Review and Redefine: Quality of Work Life for Higher Education

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Abstract

Higher education is the key of success of a nation which boosts the economic potential of entire nation leading to the development of the nation. This is like a middleware transformation engine which produces manpower for industry, develop enterpreures and motivates young minds for RD. This responsibility is on the shoulders of educational employees to understand and transform the energy and knowledge of students in an effective and efficient manner. An abundance of research studies suggested that the quality of work life (QWL) is one of the most significant and efficient tools of human resource management. Quality of work life programs encourage employees, make balance between professional, personal social life and ultimately enhances employee job satisfaction. The objective of this study is to review and redefine the QWL construct for the higher education in the light of existing researches of QWL, policies, practices and suggestions for higher education.

Index terms— quality of work life, constructs of QWL, higher education, educational employees.

1 Introduction

ducation is the backbone of any country and educational industry works as a supplier for other industries. In comparison to primary and secondary education, higher education plays a major role in the growth of a nation's economy. This has a direct & a deep relation to the industry. Higher education is working as an interface between students and industries. Here students are trained for the specific subjects, technologies, sectors and domains as per the current industry requirements. Higher education is the first and foremost which faces the requirement & challenges of the industry and society. The effectiveness and efficiency of education industry is directly dependent on employees only because the infrastructure and technology is lesser required in comparison to other industries. On an average employees spend around twelve hours daily at the work place, which is around one third of entire life; this influences the overall employee's life. "Quality of Work Life (QWL)" is a human resource management concept which is used to improve the work life of employees. This in turn improves the employee's family and social life both. Four decades have passed since the phrase "Quality of Work Life" was first introduced, but in India it is still a new concept to emerge. Quality of Work Life is the umbrella which covers all the aspects of work life of employees [1]. So QWL is a way through which an institution gets aware of its responsibility to develop jobs and working conditions which are excellent for people and beneficial for the economic health of the institution.

India's developing economy is rising with liberalization, privatization, automation and globalization. These factors affect the life of educational institution employees also. It becomes more challenging for employees to cope up with advancements so that they are able to prepare the new generations to stand matched to the market demand. With this challenge, it is necessary to provide a better and flexible working environment for employees so that they can give their best to the institutions.

Lots of research has been done to measure the QWL of public, private and government organizations including banks, insurance and IT sectors but a mere research conducted for educational institutions. Unfortunately, there are troubling signs about the quality of work life of educational industry employees in many of the nation's institutions. These signs have far-reaching implications for student learning, economic and social equality, and the growth rate of the Indian economy as a whole.

46   Education is potentially the greatest social equalizer in society and higher education plays a critical role and
47 thus provides a very deep impact in creating society, culture, and economic wellbeing of new generation. So the
48 educational employees' quality of work life is a necessary-indeed, the key-ingredient for improving our nation [2].

2   II.

3   Objectives

51 The objectives of this study are as follows.
52   1. Study of QWL and redefine the QWL for higher educational institutions. 2. Present perception of employees
53 in higher educational institution towards QWL. 3. Present scenario of QWL in higher educational institution.

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5   Methodology

57 The study is based on desk research method to review and redefine literature on quality of work life for educational
58 employees. The secondary data is drawn from books, journals and various reports published by the agencies
59 working in this field.

6   IV.

7   Review of Literature

62 There are only few researchers' conducted studies to analyze the QWL of educational institutions across the
63 world. The researches of QWL are shown below in chronological order: Rossmiller (1992) did a study of QWL
64 on secondary teachers and principals. He focused on great workplace and found that there is a positive influence
65 between QWL and teacher's participation, professional collaboration and interaction, use of skill & knowledge
66 and teaching environment [3]. Kumar and Shanubhogue (1996) studied and compared the existing and expected
67 QWL in universities and found an extensive gap between employees. They defined the quality of work life program
68 as "an approach helps in improving the life of employees and improves the overall university's performance" [4].
69   WFD Consulting (2003) engaged in the "Office of Academic Affairs and Office of Human Resources" conducted
70 a survey to evaluate the experiences & perceptions of the work environment & work life issues of Ohio state
71 university's faculty. This study examined the relationship between work environment and work life issues
72 and identified the priority areas for solving problems. According to this survey gender, job position, family
73 demographics and nature of the job play a vital role to decide the satisfaction factor because their expectations
74 are different from each other. Better work life is required for increasing satisfaction and commitment which will
75 contribute to the organizational goal of achieving world class excellence [5].
76   Dr. L Buffardi, K . Baughman and K. Morse (2004) conducted a survey on the task force in George Mason
77 University's employees to correctly measure the quality of work life. Using Eisenberger's construct of perceived
78 organizational support (POS) survey was done to know which key factor influencing employee commitment to
79 the organization, job satisfaction, and general quality of work life. According to this survey researcher said
80 that employees are looking for various factors which comes under the quality of work life constructs these are-:
81 salary, health care benefits, retirement benefits, job security, work space, special recognition for achievements,
82 availability of on-campus child care, adequate input in the decision process and fair and equitable performance
83 appraisal equitable distribution of resources [6]. G. N. Saraji and H . Dargahi (2006) examined the positive and
84 negative attitudes of Tehran University of Medical Sciences (TUMS) Hospitals' employees towards quality QWL.
85 A questionnaire based on 14 key factors of QWL was distributed to 908 employees of 15 different hospitals and
86 around 70% of employees given their feedback. A cross-sectional, descriptive and analytical study was conducted.
87 A stratified random sampling technique was used to select respondents. This study results shows most of the
88 employees were dissatisfied with occupational health and safety, intermediate and senior managers' support, their
89 income and work & family life balance. This study indicated that the employees were not satisfied with their
90 job. This indicated that there was a need of improving quality of work life of employees in TUMS [7].
91   Ming Chang Tomayko (2007) analyzed the quality of work life of mathematics teachers in Maryland. The
92 purpose of this study was to improve both the effectiveness and satisfaction of mathematics teachers. This study
93 was based on the stress of mathematics teaching. This study made an underlying base of prior researches on
94 social psychology and organizational behavior theory to understand the different approaches to study of tension
95 in mathematics teaching. He divided the tension in 5 different strands like goal congruence, agency, teacher
96 efficacy and respect, professional interaction and load appropriateness. A Likert-type questionnaire created on
97 these different tension strands and distributed through e-mails and flyers. The survey data were analyzed in two
98 ways. First, the teachers working condition were analyzed on the five selected stressors and then factor analysis of
99 the survey data identified six underlying components of stress in the work lives of mathematics teachers. Teacher
100 working conditions were then re-evaluated with respect to these six components. This study revealed that the

mathematics teachers were overloaded with the job responsibilities and had a lack of agency. On the other hand teachers were fully motivated to teach mathematics [8].

H.S. Saad, A.J.A.Samah, and N. Juhdi (2008) investigated the employee's perception of their work-life quality in the Razak University, Malaysia. The prime objectives of this study to see whether the university environment influences employees' perception of job satisfaction; second, to find the different sources which arises stress among university employees and finally to calculate employees level of satisfaction with regard to various job related aspects. In this study ten QWL variables (work-family interference, quality of relationship, meaningfulness, pessimism about organizational change, self competence, impact, self determination, access to resources, time control and support) were used to test the relationships of QWL with job satisfaction. The study is based on the 251 questionnaires which were based on a five-point Likert

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Volume XIV Issue XI Version I Year ( ) A scale ranging from 1 to 5. To check the validity of relationship, correlation test and multiple linear regression were used. The multiple linear regressions indicated that only 3 QWL variables (meaningfulness, pessimism about organizational change and self determination) were significantly related to Job satisfaction. This study indicated that the QWL variables only are insufficient to measure employees' job satisfaction [9]. P.S. Bharathi, Dr. M. Umaselvi and Dr. N. S. Kumar (2009) inspected the perception of college teacher towards QWL. This aim of the study was to analyze the QWL under various dimensions. Data was collected from 12 colleges located in Tiruchirappalli city and 239 respondents' data were selected out of 1279 college teachers. The researcher created a standard questionnaire of 116 questions which was based on 16 different dimensions. Questioner consists of questions on socio-economic characteristics, various dimensions of QWL and QWL in a teaching environment. The collected data were analyzed by using SPSS and various statistical tests were applied based on hypotheses and the matching variables Descriptive cum Diagnostic research design method was used to understand the characteristics of a particular individual, or a group and the association between the variables. This study revealed that overall 59.0% of the respondents have high levels of QWL and 41.0% have low levels of QWL [10].

Rochita Ganguly (2010) examined the QWL of university employees and the relationship between quality of work life and job satisfaction. The researcher was very careful in data collection. She considered literate and experienced persons who understand the significance of questioner and fill up the data correctly. She designed the questioner in Bengali, a regional language of employee for better understanding and thought flow. The results indicated that the employees are not happy with the degree of autonomy, personal growth and superior support. The employees were not satisfied with their job and unhappy with QWL of university [11].

D. Kumar and J.M. Deo (2011) did a study to measure the effect of stress on quality of work life of college teachers. They took 100 college teachers of universities of Bihar and Jharkhand and studied their different perception of quality of work life. Findings exposed that junior teachers had more stress than senior teachers. As well as female teachers were feeling more stress in their job in comparison to male teachers [12].

B. Shahbaji, S. Shokrzadeh, H. Bejani, E. Malekinia and D. Ghoroneh (2011) identified the relationship between the quality of work life and performance of Esfahan University and Esfahan medical University employees. According to this study, performance was directly related to adequate and fair compensation, safe and healthy work environment, development of human capacities, growth and security, social integration and work environment, constitutionalism (rule of law), work life space, and social relevance of work life. Out of these constructs developments of human capacities, social integration, constitutionalism, work and life space were more effectively related to performance. They concluded that level of quality of work life was different from university to university [13].

Dr. Samson B Begas (2012) did a research on faculty of higher education institutions in CAPIZ state province of the Philippines. Data is gathered through descriptive survey, informal interviews and documentary analysis.

The significance of differences and relationships between QWL and productivity were tested by t-test, anova and pearson tests. He took age, gender, year of experience and income as parameters for the analysis. This study revealed that the degree of QWL was very good and level of productivity was "satisfactory in these institutions. He analyzed and found that there is a positive relation between QWL & satisfaction and QWL & productivity. This study recommended that the more FDP (Faculty Development Program) should be run on these institutions for research and community service [14].

Ayesha Tabassumb (2012) investigated QWL of employees in the private universities of Bangladesh. She designed a 5-point Likert-scale structured questionnaire and collected the data from the 72 fulltime faculty members among 11 private universities. She analyzed the dimensions of quality of work life and its relationship with job satisfaction. This study concluded that there is positive relationship between the dimensions of QWL and job satisfaction. This study suggested to the management of the institutions that the policies designed in such a way that QWL issues should be concerned. An improved QWL provides a higher level of job satisfaction which in turn reduce faculty member turnover rate [15].

Dr. K. M. Nalwade and Shri. S. R. Nikam (2013) done a literature review on quality of work life in academics and explores earlier research in the academic area. The researcher explains quality of work life on Walton's eight factors. They establish its relationship with employee demographic variable, stress, satisfaction, commitment, performance, job satisfaction which reveals that the former are the determinant of QWL [16].

Seema Arif and Maryam Ilyas (2013) focused on quality of work life of private universities in Lahore, Pakistan. They explored various dimensions of quality of work life which affect life and the attitude of teachers. This quantitative study took 360 members of university and analyzes their perception of QWL. This study also investigated the QWL effects on employee commitment, engagement, job involvement and reputation of the university. This research suggested that the perceived value of work, work climate, work-life balance and satisfaction are the main factors which shaped the work attitude and also improve employees work life [17].

V.

9   Redefine Quality of Work Life

Walton, Louis, Davis, Rose & et al, Robbins & Fernandes etc. gave numbers of dimensions of QWL for different industries. These studies suggested that different types of industries have different impact and importance of QWL dimensions. The educational institution is an exclusive place of work; not any industry environment match with its work pattern, culture and yield. Its employees' working conditions are also quite different from other industries. So there is need to understand the importance of QWL construct for educational institutions.

Educational employee's behavior and work life affect their personal lives, students' careers and performance of the institute. Morale, values, motivation, positivity are pillar of an educational institute. These values can be maintained, enhanced and spread when the employees are satisfied. This can be done only when the employees are able to balance between work life and personal life. This study considers Walton's eight factors and redefining for educational employee's perspective as below:

Adequate and Fair Compensation-: Adequate and fair compensation plays a prime role in the creation of better QWL. Adequate and fair compensation reduces child poverty, poor educational attainment, the likelihood of future job insecurity, under-employment and poor health. There is a potential disadvantage of the low compensation. This also promotes gender equality and reduces severe financial stress faced by families.

Employees of educational institutions work as hard as the different service & manufacturing industry, but fail to reap the same rewards in terms of salary hike, recognition, promotion, and appreciations. Faculties are getting less salary than the students to whom they teach and train. Gautam Ahuja, professor, Ross School of Business University, Michigan found that the salary difference between the faculty and the new recruits is 1: 2.4. IIM-Ahmedabad survey data tells that an IIM professor appears to be less than Rs 7-8 lakh per annum than a new recruited student. This suggests that in the Indian labor market, academic is not a very attractive proposition [18]. If the educational institutions want to attract the best and competitive brain then they have to provide competitive conditions including a competitive salary. Also, one has to examine the opportunity cost relative to industry careers.

Safe and Healthy Working Conditions: Higher educational institution employees are in contact of students between 16 to 25 years. The mind and nature of this age group are more impatient, aggressive and violent. The institutions face many types of violenceincluding ragging, fighting, hazing, dating violence, sexual harassment, hate and bias-related violence, stalking, rioting, disorderly conduct, and even self-harm and suicide. The employees of educational institutions are victims of these problems directly or indirectly. These issues always create unsafe and stressful environment for their employees.

The employees, staff and students face a different kind of hazards depending upon the work carried out in these institutions. The clinical work has risk of epidemiology, infection by bloodborne viruses, the veterinary work has risk of zoonotic infection and the art work identified a number of serious hazards like respirable free silica in sandblasting, wood dust, noise and toxic concentrations of toluene and methyl cellosolve acetate in painting and printmaking. The employees and students are often unaware of the health risks of common issues in their working environment. In most of the cases, safety & security measures and standards are not set for the educational institutions and if it's set then not properly followed by the institutions [19].

The US and UK understand the need for safe and healthy working condition, very early and publish for guidance of health and safety issues. The "American College Health Association" published guidance on occupational health services in 1984 and the United Kingdom Health and Safety Commission published in 1991 [19]. The higher education sector of India is as large as of developed countries so it can be said that situation of Indian higher education is likely to be saem as in developed countries.

Opportunity to Use and Develop Human Capacities: Educational employee's capacity development is totally different from the service and manufacturing industries. Here employees are involved in teaching, research, training, project management, experimentation, coaching and technical advice. These are the areas where the scope of the development of human capacities can be enhanced. Institutions have to identify the gray area of employee skill set and create opportunities to improve their skills. In this area institute must design career development programs for all categories of academic and non academic employees and provide fair opportunity to develop.

South African Centre for Higher Education (CHE) ??2005:22) defines capacity has to do with "both human and institutional abilities to 'think' (identify problems, set objectives, design strategies and solutions, analyze experience) and to 'act' (perform functions, acquire and apply skills and techniques, implement policies and programs, change policy and practice)" [20].

Use and develop human capacity in the education industry has to focus on; Increasing the research funding for the research and publications, Improve on career development program for teaching and non-teaching employees,

Change in job profile like non teaching and teaching for eligible candidates, Increasing leadership, management and entrepreneurship development program, Increase cultural change and external facilitation programs. In my point of view government must create a framework for smooth transition between industry and institution for the willing employees.

Opportunity for Continued Growth and Security: QWL propose future opportunity for continued growth and security of employment by expanding one's capabilities, knowledge and qualification. This construct creates an effective bridge between the worlds of learning and work. Job security is not a concern in the case of educational employees, here continued growth to employees is the biggest concern. Educational industry job is running in a very traditional manner and grows at a much lower rate than the other industries. It is surprising to find academic staff join institute and served up to 25 years without any growth along the ladder. In the era of globalization and rapid change of technology, it is imperative that employees must update their knowledge and skills and be conversant with the latest developments in their fields. Institutions and government should design different courses and other appropriate facilities to enable educational employees to improve education as regards content, method and techniques, enlarge the scope of the work, and seek promotion.

The institution must encourage the employees and provide opportunities, facilities and incentives to to participate in these programs.

UGC, AICTE, DST, ICSSR and R&D Lab, etc in India have taken various initiatives to promote qualitative improvements in higher education which includes: travel grant, seminar grant, faculty development program, innovation promotion scheme, career award for young teachers, coaching schemes for such, St & orbs and day care center east These programs have benefited a number of employees but a longer has to go. These programs are targeted mainly to the teaching employees and there are no such programs designed for the non-teaching employees who are complemented in labs and other teachinglearning activities of institutions. Whereas "European Foundation for Quality Management (EFQM) in 2003" and "UK's Higher Education Academy in 2004" focus on the professional development of all academic staff [21].

Social Integration in the Work Organization: Social integration in higher education can be established by inter-personnel openness, freedom from prejudice, egalitarian and upward mobility. A strong social integration into the organization results low absenteeism, reduce conflict rate and grievance and increases individual performance.

The social integration concept of higher education is far-2 different and complex in comparison to other organizations. Here the employees have to interact with the students and parents. Parents and students' requirement, need and demand are different, individual in nature and some time very complex. Employees have to understand, provide a solution and satisfy them. Direct activities of social integration occur in classrooms and laboratories between employees & students. Indirect activities occur between faculty, staffs and parent, which took place outside of the academic environment.

One of the key requirements for any successful institution is that its key members and employees see themselves as being in the same family, group or team. Reputation and performance of an educational institute cannot be enhanced by individual effort. Employees have to work as a team for enhancing the performance of students and the institution. In higher education, employees are from different geographical places, religions and nations. The institution has to provide an environment where employees feel a sense of belongingness, work as a team, and pay attention to each other. Social integration helps in enhancing institute's citizenship.

Constitutionalism: According to Friedman, Bell and Hill, the quality of work life will be high if the employer is concerned for the rights of individuals. Higher Education employees are facing challenges because of infrastructural and equipment deficiency, time pressure, technological improvements, management pressure and political influence. It is required a structured & independent work environment, unbiased & transparent policy system and more involvement with management & freedom of speech. So it is recommended a separate constitutionalism for higher education in India.

10   Work and Total Life Space

Higher education is facing explicit competition from national & international institutions and increment in admissions have resulted in pressures on employees. Work life space could be seen as low-level operational issues, but if not taken well can disable the organization. The work life space includes flexible working, job sharing, telecommuting, compressed hours, part-time working hours and benefits, maternity leave and so on to foster workplace performance.

Wei (2005) study suggested that 37.9 percent teachers believe that the workload is too heavy, whereas 84.9 percent have neither the time nor the opportunity to undertake training because of lack of establishment positions and heavy responsibilities at work [22].

11   Social Relevance of Working Life

The employees of educational institutions are more connected with the society than the other industries employees. They are not only educating & nurturing new brains for survival & but also perpetuate the prevailing values of a society. The teaching job is one of most reputed job and teachers are seemed to be a role model for the students. Employees of the educational institutions are persons who shape individual's personality, power to think innovative & creative and make them a good human being. Employees of the education sector are feeling

respectful position in the society and this can be enhanced through the involvement of employees in various social welfare activities like literacy program for poor, woman empowerment program, clean and green city programs, awareness programs of blood donation & HIV/AIDS. This will provide more satisfaction to the employees and socially connected as well.

12 VI.

13 Governmental Role

India's higher education system is the third largest in the world, after China and the United States [23]. The Central Government, States and Union Territories have played an important role in the development of Higher Education System by establishing a large number of fully funded and aided higher educational institutions and by providing adequate policy support. During 1980s, Government of India (GOI) and the State Governments had felt an urgent need for revamping the Higher Education System in the country to make it demand driven, with relevant courses in new and emerging technologies, with adequate infrastructure resources, competent faculty and effective teaching-learning processes **??**24]. P.L. Joshi Governor of Uttar Pradesh has said that there is need of improving quality of work life of educational employees. The GOI supported the State Governments through two Technician Education Projects financed by the World Bank, which helped to upgrade the system. Government of India and State Government has admitted and taking a step in improving QWL of educational employees through various training and development programs, employees and management participation, union recognition, change management, free communication, grievance handling machinery, etc **??**24]. New legislations are required for all educational employers to begin a change process in organizations to improve the quality of work life which they provide to their employees.

14 VII.

15 Conclusion and Suggestions

A new world can be built up by young brains and educational institution employees have a major contribution of nurturing, educating these brains. The educational employees working life and environment play a major role in their life. It has been proved that QWL factors are essential for promoting a strong work culture, a good human resource climate, motivates and encouges employees to perform his duties and put their maximum effort. This will provide a job satisfaction to employee and growth to an institution. This study provides the following suggestions.

? To create an environment in which educational employees achieve their own set targets for excellence and sustain the same with autonomy and accountability. ? A Collaboration between the industry and institutions to exchange the employees to understand the new requirement of industry, to promote the research work. [1] [2]

Figure 1:

[2]Review and Redefine: Quality of Work Life for Higher Education

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