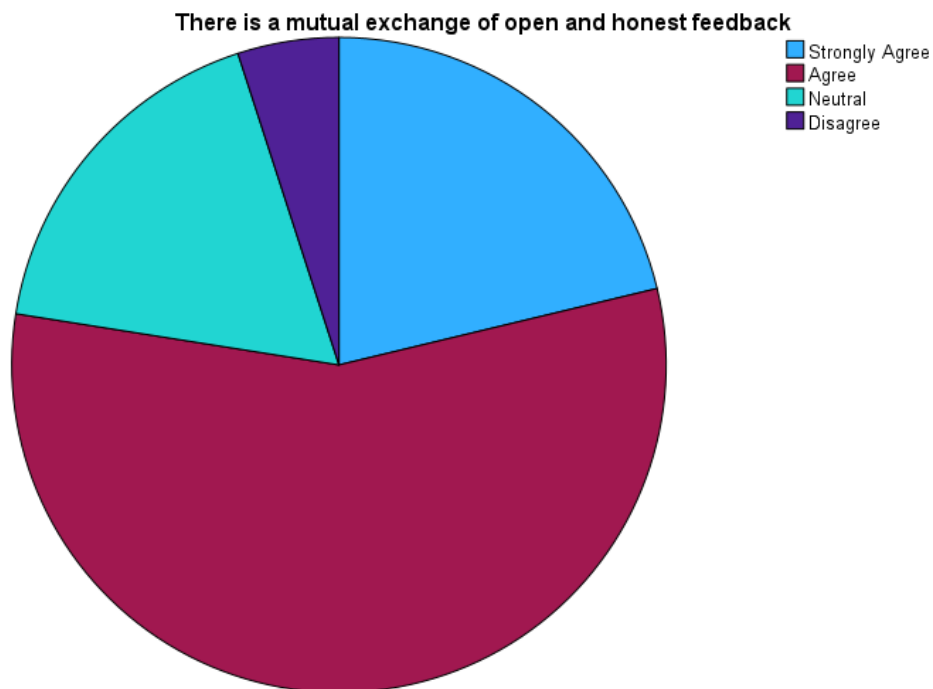
Participation in decision making means allowing the workers to participate in the decision-making process of the institution. It is one of the important factors that influence the Quality of Work Life. In this study the researcher included four statements which are related to participation in decision-making. For each statements a five-point Likert scale was used to get the precise opinion.

(S.A. – Strongly Agree, A – Agree, N – Neutral, D – Disagree, S.D.A – Strongly Disagree)

Table4.3.1

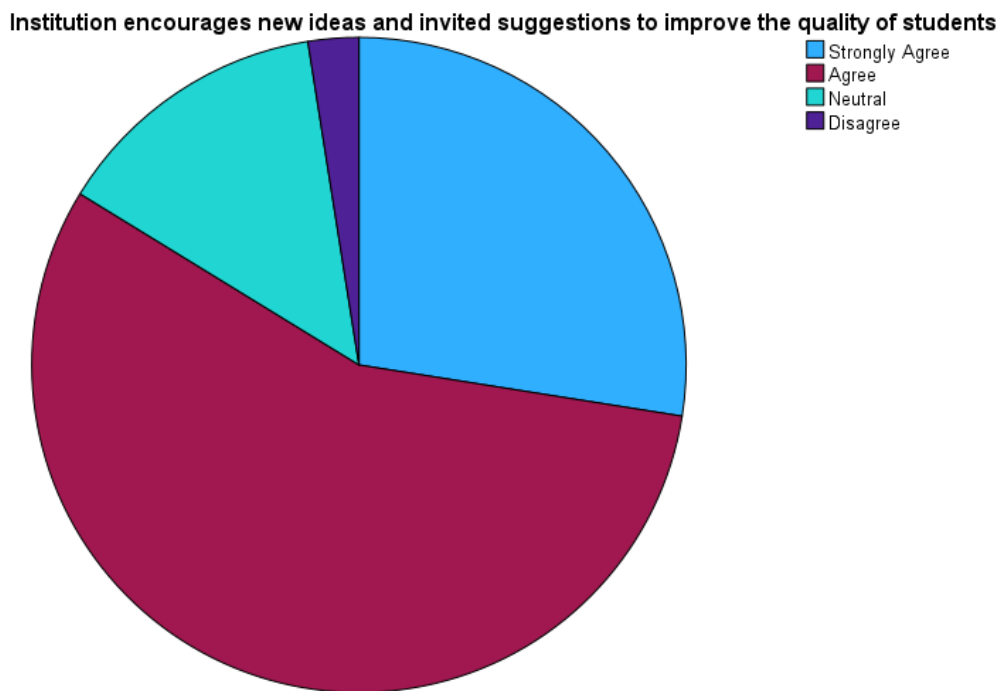
Sl. No.	STATEMENTS	S.A.	A	N	D.A.	S.D.A.
1.	There is a mutual exchange of open and honest feedback	17	45	14	4	0
2.	Institution encourages new ideas and invited suggestions to improve the quality of students	22	45	11	2	0
3.	Institution never takes the decision without the consent of the teachers.	11	34	25	10	0
4.	Meetings are conducted to express their views of teachers.	23	50	7	0	0

Figure 4.3.1



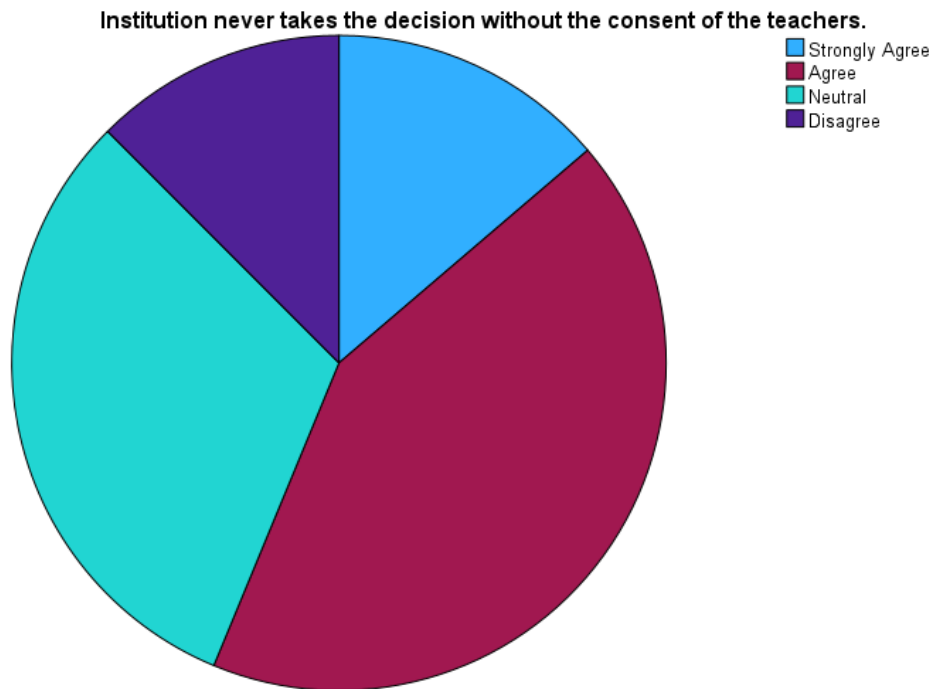
56.3% of the respondents agreed to this statement. 27.5% strongly agreed to this statement. 17.5% have a neutral opinion and only 5% disagreed to this statement. None of them choose strongly disagree. This data indicates that there is a mutual exchange of open and honest feedback.

Figure 4.3.2



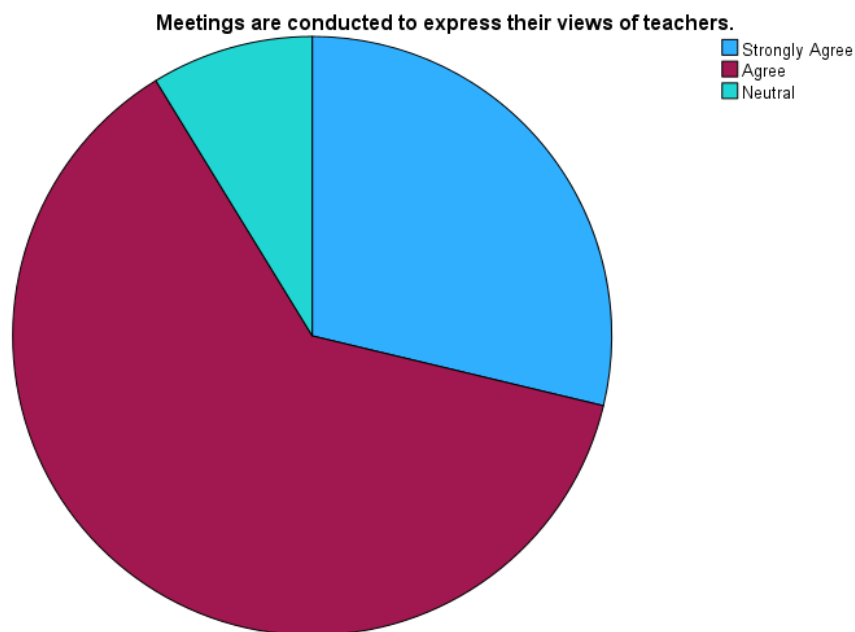
Majority of the population i.e., 56.3% agreed that their institution encourages new ideas and invited suggestions to improve the quality of students. 27.5% strongly agreed to this. 13.8% choose neutral and 2.5% disagreed. None of them strongly disagreed to this statement. From this it is evident that their institutions encourage new ideas and to improve the quality of students.

Figure 4.3.3



42.5% agreed to this statement and 31.3% have a neutral opinion. 13.8% strongly agreed while 12.5% disagreed. None of them choose strongly disagree. This is a positive statement and majority responded positively. That shows that their institutions give importance of the teacher's consent in decision making

Figure 4.3.4



62.5% agreed that their institutions conduct meetings to express their views. 28.7% strongly agreed and 8.8% have a neutral opinion. None of them disagreed or strongly disagreed to this statement. This is a positive statement and majority have responded positively.

Table 4.3.2 One Way ANOVA on Participation in Decision Making and Nature of College

PARTICIPATION IN DECISION MAKING (STATEMENTS)	SIGNIFICANCE
There is a mutual exchange of open and honest feedback	.609
Institution encourages new ideas and invited suggestions to improve the quality of students	.252
Institution never takes the decision without the consent of the teachers.	.001
Meetings are conducted to express their views of teachers.	.118

The result of ANOVA analysis shows that the statement institution never takes the decision without the consent of the teachers vary significantly based on the nature of college. The other statements like there is a mutual exchange of open and honest feedback, institution encourages new ideas and invited suggestions to improve the quality of students and meetings are

conducted to express their views of teachers does not have any significant difference based on the nature of college.

4.4 INTERPERSONAL RELATIONS

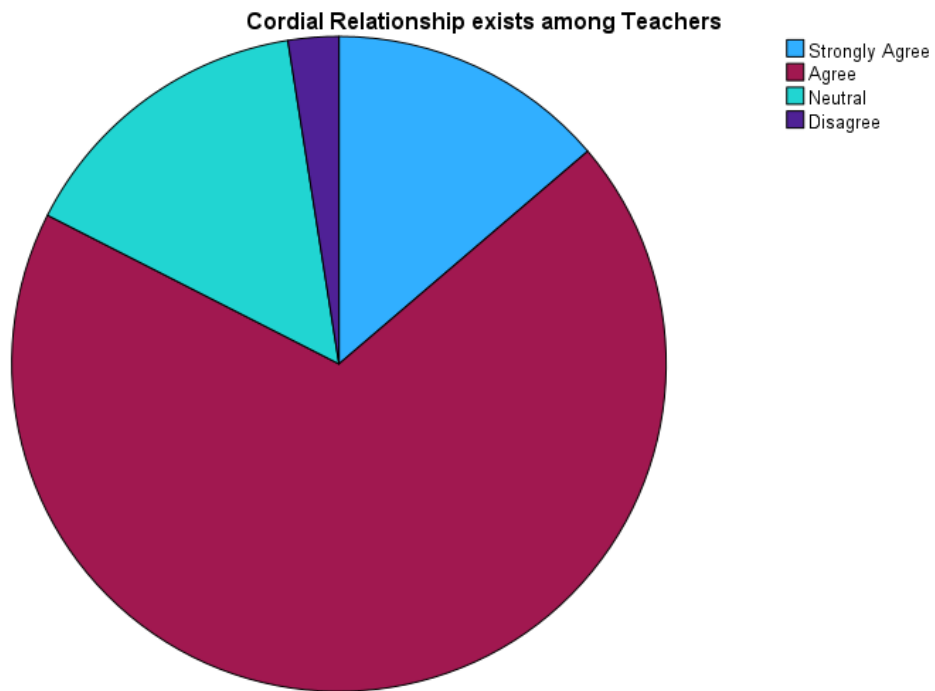
Interpersonal relations refer to the relationships that exist between co-workers, subordinates, and superiors in the workplace. It is one of the important factors that influence the Quality of Work Life. In this study the researcher included seven statements which are related to interpersonal relations of college teachers. For each statements a five-point Likert scale was used to get the precise opinion.

(S.A. – Strongly Agree, A – Agree, N – Neutral, D – Disagree, S.D.A – Strongly Disagree)

Table 4.4.1

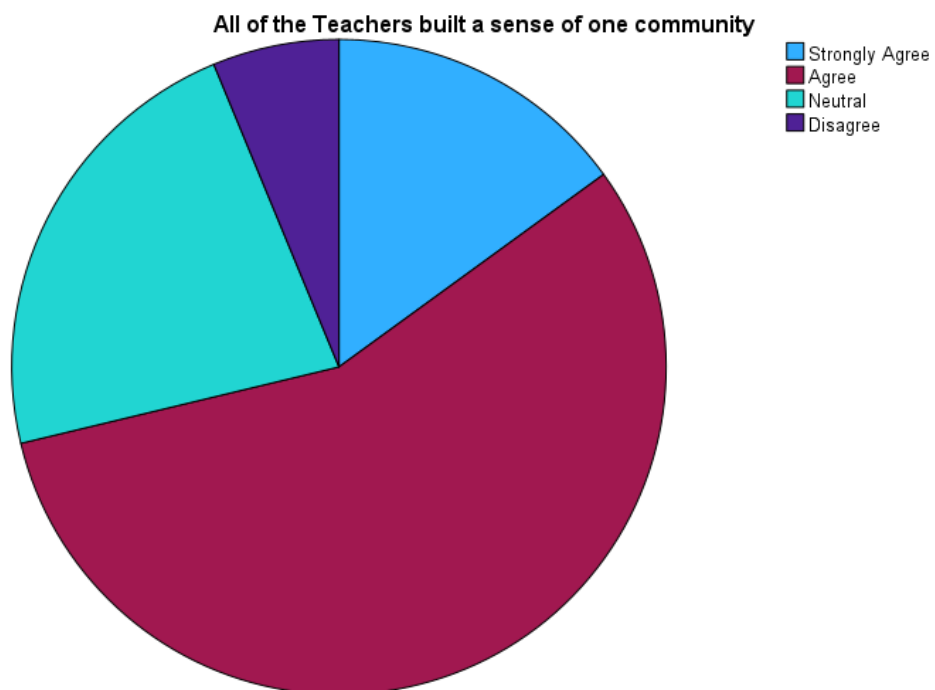
Sl. No.	STATEMENTS	S.A.	A	N	D.A.	S.D.A.
1.	Cordial Relationship exists among Teachers	11	55	12	2	0
2.	All of the Teachers built a sense of one community	12	45	18	5	0
3.	Effective communication exists	14	48	12	6	0
4.	Superior always supports and encourages to conduct programmes like seminars, workshops etc.	23	41	11	5	0
5.	Superior appreciates teacher's performance	25	38	12	5	0
6	Superior is concerned with gratification and keeping up the dignity of Teachers	23	43	13	1	0
7.	Hassle free environment	28	37	9	6	0

Figure 4.4.1



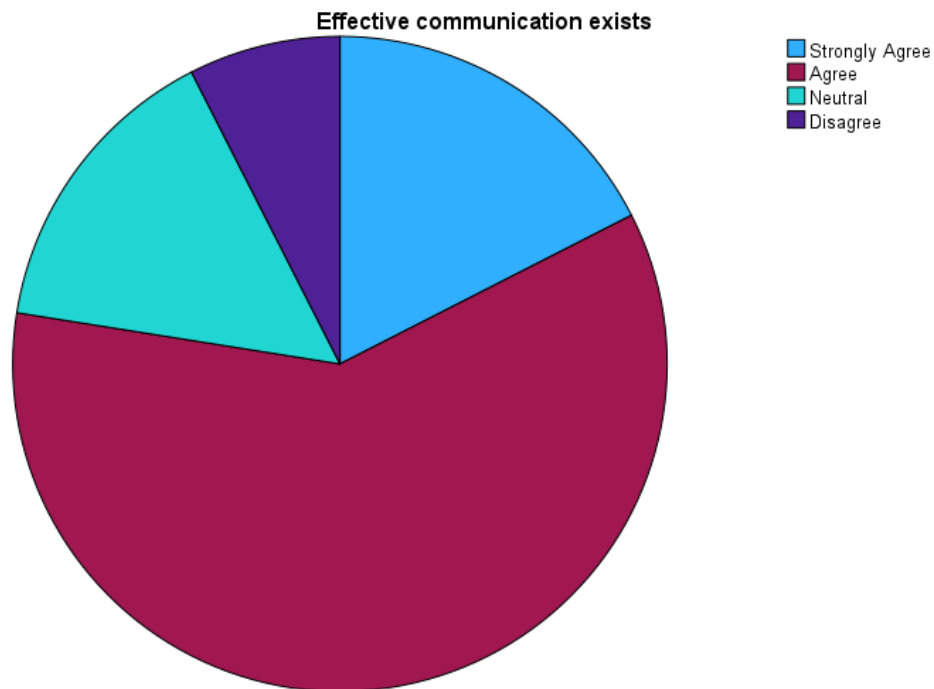
68.8% agreed that there is a cordial relationship exists among teachers. 15% of the respondents have a neutral opinion about this statement. 13.8% strongly agrees and only 2.5% disagreed. None of the respondents strongly disagreed to this statement.

Figure 4.4.2



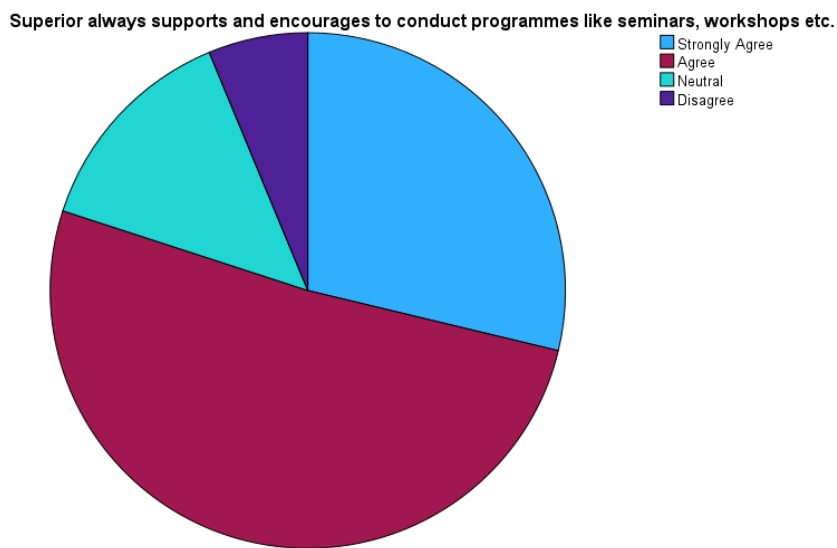
More than half of the respondents (56.3%) agreed to this statement. 22.5% have a neutral opinion. 15% strongly agreed and 6.3% disagreed. None of the respondents choose strongly disagreed. This is a positive statement and majority of the respondents responded positively. This indicates that all the teachers built a sense of one community in their institutions.

Figure 4.4.3



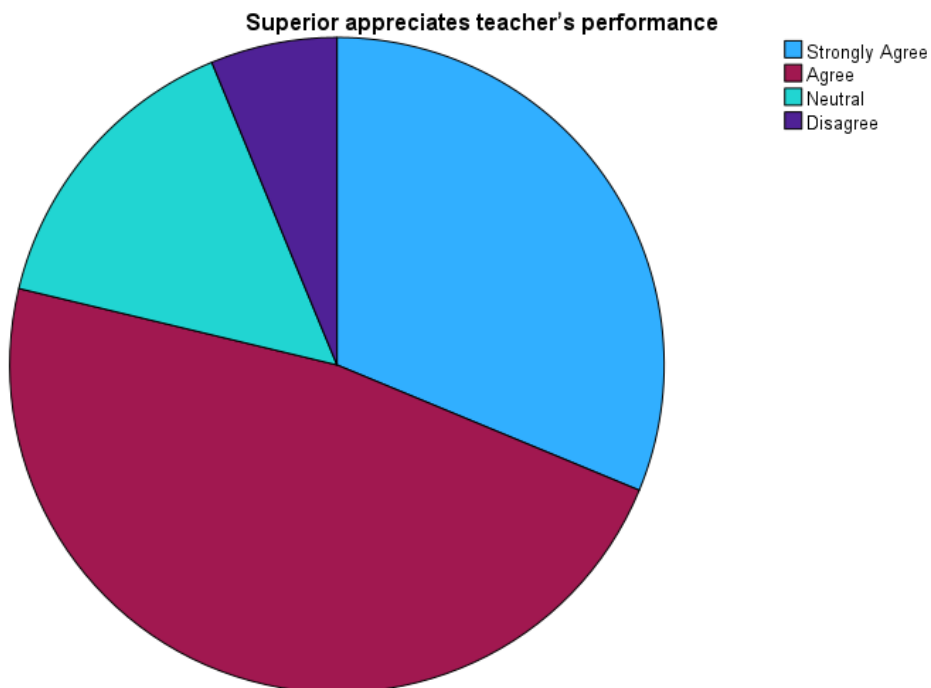
60% of the respondents agreed, 17.5% strongly agreed, 15% have a neutral opinion and 7.5% disagreed to this statement. None of the respondents choose strongly disagree. This data shows that there is an effective communication exists in among the teachers in the colleges.

Figure 4.4.4



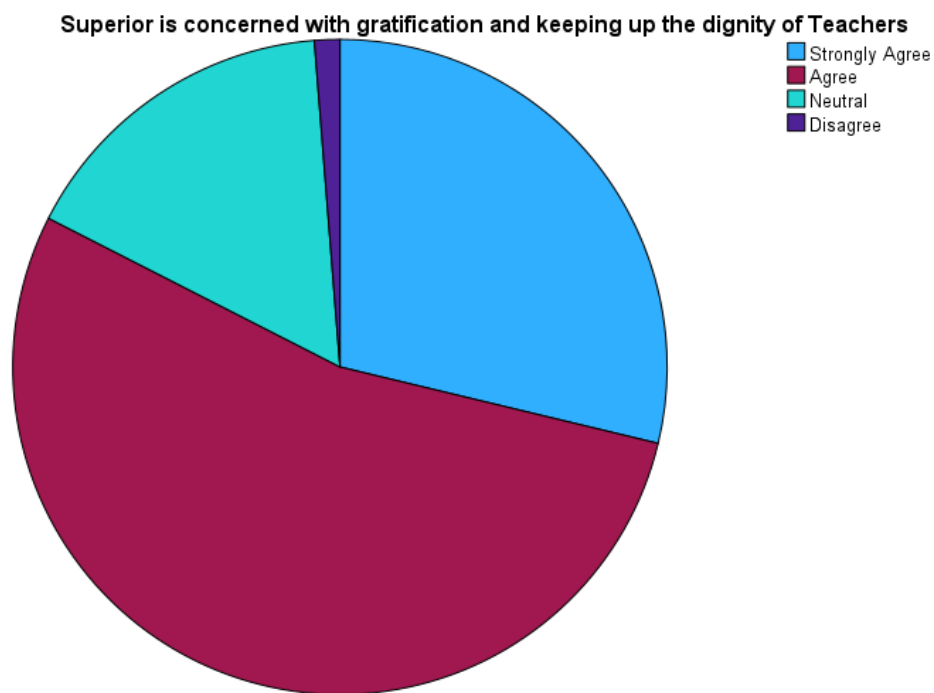
51.2% agreed to this statement. 28.7% strongly agreed and 13.8% choose neutral option. Only 6.3% disagreed. None of the respondents strongly disagreed to this statement. This is a positive statement. Majority of the participants responded positively. This shows that the superiors in the colleges support and encourages to conduct programmes like seminars, workshops etc.

Figure 4.4.5



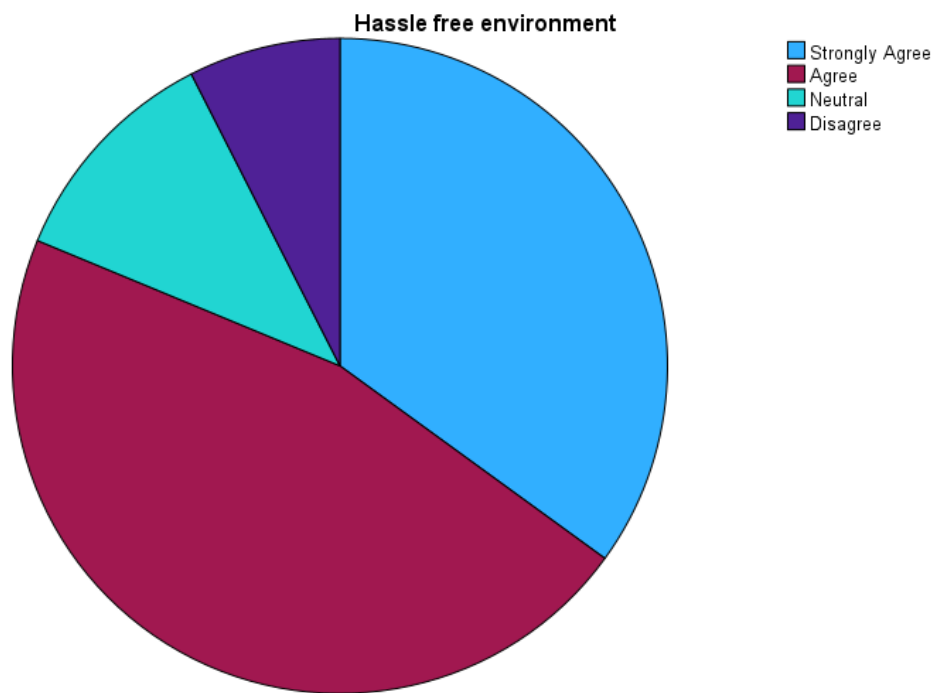
47.5% agreed that their superior appreciates their performance. 31.3% strongly agreed to this. 15% have a neutral opinion. Remaining 6.3% disagreed and none of them strongly disagreed to this statement.

Figure 4.4.6



53.8% agreed to this statement, 28.7% strongly agreed. 16.3% of the respondents have a neutral opinion and just 1.3% disagrees. None of them strongly disagreed to this statement.

Figure 4.4.7



46.3% agreed that they have a hassle-free environment in their institution. 35% strongly agreed while 11.3% have a neutral opinion. The remaining 7.5% disagreed to this statement. None of them strongly disagreed to this statement.

Table 4.4.2 One Way ANOVA on Interpersonal Relations and Nature of College

INTERPERSONAL RELATIONS (STATEMENTS)	SIGNIFICANCE
Cordial Relationship exists among Teachers	.017
All of the Teachers built a sense of one community	.066
Effective communication exists	.650
Superior always supports and encourages to conduct programmes like seminars, workshops etc.	.700
Superior appreciates teacher's performance	.650
Superior is concerned with gratification and keeping up the dignity of Teachers	.495

Hassle free environment	.120
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The result of ANOVA analysis shows that the statement cordial relationship exists among teachers vary significantly based on the nature of college. The other statements like all of the teachers built a sense of one community, effective communication exists, superior always supports and encourages to conduct programmes like seminars, workshops etc., superior appreciates teacher's performance, superior is concerned with gratification and keeping up the dignity of teachers and hassle-free environment does not have any significant difference based on the nature of college.

4.5 SAFETY CONDITIONS

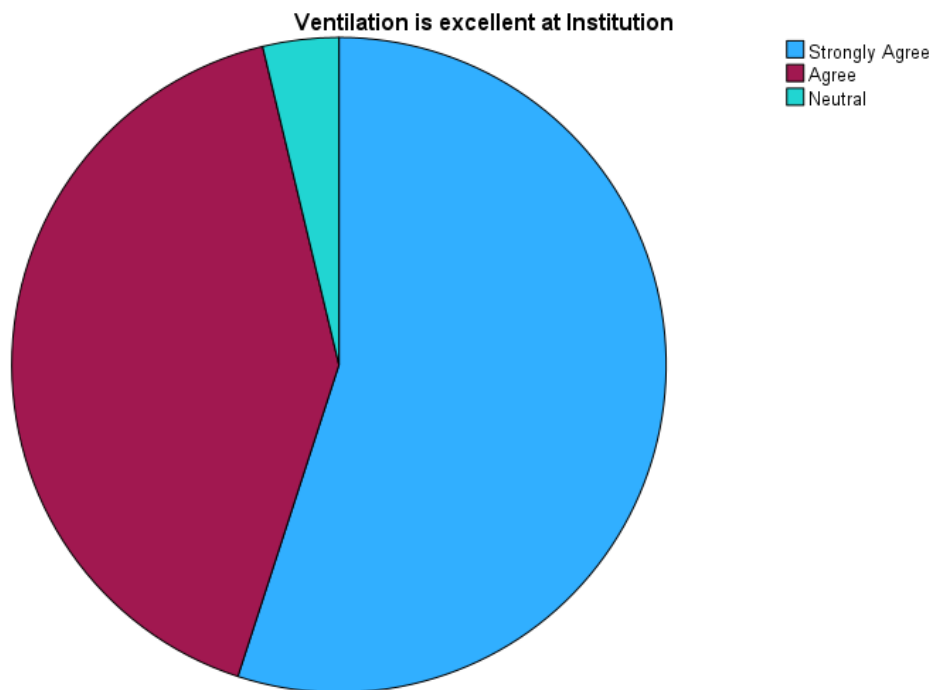
Safety conditions in workplace is another important factor that affect the Quality of Wok Life. Safety conditions refers to the environment at work that make it safe for employees to do their jobs. In this study the researcher included six statements which are related to the safety conditions of the institutions. For each statements a five-point Likert scale was used to get the precise opinion.

(S.A. – Strongly Agree, A – Agree, N – Neutral, D – Disagree, S.D.A – Strongly Disagree)

Table 4.5.1

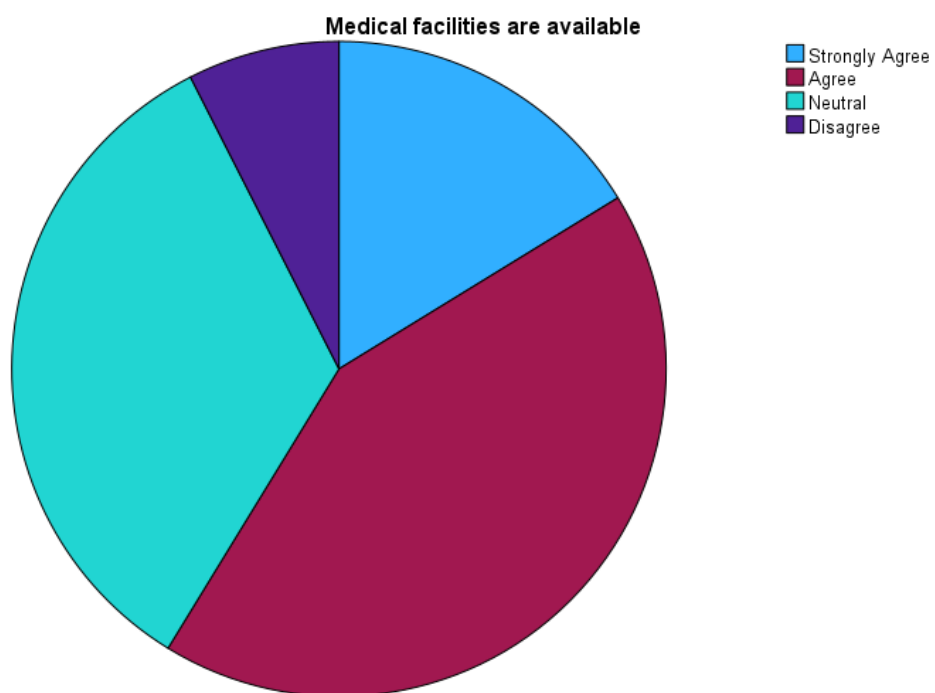
Sl. No.	STATEMENTS	S.A.	A	N	D.A	S.D.A.
1.	Ventilation is excellent at Institution	44	33	3	0	0
2.	Medical facilities are available	13	34	27	6	0
3.	Hygienic water facilities are available	32	42	4	2	0
4.	Sanitary facilities are good at Institution	27	37	16	0	0
5.	Fire extinguishers are kept ready and training is given to use in case of emergency.	22	36	22	0	0
6.	Hygiene Environment.	35	36	9	0	0

Figure 4.5.1



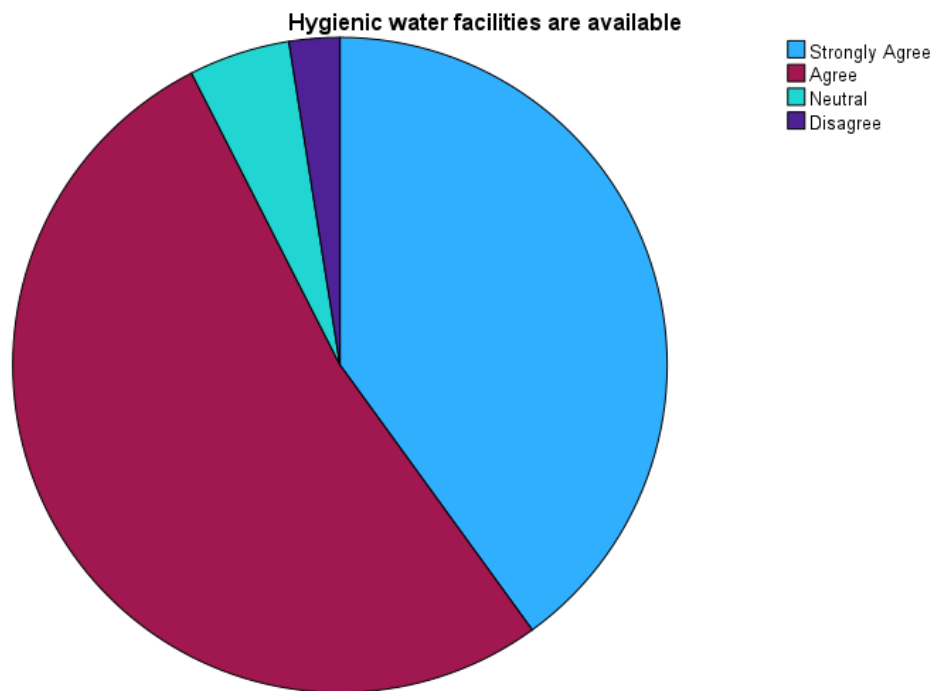
55% of the respondents strongly agreed that the ventilation is excellent at their institution. 41.3% agreed to this statement and the rest 3.8% have a neutral opinion. No one choose disagree or strongly disagree.

Figure 4.5.2



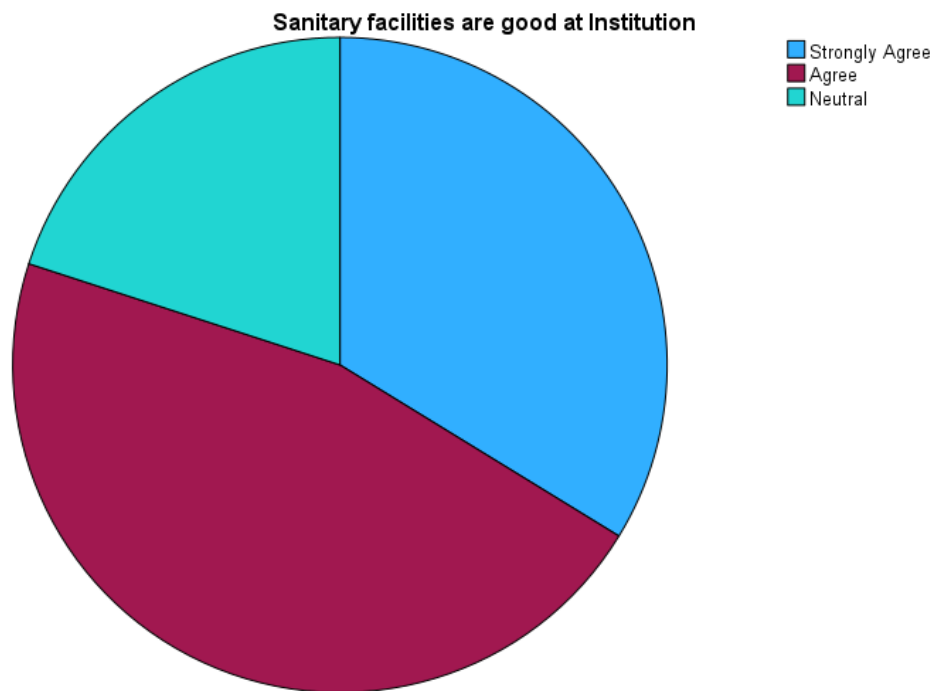
For the statement medical facilities are available, 42.5% agreed, 33.8% choose neutral option, 16.3% strongly agreed and 7.5% disagreed. Nobody chooses strongly disagree. This data indicates that medical facilities are available in majority of the colleges.

Figure 4.5.3



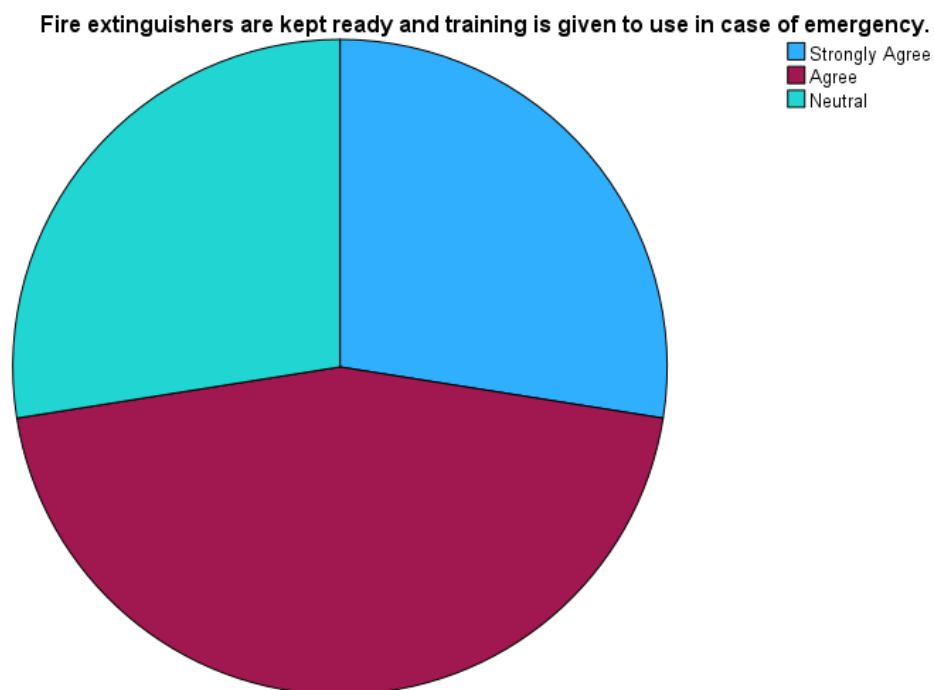
52.5% of the respondents agreed that hygienic water facilities are available in their institution. 40% strongly agreed, 5% have a neutral opinion and 2.5% disagrees to this statement. Nobody chooses strongly disagrees.

Figure 4.5.4



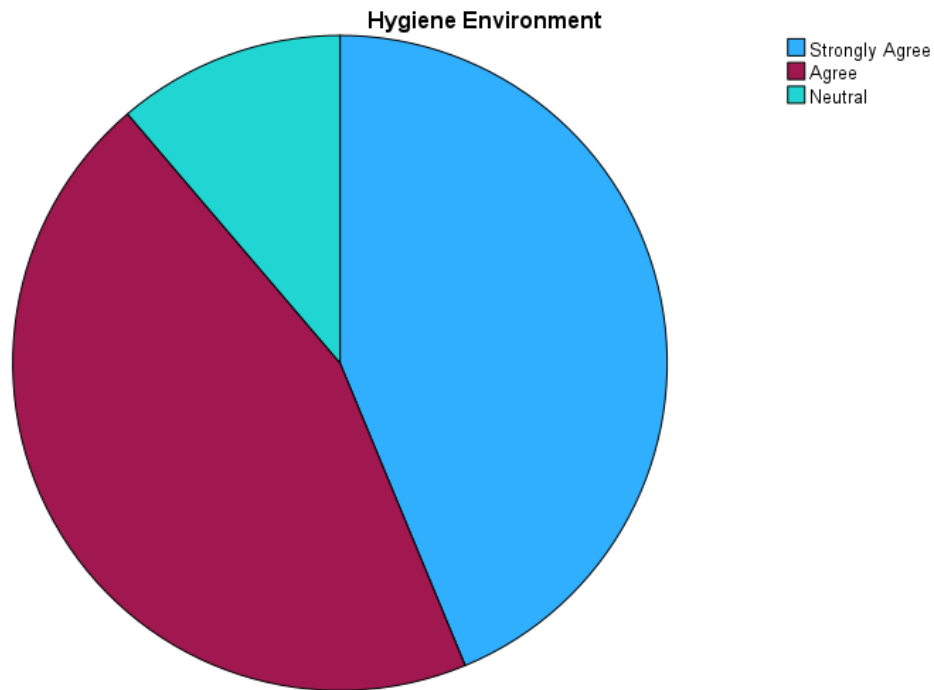
46.3% of the respondents agrees that the sanitary facilities are good at their institution. 33.8% strongly agrees to this and remaining 20% have a neutral opinion about this. None of them responded disagree or strongly disagree. This shows that there is good sanitary facilities available in their institutions.

Figure 4.5.5



45% agrees to this statement and 27.5% strongly agreed to this. The remaining 27.5% choose neutral. Nobody disagrees or strongly disagrees this statement.

Figure 4.5.6



45% agrees that they are working in hygiene environment. 43.8% strongly agrees and 11.3% have a neutral opinion. Nobody disagrees or strongly disagrees this statement.

Table 4.5.2 One Way ANOVA on Safety Conditions and Nature of College

STATEMENTS	SIGNIFICANCE
Ventilation is excellent at Institution	.002
Medical facilities are available	.177
Hygienic water facilities are available	.053
Sanitary facilities are good at Institution	.009
Fire extinguishers are kept ready and training is given to use in case of emergency.	.079
Hygiene Environment.	.001

The result of ANOVA analysis shows that the statements ventilation is excellent at institution, hygienic water facilities are available, sanitary facilities are good at institution and hygiene environment vary significantly based on the nature of college. Other statements like medical facilities are available and fire extinguishers are kept ready and training is given to use in case of emergency does not have any significant difference based on the nature of college.

4.6 FAMILY WORK INTERFACE

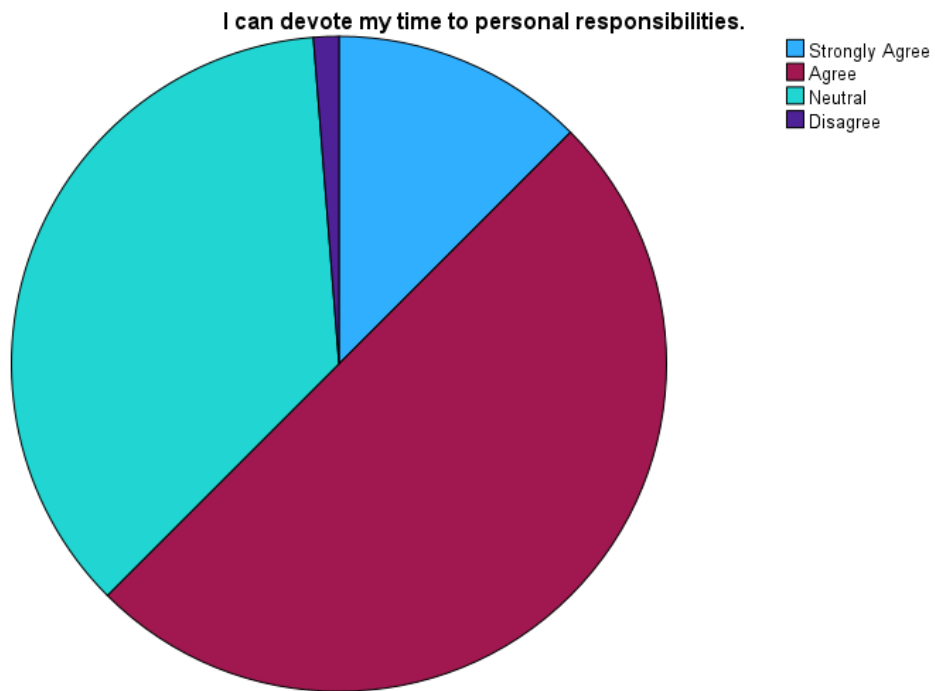
It refers to the interaction of work-related and personal elements that supports the maintenance of work-life balance. There are seven statements which are related to the family-work interface of the participants. For each statements a five-point Likert scale was used to get the precise opinion.

(S.A. – Strongly Agree, A – Agree, N – Neutral, D – Disagree, S.D.A – Strongly Disagree)

Table 4.6.1

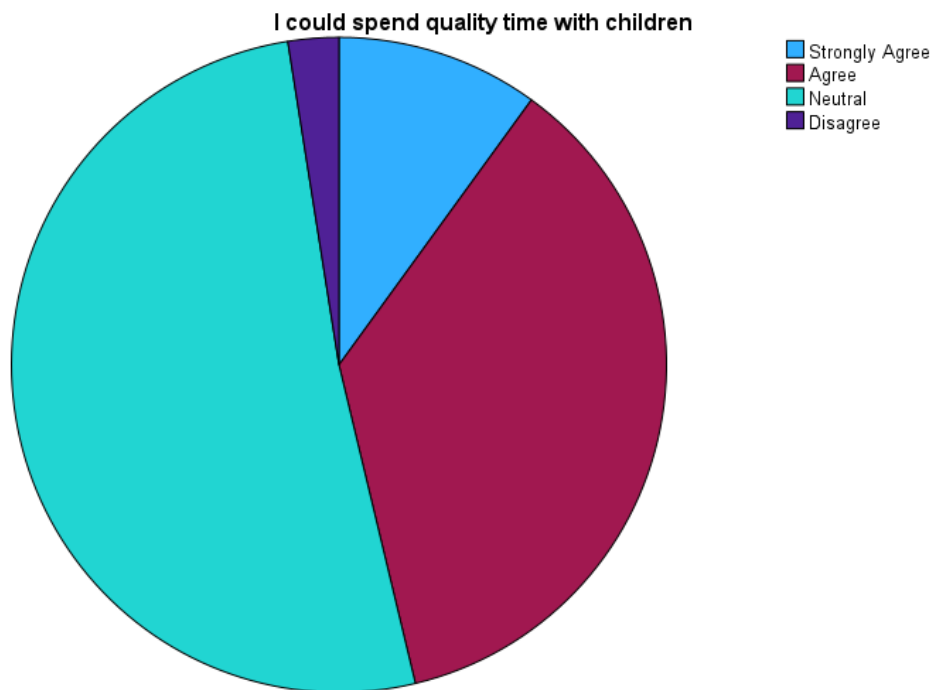
Sl. No.	STATEMENTS	S.A.	A	N	D.A.	S.D.A
1.	I can devote my time to personal responsibilities.	10	40	29	1	0
2.	I could spend quality time with children	8	29	41	2	0
3.	I can take my children to work place during unavoidable situations	5	21	47	6	1
4.	I can complete my responsibilities at home.	10	41	26	3	0
5.	I can balance personal -work life	10	42	24	4	0
6.	I have enough time to spend for kith and kin, personal engagements	9	38	27	6	0
7.	I am truly enjoying the current job	19	46	14	1	0

Figure 4.6.1



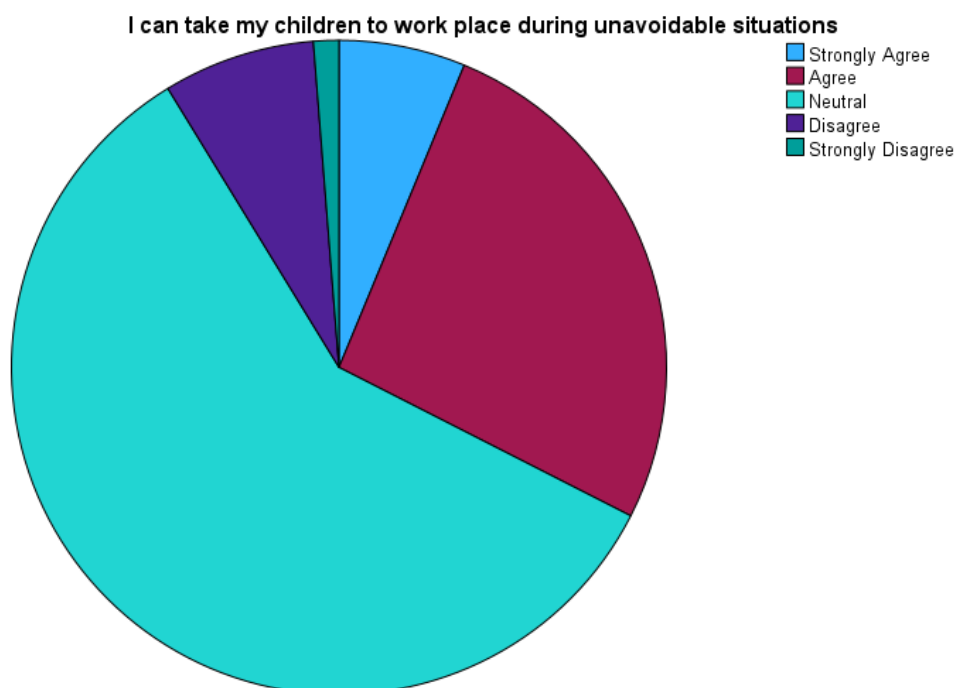
50% of the respondents agreed to this statement. 36.3% have a neutral opinion. 12.5% strongly agreed and the remaining 1.3% disagreed to this statement. Nobody marked strongly disagree. This was a positive statement and majority of the respondents responded positively. That shows that the college teachers can devote their time to personal responsibilities.

Figure 4.6.2



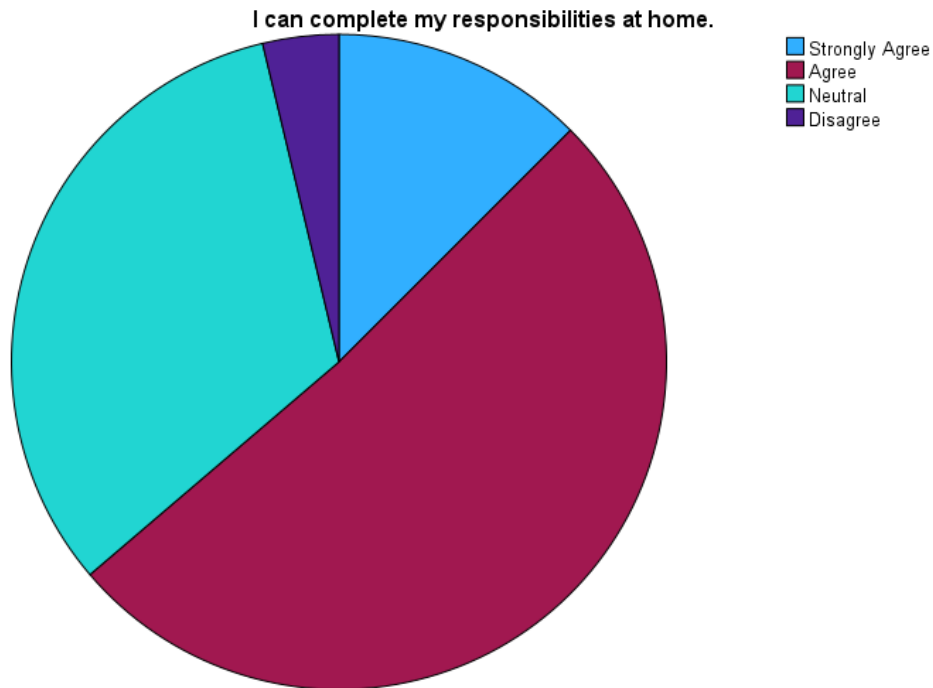
51.2% have a neutral opinion. 36.3% agreed that they could spend quality time with their children. 10% strongly agrees and 2.5% disagrees to this statement. Majority responded positively to this statement. This shows that the college teachers can spend quality time with their children.

Figure 4.6.3



58.8% have a neutral opinion about this statement. 26.3% agrees and 6.3% strongly agrees. 7.5 of the respondents disagrees and the remaining 1.3% strongly disagrees.

Figure 4.6.4



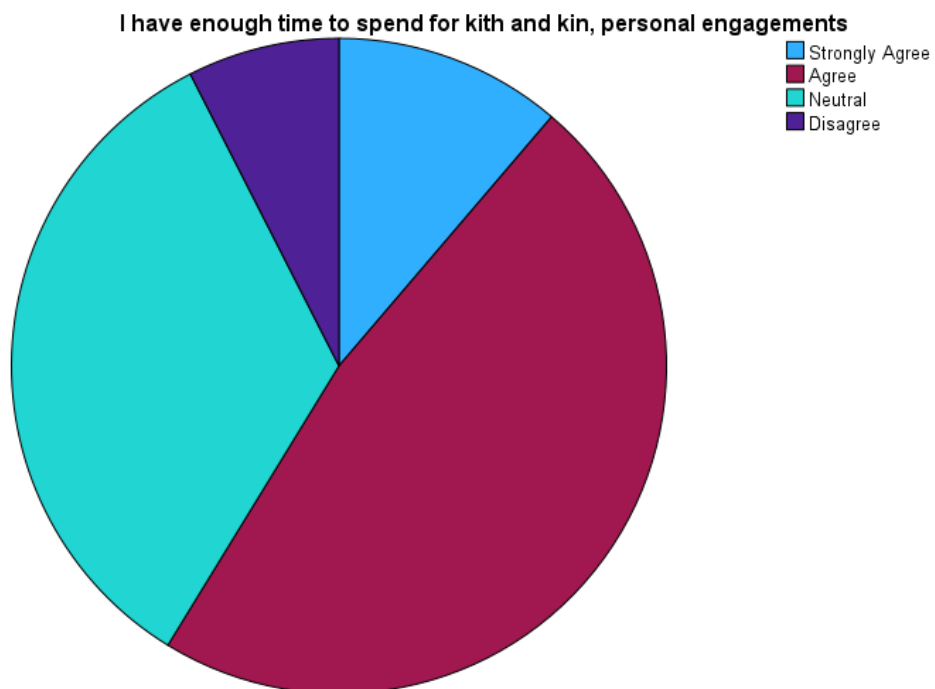
51.2% agrees that they can complete their responsibilities at home. 32.5 choose neutral and 12.5% strongly agrees. The remaining 3.8% disagrees to this statement. Nobody chooses strongly disagrees.

Figure 4.6.5



52.5% agrees and 12.5% strongly agrees that they can balance personal-work life. 30% choose neutral and 5% choose disagree. None of the respondents choose strongly disagree.

Figure 4.6.6



47.5% agrees to this statement. 33.8% have a neutral opinion and 11.3% strongly agrees. Only 7.5% disagrees to this statement. None of the respondents strongly disagreed to this statement. This was a positive statement and majority of the participants responded positively. This indicates that the college teachers have enough time to spend for kith and kin personal engagements

Figure 4.6.7



57.5% agrees and 23.8% strongly agrees that they are truly enjoying their current job as a college teacher. 17.5 choose neutral and only 1.3% disagrees to this statement. This is a positive statement. This data shows that the participants are truly enjoying their current job.

Table 4.6.2 One Way ANOVA on Family Work Interface and Nature of College

STATEMENTS	SIGNIFICANCE
I can devote my time to personal responsibilities.	.971

I could spend quality time with children	.882
I can take my children to work place during unavoidable situations	.004
I can complete my responsibilities at home.	.604
I can balance personal -work life	.724
I have enough time to spend for kith and kin, personal engagements	.978
I am truly enjoying the current job	.082

The result of ANOVA analysis shows that the statement I can take my children to work place during unavoidable situations vary significantly based on the nature of college. Other statements like I can devote my time to personal responsibilities, I could spend quality time with children, I can complete my responsibilities at home, I can balance personal -work life, I have enough time to spend for kith and kin, personal engagements and I am truly enjoying the current job does not have any significant difference based on the nature of college.

4.7 OCCUPATIONAL STRESS

Occupational stress refers to the psychological issues that people deal with at work. In this study the researcher included five statements in the questionnaire which are related to the occupational stress of college teachers. For each statements a five-point Likert scale was used to get the precise opinion.

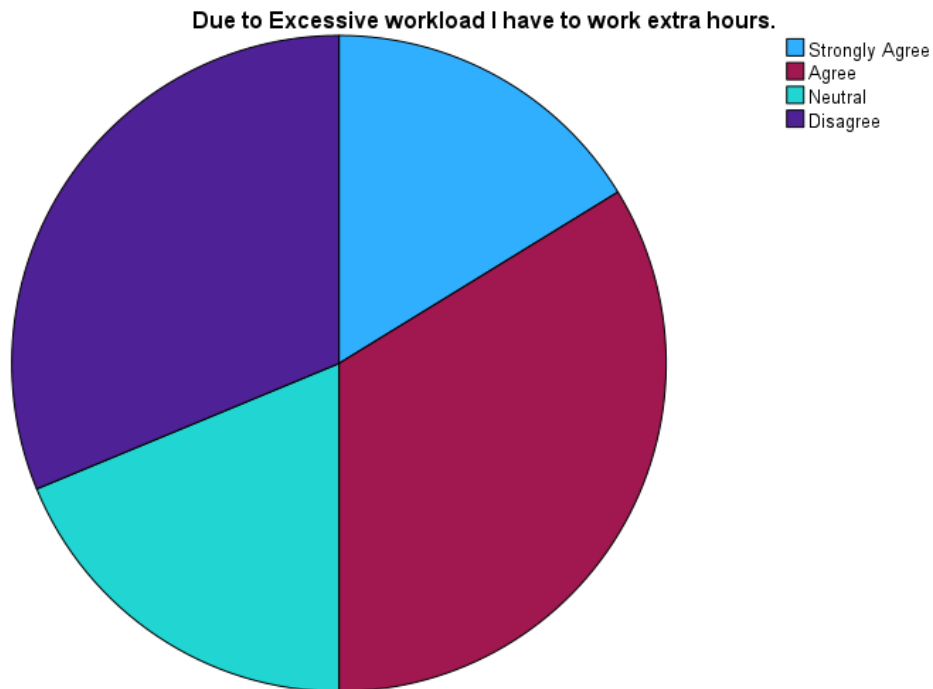
(S.A. – Strongly Agree, A – Agree, N – Neutral, D – Disagree, S.D.A – Strongly Disagree)

Table 4.7.1

Sl. No.	STATEMENTS	S.A.	A	N	D.A.	S.D.A.
1.	Due to Excessive workload I have to work extra hours.	13	27	15	25	0

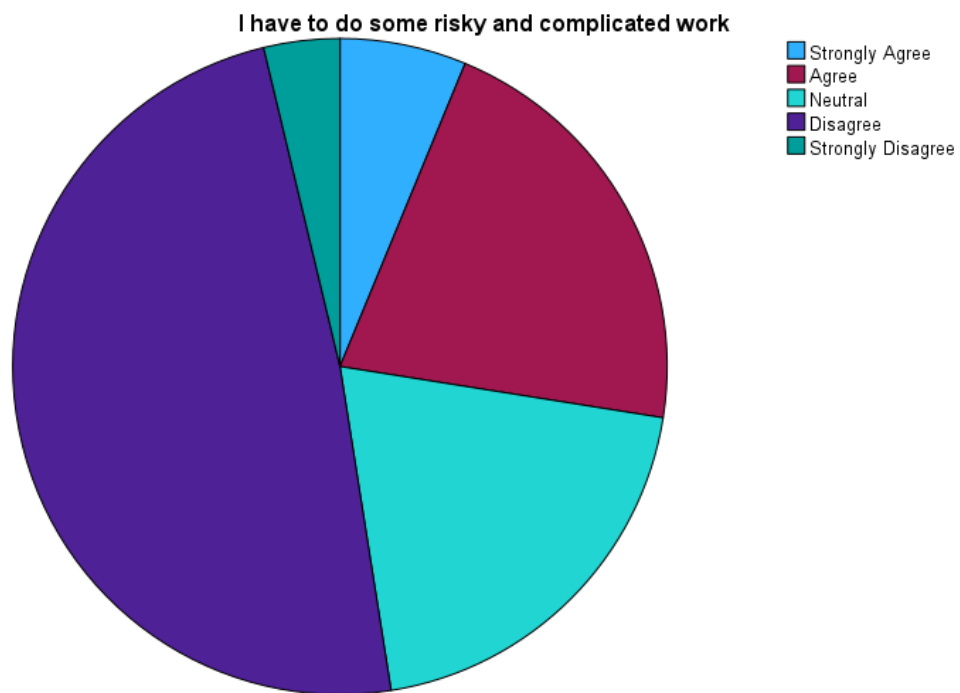
2.	I have to do some risky and complicated work	5	17	16	39	0
3.	The responsibility for the student conduct relied on me	6	29	31	13	1
4.	Apart from given responsibility, extra responsibilities are given	13	41	18	8	0
5.	Responsibility of solving crucial problems of the institution rests on me.	4	22	22	28	0

Figure 4.7.1



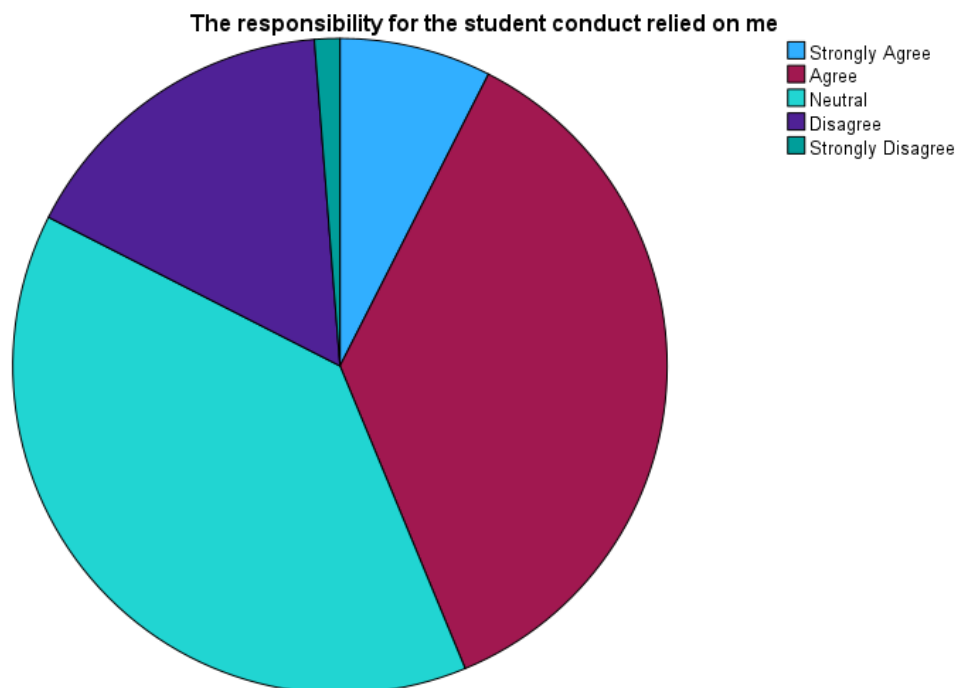
33.8% of the respondents agrees that due to excessive workload they have to work extra hours. 31.3% disagrees the same statement while 18.8% choose neutral and 16.3% strongly agreed. None of the respondents strongly disagreed to this statement.

Figure 4.7.2



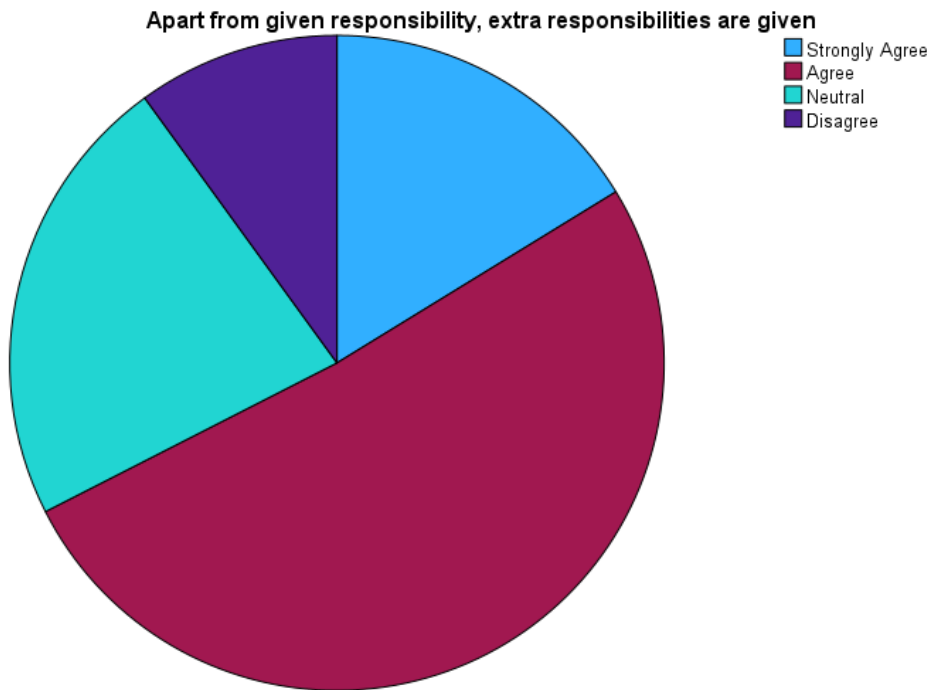
48.8% of respondents disagreed to this statement. 21.3% agreed, 20% chose neutral, 6.3% strongly agreed and the remaining 3.8% strongly disagreed. From this data it is clear that majority of the participants disagreed to this statement

Figure 4.7.3



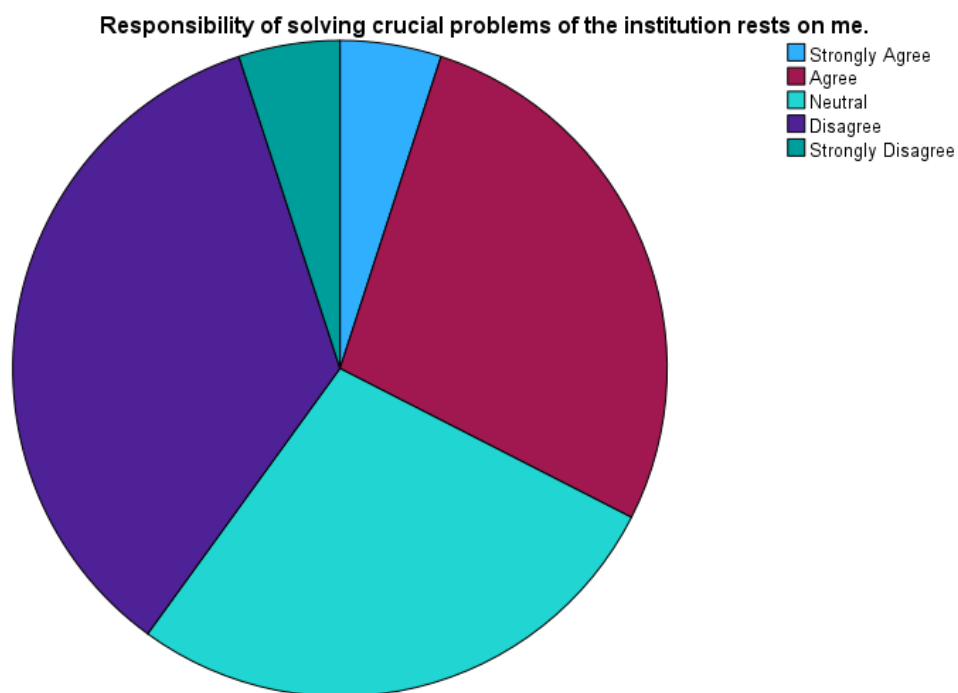
For this statement, 38.8% choose neutral, 36.3% agrees, 16.3% disagrees, 7.5% strongly agrees and the final 1.3% strongly disagrees. Majority of the respondents agrees to this statement.

Figure 4.7.4



51.2% of the respondents agrees to this statement. 22.5% have a neutral opinion about this statement. 16.3% strongly agrees while the remaining 10% disagrees to this statement. No one chooses strongly disagree.

Figure 4.7.5



35% disagrees to the statement that the responsibility of solving crucial problems of the institution rests on them. 27.5% agrees and another 27.5% have a neutral opinion. Out of the remaining 10%, 5% strongly agrees and the other 5% strongly disagrees.

Table 4.7.2 One Way ANOVA on Occupational Stress and Nature of College

OCCUPATIONAL STRESS (STATEMENTS)	SIGNIFICANCE
Due to Excessive workload I have to work extra hours.	.135
I have to do some risky and complicated work	.048
The responsibility for the student conduct relied on me	.406

Apart from given responsibility, extra responsibilities are given	.006
Responsibility of solving crucial problems of the institution rests on me.	.005

The result of ANOVA analysis shows that the statements like I have to do some risky and complicated work, apart from given responsibility, extra responsibilities are given and responsibility of solving crucial problems of the institution rests on me vary significantly based on the nature of college. Other statements like due to excessive workload I have to work extra hours and the responsibility for the student conduct relied on me does not have any significant difference based on the nature of college.

4.8 JOB SATISFACTION

Job satisfaction is also one of the important factors that affect Quality of Work Life. It indicates how happy employees are with the material and financial amenities at work. In this study the researcher included nine statements in the questionnaire which are related to the job satisfaction of college teachers. For each statements a five-point Likert scale was used to get the precise opinion.

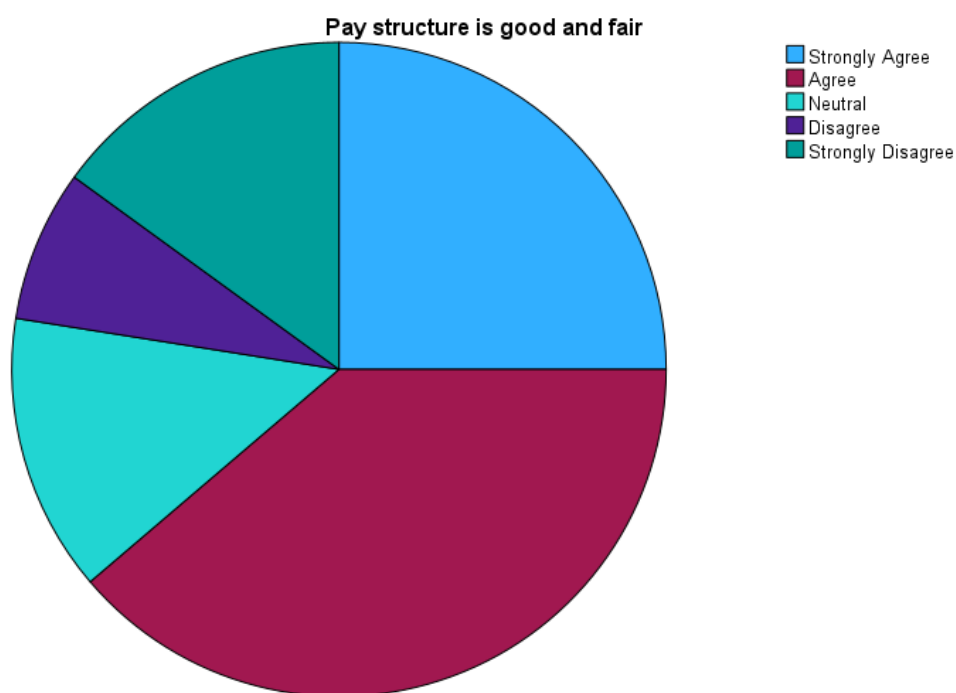
(S.A. – Strongly Agree, A – Agree, N – Neutral, D – Disagree, S.D.A – Strongly Disagree)

Table 4.8.1

Sl. No.	STATEMENTS	S.A.	A	N	D.A.	S.D.A.
1.	Pay structure is good and fair	20	31	11	6	12
2.	Sick Leave/Vacation facilities are satisfactory.	12	36	20	11	1
3.	Maternity/ paternity leave facilities are sufficient	14	44	18	0	4
4.	Permissions can be availed in case of need	19	48	12	0	1

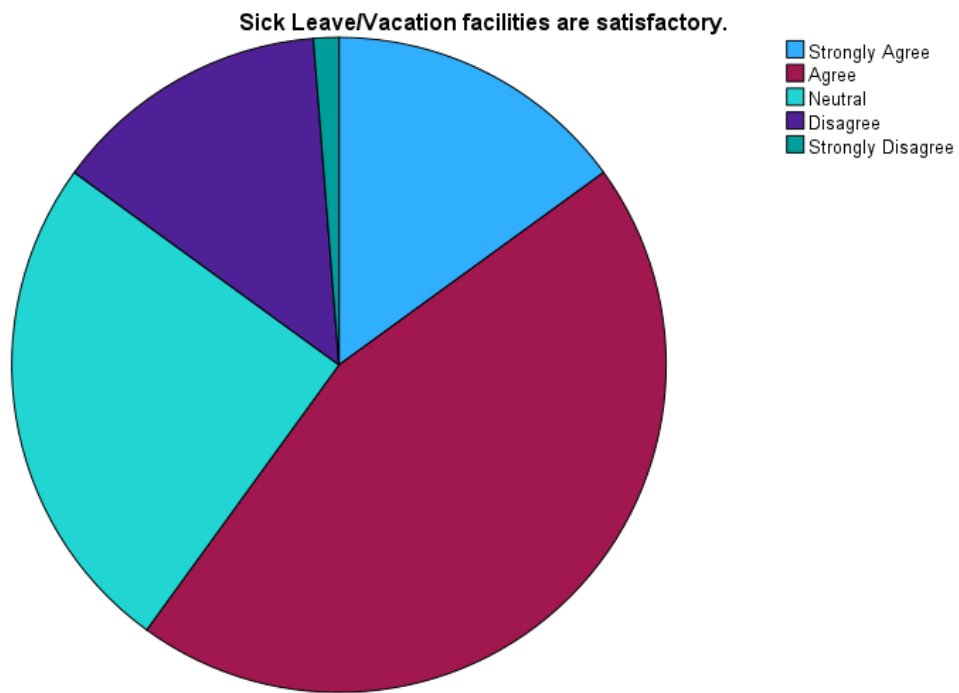
5.	Transport facility is provided for teachers without fare	3	5	24	36	12
6.	Educational concession is given for their children	12	24	22	17	5
7.	Due Recognition and rewards are given.	11	33	30	5	1
8.	Satisfaction with the career choice	26	45	8	1	0
9.	Work place amenities are provided adequately	21	33	25	1	0

Figure 4.8.1



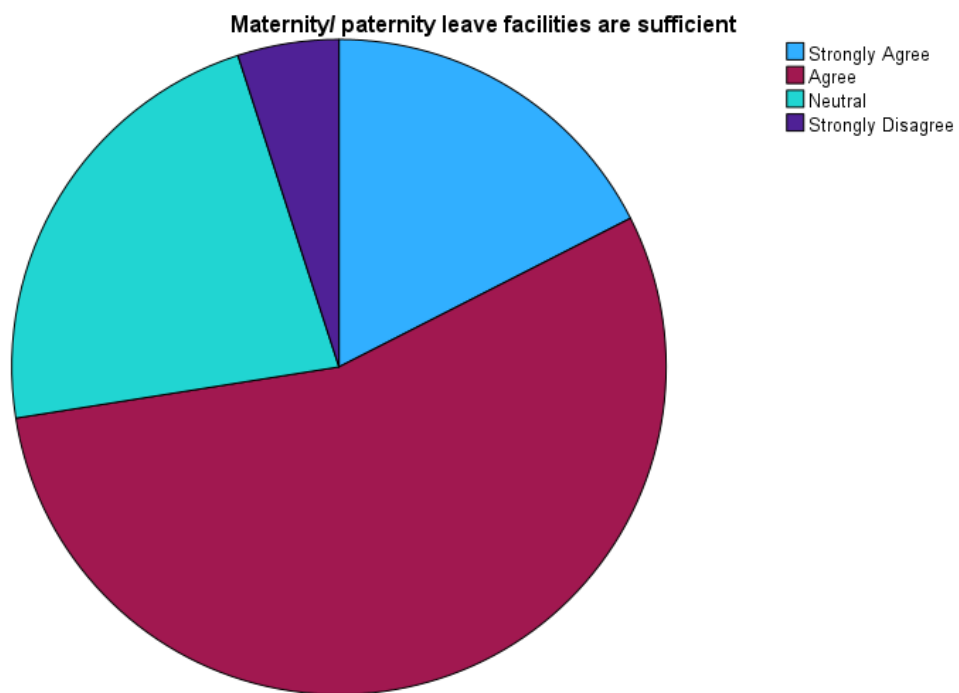
38.8% agrees that their pay structure is good and fair. 25% of the respondents strongly agrees while 13.8% have a neutral opinion about it. 15% strongly disagrees and 7.5% disagrees that their pay structure is good and fair.

Figure 4.8.2



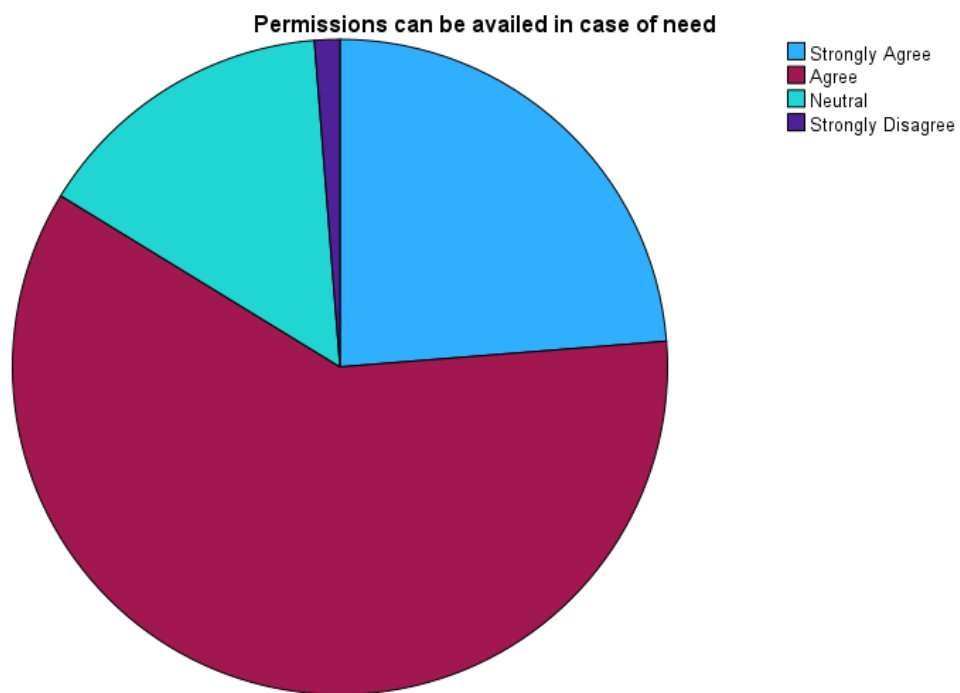
45% of the respondents agrees and 25% have a neutral opinion about this statement. 15% strongly agrees and 13.8% disagrees. Only 1.3% strongly disagree this statement.

Figure 4.8.3



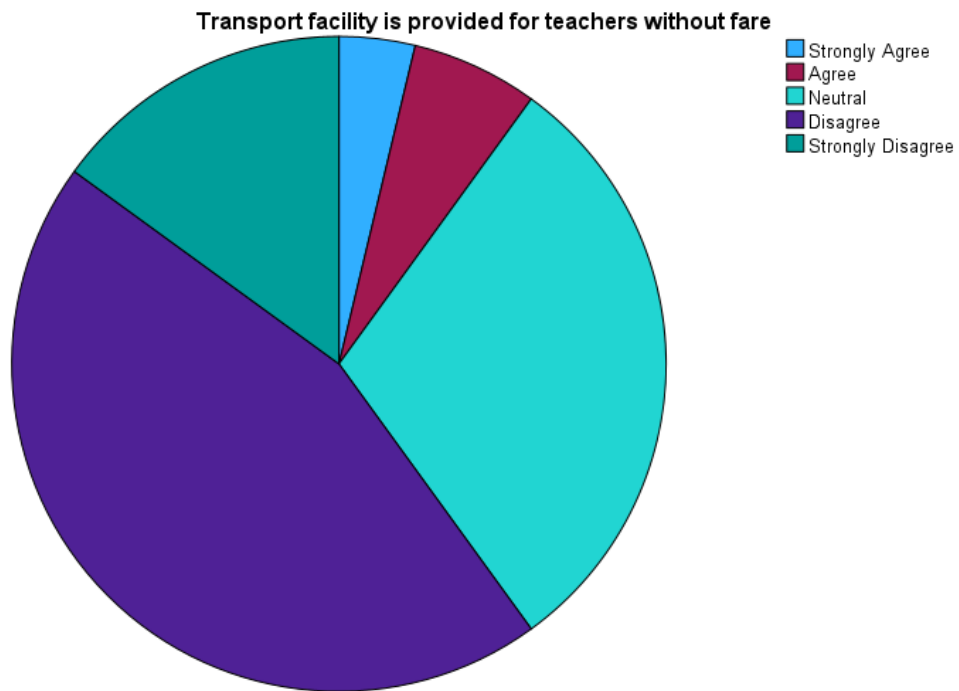
55% of the respondents agrees that maternity/paternity leave facilities are sufficient. 22.5% have a neutral opinion and 17.5% strongly agrees to this statement. The remaining 5% strongly disagrees this statement.

Figure 4.8.4



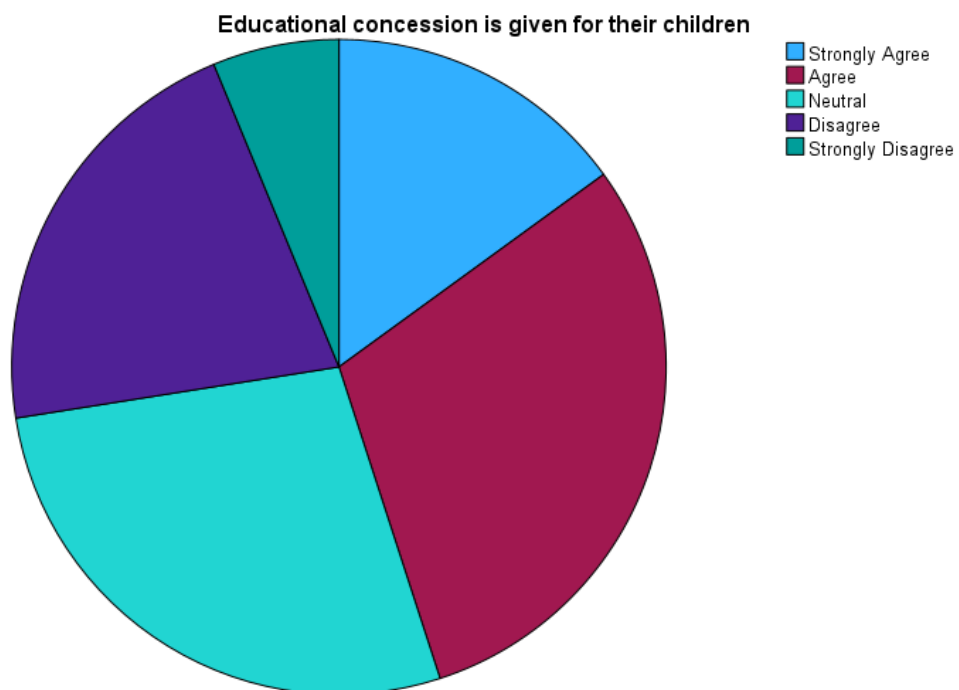
60% of the respondents agrees, 23.8% strongly agrees, 15% have a neutral opinion and 1.3% strongly disagrees to this statement. This was a positive statement and majority of the respondents responded positively.

Figure 4.8.5



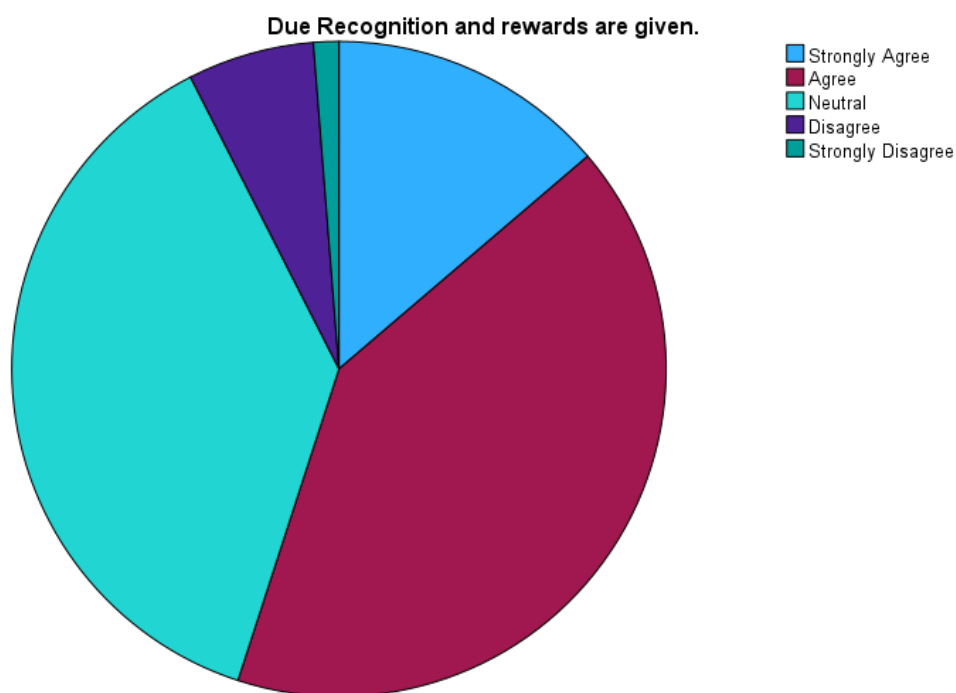
45% disagrees that their institution provides transport facilities for teachers without fare. 30% have a neutral opinion and 15% strongly disagrees to this statement. 6.3% agrees and only 3.8% strongly agrees to this statement.

Figure 4.8.6



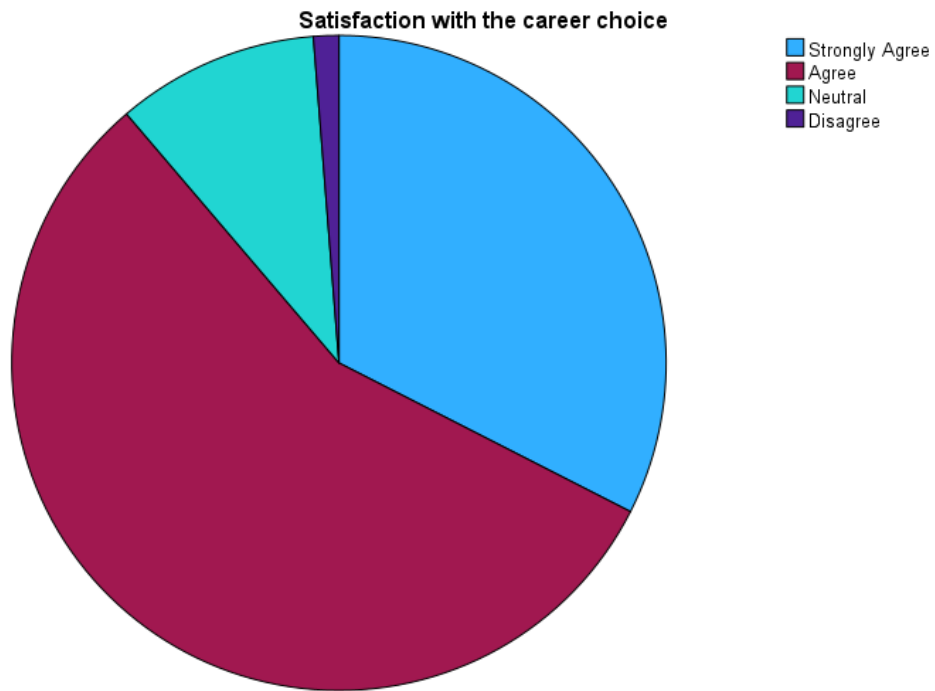
30% of the respondents agree to the statement that their institution provides educational concession for their children. 27.5% have a neutral opinion about this statement. 21.3% disagrees while 15% strongly agrees to this statement. Only 6.3% of the respondents strongly disagreed to this statement.

Figure 4.8.7



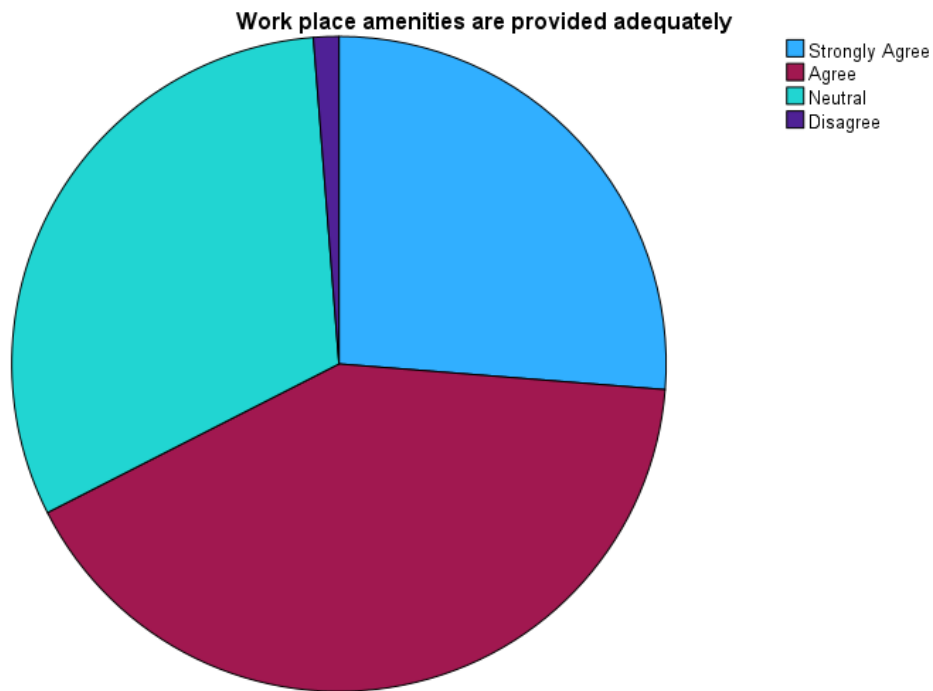
41.3% agrees, 37.5% have a neutral opinion, 13.8% strongly agrees and 6.3% disagrees to this statement. The remaining 1.3% of respondents strongly disagrees. Majority of the respondents responded positively. This shows that they get due recognition rewards from their institution.

Figure 4.8.8



56.3% of the respondents agrees and 32.5% strongly agrees that they are satisfied with their career choice. 10% have a neutral opinion and just 1.3% disagree to this statement. No one choose the option strongly disagree.

Figure 4.8.9



41.3% agrees that the work place amenities are provided adequately. 31.3% have a neutral opinion about this. 26.3% strongly agrees while the remaining 1.3% disagrees this statement. This is a positive statement. Majority of the participants responded positively. This shows that the work place amenities are provided adequately.

Table 4.8.2 One Way ANOVA on Job Satisfaction and Nature of College

JOB SATISFACTION (STATEMENTS)	SIGNIFICANCE
Pay structure is good and fair	.001
Sick Leave/Vacation facilities are satisfactory.	.001
Maternity/ paternity leave facilities are sufficient	.001
Permissions can be availed in case of need	.126

Transport facility is provided for teachers without fare	.012
Educational concession is given for their children	.001
Due Recognition and rewards are given.	.510
Satisfaction with the career choice	.020
Work place amenities are provided adequately	.101

The result of ANOVA analysis shows that statements like pay structure is good and fair, sick leave/vacation facilities are satisfactory, maternity/ paternity leave facilities are sufficient, transport facility is provided for teachers without fare, educational concession is given for their children and satisfaction with the career choice vary significantly based on the nature of college. Other statements like permissions can be availed in case of need, due recognition and rewards are given and work place amenities are provided adequately does not have any significant difference based on the nature of college.

CHAPTER 5
FINDINGS AND CONCLUSION

CHAPTER 5

FINDINGS AND CONCLUSION

A person's perceptions of all elements of his employment, including monetary incentives and rewards, job security, working conditions, interpersonal and organisational connections, etc., are referred to as his quality of work life. Concerns about quality of work life revolve around the workplace environment and how it affects people's productivity and quality of life. The quality of work life for college teachers in Kochi city is the major emphasis of this study. The conventional concept of education is quickly changing in the setting of modern technological advancement. Only those who like their work and feel fulfilled are able to perform at their very best. Meeting individual needs and ambitions is the key to pleasure, satisfaction, and wellness.

- To study the socio-economic profile of college teachers.

A respondent's socioeconomic profile reflects the individual's current socioeconomic situation. The socio-economic background in this study includes designation, type of employment, gender, age, marital status, educational qualification, nature of the college in which the respondents are teaching, years of experience and income.

Designation is the official title which may contains one's rank or level. The designation of the respondents is really important to analyze in order to understand how it affects the study. Among the 80 respondents 62.5% are assistant professors, 30% are guest faculty, 3.8% are Jr. lectures and 3.8% are associate professors. From this data it is clear that the majority of the respondents are assistant professors.

More than half of the respondents of this study are permanent employees. 56.3 % of the respondents are permanent employees and the remaining 43.8% are on contract based. The socially created qualities of males, women, girls, and boys are referred to as gender.

Out of the 80 respondents 72.5% belongs to the female category and the rest 27.5% belongs to the male category. The frequency rate of females is 58 and the frequency rate of male are 22. Therefore, the female percentage has dominated more than the male.

Age distribution, also known as age composition, refers to the proportion of people in each age group within a particular population. Most of the college teachers belongs to the age category

of 31 – 40 years. 37.5% belongs to this category. 36.3% belong to the age category of 21 – 30 years. 13.8% belongs to 51 and above age category. And the remaining 12.5% belongs to the age category of 41 – 50 years.

Of the eighty respondents 63.7% of the respondents are married. 36.3% are unmarried teachers. This shows that the married teachers are more than the unmarried teachers.

The 70% of the respondents attained a Master's degree. 23.8% have Doctorate and only 6.3% have MPhil. Thus, the frequency rate of those who have Master's degree is 56 which is more than half of the respondents. And 19 out of 80 respondents have Doctorate, whereas 5 of the respondents have MPhil.

Majority of respondents of this study are teaching in aided colleges with 36.3%. 28.7% are teaching in autonomous colleges. 26.3% are teaching in unaided colleges. The remaining 8.8% are teaching in government colleges.

47.5% of the respondents are being in this profession for less than 5 years. 38.8% have an experience of 5 – 15 years. 11.3% have 16 – 25 years of experience. Only 2.5% have an experience of more than 26 years. This shows that the majority of the respondent's experience is less than 5 years.

The annual income of 37.5% of the respondents are below 2 lakhs. 26.3% of the respondents have an annual income between 2,00,001 – 4,00,000. 25% have an annual income more than 6 lakhs and remaining 11.3% are in between the category 4,00,001 – 6,00,000.

- To identify the influence of social factors like interpersonal relations, participation in decision making and family work interface on the quality of work life of college teachers.

Interpersonal relations refer to the relationships that exist between co-workers, subordinates, and superiors in the workplace. It is one of the important factors that influence the Quality of Work Life. In this study the researcher included seven statements which are related to interpersonal relations of college teachers. The seven statements that come under interpersonal relations are:

- Cordial Relationship exists among Teachers
- All of the Teachers built a sense of one community

- Effective communication exists
- Superior always supports and encourages to conduct programmes like seminars, workshops etc.
- Superior appreciates teacher's performance
- Superior is concerned with gratification and keeping up the dignity of Teachers
- Hassle free environment

All of the seven statements were positive statements. Majority of the respondents gave positive response. For each statements a five-point Likert scale was used to get the precise opinion. 68.8% agreed that there is a cordial relationship exists among teachers. 15% of the respondents have a neutral opinion about this statement. 13.8% strongly agrees and only 2.5% disagreed. None of the respondents strongly disagreed to this statement.

More than half of the respondents (56.3%) agreed that all of the teachers in their institution built a sense of one community. 22.5% have a neutral opinion. 15% strongly agreed and 6.3% disagreed. None of the respondents choose strongly disagreed.

For the statement, 'effective communication exists', 60% of the respondents agreed, 17.5% strongly agreed, 15% have a neutral opinion and 7.5% disagreed to this statement. None of the respondents choose strongly disagree.

51.2% agreed that superior always supports and encourages to conduct programmes like seminars, workshops etc. 28.7% strongly agreed and 13.8% choose neutral option. Only 6.3% disagreed. None of the respondents strongly disagreed to this statement.

47.5% agreed that their superior appreciates their performance. 31.3% strongly agreed to this. 15% have a neutral opinion. Remaining 6.3% disagreed and none of them strongly disagreed to this statement.

When 53.8% agreed superior is concerned with gratification and keeping up the dignity of Teachers, 28.7% strongly agreed. 16.3% of the respondents have a neutral opinion and just 1.3% disagrees. None of them strongly disagreed to this statement.

46.3% agreed that they have a hassle-free environment in their institution. 35% strongly agreed while 11.3% have a neutral opinion. The remaining 7.5% disagreed to this statement. None of them strongly disagreed to this statement.

Participation in decision making means allowing the workers to participate in the decision-making process of the institution. It is one of the important factors that influence the Quality of Work Life. In this study the researcher included four statements which are related to

participation in decision-making. The four statements that come under participation in decision making are:

- There is a mutual exchange of open and honest feedback
- Institution encourages new ideas and invited suggestions to improve the quality of students
- Institution never takes the decision without the consent of the teachers.
- Meetings are conducted to express their views of teachers.

All the four statements were positive statements. Majority of the respondents gave positive response. For each statements a five-point Likert scale was used to get the precise opinion.

56.3% of the respondents agreed that there is a mutual exchange of open and honest feedback. 27.5% strongly agreed to this statement. 17.5% have a neutral opinion and only 5% disagreed to this statement. None of them choose strongly disagree.

Majority of the population i.e., 56.3% agreed that their institution encourages new ideas and invited suggestions to improve the quality of students. 27.5% strongly agreed to this. 13.8% choose neutral and 2.5% disagreed. None of them strongly disagreed to this statement.

42.5% agreed that their institution never take a decision without the consent of the teachers and 31.3% have a neutral opinion. 13.8% strongly agreed while 12.5% disagreed. None of them choose strongly disagree.

62.5% agreed that their institutions conduct meetings to express their views. 28.7% strongly agreed and 8.8% have a neutral opinion. None of them disagreed or strongly disagreed to this statement.

Family-work interface refers to the interaction of work-related and personal elements that supports the maintenance of work-life balance. There are seven statements which are related to the family-work interface of the participants. The statements that come under family-work interface are:

- I can devote my time to personal responsibilities.
- I could spend quality time with children
- I can take my children to work place during unavoidable situations
- I can complete my responsibilities at home.
- I can balance personal -work life
- I have enough time to spend for kith and kin, personal engagements
- I am truly enjoying the current job

All the seven statements are positive statements. Majority of the population responded positively. For each statements a five-point Likert scale was used to get the precise opinion. 50% of the respondents agreed that they can devote their personal responsibilities. 36.3% have a neutral opinion. 12.5% strongly agreed and the remaining 1.3% disagreed to this statement. Nobody marked strongly disagree.

51.2% have a neutral opinion about the statement that they can spend quality time with their children. 36.3% agreed that they could spend quality time with their children. 10% strongly agrees and 2.5% disagrees to this statement.

58.8% have a neutral opinion about the statement that they can take their children to workplace during unavoidable situations. 26.3% agrees and 6.3% strongly agrees. 7.5 of the respondents disagrees and the remaining 1.3% strongly disagrees.

51.2% agrees that they can complete their responsibilities at home. 32.5 choose neutral and 12.5% strongly agrees. The remaining 3.8% disagrees to this statement. Nobody chooses strongly disagrees.

52.5% agrees and 12.5% strongly agrees that they can balance personal-work life. 30% choose neutral and 5% choose disagree. None of the respondents choose strongly disagree.

47.5% agrees that they have enough time to spend for kith and kin personal engagements. 33.8% have a neutral opinion and 11.3% strongly agrees. Only 7.5% disagrees to this statement. None of the respondents strongly disagreed to this statement.

57.5% agrees and 23.8% strongly agrees that they are truly enjoying their current job as a college teacher. 17.5 choose neutral and only 1.3% disagrees to this statement.

From the data gathered and analysed it is evident that the social factors like interpersonal relations, participation in decision making and family work interface have a significant influence on the quality of work life of college teachers.

- To examine the physical aspects like working environment and safety conditions and their effect on the quality of work life of college teachers

Work environment is one of the important factors that influence the Quality of Work Life. It refers to the atmosphere that should rule the workplace so that workers may carry out their duties calmly. In this study the researcher included 13 statements which are related to work environment. The statements that come under work environment are:

- Able to impart knowledge to the best of my satisfaction
- Able to impart knowledge to the best of my satisfaction

- There is no discrepancy in common goals in my department
- My respect is valued by my position in the college
- I have been accepted by my colleagues, students and parents
- Excellent mutual understanding exists among staff members
- I try to co-ordinate the content of my courses with other teachers
- Teachers working situation must be seriously altered
- Participation in decision making impact on sense of efficacy
- There are adequate resources to carry out my job
- Internal as well as external environment gives a feel of satisfaction.
- There is no discrimination based on age, caste and gender
- Seminars are arranged to enhance the knowledge and skills

All the 13 statements are positive statements. Majority of the population responded positively. For each statements a five-point Likert scale was used to get the precise opinion.

52.5% of the respondents agreed that they can able to impart knowledge to the best of their satisfaction. 45% of the respondents strongly agreed to this statement and remaining 2.5% opted the option neutral. None of the respondents choose disagree or strongly disagree.

35% of the respondents strongly agreed to the statement that they can able to impart knowledge to the best of their satisfaction. 33.8% agreed to this statement. 26.3% have a neutral opinion about this statement and 5% of the respondents disagreed. None of the respondents choose strongly disagree.

48.8% of the respondents agreed that there is no discrepancy in common goals in their department. 27.5% strongly agreed and 17.5% choose neutral option. None of the respondents choose strongly disagree. None of the respondents choose strongly disagree.

Majority of the population i.e., 52.5% agreed to that their respect is valued by their position in the college. 25% choose neutral. 17.5% strongly agreed. Only 5% of the population disagreed to this statement. None of the respondents choose strongly disagree.

58.8% agreed to this statement that they have been accepted by their colleagues, students and parents, while 25% Strongly agreed. 16.3% have a neutral opinion to this statement. None of the respondents choose strongly disagree

Majority of the respondents i.e., 40% agreed that excellent mutual understanding exists among staff members of their institution. 35% choose neutral. 22.5% strongly agreed and 5% disagreed. None of the respondents choose strongly disagree.

66.3% of the respondents agreed to the statement that they try to co-ordinate the content of their courses with other teachers of their department and 28.7% Strongly agreed. Only 5% choose neutral. None of the respondents choose strongly disagree.

41.3% agreed that the teachers working situation must be seriously altered. 40% have a neutral opinion about this. 11.3% strongly agreed and only 7.5% disagreed. None of the respondents choose strongly disagree.

72.5% of the respondents agreed that participation in decision making impact on sense of efficacy. 15% strongly agreed and 12.5% choose neutral. None of the respondents choose disagreed nor strongly disagree.

45% agreed that there are adequate resources to carry out their job. 31.3% strongly agreed and 13.8% choose neutral. 10% disagreed to this statement. None of the respondents choose strongly disagree.

45% agreed to the statement that internal as well as external environment of their institution gives a feel of satisfaction and 23.8% choose neutral. 21.3% strongly agreed while only 10% disagreed to this statement. None of the respondents choose strongly disagree.

36.3% Strongly agreed that there is no discrimination in their institute based on age, caste and gender. 27.5% have a neutral opinion about this statement. 25% agreed and 11.3% disagreed. None of the respondents choose strongly disagree.

43.8% agreed to the statement that seminars are arranged to enhance the knowledge and skills. 28.7% have a neutral opinion, 25% strongly agree and only 2.5% disagreed. None of the respondents choose strongly disagree.

Safety conditions in workplace is another important factor that affect the Quality of Wok Life. Safety conditions refers to the environment at work that make it safe for employees to do their jobs. In this study the researcher included six statements which are related to the safety conditions of the institutions. The statements that come under safety conditions are:

- Ventilation is excellent at Institution
- Medical facilities are available
- Hygienic water facilities are available
- Sanitary facilities are good at Institution
- Fire extinguishers are kept ready and training is given to use in case of emergency.
- Hygiene Environment.

All the 13 statements are positive statements. Majority of the respondents responded positively. For each statements a five-point Likert scale was used to get the precise opinion.

55% of the respondents strongly agreed that the ventilation is excellent at their institution. 41.3% agreed to this statement and the rest 3.8% have a neutral opinion. No one choose disagree or strongly disagree.

For the statement medical facilities are available, 42.5% agreed, 33.8% choose neutral option, 16.3% strongly agreed and 7.5% disagreed. Nobody chooses strongly disagree.

52.5% of the respondents agreed that hygienic water facilities are available in their institution. 40% strongly agreed, 5% have a neutral opinion and 2.5% disagrees to this statement. Nobody chooses strongly disagrees.

46.3% of the respondents agrees that the sanitary facilities are good at their institution. 33.8% strongly agrees to this and remaining 20% have a neutral opinion about this.

45% agrees to this statement and 27.5% strongly agreed to this. The remaining 27.5% choose neutral. Nobody disagrees or strongly disagrees this statement.

45% agrees that they are working in hygiene environment. 43.8% strongly agrees and 11.3% have a neutral opinion. Nobody disagrees or strongly disagrees this statement.

From the data gathered and analysed it is evident that the physical factors like work environment and safety condition have a significant effect on the quality of work life of college teachers.

- To find out the effect of psychological factors like occupational stress and job satisfaction on the quality of work life of college teachers.

Occupational stress refers to the psychological issues that people deal with at work. In this study the researcher included five statements in the questionnaire which are related to the occupational stress of college teachers. The statements that come under occupational stress are:

- Due to Excessive workload I have to work extra hours.
- I have to do some risky and complicated work
- The responsibility for the student conduct relied on me
- Apart from given responsibility, extra responsibilities are given
- Responsibility of solving crucial problems of the institution rests on me.

For each statements a five-point Likert scale was used to get the precise opinion.

33.8% of the respondents agrees that due to excessive workload they have to work extra hours. 31.3% disagrees the same statement while 18.8% choose neutral and 16.3% strongly agreed. None of the respondents strongly disagreed to this statement.

48.8% of respondents disagreed to the statement that they have to do some risky and complicated work. 21.3% agreed, 20% chose neutral, 6.3% strongly agreed and the remaining 3.8% strongly disagreed.

For this statement 'The responsibility for the student conduct relied on me' 38.8% choose neutral opinion, 36.3% agrees, 16.3% disagrees, 7.5% strongly agrees and the final 1.3% strongly disagrees.

51.2% of the respondents agrees that apart from given responsibility, extra responsibilities are given. 22.5% have a neutral opinion about this statement. 16.3% strongly agrees while the remaining 10% disagrees to his statement. No one choose strongly disagree.

35% disagrees to the statement that the responsibility of solving crucial problems of the institution rests on them. 27.5% agrees and another 27.5% have a neutral opinion. Out of the remaining 10%, 5% strongly agrees and the other 5% strongly disagrees.

Not all the questions that come under this category were positive questions. From the responses of the teachers, it is clear that they don't have too much extra burden.

Job satisfaction is also one of the important factors that affect Quality of Work Life. It indicates how happy employees are with the material and financial amenities at work. In this study the researcher included nine statements in the questionnaire which are related to the job satisfaction of college teachers. The nine statements are:

- Pay structure is good and fair
- Sick Leave/Vacation facilities are satisfactory.
- Maternity/ paternity leave facilities are sufficient
- Permissions can be availed in case of need
- Transport facility is provided for teachers without fare
- Educational concession is given for their children
- Due Recognition and rewards are given.
- Satisfaction with the career choice
- Work place amenities are provided adequately

All the nine statements are positive statements. Majority of the respondents responded positively. For each statements a five-point Likert scale was used to get the precise opinion. 38.8% agrees that their pay structure is good and fair. 25% of the respondents strongly agrees while 13.8% have a neutral opinion about it. 15% strongly disagrees and 7.5% disagrees that their pay structure is good and fair.

45% of the respondents agrees that they are satisfied with sick leave or vacation facilities and 25% have a neutral opinion about this statement. 15% strongly agrees and 13.8% disagrees. Only 1.3% strongly disagree this statement.

55% of the respondents agrees that maternity/paternity leave facilities are sufficient. 22.5% have a neutral opinion and 17.5% strongly agrees to this statement. The remaining 5% strongly disagrees this statement.

60% of the respondents agrees that permissions can be availed in case of need, 23.8% strongly agrees, 15% have a neutral opinion and 1.3% strongly disagrees to this statement.

45% disagrees that their institution provides transport facilities for teachers without fare. 30% have a neutral opinion and 15% strongly disagrees to this statement. 6.3% agrees and only 3.8% strongly agrees to this statement.

30% of the respondents agree to the statement that their institution provides educational concession for their children. 27.5% have a neutral opinion about this statement. 21.3% disagrees while 15% strongly agrees to this statement. Only 6.3% of the respondents strongly disagreed to this statement.

For the statement 'due Recognition and rewards are given', 41.3% agrees, 37.5% have a neutral opinion, 13.8% strongly agrees and 6.3% disagrees to this statement. The remaining 1.3% of respondents strongly disagrees

56.3% of the respondents agrees that they are satisfied with the career choice and 32.5% strongly agrees that they are satisfied with their career choice. 10% have a neutral opinion and just 1.3% disagree to this statement. No one choose the option strongly disagree.

41.3% agrees that the work place amenities are provided adequately. 31.3% have a neutral opinion about this. 26.3% strongly agrees while the remaining 1.3% disagrees this statement.

From the data gathered and analysed it is evident that the psychological factors like occupational stress and job satisfaction have a significant effect on the quality of work life of college teachers.

- To find out the differences in the quality of work life of college teachers in aided, unaided, Government and autonomous colleges.

In this study 36.3% respondents are teaching in aided colleges. 28.7% are teaching in autonomous colleges. 26.3% are teaching in unaided colleges. The remaining 8.8% are teaching in government colleges. There are no significant changes in the responses of college

teachers in these types of colleges. Almost every response was same except in psychological factors like occupational stress and job satisfaction. The occupational stress of teachers in aided and autonomous college are a little more than the teachers in unaided and government colleges. The job satisfaction level of teachers in aided and unaided colleges are slightly lower than the teachers in government and autonomous colleges.

The result of ANOVA test conducted for work environment shows that the statements like able to impart knowledge to the best of my satisfaction, my job enables me to live a happy home life, there is no discrepancy in common goals in my department, excellent mutual understanding exists among staff members, internal as well as external environment gives a feel of satisfaction and seminars are arranged to enhance the knowledge and skills vary significantly based on the nature of college. Other statements like my respect is valued by my position in the college, I have been accepted by my colleagues, students and parents, I try to co-ordinate the content of my courses with other teachers, teachers working situation must be seriously altered, participation in decision making impact on sense of efficacy, there are adequate resources to carry out my job and there is no discrimination based on age, caste and gender does not have any significant difference based on the nature of college.

The result of ANOVA analysis of participation in decision making shows that the statement institution never takes the decision without the consent of the teachers vary significantly based on the nature of college. The other statements like there is a mutual exchange of open and honest feedback, institution encourages new ideas and invited suggestions to improve the quality of students and meetings are conducted to express their views of teachers does not have any significant difference based on the nature of college.

The result of ANOVA analysis of interpersonal relations shows that the statement cordial relationship exists among teachers vary significantly based on the nature of college. The other statements like all the teachers built a sense of one community, effective communication exists, superior always supports and encourages to conduct programmes like seminars, workshops etc., superior appreciates teacher's performance, superior is concerned with gratification and keeping up the dignity of teachers and hassle-free environment does not have any significant difference based on the nature of college.

The result of ANOVA analysis of safety conditions shows that the statements ventilation is excellent at institution, hygienic water facilities are available, sanitary facilities are good at institution and hygiene environment vary significantly based on the nature of college. Other

statements like medical facilities are available and fire extinguishers are kept ready and training is given to use in case of emergency does not have any significant difference based on the nature of college.

The result of ANOVA analysis of family work interface shows that the statement I can take my children to work place during unavoidable situations vary significantly based on the nature of college. Other statements like I can devote my time to personal responsibilities, I could spend quality time with children, I can complete my responsibilities at home, I can balance personal -work life, I have enough time to spend for kith and kin, personal engagements and I am truly enjoying the current job does not have any significant difference based on the nature of college.

The result of ANOVA analysis of occupational stress shows that the statements like I have to do some risky and complicated work, apart from given responsibility, extra responsibilities are given and responsibility of solving crucial problems of the institution rests on me vary significantly based on the nature of college. Other statements like due to excessive workload I have to work extra hours and the responsibility for the student conduct relied on me does not have any significant difference based on the nature of college.

The result of ANOVA analysis of job satisfaction shows that statements like pay structure is good and fair, sick leave/vacation facilities are satisfactory, maternity/ paternity leave facilities are sufficient, transport facility is provided for teachers without fare, educational concession is given for their children and satisfaction with the career choice vary significantly based on the nature of college. Other statements like permissions can be availed in case of need, due recognition and rewards are given and work place amenities are provided adequately does not have any significant difference based on the nature of college.

CONCLUSION

Quality of Work Life is a shared obligation of society as well as management, employees, and other stakeholders. To enhance the quality of work life, one must first identify the key requirements of the employee and then endeavour to meet those needs as they are experienced in the workplace. Management may choose the pertinent employee needs to address them with a short-term strategy, depending on the situational requirements. The result of this study shows that the quality of work life of college teachers is not so low. However, they still face problems in different aspects like transport facilities. Leave facilities, pay structure, excessive workload,

quality time with family and friends etc. The appropriate authorities must pay attention to these challenges and implement specific steps to enhance the quality of work life of college teachers. This will be helpful to enhance the level of satisfaction and productivity of college teachers.

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APPENDIX

A STUDY ON QUALITY OF WORK LIFE OF COLLEGE TEACHERS WITH REFERENCE TO KOCHI CITY

Dear Respondent,

I am Ashna Xavier, 2nd year MA Sociology student in St. Teresa's College Ernakulam. This project attempts to identify the Quality of Work Life Among College Teachers in Kochi City. You are requested to kindly complete the questionnaire to the best of your knowledge and understanding.

Data gathered in this study will be treated with strictest confidentiality and presented only in a summary form without the name or affiliation of the respondent

Thank You

ASHNA XAVIER

Email: ashnapgsoc21@teresas.ac.in

QUESTIONNAIRE

Name of College:

Designation:

Gender:

- a) Male b) Female c) others

Age:

- a) 21-30 b) 31-40 c) 41-50 d) 51 & above

Marital Status:

- a) Married b) Unmarried

Educational Qualification:

- a) PG b) M.Phil c) Ph.D d) NET

Nature of College:

- a) Aided b) Unaided

Years of experience:

- a) <5 years b) 5-15 years c) 16-25 years d) 26 & above

Annual Income (Rs.):

- a) Below 2,00,000 b) 2,00,001-4,00,000 c) 4,00,001-6,00,000 d) Above 6,00,000

WORK ENVIRONMENT

(S.A. – Strongly Agree, A – Agree, N – Neutral, D – Disagree, S.D.A – Strongly Disagree)

Sl. No.	STATEMENTS	S.A.	A	N	D	S.D.A.
1.	Able to impart knowledge to the best of my satisfaction					
2.	My job enables me to live a happy home life					
3.	There is no discrepancy in common goals in my department					
4.	My respect is valued by my position in the college					
5.	I have been accepted by my colleagues, students and parents					
6.	Excellent mutual understanding exists among staff members					
7.	I try to co-ordinate the content of my courses with other teachers					
8.	Teachers working situation must be seriously altered					
9.	Participation in decision making impact on sense of efficacy					

10.	There are adequate resources to carry out my job					
11.	Internal as well as external environment gives a feel of satisfaction.					
12.	There is no discrimination based on age, caste and gender					
13.	Seminars are arranged to enhance the knowledge and skills					

PARTICIPATION IN DECISION MAKING

(S.A. – Strongly Agree, A – Agree, N – Neutral, D – Disagree, S.D.A – Strongly Disagree)

Sl. No.	STATEMENTS	S.A.	A	N	D.A.	S.D.A.
1.	There is a mutual exchange of open and honest feedback					
2.	Institution encourages new ideas and invited suggestions to improve the quality of students					
3.	Institution never takes the decision without the consent of the teachers.					
4.	Meetings are conducted to express their views of teachers.					

INTERPERSONAL RELATIONS

(S.A. – Strongly Agree, A – Agree, N – Neutral, D – Disagree, S.D.A – Strongly Disagree)

Sl. No.	STATEMENTS	S.A.	A	N	D.A.	S.D.A.
1.	Cordial Relationship exists among Teachers					

2.	All of the Teachers built a sense of one community					
3.	Effective communication exists					
4.	Superior always supports and encourages to conduct programmes like seminars, workshops etc.					
5.	Superior appreciates teacher's performance					
6.	Superior is concerned with gratification and keeping up the dignity of Teachers					
7.	Hassle free environment					

SAFETY CONDITIONS

(S.A. – Strongly Agree, A – Agree, N – Neutral, D – Disagree, S.D.A – Strongly Disagree)

Sl. No.	STATEMENTS	S.A.	A	N	D.A	S.D.A.
1.	Ventilation is excellent at Institution					
2.	Medical facilities are available					
3.	Hygienic water facilities are available					
4.	Sanitary facilities are good at Institution					
5.	Fire extinguishers are kept ready and training is given to use in case of emergency.					
6.	Hygiene Environment.					

FAMILY WORK INTERFACE

(S.A. – Strongly Agree, A – Agree, N – Neutral, D – Disagree, S.D.A – Strongly Disagree)

Sl. No.	STATEMENTS	S.A.	A	N	D.A.	S.D.A
1.	I can devote my time to personal responsibilities.					
2.	I could spend quality time with children					
3.	I can take my children to work place during unavoidable situations					
4.	I can complete my responsibilities at home.					
5.	I can balance personal -work life					
6.	I have enough time to spend for kith and kin, personal engagements					
7.	I am truly enjoying the current job					

OCCUPATIONAL STRESS

(S.A. – Strongly Agree, A – Agree, N – Neutral, D – Disagree, S.D.A – Strongly Disagree)

Sl. No.	STATEMENTS	S.A.	A	N	D.A.	S.D.A.
1.	Due to Excessive workload I have to work extra hours.					
2.	I have to do some risky and complicated work					
3.	The responsibility for the student conduct relied on me					
4.	Apart from given responsibility, extra responsibilities are given					

5.	Responsibility of solving crucial problems of the institution rests on me.					
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JOB SATISFACTION

(S.A. – Strongly Agree, A – Agree, N – Neutral, D – Disagree, S.D.A – Strongly Disagree)

Sl. No.	STATEMENTS	S.A.	A	N	D.A.	S.D.A.
1.	Pay structure is good and fair					
2.	Sick Leave/Vacation facilities are satisfactory.					
3.	Maternity/ paternity leave facilities are sufficient					
4.	Permissions can be availed in case of need					
5.	Transport facility is provided for teachers without fare					
6.	Educational concession is given for their children					
7.	Due Recognition and rewards are given.					
8.	Satisfaction with the career choice					
9.	Work place amenities are provided adequately					