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Overall Quality of Work Life and Gap Analysis: A Study of Punjabi University Teachers

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Abstract: Present paper deals with the perception of Punjabi university teachers with regard to the factors of quality of work life. In order to collect the data a questionnaire has been prepared. The questionnaire contains fifteen factors and respondents are required to respond on five point satisfaction and importance scale. Gap between perceived importance and perceived satisfaction has been studied. Further, overall satisfaction of the respondents has been analyzed with the help of suitable statistical tools. In the end paper also makes some suggestions for the improvement in quality of work life of Punjabi university teachers.

Keywords: QWL, Teachers, Perception, University, Gap Analysis, Perceived Importance, Perceived Satisfaction.

I. INTRODUCTION

There are three basic needs of a man i.e. food, clothing and shelter. In order to fulfill their basic needs man has to work. Food, clothing and shelter could only be purchased by money and money could be earned by doing work. Hence work becomes a vital phase of mans' life. Human beings spend most part of their lives on the job or at work place. On an average a human spends eight to twelve hours daily at his work place, which is approximately one third of his entire life. Thus he needs a good working environment. It influences the overall quality of life of a person which not only gives shape to the man's life but also shapes the community and the society.

The concept of QWL has its roots in the theories of Maslow, Herzberg and McGregor. The efforts to introduce QWL concept in an organization was actually made by the United States of America. In late 20th century, U.S.A. enacted Laws to protect the employees from job injuries and hazardous working conditions. In 1950s and 1960s the psychologists proposed theories relating to positive relationship between morale and productivity. They also put stress on the possibilities to improve the human relations. During this period, the schemes of equal employment opportunities and job enrichment were also introduced. QWL activity gained importance between 1969 and 1974 when a broad group of researchers, scholars, union leaders and government personnel developed interest in how to improve the quality of an individual through on-the-job experience. The United States department of health, education and welfare sponsored a study on this issue which led to the publication of work in America. Accordingly, a Federal Productivity Commission was established. This commission sponsored several labour management QWL experiments which were jointly conducted by the University of Michigan quality of work program and the newly-evolved National Quality of Work Centre. Finally in 1970s the term QWL was accepted and appeared in Research Journals and press in USA. The first International QWL conference was held in Toronto in 1972. The international council for quality of work life was established in 1972. The second International Conference on quality of work life was held in Toronto in 1981 which attracted 1,500 participations. In that conference management people, academicians, consultants and government officials had registered their presence. 1981 onwards QWL was increasingly placed on employee-centered productivity programs.

In today's fast moving world many changes are taking place day by day and as a result the stress level among the employees is increasing. Thus all the organizations need Quality of Work Life programs so that the employees in an organization are properly managed and they don't feel burdened or dissatisfied with the working conditions. It is worth mentioning that Quality of work life is viewed as an alternative to the control approach of managing people. It considers people as an 'asset' to the organization rather than as 'costs'. It believes that people perform better when they are allowed to participate in managing their work and make decisions. Hence to provide good QWL is one of the most important priorities of an organization.

An organization may adopt different models in order to calculate the QWL of their employees. There are many models available such as work life quality (WRKLFQUAL) Model, service quality (SERVQUAL) model and structural approach model. Besides these models conceptual model is also there which actually uses all other models. In the conceptual model the researcher develops various **dimensions, factors, component or variables** on the basis of which one can check the level of QWL of employees in an organization. The very first conceptual model was given by **Walton in 1975** which contains eight dimensions namely adequate and fair compensation, safe and healthy working conditions, immediate opportunity to use and develop human capacities, opportunity for continued growth and security, social integration in the work organization, constitutionalism in the work organization, work and total life space, social relevance of work life. However with the passage of time many new dimensions have been added to this list.

The QWL programs could be employed in banking and insurance sector organizations, transportation sector, defence, manufacturing industries, corporate sector, medical services, educational services and almost in every sector which uses the services of humans. Like other sectors the QWL of employees in educational services is needed to be accessed as this sector is one of the most important sectors for the progress of a country. Educational services play a vital role in shaping the society and the community. These services may include school, college or University.

The concept of QWL has long history but still not enough studies have been done in the field of Education sector. Teachers in schools, colleges and universities are providing education services but very few efforts have been made on national and international level to know the perception of the teachers regarding QWL. Thus there is a need for study in such an area. In order to fill the gap, the present study has been taken up to know the perception of Punjabi University teachers with regard to the quality of work life.

II. LITERATURE REVIEW

Review of literature deals with the review of previous studies relating to the quality of work life. Some of the reviews are as follows.

Kumar and Shanubhogue (1996) compared the QWL of University teachers. The data from 200 teachers of Sardar Patel University (SPU) and Maharaja Sayajiran University (MSU), Baroda, Gujarat was collected with the help of a questionnaire. The results of the study revealed that teachers of SPU were more dissatisfied with QWL as compared to teachers of MSU. Further, the study showed that perceptions regarding QWL did not change with the change in the designation of the teachers. **Dargahi and Seragi (2007)** made a study to identify the factors that improve the Quality of Work Life among Tehran University Medical Sciences (TUMS) staff. They formed a QWL Strategic Planning Committee which focused towards enhancing QWL of TUMS employees. The primary data for the study was collected from 755 employees of TUMS. The results showed that among 12 dissatisfaction measures, communication, leadership, monetary and non-monetary compensations and support were the most important measures to improve the quality of work life of TUMS employees. **Saad et al. (2007)** surveyed 251 employees of a private University in Malaysia in order to find the impact of quality of work life on employees' job satisfaction. They studied ten variables of QWL namely conflict, relationship with peers, self-competence, impact on job, meaningfulness of job, optimism on organizational change, autonomy, access to resources and time control. Using multiple

linear regression, researchers found that only three variables of QWL viz. meaningfulness of job, optimism on organizational changes and autonomy were significantly related to job satisfaction. **Koonmee et al. (2010)** studied the association between institutionalization of ethics, quality of work life and employees' job related outcomes. The data from 514 Human Resource Managers was collected by means of a questionnaire. The study resulted in positive relationship between implicit form of ethics, institutionalization and aspects of quality of work life. Further, the study showed that the quality of work life had positive impact on job satisfaction, organizational commitment and team spirit. **Gupta and Sharma (2011)** studied Quality of Work life of employees of Telecom Sector. The aim of the study was to check the satisfaction level of employees of BSNL in Jammu Region. The data was collected from 826 employees selected by using proportionate method of sampling with the help of a structured questionnaire. The study found that there was a high level of satisfaction among the employees regarding the QWL and all the factors were positively correlated with each other. Further, they presented a model in which various factors namely adequate income and fair compensation, safe and healthy working conditions, opportunity for career growth, social relevance of work, constitutionalism in organization and social integration in work force were considered for enhancing QWL in BSNL. **Tabassum et al. (2011)** compared the Quality of Work Life of local private bank and foreign commercial bank employees in Bangladesh. They collected primary data from 50 local private and 50 foreign commercial bank employees through convenience sampling method. The study revealed that significant differences existed between the QWL of local bank employees and foreign commercial bank employees. The findings of the study highlighted that six components namely compensation, work life space, development of human capabilities, working environment, flexibility and employee relationship could be used to improve the Quality of Work Life.

Keeping in view the above studies an attempt has been made to study the QWL of university teachers working at Punjabi University, Patiala.

III. OBJECTIVE OF THE STUDY

Following are the objectives of the study

1. To examine the perceived satisfaction and perceived importance of the respondents with regard to the factors of QWL.
2. To find out the gap between the perceived satisfaction and perceived importance of the respondents with regard to the factors of QWL.
3. To measure the overall satisfaction of Punjabi University Teachers.

IV. METHODOLOGY

Present study covers permanently employed teachers of Punjabi University Patiala campus only. The sample of 110 permanent teachers was selected with the help of stratified random sampling technique. For stratification, the teachers were divided into three groups namely Social Sciences group, Science group and Professional group on the basis of their departments and sample was selected from each group on random basis.

The study was based on primary data. A questionnaire developed by Mrs. Taranjeet Rao was used to collect the primary data. Questionnaire contained fifteen dimensions and respondents were asked to respond on five point satisfaction and importance scale. In case of satisfaction scale weights 5, 4, 3, 2, 1 have been given to highly satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied and highly dissatisfied respectively. On the other hand, weights to importance scale have been given as 5, 4, 3, 2, 1 to highly important, important, neither important nor unimportant, unimportant and highly unimportant.

For analyzing the gap, mean scores of perceived importance have been subtracted from the mean scores of perceived satisfaction. To check whether the gap between the mean scores of the perceived importance and perceived satisfaction is significant or not t-test has been applied.

Present paper also deals with overall satisfaction of Punjabi university teachers with regard to factors of quality of work life. For this purpose, mean scores of satisfaction and mean scores of importance have been used for calculating weighted importance score and weighted satisfaction score so as to find out overall satisfaction of university teachers.

V. RELIABILITY CHART

In order to check the reliability of factors Cronbach's Coefficient Alpha has been applied on the first 25 questionnaires filled.

Table 1 shows the results of Reliability test.

Table 1
Cronbach's Coefficient Alpha

	Factors	No. of items	Cronbach's Alpha
1	Salary	8	.838
2	Other Economic Benefits	8	.878
3	Fringe Benefits	5	.846
4	Sitting Arrangements	8	.878
5	Teaching and Research Arrangements	15	.904
6	General Facility	11	.856
7	Job Related Policies	7	.819
8	Management Practices	8	.891
9	Administrative Efficiency	7	.897
10	Work Related Aspects	9	.892
11	Work Environment	11	.871
12	Interpersonal Relationship	7	.875
13	Participation in Decision Making	3	.845
14	Contribution of University to society	5	.890
15	Personal Growth	6	.944

Alpha values of 0.60 and 0.70 or above are the criterion for demonstrating internal consistency of newly established scales. Since the alpha values calculated above are far higher than the minimum requirement, the internal reliability of the instrument stands confirmed.

VI. ANALYSIS OF PERCEIVED SATISFACTION AND PERCEIVED IMPORTANCE OF TEACHERS REGARDING FACTORS OF QUALITY OF WORK LIFE

In order to study the gap between perceived satisfaction and perceived importance following hypothesis has been tested.

H₀I: There exists no significant gap between the mean of perceived satisfaction and mean of perceived importance with regard to the factors determining quality of work life.

Table 2
Mean value of Perceived Importance Perceived Satisfaction and Value of Gap

S. no.	Factors	Mean of Perceived Satisfaction (a)	Mean of Perceived Importance (b)	Gap (a-b)
1	Salary	3.82	4.48	-0.66
2	Other Economic Benefits	3.23	3.82	-0.59
3	Fringe Benefits	3.27	3.65	-0.38
4	Sitting Arrangements	3.14	3.71	-0.57
5	Teaching & Research Arrangements	2.99	3.95	-0.96
6	General Facility	2.97	3.60	-0.63
7	Job Related Policies	3.91	3.90	0.01
8	Management Practices	3.19	3.71	-0.52
9	Administrative Efficiency	3.15	3.69	-0.54
10	Work Related Aspects	3.14	3.92	-0.78
11	Work Environment	3.45	3.90	-0.45
12	Interpersonal Relations	3.38	3.78	-0.4
13	Participation in Decision Making	3.59	3.67	-0.08
14	Contribution of University to Society	3.58	3.91	-0.33
15	Personal Growth	3.62	4.17	-0.55

While observing the mean scores of perceived satisfaction from Table 2 it is clear that among all the fifteen factors, job related policies (mean score= 3.91) gives more satisfaction to the respondents, while salary (mean score=3.82) is the second best factor which gives more satisfaction to the respondents followed by personal growth, participation in decision making, contribution of university to society, work environment, interpersonal relationship, other economic benefits and fringe benefits. On the other hand mean score of perceived satisfaction with regard to sitting arrangement, work related aspects, administrative efficiency and management practices is low as compared to other factors. However, the respondents have shown their dissatisfaction with regard to teaching and research related aspects (mean score=2.99) and general facilities (mean score=2.97).

The mean scores of perceived importance indicate that salary is the most important factor with mean score of 4.48 followed by personal growth, teaching and research arrangements, work related aspects, contribution of University to society, work environment, job related policies, other economic benefits, interpersonal relations, sitting arrangement, management practices, administrative efficiency, participation in decision making, fringe benefits and general facility. The mean scores of importance show that all the factors of quality of work life are important for the university teachers.

The gap analysis indicates that all the factors of QWL have the negative value of gap except job related policies which has a positive value of gap (0.01). The negative value of gap reveals that the perceived satisfaction is less than the perceived importance with regard to the factors of QWL. Teaching and research related aspects show the maximum negative gap of -0.96 whereas thirteenth factor i.e. participation in decision making has quite less gap which shows less deviation between perceived satisfaction and perceived importance. Following is the graphical representation of gap.

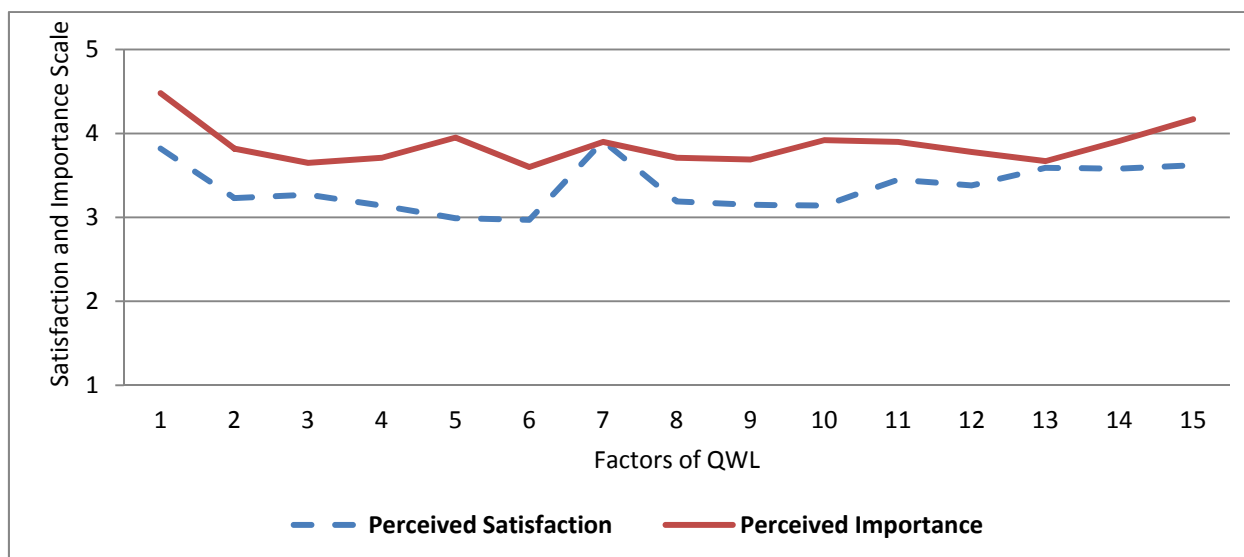


Figure1. Gap Analysis

Figure 1 shows that the line of perceived satisfaction falls under the line of perceived importance except at seventh point. It indicates that the satisfaction perceived is less than the perceived importance. Further, the figure shows that the gap between the two lines is maximum at fifth and tenth point i.e. teaching and research arrangements and work related aspects which indicates that there is a need for improvement in these areas. However, the gap between the lines at point thirteen i.e. participation in decision making is quite less. At seventh point i.e. job related polices, the line of perceived satisfaction exceeds the line of perceived importance indicating a positive performance of this factor.

In order to check whether the gap between the perceived satisfaction and perceived importance is significant or not, t-test has been applied.

Table 3
T-test result of perceived satisfaction and perceived importance

	t-value	Degree of Freedom	Sig.
Gap between perceived satisfaction and perceived importance with regard to QWL factors	5.204	28	.000

(at 0.05 level of significance)

The t-value shows that there exists a significant difference between the perceived satisfaction and perceived importance with regard to the factors of QWL as perceived by the University teachers at 0.05 level of significance ($t=5.204$, $p<0.05$). Thus the null hypothesis H_0 is rejected.

VII. ANALYSIS OF OVERALL SATISFACTION OF UNIVERSITY TEACHERS REGARDING QUALITY OF WORK LIFE

An attempt has also made to find out the overall satisfaction with regard to the QWL, as perceived by of Punjabi University teachers. In order to find out the overall QWL, weighted satisfaction score has been calculated and shown in Table 4. This has been done by multiplying weighted importance score (in per cent) by mean scores for satisfaction of each factor representing QWL. The weighted scores so obtained have been summed up to reach at the weighted satisfaction score representing overall QWL.

Table 4
Overall QWL of Punjabi University Teachers

Factors	Mean Score of Importance (a)	Weighted Importance Score (in %) (b)	Mean Score for Satisfaction (c)	Weighted Satisfaction score $d=(b*c)$
Salary	4.48	7.75	3.82	0.2961
Other Economic Benefits	3.82	6.59	3.23	0.2129
Fringe Benefits	3.65	6.32	3.27	0.2067
Sitting Arrangements	3.71	6.41	3.14	0.2013
Teaching and research arrangements	3.95	6.81	2.99	0.2036
General Facility	3.60	6.22	2.97	0.1847
Job Related Policies	3.90	6.74	3.91	0.2635
Management Practices	3.71	6.41	3.19	0.2045
Administrative Efficiency	3.69	6.38	3.15	0.201
Work Related Aspects	3.92	6.77	3.14	0.2126
Work Environment	3.90	6.74	3.45	0.2325
Interpersonal Relationship	3.78	6.54	3.38	0.2211
Participation in Decision Making	3.67	6.35	3.59	0.228
Contribution of University to society	3.91	6.76	3.58	0.242
Personal Growth	4.17	7.21	3.62	0.261
Total	57.86	100		
Weighted Satisfaction Score representing overall QWL				3.3715

$$(b) \text{ Weighted Importance Score} = \left(\frac{\text{Mean Score of Individual Factor}}{\text{Total of Mean Score of Importance}} \right) \times 100$$

$$d) \text{ Weighted Satisfaction Score} = \text{Weighted Importance Score} * \text{mean score for satisfaction.}$$

Table 4 shows that weighted satisfaction score representing overall QWL stands at 3.37 which is well above 3 (showing neither satisfied nor dissatisfied) at five point scale. It shows overall satisfaction of Punjabi University Teachers with regard to their QWL. However the score is not very high indicating a moderate quality of work life of Punjabi University Teachers.

Thus, there is need for improvement. The following suggestions are made for this purpose.

- The teachers must be provided laptops along with internet and Wi-Fi facility. They should be provided with printers, stationery and typing assistance. All this will help in smoothening the research activities in the university.
- The university is having traditional class rooms without any modern teaching aids like LCD projector etc. Moreover, due to increase in strength of students, they get overcrowded. Thus there is need for modern teaching aids.
- University should periodically announce appreciations and rewards to the dedicated teachers and researchers. However, this system must be transparent.
- University must conduct survey at regular intervals to know about QWL of the teachers.

VIII. CONCLUSION

The present paper is an attempt to check the gap and overall satisfaction of Punjabi university teachers with regard to factors of QWL. All the factors (except job related policies) clearly revealed that perceived satisfaction scores are lower than perceived importance. The null hypothesis H_0 has been rejected which shows that there exists a significant gap between perceived importance and perceived satisfaction. The study also finds that respondents are dissatisfied by the teaching & research arrangements and general facilities which may be improved by taking appropriate steps. Further, overall satisfaction score shows a moderate satisfaction of the respondents which predict a need for quality of work life of university teachers.

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