



A STUDY OF QUALITY OF WORK LIFE OF FACULTY MEMBERS IN HIGHER EDUCATIONAL INSTITUTIONS IN TAMIL NADU

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Abstract

The faculty members' role is pivotal in providing education, creating knowledge, facilitate technological advancement and enriching the national culture. In order to attain these goals the faculty members should not only be a committed and devoted but also competent and creative and for that matter they should be provided a better quality of wok life. The quality of work life dimensions of adequate and fair compensation, safe and healthy working conditions, opportunities for growth and security, opportunities for development and social integration are positively and highly correlated with overall quality of work life of the faculty members of higher educational institutions. To improve quality of work life of the faculty members of higher educational institutions, the management should ensure the faculty members with sufficient income and periodical salary increment, safe and healthy working conditions, adequate working facilities, career growth and development and self-improvement of the faculty members.

Key Words: *Faculty Members, Higher Educational Institutions, Quality of Work Life.*

INTRODUCTION

Higher education is recognized as a critical factor in inclusive and faster growth in any country including India. It generates skilled labour force and inputs for research and development. It fosters higher growth rate and enables people to compete in a globalize world. Indian higher education system has undergone massive expansion since independence. A large numbers of additional students are knocking at the doors of higher education institutions in the country. With the public funding being no more in a position to take-up the challenging task of expansion and diversification of the higher education system (Nidhi Walia, 2013).

The faculty members' role is pivotal in providing education, creating knowledge, facilitate technological advancement and enriching the national culture. In order to attain these goals the faculty members should not only be a committed and devoted but also competent and creative and for that matter they should be provided a better quality of wok life.

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 specialized knowledge to the student community can happen effectively only when the teaching staff are truly committed to their profession (Saraji and Dargahi, 2006).

The higher educational institution is made of people who possess skills, ability, aptitudes that create competitive advantage for it. Various functions of an institute is planned, executed and controlled by human resource. So it is essential for the institution to do proper management of human resource in order to achieve its objectives efficiently and effectively. The management of human resource plays a key role in opening up new opportunities for promoting the growth of both individual and institutions.

Now-a-days, jobs are so demanding that it imbalance the family and work life due to job pressure and conflicting interests. So it is essential for the higher educational institution to develop quality relation between its employees



and working environment. In order to attract and retain faculty members, an institution has to develop a high quality of work life. Higher educational institutions by adopting Quality of Work Life (QWL) programmes ensure to create excellent work condition and job for its faculty members. Hence, QWL seeks to create such a work environment where the faculty members work co-operatively and make positive contribution in achieving institutional objectives (Rochita, 2010). Therefore, the present study is attempted to study quality of work life of faculty members in higher educational institutions in Tamil Nadu.

METHODOLOGY

The Tamil Nadu state has been purposively selected for the present study. There are 12 municipal corporations in Tamil Nadu state namely, Chennai, Madurai, Coimbatore, Tiruchirappalli, Tirunelveli, Erode, Salem, Thoothukudi, Vellore, Tirupur, Thanjavur and Dindigul. These municipal corporations in Tamil Nadu have been purposively selected for the present study. The 20 self-financing higher educational institutions have been selected randomly from each municipal corporation. One faculty member in each department of Tamil, English, Commerce, Management and Science in each higher educational institution has been again selected randomly. The faculty members have been selected by adopting multi stage random sampling technique. The 100 faculty members from each municipal corporation have been selected for the present study. Thus, the total sample size is 1200 (12 x 100). In order to examine the socio-economic profile of faculty members, the frequency and percentage analysis have been carried out. In order to study the quality of work life dimensions of the faculty members of higher educational institutions, mean and standard deviation have been worked out. In order to study the relationship between quality of work life dimensions and overall quality of work life of the faculty members of higher educational institutions, the correlation analysis has been applied

RESULTS AND DISCUSSION

SOCIO-ECONOMIC PROFILE OF THE FACULTY MEMBERS OF HIGHER EDUCATIONAL INSTITUTIONS

The socio-economic profile of the faculty members of higher educational institutions was analyzed and the results are presented in Table 1.

Table 1, Socio-Economic Profile of the Faculty Members of Higher Educational Institutions

| Socio-Economic Profile | Frequency | Percentage |
|----------------------------------|-----------|------------|
| Gender | | |
| Male | 493 | 41.08 |
| Female | 707 | 58.92 |
| Age Group | | |
| Below 30 Years | 270 | 22.50 |
| 31 – 35 Years | 439 | 36.58 |
| 36 – 40 Years | 227 | 18.92 |
| 41 – 45 Years | 216 | 18.00 |
| Above 45 Years | 48 | 4.00 |
| Educational Qualification | | |
| PG Only | 65 | 5.42 |
| PG with SLET / NET | 228 | 19.00 |
| M.Phil | 322 | 26.83 |
| M.Phil with SLET / NET | 297 | 24.75 |
| Ph.D. | 192 | 16.00 |
| Ph.D. with SLET / NET | 96 | 8.00 |
| Designation | | |
| Assistant Professor | 601 | 50.08 |



| | | |
|------------------------|-----|-------|
| Associate Professor | 264 | 22.00 |
| Professor | 159 | 13.25 |
| Head of the Department | 82 | 6.83 |
| Principal | 60 | 5.00 |
| Director | 34 | 2.84 |
| Monthly Salary | | |
| Less than Rs.10,000 | 200 | 16.67 |
| Rs.10,001 – Rs.20,000 | 192 | 16.00 |
| Rs.20,001 – Rs.30,000 | 319 | 26.58 |
| Rs.30,001 – Rs.40,000 | 284 | 23.67 |
| More than Rs.40,000 | 205 | 17.08 |

The results show that about 58.92 per cent of faculty members are females and the remaining 41.08 per cent males. The results indicate that about 36.58 per cent of faculty members belong to the age group of 31 – 35 years followed by below 30 years (22.50 per cent), 36 – 40 years (18.92 per cent), 41 – 45 years (18.00 per cent) and above 45 years (4.00 per cent).

The results reveal that about 26.83 per cent of faculty members have the educational qualification of M.Phil followed by SLET / NET (24.75 per cent), PG with SLET / NET (19.00 per cent), Ph.D. (16.00 per cent), Ph.D. with SLET / NET (8.00 per cent) and PG only (5.42 per cent). It is apparent that about 50.08 per cent of faculty members are assistant professors followed by associate professors (22.00 per cent), professors (13.25 per cent), heads of departments (6.83 per cent), principals (5.00 per cent) and directors (2.84 per cent).

The results show that about 26.58 per cent of faculty members belong to the group with a monthly salary of Rs.20,001 – Rs.30,000 followed by Rs.30,001 – Rs.40,000 (23.67 per cent), more than Rs.40,000 (17.08 per cent), less than Rs.10,000 (16.67 per cent) and Rs.10,001 – Rs.20,000 (16.00 per cent).

QUALITY OF WORK LIFE DIMENSIONS OF THE FACULTY MEMBERS OF HIGHER EDUCATIONAL INSTITUTIONS

The quality of work life dimensions of the faculty members of higher educational institutions was analyzed and the results are hereunder presented

ADEQUATE AND FAIR COMPENSATION

The adequate and fair compensation of the faculty members of higher educational institutions was analyzed and the results are presented in Table 2.

Table - 2, Adequate and Fair Compensation

| Adequate and Fair Compensation | Mean Score | Standard Deviation |
|---|------------|--------------------|
| I am getting sufficient income for my job | 3.30 | 1.24 |
| I will continue in the present job regardless of pay | 3.64 | 1.18 |
| I feel happy with my chances for salary increment | 3.26 | 1.16 |
| Salary in my institution is as good as most of other institutions offer | 3.60 | 1.21 |
| My financial needs are fulfilled adequately | 3.36 | 1.15 |
| I am over compensated in my job | 3.29 | 1.20 |

The results show that the faculty members of higher educational institutions agreed that they will continue in the present job regardless of pay and salary in their institutions are as good as most of other institutions offer, while,



they are neutral with they are getting sufficient income for their job, they feel happy with their chances for salary increment, their financial needs are fulfilled adequately and they are over compensated in their job.

SAFE AND HEALTHY WORKING CONDITIONS

The safe and healthy working conditions of the faculty members of higher educational institutions were analyzed and the results are presented in Table 3.

Table- 3, Safe and Healthy Working Conditions

| Safe and Healthy Working Conditions | Mean Score | Standard Deviation |
|---|------------|--------------------|
| My institution has a healthy environment | 3.35 | 0.79 |
| The working condition of my working place is conducive | 3.78 | 1.08 |
| The work environment places great emphasis on individuals for teaching and research | 4.22 | 0.67 |
| It is easy to get teaching, learning resources and stationery items | 4.02 | 0.69 |
| Faculty members are provided with proper facilities | 4.16 | 0.64 |
| I am so occupied with my work that I hardly spare time for my colleagues | 3.61 | 1.06 |

The results indicate that the faculty members of higher educational institutions agreed that the working condition of their working place is conducive, the work environment places great emphasis on individuals for teaching and research, it is easy to get teaching, learning resources and stationery items, faculty members are provided with proper facilities and they are so occupied with their work that they hardly spare time for their colleagues, while, they are neutral with their institution has a healthy environment.

OPPORTUNITIES FOR GROWTH AND SECURITY

The opportunities for growth and security of the faculty members of higher educational institutions were analyzed and the results are presented in Table 4.

Table - 4, Opportunities for Growth And Security

| Opportunities for Growth and Security | Mean Score | Standard Deviation |
|---|------------|--------------------|
| Faculty members can get an opportunity to further develop their skills to do their job through training | 4.21 | 0.67 |
| Faculty can get an opportunity to take professional initiatives of organizing conferences / workshops / seminars | 4.26 | 0.61 |
| The management facilitates career growth and self improvement of faculty members | 3.30 | 0.79 |
| I get opportunities to improve my teaching skills | 4.32 | 0.54 |
| My institution encourages me to attend seminars, conferences, refresher courses and training programmes that enable me to update skills | 3.68 | 0.82 |
| My institution provides job security | 3.16 | 1.02 |
| My institution provides scope for advancement through training programmes | 3.99 | 0.79 |

The results show that the faculty members of higher educational institutions agreed that faculty members can get an opportunity to further develop their skills to do their job through training, faculty can get an opportunity to take professional initiatives of organizing conferences / workshops / seminars, they get opportunities to improve their teaching skills, their institutions encourage them to attend seminars, conferences, refresher courses and training



programmes that enable them to update skills and their institutions provide scope for advancement through training programmes, while, they are neutral with the management facilitates career growth and self improvement of faculty members and their institution provide job security.

OPPORTUNITIES FOR DEVELOPMENT

The opportunities for development of the faculty members of higher educational institutions were analyzed and the results are presented in Table 5.

Table - 5, Opportunities for Development

| Opportunities for Development | Mean Score | Standard Deviation |
|--|------------|--------------------|
| Use of information technology in teaching and learning is encouraged | 4.10 | 0.74 |
| Opportunities are provided to learn worthwhile new skill / techniques | 4.07 | 0.75 |
| Work done in improved ways received recognition | 4.13 | 0.73 |
| Academic forums like study group / quality circle functioning in the institution | 4.22 | 0.69 |
| The institution facilitates the self improvement to the faculty members | 4.00 | 0.69 |
| The institution facilitates doing things creatively | 4.16 | 0.79 |

The results indicate that the faculty members of higher educational institutions agreed that use of information technology in teaching and learning is encouraged, opportunities are provided to learn worthwhile new skill / techniques, work done in improved ways received recognition, academic forums like study group / quality circle functioning in the institution, the institution facilitates the self-improvement to the faculty members and the institution facilitates doing things creatively.

SOCIAL INTEGRATION

The social integration of the faculty members of higher educational institutions was analyzed and the results are presented in Table 6.

Table - 6, Social Integration

| Social Integration | Mean Score | Standard Deviation |
|--|------------|--------------------|
| Faculty members are mutually helpful to each other | 3.89 | 0.71 |
| All the faculty members of the institution have the sense of one community | 3.36 | 0.80 |
| The sense of one community extends even outside the institution | 3.42 | 0.74 |
| The faculty members of the institution interact in terms of ideas and feelings | 3.99 | 0.71 |
| The faculty members of different levels work as members of a single team | 3.87 | 0.60 |
| The senior faculty members pay attention to the grievances of the junior faculty members | 3.64 | 0.64 |
| My institution allows me to act as guest faculty | 3.35 | 0.76 |
| My institution supports me and encourages me in undertaking faculty position on long leave in other institution / industry | 3.13 | 0.79 |
| I am encouraged to undertake foreign assignments by my management | 3.30 | 0.68 |
| Working in a group is no problem in my institution | 3.86 | 0.73 |



The results show that the faculty members of higher educational institutions agreed that faculty members are mutually helpful to each other, the faculty members of the institution interact in terms of ideas and feelings, the faculty members of different levels work as members of a single team, the senior faculty members pay attention to the grievances of the junior faculty members and working in a group is no problem in their institution, while, they are neutral with all the faculty members of the institution have the sense of one community, the sense of one community extends even outside the institution, their institution allow them to act as guest faculty, their institution supports them and encourages them in undertaking faculty position on long leave in other institution / industry and they are encouraged to undertake foreign assignments by their management.

RELATIONSHIP BETWEEN QUALITY OF WORK LIFE DIMENSIONS AND OVERALL QUALITY OF WORK LIFE OF THE FACULTY MEMBERS OF HIGHER EDUCATIONAL INSTITUTIONS

In order to study the relationship between quality of work life dimensions and overall quality of work life of the faculty members of higher educational institutions, the correlation analysis has been applied and the results are presented in Table 7.

Table- 7, Relationship between Quality of Work Life Dimensions and Overall Quality of Work Life of the Faculty Members of Higher Educational Institutions

| Quality of Work Life Dimensions | Correlation Co-efficient |
|---------------------------------------|--------------------------|
| Adequate and Fair Compensation | 0.69** |
| Safe and Healthy Working Conditions | 0.62** |
| Opportunities for Growth and Security | 0.65** |
| Opportunities for Development | 0.64** |
| Social Integration | 0.66** |

** indicates significant at one per cent level

The results show that the correlation coefficient between adequate and fair compensation and overall quality of work life is 0.69, which is positively and highly associated with each other at one per cent level of significance. The results indicate that safe and healthy working conditions and overall quality of work life is also positively and highly correlated with each other with the value of 0.62, which is significant at one per cent level.

The results show that the correlation coefficient between opportunities for growth and security and overall quality of work life is 0.65, which is also positively and highly associated with each other at one per cent level of significance. The results indicate that opportunities for development and overall quality of work life are also positively and highly correlated with each other with the value of 0.64, which is significant at one per cent level. The results reveal that the correlation coefficient between social integration and overall quality of work life is 0.66, which is also positively and highly associated with each other at one per cent level of significance.

CONCLUSION

The quality of work life dimensions of adequate and fair compensation, safe and healthy working conditions, opportunities for growth and security, opportunities for development and social integration are positively and highly associated with overall quality of work life of the faculty members of higher educational institutions.

To improve quality of work life of the faculty members of higher educational institutions, the management should ensure the faculty members with sufficient income and periodical salary increment. Since, safe and healthy working conditions are important for faculty members, the higher educational institutions should provide healthy and safe working environment for faculty members and also adequate working facilities.

In order to enhance the quality of work life of the faculty members of higher educational institutions, the management should facilitate career growth and self improvement of faculty members. Besides, the higher educational institutions should ensure the job security for minimum period to their faculty members. These measures will reduce the mental pressure of faculty members, in turn, it will increase their performance.



The higher educational institutions must provide opportunities to faculty members for learning worthwhile new skills / techniques and also for knowledge development. Besides, the faculty members should encourage using of information technology in teaching and learning. Meanwhile, the higher educational institutions should facilitate the self-improvement to the faculty members. In order to attain a better quality of work life, the faculty members should have the sense of one community and the same sense should extend even outside the institutions. Besides, the management should allow their faculty members to act as guest faculty and should encourage faculty members to undertake foreign assignments.

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