



Quality of Worklife and Job Satisfaction: A Literature Review in Higher Education

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ABSTRACT

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. The major role played here is by the teacher who make an effort to disseminate knowledge among students. He is the pivot around which all the educational programs, such as curriculum, syllabus, textbooks, evaluation, etc., rotate. The best system of education may fail to achieve the desire ends in the absence of sincere, competent and professionally aware teachers. Hence retention of high quality teachers becomes important. It is also important to understand the factors behind the retention of the good teachers. One such factor behind the retention of the good teacher is job satisfaction. 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. Therefore, this satisfaction can have an impact in the behavior of a faculty member and can influence them to be productive in activities in their institutions. In this connection, the researcher has taken a study to review the literature in Higher Education with the aim of evaluating the state of research and to suggest future research directions.

KEY WORDS: Quality of Work Life, Job Satisfaction, Faculty, Education, Teachers

1. INTRODUCTION

Indian Education Commission (1966) describes teacher as one of the most important factors contributing to the national development. He is the pivot around which all the educational programs, such as curriculum, syllabus, textbooks, evaluation, etc., rotate. The best system of education may fail to achieve the desire ends in the absence of sincere, competent and professionally aware teachers.

National Policy on Education (1986) rightly states “**No people can rise above the level of its teachers**”. As a person a teacher imbibes, interprets and disseminates the relevant items of culture and traditions of the past, and creates new knowledge, promotes innovations, critically appraises the past and its traditions and cultures, sifts the grain from the chaffe, and strengthens social and economic fabrics of the nation.

Education is basically the influence which the teacher exerts on the



interaction, use of skills and knowledge and the teaching learning environment.

Lam (1995) surveyed 350 teacher trainees from Singapore to examine relationships among Quality of Work Life, Career Commitment, Job Satisfaction and Withdrawal Cognition. Results showed that a perception of the social status of teaching was strongly related commitment to and satisfaction with teaching.

Kumar and Shanubhogue (1996) have attempted in their study to analyze and compare Quality of Work Life in university systems. The study was aimed to investigate the reactions of the teachers about the existing and expected Quality of Work Life in the universities under study; to see the impact of designation and the perception about the QWL; and to make a comparative learning of existing and expected Quality of Work Life of a rural and an urban university. Two structured questionnaires framed for the purpose of the study were administered to more than 200 teachers to observe the existing and expected Quality of Work Life of teachers. The hypothesis has been proved correct, as there is significant gap between the existing and expected Quality of Work Life of university teachers.

Linda K. Johnsrud (2002) studied the quality of work life on College and University campuses. The result of the analysis presents that colleges and universities pay a price for ignoring the quality of work life experienced by members of their faculty and administrative staff. Work life can be improved but the effort needed is rarely a

priority for senior administrators who face a multitude of challenges, both internal and external to the institution. Nonetheless, it is in the best interests of Colleges and universities to attend to the concerns of faculty and administrative staff. The vitality and quality of the entire academic enterprise depends on their performance.

Chao, Chih Yang (2005) studied the relationship between leadership behavior of a Principal and Quality of Work Life (QWL) of Teachers. This was a case study of an industrial vocational high school in Taiwan. The results showed the differences in perspectives about leadership behavior of the principal and quality of work life of teachers with different backgrounds, as well as the relationship between two variables. Finally, the conclusions will be for the principal as the reference, for promoting teachers Quality of work life and their further performance.

Nirmala Kaushik, Manju Singh Tonk (2008) studied the relationship between Personality and Quality of Work Life (QWL) in the colleges and universities in Haryana. Five dimensions of personality and eight dimensions of QWL were measured on 200 randomly selected teachers, using NEO-Five factor inventory and QWL scale. Correlation analysis was carried out. Three dimensions of personality were positively correlated with the QWL. Extroversion was positively related to opportunities to use and develop human capacity. Agreeableness was positively related to social integration in the work force. Conscientiousness is positively related to opportunities to use and develop human capacity, social integration in the work force and



constitutionalism in the work organization.

Subburethina Bharathi(2011) highlights the quality of work life of college teachers under various dimensions. The results show that there is a significant association between quality of work life total and quality of life in teaching environment total. It shows QWL of college teachers is in low level. According to a report, improved flexible working environment is found to be successful in Europe, Japan, United States and Canada. According to traditional teachings, the workplace is a temple and work is worship. A planned change in the working environment is the need of the hour to improve QWL in India. Improved flexible working environment can be an answer to the multifarious roles of the Indian employees. This research is to enhance the QWL of the college teachers by integrating the task role and social role, such that the synergies are effectively obtained.

Umaseelvi et al., in their study entitled "Quality of work life: Perception of College teachers", analysed the quality of work life of college teachers under various dimensions. New Challenges can be faced with employee's commitment and involvement in achieving organizational goals. This study helps the college teachers to know the level of perception towards QWL and to enhance the same by the educational administrators. Quality of Work Life is the essential concept of favorable situations in a working environment. The Quality of Work Life facilitates employee's training opportunities, job satisfaction and working conditions. A better Quality of Work Life improves the

growth of the employees along with the organizations growth.

2.2. Job Satisfaction

Jaime X. Castillo and Jamie Cano (2004) conducted a descriptive correlational study to describe the amount of variance in faculty members. Overall level of job satisfaction explained by Herzberg, Mausner, and Snyderman.s (1959) job motivator and hygiene factors. A census for this study was conducted among faculty at the College of Food, Agricultural, and Environmental Sciences at The Ohio State University. The result of the analysis shows that the Faculty in the College of Food, Agricultural, and Environmental Sciences were generally satisfied with their jobs. However, female faculty members were less satisfied than male faculty in the current study which implies that there may be some systems in place which fail to take into consideration the perceptions of female faculty members. Focusing on the motivator-hygiene factors, administrators should use the results of this study to investigate particular systems for gender equity.

H.K. Ch.ng, W.K. Chong and Nakesvari (2010) studied the job satisfaction of private college lecturers in Penang, Malaysia. The findings show that management support, salary and promotion opportunities are significantly correlated with job satisfaction with positive relationships. This indicates that all the three independent variables above said are significant in determining the job satisfaction of private college lecturers. It is consistent with the results of many studies carried out on the influence of above said variables on job satisfaction.



Next with regard to the moderating effect of the age, the research results have shown that there is no significant influence of age towards the relationship of management support, salary and promotion opportunities with job satisfaction.

Bala Pronay (2011) a study was conducted to assess job satisfaction among non-government college teachers in Bangladesh. The findings show that teachers are not satisfied with their job without work place and training and factors considered for promotion is fully dissatisfied to teachers, working place, training and outcomes of training only satisfied issue of teachers. On payment issues, teachers are very dissatisfied. Equity of justice maintained in promotion and pay from institute are serious issues. It usually interfere managerial decision making hamper the discipline and order. The findings demonstrate that personnel's average satisfaction level reached 26.19%. Based on the findings it was recommended that some existing policies be changed and suggested that it is required to replace some old policies could be replaced in case of promotion, equity of justice maintained in promotion and pay determination system.

Pankaj Deshwal (2011) had investigated the levels of job satisfaction among engineering faculty members in the engineering colleges of technical universities in Uttar Pradesh and to examine the effects of the dimensions of the job on levels of satisfaction among them. Job satisfaction levels of the engineering faculty members were found to be moderately high. However teachers were neutral with dimensions: organizational policies, independence and

promotion opportunities. The teachers were satisfied with work variety, creativity, compensation, work itself, colleague's cooperation, responsibility, and social status of job, job security, achievement and students interaction. The teachers were dissatisfied with working conditions and recognition.

Takupiwa Nyanga, Pilot Mudhovozi, Regis Chireshe (2012) investigated job satisfaction among employees of higher education institutions. The study found that few (69) employees were satisfied with their jobs. Of these, more female than male and younger than older employees reported that they were satisfied with their jobs. In addition, job satisfaction decreased with a rise in academic qualifications. Further research should investigate the nature and magnitude of the influence of gender, age and educational level on job satisfaction among employees.

Om Raj Katoch (2012) had undertaken a study to identify the factors which impact the level of satisfaction of college teachers in Jammu & Kashmir. The study found that female college teachers are more satisfied with their job than the male teachers. One thing common in male and female is that both are satisfied with their income per annum and more than 75 percent of the respondents opined that handsome salary is job satisfaction. Majority of the respondents also sketch, dignity and social status, getting job security, job matching with qualifications, physical environment and to work in a desired profession is job satisfaction.

Rajareegam.A, Christie Doss (2012) have studied the job satisfaction of teachers in Engineering Colleges at



Pudhucherry. It is concluded that there is no significant difference between gender, age groups, marital status, Institutions status, age groups, Qualifications of teachers, College Type, work load, salary, promotion opportunities and teaching experience with job satisfaction.

Roshan Lal And Sarahjit Singh Shergill (2012) analyzed the job satisfaction, attitude impact of job satisfaction and attitude of male and female teachers of Degree Colleges of Punjab and Haryana state. The study reveals that teachers are very satisfied with their jobs. The further conclusion is that both the male and female teachers teaching in degree colleges have unfavorable attitude towards education. It is inferred that both male and female teachers do not differ significantly regarding the attitude towards education.

2.3. Relationship between Quality of Work Life and Job Satisfaction

Pelsma et al (1989).and Hart (1989) in their study on impact of selected QWL attributes found that psychological distress and morale contributed equally to teachers' QWL. A balanced workload level, regular feedback, opportunities for training and improvement along with provision of suitable financial and non-financial motivators largely enhanced employee's satisfaction towards their job as well as improved employee's quality of work life. These factors largely improved functional outcomes like improved productivity, better retention and initiative taking ability of employees. This also helped in improving occupational role and performance of employees.

Smith and Bourke (1992), also in their study on factors causing stress in teachers in academic institutes found that there were four major sources of stress and these work related factors created feeling of low work quality namely unclear instructions and work environment, time pressures and low opportunities for rewards and recognitions. These factors not only reduced satisfaction towards job but also caused dissatisfying feeling towards quality of work life.

Tett, R. & Meyer, J. (1993) in their study on impact of job satisfaction on quality of work life with reference to faculty members found that management style in form of leadership, 2-way feedback, informal climate setting, participation in organization decision making to large extent caused greater satisfaction towards job and employees perceived a better quality of work life when these attributes were worked upon by management to enhance quality of work life amongst employees. Management leadership was found to be major factor leading satisfaction towards job and improving quality of work life.

Fraser, Draper and Taylor (1998) in their study on factors affecting job satisfaction and its resulting impact on quality of work life among school teachers it was found that female teachers felt less satisfied with their influences over school policies which they considered as a major factor affecting quality of work life compared to male teachers. They also reported significant differences in work satisfaction based on work experience it was found that teachers who stayed longer at the job consistently had greater ratings of dissatisfaction. Thus this study



gives a clear indication that work related and demographic factors like work experience and employee's involvement to a larger extent affects employee's satisfaction towards their job and resulting feeling towards work life quality.

Winter et al(2000) in their study on impact of job satisfaction on quality of work life with reference to academicians studied the role of selected variables like role stress, job characteristics, and role of supervision job characteristics, feedback, compensation structure, participation of employees and work environment as factors affecting job satisfaction and affecting quality of work life as well. They viewed QWL for academicians as an attitudinal response to the prevailing work environment and posited five factors that affected job satisfaction including role stress, job characteristics, type of supervision, structural characteristics that directly and indirectly shaped academicians experiences, attitudes and behavior and resulting positive feeling of quality of work life.

Nimalathasan.B, and Ather.S.M (2010) were designed a study to associate between Quality of Work Life and Job Satisfaction. A total number of 133 academic professionals (Lecturer, Assistant Professor, Associate Professor and Professor) were selected from eight private universities located at Chittagong, Bangladesh on a stratified random sampling basis. The results shows private universities don't have service rules, career development programs, scholarships facilities, conducive working environment, research facilities, and the like for their academic

professionals. With all these limitations, the findings of the present study have provided answers to the research questions. From the correlation matrix, the highest positive value of correlation between Quality of Work Life and Job Satisfaction and all factors of Quality of Work Life were found to have positive impact on job satisfaction. The findings provided some insights in efforts to improve the Quality of Work Life and Job Satisfaction among academic professionals in private universities in Bangladesh. That is concentration on the factors like .Creativity of the work. Job benefits for family. Job safety as well as suggestions and promotions in career will significantly improve the Quality of Work Life and Job Satisfaction in private universities in Bangladesh.

Ayesha Tabassum(2012) aims to investigate the interrelation between QWL dimensions and job satisfaction of faculty members in the private universities of Bangladesh through quantitative survey on 72 full-time faculty members. These finding are consistent with the literature that states the relationship of QWL with its dimensions. Adequate and fair compensation and constitutionalism in the work organization show the highest positive correlation with job satisfaction. Opportunity to use and develop human capacities shows the least positive correlation with job satisfaction of faculty members. This positive relationship indicates that attempt to improve the dimensions of QWL can significantly enhance job satisfaction of the faculty members.

Chelladurai,K. (2012)An attempt is made by the researcher to find out the perception and relationship between



Quality of Work Life and Job Satisfaction of faculty members. It is observed that a positive perception among the faculty members except few dimensions such as adequate and fair remuneration, infrastructure and facilities, work and total life space, social integration. It is the responsibility of the institutions to increase the satisfaction level of the faculty members for better holistic performance of the faculty members in their institutions.

3. CONCLUSION

Literatures reviewed have shown that QWL is a multidimensional constructs, these constructs have to be consider during the job design process. The Quality of Work Life has a direct impact on Job Satisfaction of the faculty members of higher educational institutions. Improved work environment provides Quality of Work Life; improved Quality of Work Life will provide Job Satisfaction. It is concluded that Quality of Work Life and job satisfaction cannot be separated; they are inter-connected with the job itself.

4. SCOPE FOR FURTHER STUDIES

- ❖ Quality of Work Life and morale of faculty in higher educational institutions.
- ❖ A comparative study on Quality of Work Life and Job Satisfaction between Government Colleges and Private Colleges
- ❖ A comparative study on Quality of Work Life and Job Satisfaction between Women Teachers and Male Teachers
- ❖ A comparative study on Quality of Work Life and Job Satisfaction

between Autonomous Colleges and Non-Autonomous Colleges

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