CHAPTER - I

INTRODUCTION AND DESIGN OF THE STUDY

1.1 INTRODUCTION

Education, the base for moulding a human being into a knowledgeable, insightful, ethical and well-mannered personality is identified as an essential factor for survival in the present scenario. The major role played here are by the higher educational institutions which make an effort to disseminate knowledge among students. Knowledge is the key resource for global competitiveness. The processes of Liberalization, Privatization and Globalization (LPG), along with technological revolution have further strengthened the significance of a knowledge-based society.

Globalization and education are mutually supportive. It is a two way process, as globalization presupposes competitiveness and efficiency in the system or knowledge accessible to the system. The entire process of globalization is technology-driven and knowledge-driven. Universities and colleges play a vital role in educating and promoting human capital around the world. Analysing the influential factors of growth and development in all developed or developing societies indicate that the efficiency and efficacy of educational systems in any country is the promotion of its inclusive development.
Faculty members are one of the greatest resources in any society, who play a crucial role in training specialized forces. Ultimately, the result of their efforts is social development and growth in human capital. Imparting specialized knowledge is made possible by higher educational institutions only with the sincere efforts of the teaching faculty employed in these higher educational institutions. Passing on specialised knowledge to the student community can happen effectively only when the teaching staff are truly committed to their profession.

As teachers understand the fact that teaching is a noble profession, they are to play a crucial role at all levels from primary to secondary and to the college level. There is a difference in the nomenclature as “teacher” and “lecturer” when it comes to teaching at school level and at the college level. But the responsibilities, roles, and expectations to be played by the college or university faculty member is greater. In the olden days teacher-student relationship was mostly characterized by submissiveness of the students and today it is a fad no more. Even students in schools expect the teachers to treat them very decently and politely as adults and in colleges their expectations are still higher and want themselves to be treated as friends or somebody very important. This is a common phenomenon both at the urban and the rural areas. Also, they expect the teaching faculty to be an expert in the subjects, possessing an in depth knowledge about related fields of specialisation, an embodiment of empathy, with high tolerance level and a technology savvy, and the list is infinitely big. Having such a great expectation about them from all quarters faculty members need to (or as society and stakeholders expect a lot from them), fulfil a lot of obligations. It necessitates their involvement in fulfilling these obligations.
Thus, their contributions towards the successful implementation and execution of their work are very important. This can happen once the person involved feels that his expectations are taken care of by the management or the government. His level of satisfaction makes a big difference in his contributions for the development or the growth of the institutions.

Job satisfaction is a multidimensional phenomenon, as most of the organisations have taken into consideration the issues related to work and life and they have been trying their best to take care of their employees and their work life. Satisfaction of a person in the job is regarded as one's feelings or state-of-mind regarding the nature of the work. Job satisfaction is influenced by a variety of factors e.g. the nature of one's relationship with their supervisor, the quality of the physical environment in which they work, the degree of fulfilment of their work etc.

A faculty member has a significant role in the teaching learning process. His role in nation building is well known. Neither the best curriculum nor the books of high quality confer a meaningful advantage unless the teacher fulfils his obligation with care and devotion. The demands on the teacher are many; he has to be an initiator, an innovator, a moralist, a guide and above all, an architect of the society. His needs and aspirations and his hopes for future life are no different from the rest of the members of the society.

Satisfaction with teaching as a career is an important policy issue since it is associated with teacher effectiveness which ultimately has a bearing on students’ achievement. Faculty members are the largest cost and the largest human capital resource of a higher educational institution. Understanding factors that contribute to faculty member’s satisfaction or dissatisfaction is essential to improve the information
base needed to support a successful higher education system. Faculty members’ job satisfaction depends upon a number of factors such as handsome salary, dignified treatment, social status, job-security, job matching with his/her academic qualification, a favourable physical and social environment, and good career prospect etc., For a faculty member job satisfaction is highly essential that forms the fundamental reason for effective working and it is very crucial to the long-term growth of any educational institution. Job satisfaction thus helps in improving the ability and their teaching performance. Knowledge, skills and competencies of a faculty member shine when he/she feels that he/she has to give the best to the society, so that he/she gains satisfaction. Therefore, this satisfaction can have an impact in the behaviour of a faculty member and can influence them to be productive in activities in their institutions.

One of the major problems that influences Job Satisfaction is Quality of Work Life. Quality of Work Life (hereafter QWL), a human resource strategy is recognized as the ultimate key to development among all the work systems. The Quality of Work Life in a broader sense seeks to achieve integration among technological, human, organizational and societal demands. Quality of Work Life is concerned with improving employees’ satisfaction, strengthening the infrastructure at the workplace, direct participation of employees in problem-solving and decision making, particularly in the areas related to their work. It is considered to be a necessary condition for providing greater autonomy, opportunity for self-direction and self-control, learning and managing the emerging trends and transitions effectively and efficiently. It is more concerned with the overall climate of work and the impact
that the work has on people as well as effective functioning of the organisation. The ultimate objective is upgrading the Quality of Work Life.

Quality of Work Life is influenced by work-related factors such as job satisfaction, job stress, organizational identification, organizational involvement, pay, job security, reward system and opportunity for growth. People have started realizing that quality of work life also incorporates life satisfaction factors and feeling of well-being. When people working in the same concern experience varied levels of Quality of Work Life they tend to choose organisation that matches their values.

Quality of Work Life has its roots in the theories of Maslow, Herzberg and McGregor. The needs for fulfilment as that of Abraham Maslow’s Motivational Theory of Need Hierarchy are comparable with those of the factors of Quality of Work Life. Basic expectations of the workers like monetary benefit, good working environment, career planning, growth and development of human capabilities are the inevitable factors towards self-actualization (achievement in work).

A high Quality of Work Life of employee is essential for organisations to continue to attract and retain employees. The issue of Quality of Work Life has become critical in the last two decades due to increasing demands of today’s business environment and family structure. Offering better Quality of Work Life and supportive work environments would likely to gain leverage in hiring and retaining valuable people. High Quality of Work Life enjoy exceptional growth and profitability. Enhanced Quality of Work Life will result in productivity and gains from productivity in turn will strengthen Quality of Work Life.
Job satisfaction has been advanced as the sole outcome criterion of a high Quality of Work Life. It may also act as a feedback on the employees Quality of Work Life. Faculty members attain true professional status only when their Quality of Work Life and their level of Job Satisfaction are improved. The rewards that a true teacher values are not the material things he possesses or the physical pleasure he can enjoy out of his earnings it is the appreciation that he receives from the stakeholders that ‘he is an efficient teacher’. It is highly essential that faculty member enjoy a good level of satisfaction in their job as teachers shape the future citizens. Their success in fulfilling the task entrusted to them depends to a very large extent upon the level of satisfaction they get from their job.

1.2 NEED AND SIGNIFICANCE OF THE STUDY

Education is the process by which a person’s body, mind and character are formed and strengthened that enables him/her to develop his/her overall personality. Education helps to differentiate between good and bad and to make a human being capable of leading a good life with refined judgements. India has the third largest higher education system in the world, next to China and the United States. Before Independence, access to higher education was very limited, with enrolment of less than a million students in 500 colleges and 20 universities. Since independence, the growth has been very impressive; the number of universities has increased to 506 (42 Central Universities, 130 Deemed to be University, 261 State Universities, 73 Private Universities), the number of colleges has increased to 31,324 and student enrolment has increased to 127.06 Lakhs.
Around 5.99 Lakhs faculty members are working in the 31,324 affiliated colleges under various universities. Though such a large number of human resources are employed in this sector, it has failed to gain recognition as sustainable employment provider as faculty turnover is high in affiliated colleges particularly in self finance Arts, Science and Commerce colleges. In fact the faculty turnover rate in the Arts and Science colleges is much higher compared to the Government and Aided Colleges. The reasons for leaving the jobs are; lack of opportunities for career development, lack of flexibility and freedom, lower compensation, discrimination in rewards and benefits, conflict between management and faculty members, lack of academic and research environment, limited opportunity in job designing, etc. All these factors are essentially related with Quality of Work Life (QWL), as QWL deals with both the intrinsic and extrinsic aspects of jobs.

Thus Quality of Work Life provides healthier, satisfied and productive employees, which in turn provides efficient and profitable organization. Most organisations today view Quality of Work Life as important but do not formally link it to any of their strategic or business plans which affects the employee job satisfaction and retention. This scenario has created an urge to the Institution policy makers to identify the underlying situations and reasons and brought them into consideration the Quality of Work Life issue. Due to the importance and relevance of this sector in creating a better future work force, it is a necessity to evaluate the Quality of Work Life of the faculty members of Arts and Science Colleges. If employees feel that Quality of Work Life is not adequate, they may leave the job and seek better jobs that provide Quality of Work Life. It has been further envisaged that faculty members play the key role in manipulating their services through providing better education and
building the nation, as faculty turnover has an imperative effect on the ultimate education system. It is accepted that the organization with good human resources practices can lead to a high Quality of Work Life for the employees, which ultimately lowers the intention of leaving the jobs. Ensuring Quality of Work Life can ensure the employee job satisfaction and retention. The primary objective of the study is to examine the relationship between Quality of Work Life dimensions and job satisfaction of faulty members in the Arts and Science Colleges affiliated to Bharathiar University, in Coimbatore District.

1.3 STATEMENT OF THE PROBLEM

The Quality of Work depends on the Quality of Work Life. The Quality of Work Life is an index of what people find interesting and satisfying at their work. One need to be sensitive to the factors related to performance, recognition, work content, responsibility, promotion and pay, organisational policies, working conditions etc. Quality of Work Life is a concern not only to improve life at work but also associated with family environment. Hence, it encompasses a wide variety of programmes and techniques that have been developed to endeavour to reconcile the Quality of Work Life and organisational growth. The Quality of Work Life has therefore become the key area of consideration and research today.

In the educational institutions, the Quality of Work Life and teaching environment are significant to some extent. To improve Quality of Work Life in teaching environment, the teaching – learning evaluation and staff-management support are important. Employee appraisal systems are one of the tools to evaluate the faculty members on quality and job satisfaction. Infrastructure and learning resources
supports the faculty to improve the work life. If the management neglects, it will lead to poor job satisfaction and poor Quality of Work Life. The onus is on the educational institutions to improve and enhance the Quality of Work Life and Job Satisfaction.

Hence, this study has been considered important, in analysing the perception of faculty members on the Quality of Work Life and Job Satisfaction among the Arts and Science Colleges affiliated to Bharathiar University, Coimbatore.

1.4 OBJECTIVES OF THE STUDY

The primary objective of the study is to analyse the Perception and Relationship between the Quality of Work Life and Job Satisfaction among faculty members working in Arts and Science Colleges.

The Secondary objectives of the study are;

1. To analyse the factors determining the Quality of Work Life and Job Satisfaction in Higher Educational Institutions.

2. To find out the perception level of faculty members towards the various dimensions of Quality of Work Life and Job Satisfaction.

3. To examine the variations of Quality of Work Life and Job Satisfaction among faculty members.

4. To analyse the relationship between Quality of Work Life and Job Satisfaction of faculty members.

5. To provide suitable suggestions to improve Quality of Work Life and Job Satisfaction.
1.5 HYPOTHESES OF THE STUDY

1. There exists significant difference in the overall mean agreeability score on Quality of Work Life and Job satisfaction among socio-economic groups of respondents.

2. There exists significant association between the personal characters and perception and satisfaction level among the respondents.

3. There exists significant relationship between Quality of Work Life dimensions with overall Job Satisfaction among the respondents.

4. There exists significant correlation between Job Satisfaction and Quality of Work Life among the respondents.

1.6 DEFINITION OF KEY TERMS

The important terms used in the statement of the problem are defined in the following subsections.

Quality of Work Life

The term Quality of Work Life refers to values and attitudes contained in working life of any employee. The “working life concept” consists of many factors such as, Pay, Safety and Healthy Working Conditions, Opportunities for development, Opportunity for Continued Growth and Security, Social Integration in the Work Organisation, Constitutionalism in Work Organisation, Social Relevance of Working Life and Work and Total Life Space; each of which plays its role in evaluating working life.
Job Satisfaction

Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Job satisfaction for the purpose of the study with regard to teaching environment concerned with academic process, work place values and environment, pay and benefit, teaching and learning, student support and progression, research consultancy and extension, work load, performance appraisal, support and recognition and infrastructure and facilities.

Faculty Members

Faculty Members includes all full and part time members professionally qualified person possessing minimum educational qualification a Master degree or equivalent in the respective field employed in Arts and science colleges, who are responsible for teaching, training and overall development of students.

Higher Educational Institutions

Higher Educational Institutions are Colleges that train highly qualified specialists and scientific and pedagogical personnel for various branches of the Arts and Science.

1.7 RESEARCH DESIGN

This study attempts to describe various characteristics related to Quality of Work Life and Job Satisfaction, and to find out the association between the selected socio-economic variables and various dimensions of Quality of work life. Hence Descriptive research design has been adopted. Descriptive research studies are concerned with describing the characteristics of a particular individual or a group.
1.8 VARIABLES OF THE STUDY

The study warrants two sets of variables namely dependent variables and independent variables. The variables under these two sets are given below:

**Dependent Variables**

The title of the problem suggests that there are two dependent variables:

(i) Quality of Work Life

(ii) Job Satisfaction.

**Independent Variables**

The selection of any variable as an independent variable is based on the assumption that there are measurable differences among levels with regard to the perception of the dependent variables. This includes: Age, Sex, Designation, Marital status, Qualification, Monthly Salary, Type of Family, Nativity, Number of Dependents, Family monthly income, Length of service, Total years of service in teaching, Work load, Accreditation status and Reasons for choosing teaching.

1.9 RESEARCH TOOL AND SCORING

The researcher used a standard questionnaire as a primary tool for data collection. The researcher used a standard questionnaire developed by Richard E. Walton (1975) to measure the Quality of work life as perceived by the faculty members of various Arts and Science Colleges, affiliated to Bharathiar University. The first part of the questionnaire deals with the socio-economic characteristics, the second part deals with various dimensions of Quality of Work Life as perceived by the faculty members and the third part deals with factors relating to Job Satisfaction in teaching environment.
The scale was planned as a five point scale wherein the respondent had to read each item carefully, choose one of the five alternatives namely “Strongly Agree (SA)”, “Agree (A)”, “Un-decided (UD)”, “Disagree (D)”, “Strongly Disagree (SDA)” to express his/her degree of acceptance or rejection of the idea contained in the statement. The scoring scheme of the scale was also developed in consultation with experts. Accordingly, the score for each item is assigned as 5 for SA, 4 for A, 3 for UD, 2 for D and 1 for SD in the case of all items.

1.10 PRE TESTING

The researcher tested the questionnaire with 50 respondents and checked the reliability and suitability of the questionnaire. Necessary changes were made at the end of pre-testing. Some sentences were reworded and modified along with the suggestions given by the respondents and the experts in teaching profession.

1.11 PILOT STUDY

The researcher found the feasibility to conduct the present study among various faculty members employed in Arts and Science Colleges, affiliated to Bharathiar University in Coimbatore District. The researcher carried out the pilot study by circulating a sample Questionnaire among prospective respondents. Based on the Pilot Study’s results, questionnaire was modified.

1.12 RELIABILITY

In order to establish the internal reliability of the items used under each QWL dimension and Job satisfaction factors, the researcher has conducted Cronbach’s Alpha test of reliability in the present study. Cronbach’s Alpha test of reliability is known for measuring the internal consistency and reliability of the items in a scale. In
other words, it measures the extent to which the responses collected for a given item correlate with each other. The result of this test produces a reliability score, which is a number between 0 and 1. The reliability score increases, when the number of items in a scale increases. A higher reliability score indicates a higher reliability of the measured construct and the score exceeding 0.7 indicates a high internal reliability of the items in the scale. The following table shows the scores available for each dimension based on the data collected.

### TABLE 1.1
QUALITY OF WORK LIFE - RELIABILITY STATISTICS

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>No. of Respondents</th>
<th>No. of Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.937</td>
<td>500</td>
<td>51</td>
</tr>
</tbody>
</table>

### TABLE 1.2
JOB SATISFACTION - RELIABILITY STATISTICS

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>No. of Respondents</th>
<th>No. of Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.925</td>
<td>500</td>
<td>40</td>
</tr>
</tbody>
</table>

The reliability of scales used in this study is calculated by Cronbach’s coefficient alpha and normally it ranges between 0 and 1. All constructs obtained an acceptable level of a coefficient alpha above 0.6, indicating the scales used in this study are reliable.
1.13 VALIDITY

The Content and Face Validity was established by using a panel of experts (important aspects) and a field test (response).

1.14 THE UNIVERSE OF SAMPLING FOR DATA COLLECTION

The Universe of the present study includes faculty members who are working in Arts and Science Colleges, affiliated to Bharathiar University, Coimbatore.

1.15 SAMPLING

The sample for the Present Study is drawn from 46 Arts & Science Colleges located within Coimbatore District and affiliated to the Bharathiar University. 4815 faculty members were working during May 2010 – February 2012. The researcher used stratified random sampling method to select a sample of 500 respondents from the universe.

1.16 DATA COLLECTION

The data collected for this research study is primary data, collected from the faculty members of Arts and Science Colleges, affiliated to Bharathiar University, Coimbatore.

1.17 TOOLS OF ANALYSIS

The data collected from sample were suitably tabulated and used in the appropriate places for interpretation. The following statistical tools were used for analysis – Simple Percentage Analysis, Weighted Average Score Analysis, Chi-square Analysis, Likert’s Scaling Technique, ANOVA, t-test, Kruskal-Wallis Test, Discriminant function, KMO Test, Factor Analysis, Inter-correlation Matrix, Path analysis, Friedmans Test and Multiple Regression.

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1.18 SCOPE OF THE STUDY

Quality of Work Life and Job Satisfaction are associated with the jobs that a human undertake for the purpose of leading a purposeful life with dignity and honour. Academic quality is “the quality of education” pursued based on “the quality of academic staff” that influence the students’ satisfaction. This study attempts to describe the various characteristics related to Quality of Work Life and Job Satisfaction, and to find out the association between the selected socio-economic variables and the various dimensions of Quality of Work Life.

1.19 LIMITATIONS OF THE STUDY

1. This study covers only Arts and Science Colleges, within Coimbatore District, comprising 500 respondents for the Study.

2. Selection of independent variables for the study is confined to few personal attributes and organisational characteristics.

3. The bias of the respondents is prevalent in some questionnaires which the researcher is unable to control.

4. Generalization of the study is based on the respondent’s answers to the questions and limited to the extent of the nature of the tools.

1.20 ORGANISATION OF THE REPORT

Chapter 1 Presents the statement of the problem, objectives, methodology, sampling, tools of analysis and limitations.

Chapter 2 Explains the concepts of Quality of Work Life and Job Satisfaction
Chapter 3 Describes elaborately the review of literature on Quality of Work Life and Job Satisfaction.

Chapter 4 Confined to analysis of the study with discussions of results.

Chapter 5 Contains the summary of the major findings, conclusion and scope for further research.