

**QUALITY OF WORK LIFE AMONG TEACHING PROFESSIONALS
WITH SPECIAL REFERENCE TO ENGINEERING INSTITUTIONS IN
KARNATAKA**

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ABSTRACT

The purpose of this study is assessing the quality of work life and its components in the engineering teachers of the Karnataka state. The method of this study is descriptive survey and 500 samples were selected based on statistical estimates and simple random sampling. The data collection instrument is a questionnaire and the reliability coefficient of questionnaire based on Cronbach's alpha coefficient was calculated 95.9% which is significant at alpha 1%. In this study, the quality of work life and its components has been studied based on the demographic variables of gender, education level and work experience of teachers of autonomous and non-autonomous engineering institutions affiliated to Visvesvaraya Technological University, Belgaum, Karnataka state. For data analysis techniques, descriptive statistics (mode and standard deviation) is used and SPSS software was used for this purpose.

Keywords: Engineering Institutions, Job Satisfaction, Karnataka, Quality of Work Life, Teaching Professionals.

INTRODUCTION:

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories.

GE- International Journal of Management Research (GE-IJMR)

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Quality of Work Life is one of the most discussed terms of Human Resource Management and is getting its space in the HR discussions. Maintaining organizational health as well as the employee's job satisfaction on a regular basis is one of the key factors for achieving institution's success and also for its sustainability. Institutions seeking competitive advantage through human resources require quality of work life. However, the restrictive use of employees discards an important potential for productivity. All round tasks do not involve any dangers, only opportunities; qualifications and professional autonomy are forces of production that need to be used more intensively.

Evidence from history that, work occupies an important place in the life of human beings. How people have thought and felt about the working experience has also been an age-old concern for employees. The expressive quality of working life (QWL) was probably coined originally at the first international conference on QWL at Arden House in 1972 (Davis and Cherns 1975). Mills (1978) probably coined the term quality of working life and suggested that it had moved permanently into the vocabulary of employers, even if a lot of people using it were not exactly sure what territory it covered. During the twentieth century, our social science conceptualizations regarding work have been labelled scientific management, human relations, socio-technical systems theory, and now possibly holistic learning organizations.

The institution has to build and maintain QWL providing a wide range of benefits. Fringe benefits and social security benefits result in improvement in productivity, reduction in absenteeism, turnover, sick leave, alienation, etc. These benefits or maintenance activities include medical and health benefits, job security, encouraging for research, conducting conferences, workshops, seminars, financial services, retirement benefits, conveyance, canteen facilities, recreational services, career counselling etc.

Today, widespread and deep learning is essential as an informed institution is structured to promote the possibility of useful learning among all members and thus presupposes relations of equality. If quality of life at work could be improved, it would benefit and reward the individual employee and the institution, its employees and the society as a whole. In order to ensure excellence in action, institutions have to work for creating congenial QWL and induce the teaching professionals to deliver their best for the betterment of the institution. This paves the way for making an institution a World Class Institution.

India's higher education system is the third largest in the world, next to the United States and China.¹ The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission.

The Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in the decade from 2000-01 to 2010-11. As of 2012, India has 42 central universities, 275 state universities, 130 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 33 Institutes of National Importance. Other institutions include 33,000 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 Exclusive Women's Colleges, functioning under these universities and institutions as reported by the UGC in 2012. The emphasis in the tertiary level of education lies in science and technology. The engineering institutions in India for the academic year 2013-14 approved by the AICTE, New Delhi.

REVIEW OF LITERATURE:

Pelsma *et. al.* (1989) found that psychological distress and morale contributed equally to teachers' QWL. Determined that in the work climate of an occupation, QWL may be assessed by combining the amount and the degree of stress and the degree of satisfaction experienced by the individual within his/her occupational role.²

Karrir *et. al.* (1997) found significant correlations of quality of work life of managers from three sectors of industry viz., Public, Private and Cooperative, with some of the background variables (education qualification, native/migrant status, income level) and with all of the motivational variables as job satisfaction and job involvement.³

¹ Annual Report of Higher Education in India - 2012-13, Ministry of Human Resource Development, Government of India.

² Pelsma, D.M., G.V. Richard, R.G. Harrington and J.M. Burry, (1989). The quality of teacherwork life survey: a measure of teacher stress and job satisfaction. *Measurement and Evaluation in Counseling and Development*, Vol. 21, pp. 165-176.

³ Karrir, N. and Khurana, A. (1997). Measuring quality of life - A simple approach. *Paradigm*, Vol. 1, No.1, pp. 50-60.

Datta (1999) in his study - Quality of Work Life: A Human Values Approach said that in a deeper sense, quality of work life refers to the quality of life of individuals in their working organizations - commercial, educational, cultural, religious, philanthropic or whatever they are. Modern society is an organizational society. Individuals spend much of their lives in organizations. Hence, the importance of quality of work life is unquestionable.⁴

Winter *et. al.* (2000) viewed QWL for academicians as an attitudinal response to the prevailing work environment and posited five work environment domains that include role stress, job characteristics, and supervision, structure and sectoral characteristics to directly and indirectly shape academicians' experiences, attitudes and behaviour.⁵

A study on quality of work life in the Indian Context: An Empirical Investigation by D. R. Saklani (2004) is a sincere try to empirically evaluate the importance of various QWL factors about employees and to measure the status of their existence in work organizations in India. The result of the study makes it abundantly clear that, apart from financial factors affecting primarily the material well-being of a person outside the workplace, many non-financial issues (relating to both job content and job context) which satisfy higher order needs of self-esteem and self-actualization have emerged as being highly important to employees in organizations in India. As against the commonly held stereotype, many factors fulfilling biological and social needs of the workplace are relatively less important to the present-day workforce in organizations.⁶

Rao and Venugopal (2009), found from 332 employees of an Indian organization. The response rate for employees was 66.4 percent. The high response rate is probably due to the study and the conscientious follow-up of the organizational representative for the project. The sample comprised predominantly Indians (94.3 per cent) and included 53.5 percent females. About half of the employees (51 per cent) worked for organizations operating in the financial sector, which about one quarter of the respondents worked for companies in the transport business. 76 per cent of the respondents had at least a diploma and/or a first degree from a university. The majority of respondents were in middle management (34.6 per cent) with 80 per

⁴ Datta, Tanmoy (1999), Quality of Work Life: A Human Values Approach, *Journal of Human Values*, Vol. 5, No.2, pp. 135-145.

⁵ Winter, R., T. Taylor and J. Sarros, (2000). Trouble at mill: quality of academic work life issues within a comprehensive Australian university. *Studies in Higher Education*, Vol. 25, pp. 279-294.

⁶ Saklani, D.R. (2004). Quality of Work life in the Indian Context: An Empirical Investigation, *Indian Institute of Management: Instrument Design Decision*, Vol. 31, No. 2, pp. 101-135.

cent of sample holding 'A' level certificate and/or higher educational attainment. The researcher found four main factors were desired and were respectively labelled favourable work environment, personal growth and autonomy, the rewarding nature of the jobs, and stimulating opportunities and co-workers. In factor one; researcher includes an expectation for a high level of predictability in the work environment. India would have predicted less emphasis on predictability. The factor two; said that employees prefer a positive impact on personal life and an opportunity to develop close personal ties while the employee's attempt to achieve their career goals. Employees were required to achieve some level of personal growth may quite relate to the quality of communication in the organization. Factor three; the rewarding nature of the job itself. Employees prefer meaningful jobs that provide adequate challenge without compromising their values. Such high QWL jobs must have good benefits, pay well, provide assistance in planning one's career, and exist in a work context that is perceived to be fair. Factor four; findings show that the employees thought it was very important to have an opportunity to use their abilities and apply their knowledge to learn new things and to work with co-workers who were not disinterested in their job but were rather both interested and committed to the organization.⁷

Bharathi *et. al.* (2010) described the various characteristics related to QWL and QWL in teaching environments and explored the association between the socioeconomic variables and the various dimensions of QWL. The data were collected from teaching professionals of 12 self-financing colleges under the affiliation of Bharathidasan University in Trichirappalli city, Tamilnadu, to find out the quality of work life. 239 teachers filled two questionnaires namely: Quality of Work Life Questionnaire and Quality of Work Life in Teaching Environment Questionnaire. Researchers analysed the data by Chi-square Test, T-Test, ANOVA, Karl Pearson's Coefficient of Correlation. Findings revealed that there was a significant association between quality of work life and quality of life in the teaching environment. It showed that QWL of college teachers was at low level. There was no significant difference between sex, age, designation, income of the respondents, and their perceived levels of overall quality of work life. There was significant difference between sex, professional membership, age of the respondents

⁷ Rao, P. Kameswara. and Venugopal, P. (2009) Perception Factors in Quality of Work Life of Indian Employees. *Paradigm*. **13** (1), 104-109.

and their perceived levels of overall quality of work life in the teaching environment. There was no significant difference between the various income levels, designation of the respondents and their perceived levels of overall quality of work life in the teaching environment.⁸

Normala and Daud (2010) in their study - said that the quality of work life of employees is an important consideration for employers interested in improving employee job satisfaction and commitment. The researchers have taken the seven QWL variables were examined, namely growth and development, participation, physical environment, supervision, pay and benefits and social relevance were examined to determine their relationship with organizational commitment. The results showed that there was a relationship between QWL and organizational commitment and provide insights on how Malaysian firms may improve upon their employees' commitment.⁹

Stephen and Dhanapal (2011) have investigated the quality of work life of three cities in Tamilnadu, i.e., Chennai, Coimbatore, and Madurai based on employers' perspective. The researcher considered ten qualities of work life factors in the SSI units, namely, social support, interpersonal relationship, recognition, autonomy, working environment, relationship with boss, working hours, governance by the rule of law, role charity, and fringe benefits. The researcher distributed 176, 136, and 124 questionnaires among Chennai, Coimbatore, and Madurai cities respectively. Since the study focuses on employer's perspective on QWL at SSI units, the SSI units who had completed the questionnaire (employers) has been included for further analysis. Hence, the included employees from each SSI unit in Chennai, Coimbatore and Madurai came to 107, 100, and 110 SSI units respectively. Among three cities of Tamilnadu, Coimbatore stands first in their organizational QWL and followed by Chennai and Madurai.¹⁰

Sathyakumar and Vidya (2012) invested that quality of work life, having the following key elements, i.e., job security, job satisfaction, better rewards system, employee benefits, employee involvement and organizational performance. Working in academic environment has been always very challenging. The expectations and the reality never match. Teachers walk into

⁸ Bharathi, P. S.; Umaseelvi, M.; & Kumar, N. S. (2010) Quality of Work Life: Perception of College Teachers. Retrieved from <http://mpr.ub.uni-muenchen.de/27868/>.

⁹ Normala, Daud. (2010). Investigating the Relationship between Quality of Work Life and Organizational Commitment amongst Employees in Malaysian Firms. *International Journal of Business and Management*, Vol. 5, No.10, pp. 75-82.

¹⁰ Stephen, A. and Dhanapal, D. (2011) Quality of Work Life and its impact on Organizational Excellence in Small Scale Industrial Units: Employers Perspectives. *The Journal Contemporary Management Research*. 5 (20), 55-67.

a classroom expecting students to be prepared and begin learning and instead find them looking at the teacher, as if the teacher is an alien from another planet. Unfortunately, low expectations have become the norm and many teachers find it difficult to realign their thinking both times consuming and difficult. Maintaining discipline in the classroom is again at issue which badly affects the temperament of the teaching professionals. It is all about raising voices and confrontations. Motivating work environment is one of the most important criteria for deciding the quality of work life. The study is a descriptive research and the data on EI and QWL was collected through questionnaires from 94 respondents who are working in academic environments like school and colleges. The gender composition was 36 male and 58 female. The sample was in the age group between 25 and 50, with work experience ranging from less than 1 year to above 25 years. The study shows that there exists a positive correlation of 0.39 between EI and Quality of work life considering their overall scores. The Pearson correlation between EI and quality of work life for male is 0.63 as against the Pearson correlation of 0.32 between EI and quality of work life for female. This indicates that female being soft natured tend to be emotionally not as strong as male and consequently feel the inadequacies in the quality of work life.¹¹

Veeraiah *et. al.* (2012) said that the ways that people respond to their jobs have consequences for their personal happiness, the effectiveness of their work organizations and even the stability of society. Individuals selectively perceive and make attributions about their jobs in accordance with the expectations they bring to the workplace. While the characteristics of the jobs have long been considered to be important influences on work attitudes, the decades of the 1970s and 1980s have witnessed much greater attention to aspects of the organizational context in which the job is performed. Thus, we must also look at how organizational characteristics exert both direct and indirect effects on the QWL. Age may be the most commonly studied individual influence on work attitudes. Studies, which use widely differing samples find consistent results: older employees are more satisfied, more job-involved and more committed to

¹¹ Sathya Kumar, J. and Viday Rajaram, Iyer. (2012) Emotional Intelligence and Quality of Work Life among Intelligence and Quality of Work Life Employees in the Educational Institutions. *SIES Journal of Management*. 8 (2), 21-26.

their work. Studies of the relation between career stage and job satisfaction and job involvement yield inconsistent findings.¹²

Nayak *et. al.* (2012) states that QWL has always been studied in employee's perceptions of their workers. Employees' perceptions, however, vary depending upon the demographic as well as organizations variables. Attitudes are important indicators of QWL. The ways that the public respondents to their jobs have consequences for their personal happiness, the effectiveness of their work organizations and even the stability of society. Individuals selectively perceive and make attributions about their jobs in accordance with the expectations they bring to the workplace. Studies that use widely differing samples find consistent results: older employees are more satisfied, more job-involved and more committed to their work.¹³

According to Loscocco and Roschelle, the almost common assessment of QWL is the individual attitudes. This is because individual work attitudes are important indicators of QWL. The ways that the public respondents to their jobs have consequences for their personal happiness, the effectiveness of their work organizations and even the stability of society. Individuals selectively perceive and make attributions about their jobs in accordance with the expectations bring to the workplace.¹⁴

Richard E. Walton proposed 8 major conceptual variables which contribute to the quality of work life. They are: Adequate and fair compensation, Safe and healthy working conditions, Immediate opportunity to use and develop human capacities, Opportunities 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.

QWL covers all aspects of an employee's life with special reference to their work and their working environment. The researcher has used this model to study the quality of work life among Teaching Professionals. Within each variable stated above, the following indicators of quality of work life. Adequate and fair compensation should include Pay and Benefits, Safe and healthy working environment should include risk free, pollution free working environment.

¹² Veeraiah, K. and Manchala, G. (2012). Quality of Work Life in State Bank of India, Hyderabad. *Sumedha Journal of Management*, Vol. 1, No. 4, pp. 83-91.

¹³ Nayak, Sulaksha; Joshi, Harisha G., (2012), *GSTF Journal of Law and Social Sciences (JLSS)*, Vol. 1, No. 1, pp. 151-157.

¹⁴ Loscocco, K. A. and A. R. Roschelle, (1991). Influences on the quality of work and non-worklife: two decades in review. *J. Vocational Behavior*, Vol. 39, pp. 182-225.

Immediate opportunity to use and develop human capacities shall include autonomy, multiple skills, information and perspective, whole tasks. The opportunity for continued growth and security shall include development and advancement opportunities. Social integration in the work organization shall include freedom from prejudice, egalitarianism. Constitutionalism of the work organization is privacy and freedom of speech. Balanced role of work and total work and family life. Social relevance of the organization shall include concern for the welfare of the society in which the organization exists.

METHODOLOGY:

In this study the instrument of data collection was a questionnaire with 6 closed questions with a five-point Likert-type scale ranging from “strongly disagree” (value of 1) to “strongly agree” (value of 5) was used to measure quality of work life and job satisfaction. This questionnaire is considering eight components of quality of work life which include the amount of communication, employee participation, desire and motivation to work, the job security, career progress, solving problems, salary, and job pride. The study population consisted of all engineering institutions’ teaching professionals in the area of Karnataka, India. In this study the method of sampling is simple random and the sample size was calculated 500.

OBJECTIVES OF THE STUDY:

- To identify the factors affecting the ‘Quality of Work Life’ among teaching professionals of engineering institutions in Karnataka.
- To analyse the ‘Quality of Work Life’ among teaching professionals of engineering institutions in the context of monetary and non-monetary benefits.
- To find out the extent and levels of ‘Quality of Work Life’ and ‘Job Satisfaction’ among teaching professionals of engineering institutions in Karnataka.

ANALYSES:

Table No.: 1

Designations’ of Respondents

Designations	No. of Respondents	Percentage of Respondents
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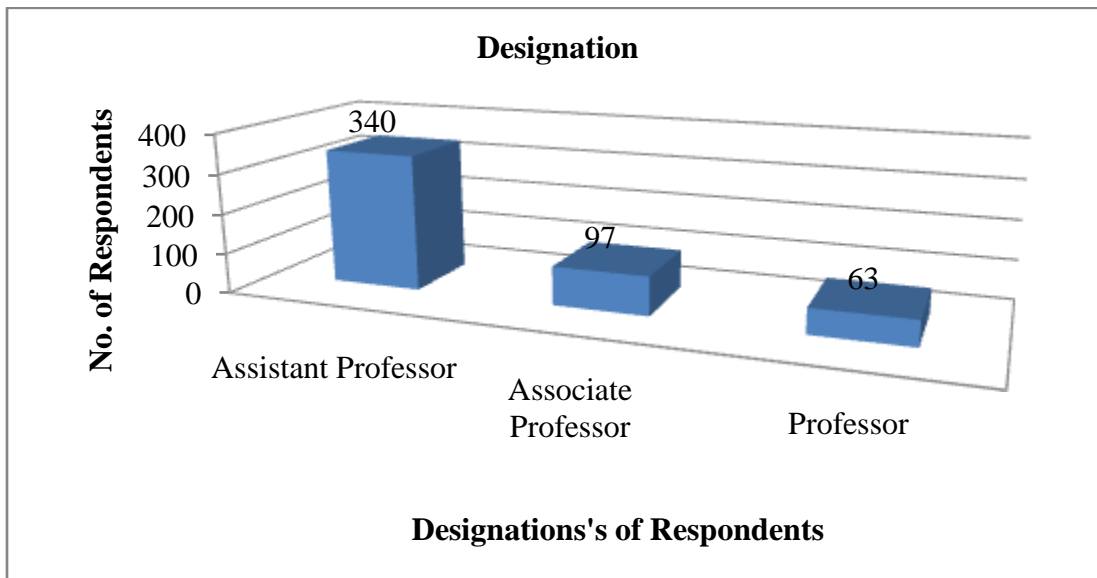
Assistant Professor	340	68.0
Associate Professor	97	19.4
Professor	63	12.6
Total	500	100.0

Source: Survey data

Analysis:

For the attribute number 1, i.e., designations of the respondents. 68 per cent of respondents were in the level of Assistant Professor, followed by 19.4 per cent were Associate Professor level, and 12.6 per cent of respondents were in the level of Professor.

Graph No.: 1



Inference:

From the above graph depicted that, the majority of the respondent was belongs to the level of Assistant Professor, in all the institutions find the more the number of Assistant Professor than Associate Professors and Professors. However, the Professor ratio is always less

in number compare with the Associate Professor and Assistant Professors in the engineering institutions. According to AICTE norms.

Table No.: 2

Qualification of the Teaching Professionals

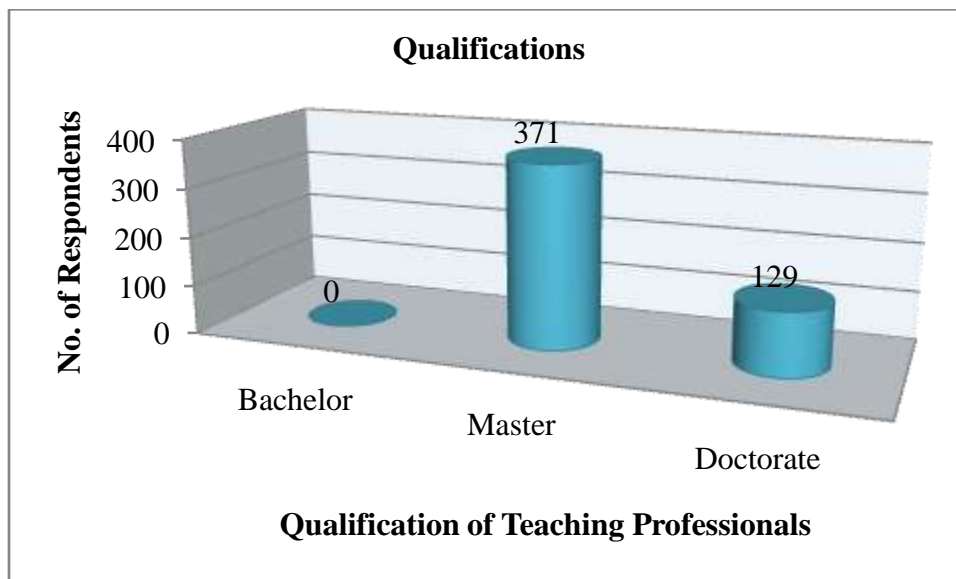
Qualifications	No. of Respondents	Percentage of Respondents
Bachelor	0	0.0
Master	371	74.2
Doctorate	129	25.8
Total	500	100.0

Source: Survey data

Analysis:

For the attribute number 2, i.e., the qualification of teaching professionals of engineering institutions in Karnataka. 74.2 per cent of teaching professionals qualification was master, they have educated minimum M. Tech., or M. E. from recognized universities of Ministry of Human Resource Development, Government of India, and remaining 25.8 per cent of respondents were received their Ph.D. from the recognized universities of India and abroad.

Graph No.: 2



Inference:

From the above graph depicted that, all the teaching professionals of engineering institutions in Karnataka qualified minimum education is master, which will fulfill the AICTE rules and regulation to appoint a teaching positions in a technical education institution. One fourth of the teaching professionals were received their Ph.D. from the recognized universities.

Table No.: 3

Experience of Teaching Professionals

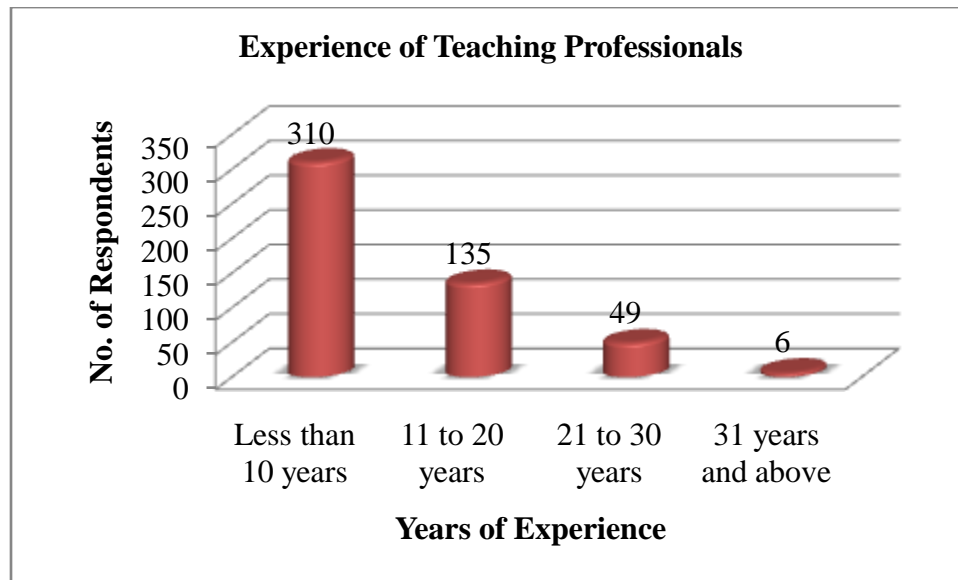
Experience	No. of Respondents	Percentage of Respondents
Less than 10 years	310	62.0
11 to 20 years	135	27.0
21 to 30 years	49	9.8
31 years and above	6	1.2
Total	500	100.0

Source: Survey data

Analysis:

For the attribute number 3, i.e., the experience of the teaching professionals of engineering institutions. Above 62 per cent of teaching professionals experience were less than ten years. Followed by 27 per cent of teaching professionals had an experience of between eleven and twenty years. 9.8 per cent of teaching professionals teaching experience were between twenty-one and thirty years. Around 1.2 per cent of respondents were representing the experience group thirty-one years and above.

Graph No.: 3



Inference:

From the above graph depicted that, the teaching professionals' experience in term of both academic and industry. The average experience of the teaching professionals of engineering institutions in Karnataka is around 10.5 years. Most of teaching professionals were either they have started their career recently or having one or two year of experience.

Table No.: 4

Gender

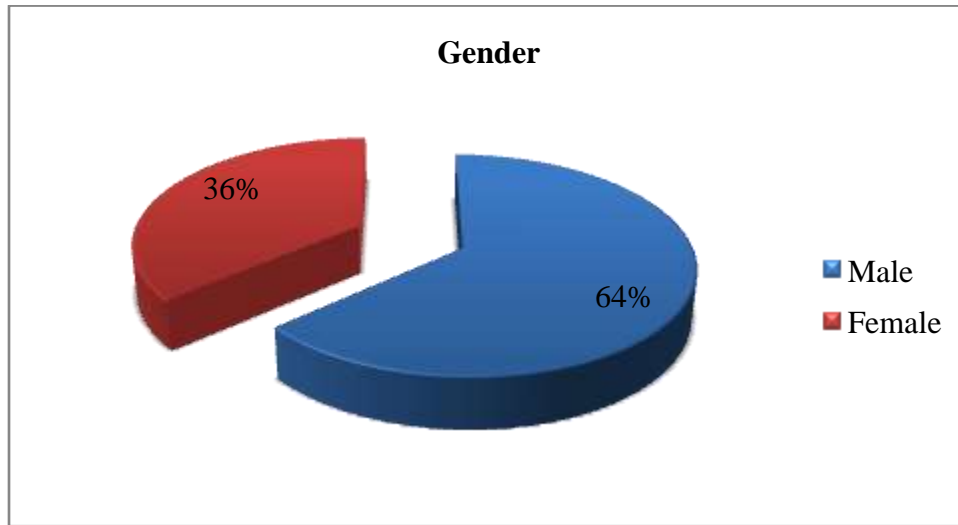
Gender	No. of Respondents	Percentage of Respondents
Male	318	63.6
Female	182	36.4
Total	500	100.0

Source: Survey data

Analysis:

For attribute number 4, i.e., the genders of respondents are male and female. 63.6 per cent respondents were male teaching professionals and remaining 36.4 per cent of respondents were female teaching professional from the engineering institutions of Karnataka.

Graph No.: 4



Inference:

From the above graph depicted that, the gender representation of respondents. Equal preference had been given to male and female teachers of engineering institutions. But, response rate was little less from the female teaching professionals of engineering institutions.

Table No.: 5

Overall, Quality of Work Life in terms of Monetary Benefits

Scale	No. of Respondents	Percentage of Respondents
1	32	06.4
2	44	08.8
3	167	33.4
4	187	37.4
5	70	14.0
Total	500	100.0

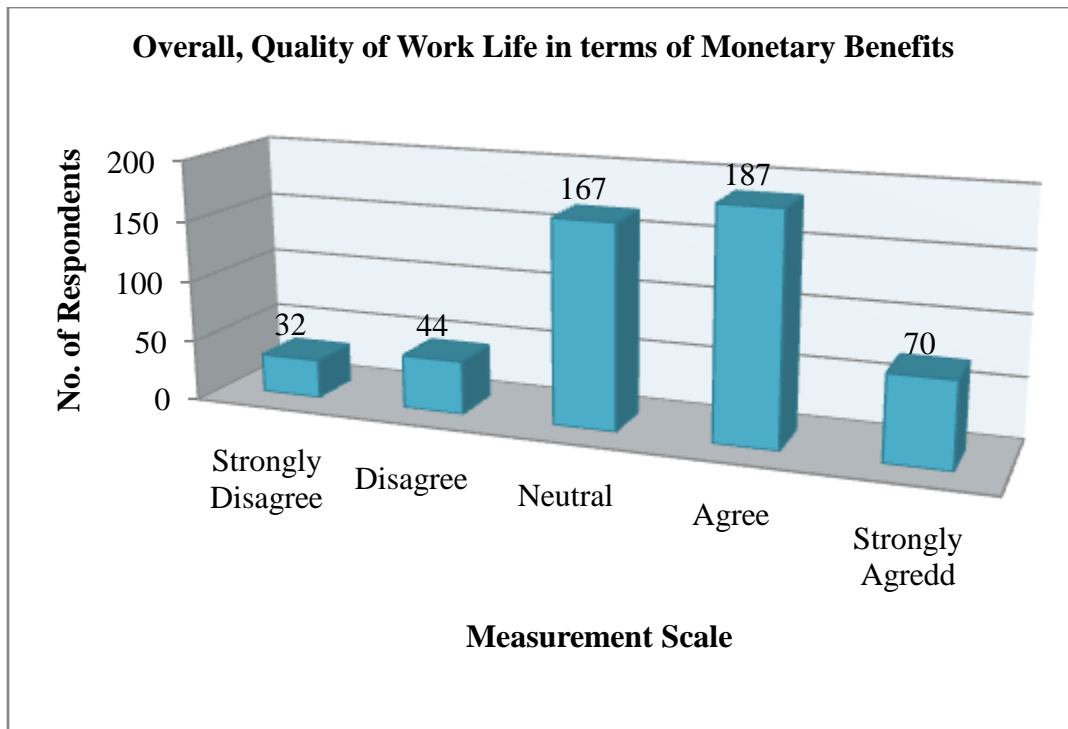
Source: Survey data

Analysis:

For attribute number 5, i.e., the overall quality of work life of teaching professionals of engineering institutions in Karnataka. 14 per cent of respondents have indicated that they strongly agree, followed by 37.4 per cent of respondents have indicated that they agree. 33.4 per

cent of respondents have indicated that neither agree nor disagree. 8.8 per cent of respondents have said that they disagree, followed by 6.4 per cent with strongly disagree.

Graph No.: 5



Inference:

From the above graph depicted that, the overall quality of work life of teaching professionals of engineering institutions in Karnataka in terms of monetary and other financial benefits. 187 respondents were agreed that they have been provided with better monetary and other financial benefits by the engineering institutions. But, 167 respondents were neither agreed nor disagreed that, they have been provided with better monetary and other financial benefits by the engineering institutions in the state of Karnataka.

Table No.: 6

Overall Quality of Work Life in terms of Academic opportunities and Career Development

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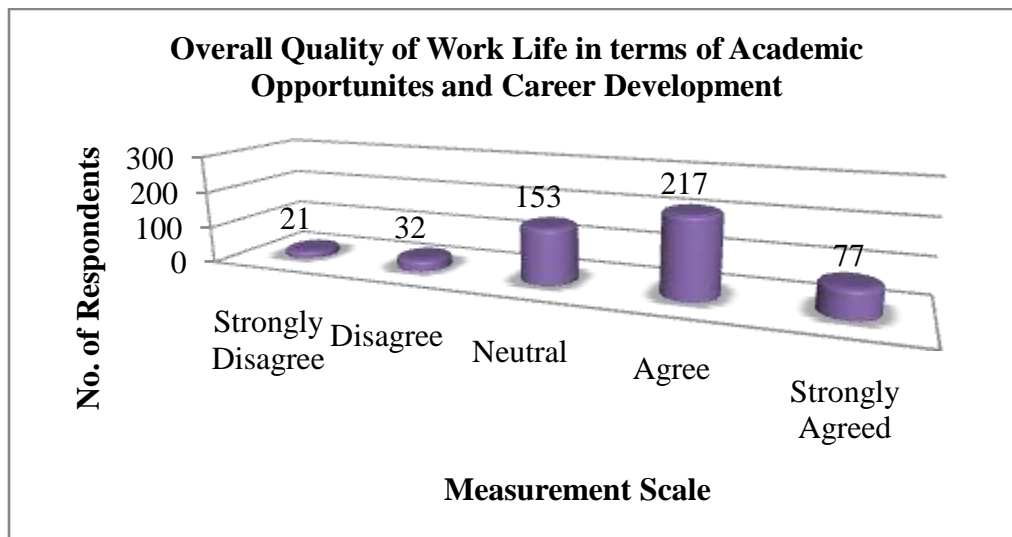
Scale	No. of Respondents	Percentage of Respondents
1	21	04.2
2	32	06.4
3	153	30.6
4	217	43.4
5	77	15.4
Total	500	100.0

Source: Survey data

Analysis:

For attribute number 6, i.e., the overall quality of work life in terms of academic opportunities and career development of teaching professionals of engineering institutions in Karnataka. 15.4 per cent of respondents have indicated that they strongly agree, followed by 43.4 per cent of respondents have indicated that they agree. 30.6 per cent of respondents have indicated that neither agree nor disagree. 6.4 per cent of respondents have said that they disagree, followed by 4.2 per cent with strongly disagree.

Graph No.: 6



Inference:

From the above graph depicted that, the overall quality of work life of teaching professionals in terms academic opportunities and career development of engineering institutions in Karnataka. 217 respondents were agreed that, they have better academic opportunities and

career development in their existing engineering institutions in the state of Karnataka. But, 153 respondents argued that, they neither have fair academic opportunities nor career development in the existing engineering institutions in the state of Karnataka.

Table No.: 7

Overall Quality of Work Life in terms of Safety and Healthy Working Condition

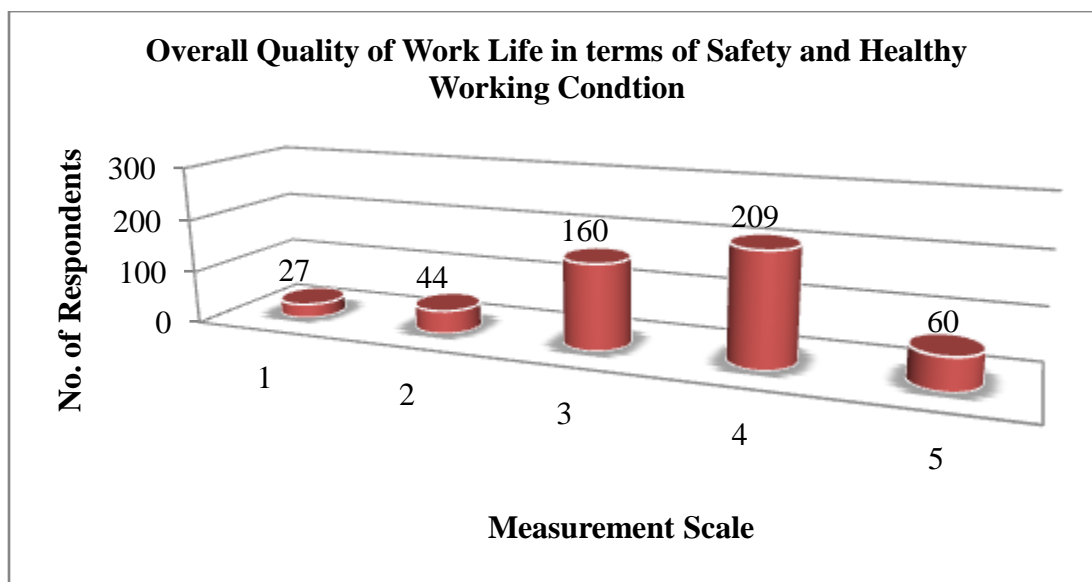
Scale	No. of Respondents	Percentage of Respondents
1	27	05.4
2	44	08.8
3	160	32.0
4	209	41.8
5	60	12.0
Total	500	100.0

Source: Survey data

Analysis:

For attribute number 7, i.e., the overall quality of work life in terms of safety and healthy working conditions of teaching professionals of engineering institutions in Karnataka. 12 per cent of respondents have indicated that they strongly agree, followed by 41.8 per cent of respondents have indicated that they agree. 32 per cent of respondents have indicated that neither agree nor disagree. 8.8 per cent of respondents have said that they disagree, followed by 5.4 per cent with strongly disagree.

Graph No.: 7



Inference:

From the above graph depicted that, the overall quality of work life of teaching professionals of engineering institutions in Karnataka in terms of security of job and healthy working conditions. 209 respondents were agreed that, they a fair security of job and healthy working conditions of engineering institutions in Karnataka. The teaching professionals were argued that the job security will be depending on feedback of the students and results produced by the teaching professionals in their respective subjects. But, 160 respondents were argued that; neither they have security of job nor healthy working conditions.

Table No.: 8

Overall Quality of Work Life in terms of Social Integration and Exploitative Actions

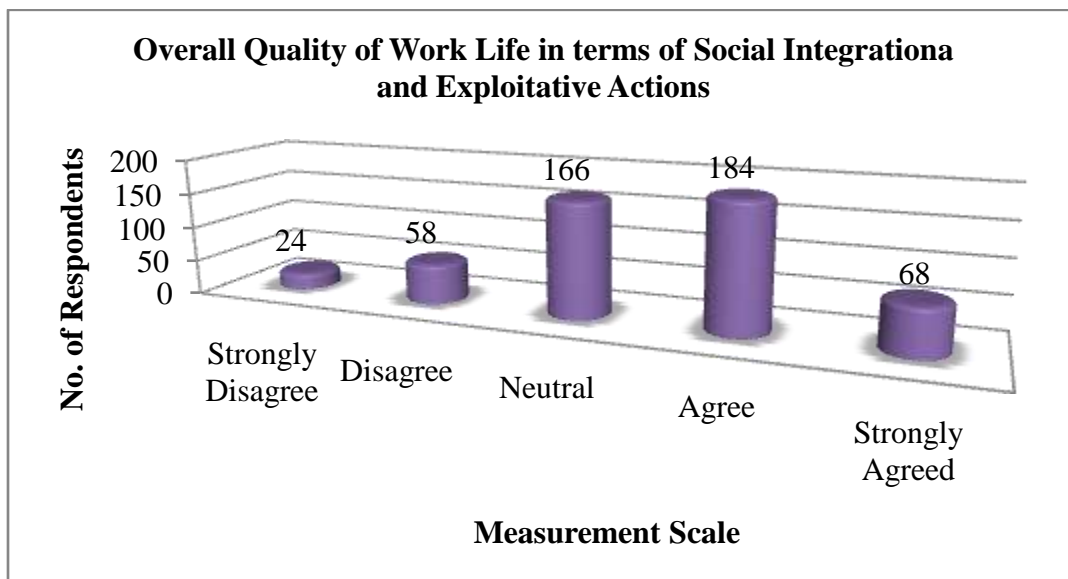
Scale	No. of Respondents	Percentage of Respondents
1	24	04.8
2	58	11.6
3	166	33.2
4	184	36.8
5	68	13.6
Total	500	100.0

Source: Survey data

Analysis:

For attribute number 8, i.e., the overall quality of work life in terms of social integration and exploitative actions taken by the management for teaching professionals in engineering institutions in Karnataka. 13.6 per cent of respondents have indicated that they strongly agree, followed by 36.8 per cent of respondents have indicated that they agree. 33.2 per cent of respondents have indicated that neither agree nor disagree. 11.6 per cent of respondents have said that they disagree, followed by 4.8 per cent with strongly disagree.

Graph No.: 8



Inference:

From the above graph depicted that, the overall quality of work life of teaching professionals of engineering institutions of Karnataka state in terms of social integration and exploitation actions by the management. 184 respondents were agreed that, the management decisions were useful for the academic development as well as social development of teaching professionals of engineering institution in Karnataka. But, 166 respondents were argued that, the management decisions are neither socially integrated nor useful for quality of work life of teaching professionals of engineering institutions in Karnataka.

Table No.: 9

Overall Job Satisfaction of Teaching Professionals

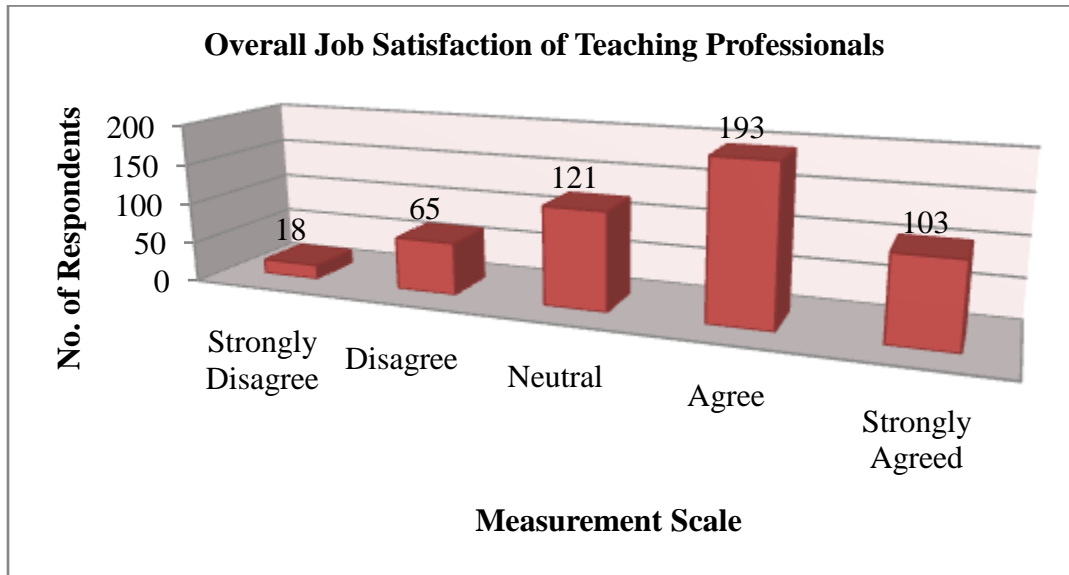
Scale	No. of Respondents	Percentage of Respondents
1	18	03.6
2	65	13.0
3	121	24.2
4	193	38.6
5	103	20.6
Total	500	100.0

Source: Survey data

Analysis:

For attribute number 9, i.e., the overall job satisfaction of teaching professionals of engineering institutions in Karnataka. 20.6 per cent of respondents have indicated that they strongly agree, followed by 38.6 per cent of respondents have indicated that they agree. 24.2 per cent of respondents have indicated that neither agree nor disagree. 13 per cent of respondents have said that they disagree, followed by 3.6 per cent with strongly disagree.

Graph No.: 9



Inference:

From the above graph depicted that, the overall job satisfaction of teaching professionals of engineering institutions in Karnataka. The quality of work life of teaching professionals is depending on the job satisfaction. 193 respondents were agreed that, they have been satisfied with their job. But, 121 respondents were argued that, they neither satisfied with their job nor quality of work life of engineering institutions in the state of Karnataka.

LIMITATIONS OF THE STUDY:

1. The study is limited to the teaching professionals of engineering institutions in Karnataka state (affiliated to the Visveswaraya Technological University, Belgaum).
2. Even though population for the study will be intended to be representative of professionally qualified teachers, working in autonomous and non-autonomous private engineering institutes in Karnataka, certain types of institutions (viz.) Government Colleges and Government Aided Institutions are not included in the study for practical reasons.
3. The findings of the study are related to engineering colleges in Karnataka only and can't be generalized or extrapolated to other states/regions in the country.
4. Personal bias of the respondents might have crept in while answering a few questions in the questionnaire.

CONCLUSION:

The study is observed that there is almost same percentage of respondents agreeing and also disagreeing on the issue of institution paying salary on par with the cost of living. The institution providing better monetary benefits when compared with other institutions, in essence, a considerable percentage of respondents still seem to be not in a position to give a clear perception on this issue. The respondents were neutral in their monetary benefits when compared with performance in teaching. The pay and other monetary benefits of teaching professionals of engineering institution in Karnataka. The quality of work life of teaching professionals in terms of pay and other financial benefits an average is 3.4 points out of 5 points. When compared with designations of teaching professionals, i.e., Assistant Professor of engineering institution is having below an average rating, i.e., 3.3. It means that Assistant Professor's quality of work life in terms of pay and other financial benefits were not fair with cost of living, compared to other

institutions, monetary benefit match with performance, gratuity and group insurance scheme, etc. But, the Associate Professors and Professors were above an average score point, i.e., 3.6 and 3.7 respectively. The Associate Professors and Professors were paid the fair remuneration par with cost of living, compared to other institutions, etc. The quality of work life of teaching professionals of engineering institutions in the state of Karnataka in terms of pay and other financial benefits when compared with qualifications. Doctorates were above the average which is 3.6 points out of 5 points. But, the master holders were below the average rate which was 3.3 points. Doctorates were having better quality of work life than non-doctorate holders. Secondly, consideration of the types of institution which are autonomous and non-autonomous engineering institutions in Karnataka. The autonomous institution's teaching professionals were having above average quality of work life in terms of pay and other financial benefits, whereas counter side non-autonomous institutions were below the average rate which was 3.3. Here, autonomous teaching professionals were having better quality of work life than non-autonomous institutions. Job satisfaction between autonomous and non-autonomous engineering institutions in Karnataka. The autonomous engineering institution's teaching professionals were more satisfied than non-autonomous engineering institutions teaching professionals. Experienced teaching professionals having more job satisfaction than inexperienced teaching professionals. But, there is no difference between male teaching professionals' and female teaching professionals' job satisfaction of engineering institutions in the state of Karnataka.

SCOPE FOR FURTHER STUDY:

Quality of work life and job satisfaction among teaching professionals of engineering institutions in Karnataka. The further study can extent to other teaching professionals of school level, college level, and university levels. It can also extend the study to government and national level.

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