

Quality of Work Life among Teachers Working under Seventh-day Adventist (SDA) Educational Institutions in Aizawl District, Mizoram

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Abstract: Human resources play an important role in the success of any organization. One of the important aspects of organizations to manage human resources effectively and efficiently is by providing good Quality of Work Life (QWL) to the employees. A sound QWL attracts new talent as well as retains the existing talent. An employee's productivity is not only affected by their abilities but also the environment in which they worked. Since teachers play a significant role in the success of every educational institution, unless and until they have a sound QWL, high job performance is not possible. So, it is important for an educational institution to know the QWL of the teachers. Thus, the present study focused on the study of QWL among teachers working under SDA educational institutions in Aizawl district (Helen Lowry Higher Secondary School and Graceland Adventist School). To achieve the research objective, exploratory research design was adopted in this study. The study covers all regular school teachers from SDA educational institutions in Aizawl district and data was collected through structured questionnaire on QWL adopted from the extensive literature survey developed by Richard E. Walton, 1975. The reliability of data was established using test-retest method. The researcher studied various factors or dimensions of QWL. The result of the study shows that the respondents express a higher level of satisfaction regarding all the eight factors of QWL among teachers working under SDA educational institutions in Aizawl district.

Keywords: Quality of Work Life, Seventh-day Adventist Educational Institution.

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I. Introduction

Human resources play an important role in the success of any organization. One of the important aspects of organizations to manage human resources effectively and efficiently is by providing Quality of Work Life (QWL) to the employees. A sound QWL attracts new talent as well as retains the existing talent (Usha and Rohini, 2018). "QWL encompasses every aspect of a person's work which includes working condition, job security, pay and allowances, recognition, appreciation, development, interpersonal relation, social integration, etc. and its effect on his life outside of work" (Bhatnagar and Soni, 2015).

For an education system to gain a successful milestone, it needs a sound quality teaching staff. Thus, the educational institution primary requirement is to retain and attract sound quality teachers. Moreover, high quality of teachers will not only have satisfaction in their work but indeed they provide assurance of productive outcome to the students.

In order to develop a sound quality teacher, factors that constitute quality of teachers need to be addressed and QWL is one of the most significant factors that can shape teachers' job satisfaction, commitment of teachers to their work, and teachers' productivity. "QWL is not unitary concept, but has been seen as incorporating a hierarchy of perspectives that include not only work-based factors such as satisfaction with pay and relationships with work colleagues (Danna & Griffin, 1999) but the relationship between work and non-work life domains have also been identified as factors that constitute Quality of Working Life" (Loscocco and Roschelle, 1991).

QUALITY OF WORK LIFE

In the words of American Society of Training and Development, QWL is "a process of work organization which enables its members at all levels to actively participate in shaping the organization's environment, methods, and outcomes". Johnson and Stephen (1999) have defined Quality of Work Life as "the favorable conditions and environments of a workplace that support and promote employee satisfaction by providing them with rewards, job security, and growth opportunities". From this definition, it is clear that Quality of Work Life

is not a distinct concept, but can be associated with aspects such as autonomy, opportunity for career growth, skills development, job satisfaction, job stress, and the overall well-being of the workers.

II. Review Of Literature

An attempt has been made for an extensive literature review on various issues of quality of work life to discover research problem and to develop appropriate research methodology. Some important research works are reviewed and presented hereunder to emphasize some of their findings:

Rao (1986) from his study “difference between the quality of working life of men and women employees doing comparable work” affirmed that QWL scores for men employees are significantly higher than women employees. “The opportunity to learn new skills”, “the challenge in the job” and “discretionary elements in work” was the factors which constitute significantly higher scores for men employees. He also affirmed that QWL which have a positive impact on women employees were age and income.

Shahbazi (2011) affirmed that QWL and its dimensions have a significant relationship with performance. The dimensions which have the greatest relationship with overall performance were “compensation, safe working conditions, the opportunity for growth, total life space, constitutionalism, social relevance, social integration and developing human capabilities, and social integrations in the work organization”. It is found from multiple regressions that the dimensions which have more contribution in performance of the employees were “developing human capabilities”, “constitutionalism in the work organization”, “total life space”, and “social integration in the work organization” They further found that QWL of Department Chairpersons in the Esfahan University and Esfahan Medical Science University does not differ significantly.

Pani (2015) conducted a study on the quality of work life of college teachers in the district of Rayagada. The study reveals that factor that has larger impact on overall QWL experience of college teachers in Rayagada district was “opportunity for growth and security” whereas factors that have a moderate impact on overall QWL of college teachers were “nature of the job”, “job security”, and “life space”. The study further reveals that the age and gender of the respondent do not vary significantly with the overall quality of work life experience. He concluded that the factors which enrich the QWL of faculty members should be understood by private engineering colleges..

Soni(2015) investigated the impact of QWL on job satisfaction of school teachers in Udaipur. They used descriptive research to conduct the study and the survey was conducted among a hundred school teachers in Udaipur city. The results of the study revealed that QWL and job satisfaction were related. The relationship between job satisfaction and QWL is tested using Pearson’s coefficient of correlation and the results are highly significant which shows that if there is a good level of QWL in the organization, people would be highly satisfied with their jobs.

Muhammad et al. (2017) carried out “a comparative study on the quality of school work life (QSWL) of public-school teachers in Turkey and Pakistan”. The sample included 995 Turkish teachers (from 8 cities) and 716 Pakistani teachers (from 5 cities of Punjab). They identified five subscales within the QSWL tools through exploratory analysis. They remarked that Turkish and Pakistani teachers differed significantly in their perceptions. From their further detailed analyses of various subgroups, only female teachers from Pakistan were found better on QSWL than their male counterparts.

Yitbarek (2017) carried out research of Government schools in Lalibela town to study the teachers’ perception of their QWL and its effect on affective commitment. Eight dimensions of QWL is taken into consideration. The study reveals that 104 teachers employed under government school in Lalibela town were dissatisfied with their QWL. However, there are some factors of QWL which gives satisfaction to teachers such as “safe and healthy working conditions”, “social integration at work” and “personal life balance”. He also reveals that effective commitments were lower than average and further found that the most significant predictor of affective commitment is “adequate and fair compensation”.

OBJECTIVES

The study aims to:

1. Analyze the demographic profile of the teachers of Seventh-day Adventist educational institutions in Aizawl district
2. Study teachers’ level of satisfaction on Quality of Work Life

RESEARCH QUESTIONS

The research questions of the study are as under:

1. Are there any significant differences between male and female teachers with regards to various factors of QWL?
2. Are there any significant differences in the marital status of the teachers with regards to various factors of QWL?

III. Data And Methodology

Exploratory research design was adopted in this study. For the purpose of the present study, all regular school teachers working under SDA educational institutions in Aizawl district was selected. For the session 2018-2019, there are a total of 59 (49 teachers in Helen Lowry Higher Secondary School, 10 teachers in Graceland Adventist School) regular teachers working in these schools. Out of 59 regular teachers, only 55 questionnaires were able to collect due to absent and leave of teachers at the time of collection of questionnaires. For data collection, both primary and secondary sources were used. Primary data was collected through a structured questionnaire adopted from an extensive literature survey (Richard, E Walton, 1975). Secondary data was collected from various sources like institutions directory, books, journals, etc. The questionnaire of the study was designed based on Walton's measurement of QWL. The questionnaire was measured through Likert's five points scale where 1=strongly dissatisfied to 5=strongly satisfied. The first part of the questionnaire contains the demographic profile of the teachers like gender, age, marital status, educational qualification and experience, and the second part was on the QWL of the teachers in SDA educational institutions. Statistical tools like excel and SPSS was adopted in this study. Mode is also calculated in order to find out the most frequently occurring answer given by the respondents. The questionnaire developed by Richard. E Walton on QWL consists of eight factors. These 8 factors on QWL by Walton's are "Adequate and fair compensation", "safe and healthy working conditions", "immediate opportunity to use and develop human capacities", "the opportunity for continued growth and security", "social integration in the work organization", "constitutionalism in the work organization", "work and total life space" and "social relevance of work life".

Consistency of responses to the questionnaire was established and test re-test method was adopted. Twenty respondents were randomly selected and the test was administered twice in morning and afternoon. The scores recorded for the twenty respondents during the test and retests were established using independent sample 't' test. It is observed that all the factors of QWL showed significant value higher than 0.05 indicating that there is no significant difference between the first test and second test. Therefore, there is a consistency of responses to the questions.

IV. Results And Discussion

Distribution of Respondents

The demographic profile of 55 respondents working under SDA educational institution in Aizawl district with regards to their gender, age, marital status, experience, and educational qualifications are presented in Table 1.

It is observed that 54.5 percent of the respondents are male while 45.5 of the respondents are female. This shows that the majority of the teachers working under SDA educational institutions in Aizawl district were male.

In terms of the age of the respondents, most of the respondents were from the age group of 31-50 years and it can also be seen that 16.4 percent of the respondents are from the age group of 20-30 years, 29.1 percent are from the age group of 31-40 years which shows that majority of the respondents are between young-aged and middle-aged. Table 1 also represents that only 21.8 percent of the respondents belong to the age group of above 50 years. This signifies that SDA educational institutions in Aizawl district have employed a young and middle-aged workforce in the schools. Teachers with young and middle-aged will be more productive in their work which will help the institutions to achieve their goals more effectively.

Table 1
Distribution of respondents by their demographic characteristics

Characteristics	Nature	No. of Respondents	Percentage
Gender	Male	30	54.5
	Female	25	45.5
	Total	55	100.0
Age	20-30 years	9	16.4
	31-40 years	16	29.1
	41-50 years	18	32.7
	Above 50 years	12	21.8
	Total	55	100.0
Marital status	Married	42	76.4
	Unmarried	13	23.6
	Total	55	100.0
Experience	0-5 years	11	20.0
	6-10 years	10	18.2
	11-15 years	10	18.2
	16-20 years	10	18.2
	21-30 years	9	16.4
	31 and above	5	9.1

	Total	55	100.0
Educational qualification	Graduate	26	47.3
	Post graduate	24	43.6
	B.Ed.	5	9.1
	M.Phil.	0	0.0
	Ph.D.	1	1.8
	Total	55	100.0

Source: Field survey

The study reveals that 76.4 percent of the respondents are married and 23.6 percent of the respondents are unmarried. This signifies that there is more number of married teachers among the respondents.

It is found from the table that 20.0 percent of the respondents have 0-5 years of experience, 18.2 percent have 6-10 years of experience, 18.2 percent of the respondents have an experience of 11-15 years, 18.2 percent have 16-20 years of experience, 21-30 years of experience amounted to 16.4 percent and 9.1 percent of the respondents have an experience of 31 years and above. It is observed that the number of years the respondents have worked varied widely and that many teachers do not work in the school for too long as it can be seen that the number of respondents reduces with the number of years of experience increases. But it can be seen from among the respondents that 25.5 percent of the teachers have been working for more than 20 years signifying that there are some teachers who have been working faithfully for SDA educational institutions.

The distribution of respondents based on educational qualification reveals that majority of the respondents were graduate which amount to 47.3 percent followed by post graduate with 43.6 percent among the respondents. Only 9.1 percent of the respondents have a qualification of B.Ed. None of the respondents have M.Phil. degree. One teacher among the respondents has a Ph.D. degree which is found to be the Principal of Helen Lowry Higher Secondary School.

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The satisfaction level of Quality of Work Life derived by the respondents in respect of eight factors is given in table 3.

Factor 1- Adequate and fair compensation: The table shows that 51.36 percent of the respondents responded that they were satisfied regarding “adequate and fair compensation” and 11.36 percent were strongly satisfied with the “adequate and fair compensation”. 31.36 percent responded that they were neither satisfied nor dissatisfied with the “adequate and fair compensation”. Among the respondents from the teachers, it is found that only three respondents perceived that they were dissatisfied regarding the “adequate and fair compensation” provided by the educational institutions.

It can also be seen that the calculated mode from the table. The calculated mode is showing 4 (satisfied) which means that more number of respondents were satisfied with “adequate and fair compensation”.

Factor 2- Safe and healthy working conditions: Regarding “safe and healthy working conditions” in the educational institutions, the majority of the respondents were satisfied. 43.33 percent of the respondents were satisfied and 10.91 percent were strongly satisfied. Only 10.61 percent of the respondents were found to be not satisfied regarding “safe and healthy working conditions”. However, among the respondents, 35.15 percent responded that they have no opinion regarding the “safe and healthy working conditions” in the educational institutions.

The calculated mode is showing 4 (satisfied), thus, more number of respondents were satisfied with regards to “safe and healthy working conditions” in the institutions.

Factor 3- Opportunity to use and develop human capacities at the work: In case of “opportunity to use and develop human capacities at the work”, over 63.28 percent of the teachers perceived that they were satisfied i.e. 58.55 responded they were satisfied and 4.73 percent responded they were strongly satisfied. 28.36 percent were neutral in this regard. Over 8 percent of the respondents perceived that they were dissatisfied regarding the “opportunity to use and develop human capacities in the work”.

The value of mode for “opportunity to use and develop human capacities” is showing 4 i.e. satisfied, more number of respondents were satisfied with this regard.

Factor 4- Opportunity for continued growth and security: Among all the respondents from the regular teachers, 43.99 percent says that the institutions gave them the opportunity for growth whereas 42.27 percent did not have any opinion regarding the “opportunity for continued growth and security”. However, in this regard, 14.55 percent of the respondents perceived that the “opportunity for continued growth and security” provided by the educational institutions is not satisfactory.

Since the calculated mode is showing 3 (neither satisfied nor dissatisfied), more number of respondents from the teachers were neither satisfied nor dissatisfied with this regard.

Table 2

Satisfaction level of teachers on QWL

Factors		Satisfaction level	Frequency	Percentage	Mode
1.	Adequate and fair compensation	Strongly dissatisfied	0	0.45	4
		Dissatisfied	3	5.45	
		Normal	17	31.36	
		Satisfied	28	51.36	
		Strongly satisfied	6	11.36	
	Total	55	100		
2.	Safe and healthy working conditions	Strongly dissatisfied	1	0.91	4
		Dissatisfied	5	9.70	
		Normal	19	35.15	
		Satisfied	24	43.33	
		Strongly satisfied	6	10.91	
	Total	55	100.00		
3.	Opportunity to use and develop human capacities	Strongly dissatisfied	2	2.91	4
		Dissatisfied	3	5.45	
		Normal	16	28.36	
		Satisfied	32	58.55	
		Strongly satisfied	3	4.73	
	Total	55	100.00		
4.	The opportunity for continued growth and security	Strongly dissatisfied	1	1.82	3
		Dissatisfied	7	12.73	
		Normal	23	42.27	
		Satisfied	22	39.09	
		Strongly satisfied	2	4.09	
	Total	55	100.00		
5.	Social integration in the work organization	Strongly dissatisfied	1	1.36	4
		Dissatisfied	3	5.00	
		Normal	14	25.91	
		Satisfied	29	51.82	
		Strongly satisfied	9	15.91	
	Total	55	100.00		
6.	Constitutionalism in the work organization	Strongly dissatisfied	1	1.21	4
		Dissatisfied	2	4.24	
		Normal	18	32.73	
		Satisfied	30	53.94	
		Strongly satisfied	4	7.88	
	Total	55	100.00		
7.	Work and total life space	Strongly dissatisfied	1	1.36	4
		Dissatisfied	3	5.00	
		Normal	16	29.09	
		Satisfied	31	55.45	
		Strongly satisfied	5	9.09	
	Total	55	100.00		
8.	Social relevance of work life	Strongly dissatisfied	0	0.45	4
		Dissatisfied	2	4.09	
		Normal	16	29.55	
		Satisfied	30	55.00	
		Strongly satisfied	6	10.91	
	Total	55	100.00		

Source: Field survey

Factor 5- Social integration at work:The table indicated that over 66 percent perceived “social integration in the work” is satisfactory where 51.82 are satisfied and 15.91 are strongly satisfied. Among the respondents from the regular teachers, 25.91 percent have no opinion regarding the “social integration in the work”. However, 4 respondents among the teachers were showing dissatisfaction regarding social integration at work.

Since the calculated mode is showing 4 (satisfied), more number of respondents from the teachers were satisfied with this regard which shows that they are socially integrated into the SDA schools.

Factor 6- Constitutionalism in the work organization:With regard to “constitutionalism in the work organization” over 60 percent among the respondents from the teachers perceived that it is satisfactory. 53.94 were satisfied and 7.88 percent were strongly satisfied. Only 3 respondents mentioned that they were not satisfied with the “constitutionalism in the work organization”. However, among all the respondents, 32.73 percent have no opinion regarding “constitutionalism in the work organization”.

It can also be seen from the table the calculated mode and since the mode is showing 4 (satisfied), it means that more number of teachers were satisfied with “constitutionalism in the work organization”.

Factor 7- Work and total life space:The table indicates that satisfied and strongly satisfied teachers from four SDA educational institutions in Aizawl district were found to occupy 64.54 percent and it is found that 6.36 percent of the respondents are not satisfied regarding “work and total life space” in the institutions. However, around 29.09 percent of the respondents from the teachers have no opinion about this regard. It can be seen that majority of the respondents were satisfied regarding “work and total life space”.

The value of mode for “work and total life space” is showing 4 i.e. satisfied which can be seen from the above table, and it can be concluded that more number of respondents were satisfied with this regard.

Factor 8- Social relevance of work:In the case of “social relevance of work”, the table clearly represents that majority of the respondents i.e. 65.91 percent of the respondents are found to be satisfied and strongly satisfied. However, only 2 teachers among the respondents perceived that they were not satisfied regarding “social relevance of the work”. Only around 29.55 percent were neither satisfied nor dissatisfied with this regard.

The value of mode for work and total life space is showing 4 (satisfied) which can be seen from the above table, and it can be concluded that more number of respondents were satisfied with this regard.

Overall analysis indicates that the respondents express a higher level of satisfaction regarding all the eight factors of Quality of Work Life. Since the value of mode is showing 4 i.e. satisfied for all the factors of quality of work life except for “opportunity for continued growth and security”, it can be observed that more number of the respondents from SDA educational institutions in Aizawl were satisfied with the quality of work life in the institution.

RESEARCH QUESTIONS

Research Questions 1: Are there any significant differences between male and female teachers with regards to various factors of QWL?

The above research question is examined with the help of independent sample t-test and the result is shown in the following table 3.

Table 3
Independent-Samples T-Test

	t	df	Sig. (2-tailed)
Quality of Work Life (Total)	-.335	53	.739

Source: Field survey (5 % level of significance)

Table 3 shows that the observed t value is -.335 with 53 df and a p-value of .739 which is higher than 0.05 meaning that it is not statistically significantly different. Hence, there are no significant differences between male and female teachers with regards to various factors of QWL.

Research Questions 2: Are there any significant differences in the marital status of the teachers with regards to various factors of QWL?

The above research question is examined with the help of independent sample t-test and the result is shown in the following table 4.

Table 4
Independent-Sample T-Test

	t	df	Sig. (2-tailed)
Quality of Work Life (Total)	-.556	53	.581

Source: Field survey (5 % level of significance)

The above table 4 shows that the observed t value is -.556 with df 53 and a p-value of .581 which is not statistically significantly different. Hence there are no significant differences between married teachers and unmarried teachers with regards to various factors of QWL as the p-value is greater than 0.05.

V. Conclusions

The study focuses on various factors or dimensions of QWL such as “Adequate and fair compensation”, “safe and healthy working conditions”, “immediate opportunity to use and develop human capacities”, “the opportunity for continued growth and security”, “social integration in the work organization”, “constitutionalism in the work organization”, “work and total life space” and “social relevance of work life”.

The study reveals that there are no significant differences in the marital status of the teachers with regards to various factors of Quality of Work Life and also no significant differences were found between male and female teachers of SDA educational institutions in Aizawl district with regards to various factors of Quality of Work Life.

Overall analysis indicates that the respondents express higher level of satisfaction regarding all the eight factors of Quality of Work Life. Since the value of mode is showing 4 (satisfied) for all the factors of quality of work life, it can be concluded that more number of the respondents were satisfied with the quality of work life provided by SDA educational institutions in Aizawl district.

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