

**QUALITY OF WORK LIFE AMONG TEACHERS: A STUDY OF  
SEVENTH-DAY ADVENTIST (SDA) EDUCATIONAL INSTITUTIONS  
IN MIZORAM**

**A DISSERTATION SUBMITTED IN PARTIAL  
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**VANLALDINPUII COLNEY**

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QUALITY OF WORK LIFE AMONG TEACHERS: A STUDY OF SEVENTH-DAY  
ADVENTIST (SDA) EDUCATIONAL INSTITUTIONS IN MIZORAM

BY

VANLALDINPUII COLNEY

Department of Commerce

Supervisor

Prof. N. Rokendro Singh

Submitted

In partial fulfillment of the requirement of the Degree of Master of Philosophy in  
Commerce of Mizoram University, Aizawl

## **CERTIFICATE**

This is to certify that the dissertation entitled, “*Quality of Work Life among Teachers: A Study of Seventh-day Adventist (SDA) Educational Institutions in Mizoram*” submitted to Mizoram University for the award of the degree of Master of Philosophy in Commerce is a research work carried out by Vanlaldinpui Colney, Research Scholar, in the Department of Commerce, Mizoram University under my supervision and it has not been previously submitted for the award of any research degree to any other university/institute.

Dated:

(Prof. N. ROKENDRO SINGH)

Place: Aizawl

Research Supervisor

## **DECLARATION**

Mizoram University

July, 2020

I Vanlaldinpui Colney, hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form basis of the award of any previous degree to me or to do the best knowledge to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to Mizoram University for the degree of Master of Philosophy in Department of Commerce.

(Vanlaldinpui Colney)

Research Scholar

Mizoram University

(Prof NVR JYOTI KUMAR)

Head

Department of Commerce

Mizoram University

(Prof. N. ROKENDRO SINGH)

Research Supervisor

Department of Commerce

Mizoram University

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(VANALDINPUII COLNEY)

Place: Aizawl

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents the introductory part of the study which includes an overview of quality of work life and a brief profile of Mizoram. The significance and scope of the study, review of literature, research gap and research design including statement of the problem, objectives of the study, research questions, research methodology and limitations of the study are also clarified in this chapter.

#### **1.1 INTRODUCTION**

Human resources play a significant 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). It is a process by which the organizations' employees and stakeholders get imminent into how to work effectively together to gain progress in both the staff's quality of life and the organizational effectiveness simultaneously.

For an education system to gain a successful milestone, it needs a sound quality teaching staffs. Thus, the educational institution's 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 outcomes 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' commitment, job satisfaction 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).

## **1.2 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 QWL 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.

In order to have a thorough understanding of QWL, a number of definitions of QWL have been presented by researchers:

Lawler and Mirvis (1984) defines QWL as,

Satisfaction with wages, hours and working conditions, describing the basic elements of a good quality of work life as; safe work environment, equitable wages, equal employment opportunities and opportunities for advancement.

According to Davis (1983) Quality of work life means,

The quality of the relationship between employees and the total working environment, with human dimensions added to the usual technical and economic considerations.

Nadler (1983) defines Quality of work life as,

An individual's perception of, and attitudes towards, his or her work and the total working environment. It is an individual's evaluative reactions to, and satisfaction with, his/her work and the total working environment.

Lau and May (1998) confirms that,

QWL refers to the supportive and encouraging working atmosphere which promotes employee satisfaction, ensures better salaries, job security and development opportunities for employees.

According to Griffin and Danna (1999),

Quality of work life is a hierarchy of concepts that include non-work domains such as life satisfaction, job satisfaction and more work-specific facets of job satisfaction including such things as pay, coworkers, and supervisor.

In the word of Sirgy, et.al. (2011) QWL is defined as

Employees' aspirations regarding their job settings, wages, and professional growth, balance between professional and private life and security and relationships with colleagues at the workplace. It involves factors that affect job satisfaction at the workplace such as cheerfulness and subjective well-being.

Rainey (2003) defines,

Quality of work life is the positive emotional reactions and attitudes an individual has towards his job.

According to Robbins (1989),

Quality of work life is a process by which an organization responds to employee needs by developing mechanisms to allow them to share fully in making the decisions that design their lives at work.

In the words of Powers (2004),

Quality of work life as a set of methods, such as autonomous workgroups, job enrichment and high involvement aimed at boosting the satisfaction and productivity of workers.

Mohammad (2012) stated that

Quality of work life is often considered in two directions; one is of removal of negative aspects of work and working conditions and other is the modification of work and working conditions to enhance the capability of employees and to promote behavior which is important for individual and society.

### **1.2.1 FACTORS OF QUALITY OF WORK LIFE**

One of the most cited, broadly accepted, and frequently used QWL a model by researchers internationally is QWL models developed by Richard E. Walton (1975). In support of this Xhakollari (2013) confirmed that Walton's model is one of the most cited by authors since it relates the factors concerning the individual and their work and provides the basis for subsequent theories.

Richard E. Walton (1975) proposes eight factors that define the QWL of employees. The eight factors of QWL are indicated below”

#### **1. Adequate and fair compensation**

Adequate and fair compensation indicates a reasonable balance between effort given to work and the reward. It includes appropriate job evaluation, training to accomplish the job, and the capability of the organization to pay to the employees. In India, the Minimum Wages Act, 1948 was passed to prevent the mistreatment of labour and in order to prevent deduction of wages illegally, the Payment of Wages Act, 1936 was also passed. As defined by the Fair Wages committee, fair wages mean the wage which is above the minimum wage but below the living wage. The salary of the employees must be fair and equitable so as to keep the employee's standard of living. Walton added that compensation offered must be adequate implying it must be proportionate to labour, and there should be internal consistency among salaries of employees.

#### **2. Safe and healthy working conditions**

For improvement in the quality of working life, the working atmosphere should be friendly and free from hazards which could be harmful to health and safety of

workers. A good work environment is ensured by reasonable working hours, risk free and physical conditions of work. In India, under the Factories Act, 1948, a provision regarding health and safety of workers and the worker's welfare is provided. Walton stated that unsafe and hazardous working conditions cause problems to both employers and employees. There may be little advantage to the employer in short-term but in medium and long-terms, it adversely affects productivity. Adequate investment must be made to ensure safe and healthy working conditions.

### **3. Opportunity to develop human capacities**

QWL of employees can be improved when given them opportunity to developed human capacities. Walton stated that The QWL will be better if the jobs allow sufficient autonomy and control to its employees. The workers must be given an opportunity to use their skills, abilities, and initiative in planning and implementing the work. The senior persons can keep a watch and constant control and also provide immediate feedback to the workers. Corrective measures can be taken immediately in the light of this feedback. Jobs that enjoy autonomy give the worker a sense of individual responsibility for the results and if a job provides feedback, the worker will identify how efficiently he is performing.

### **4. Opportunity for continued growth and security**

Employees must be given in their work the opportunity for growth and security; an expressive career pathway must be provided to the employees. Walton stated that When employees are offered opportunities to grow in an organization by providing promotion ladder, it helps in improving the QWL. QWL provides a future opportunity for continued growth and security by expanding one's capabilities knowledge and qualifications. Organization must take into consideration what opportunities they can offer to their employees in order to develop new skills which will lead to their continuous growth.

## **5. Social integration in the work organization**

Social integration of employees in the organization is another factor that contributes to the QWL of employees. Building strong relationships with colleagues will help the employees improve QWL. Walton stated that relationships between and among the employees is an indicator of healthy work organization. Opportunities must be provided for formal and informal interaction. All kinds of classes religion, sexual, social, racial, races, etc. must be treated equally on a social platform. Discrimination among the employees in terms of gender, marital status, age, educational qualification, and experience in educational institutions can turn as an interruption in the way of social integration.

## **6. Constitutionalism in the work organization**

Constitutional protection at work is another factor that determines the QWL of workers. This factor is related to the rules and regulations in the organizations that can have an effect on the employees' freedom. It includes the rules and regulations relating to respecting the employee's rights, freedom of expression, respect to individual characteristics and particularities. Walton stated that Every employee should be entitled to some privileges such as personal privacy, right to expression, right to equitable treatment, etc. These should be governed by certain rules and regulations.

## **7. Work and total life space**

There must be a balance between work and personal life. Continuous work will cause psychological and physical weakness which will unenable the employee to perform work in a more effective way. Employees must not be allowed to continuously exercise themselves in work. Walton stated that Certain employees are required to work for late hours or are frequently transferred or have to do a lot of traveling as a part of their duty. This definitely affects their QWL as they remain away from their families for a long period of time". Employees' family and social life should not be affected by working life. Employees must be given space between "work and life.

## **8. Social relevance of work life.**

Richard E. Walton stated that employees must be given the perspective of how his/her work in the organization helps the society. This is essential to build relevance of the employee's existence to the society he/she lives in.

### **1.3 MIZORAM: A BRIEF PROFILE**

Mizoram is a small landlocked state in North East India occupying 21,087 sq.km total geographical area. It lies between 92.15° E to 93.29° E longitudes and 21.58° N to 24.35° N latitude. Mizoram has an international boundary of 722 km which is Myanmar in the eastern and southern parts with 404 km, in the west Chittagong peak regions of Bangladesh with 318 km and the state of Tripura with 66 km interstate boundary, in the north by Cachar Assam district with 123 km interstate boundary and also Manipur with 95 km interstate boundary. Until 1972, it was a part of the districts of Assam but after 1972 it became a union territory of India. On 20<sup>th</sup> February 1987, Mizoram has achieved its statehood and became the 23<sup>rd</sup> state of India. Mizoram is a very hilly area with an average altitude of the hills being about 900 meters. The highest peak in Mizoram has a height of 2210 meters which is called Phawngpui (Blue Mountain).

#### ***Climate***

Mizoram has a climate that is modest, calm, and pleasing throughout the year. The state receives rainfall of 20-250 cm annually during the months of May-September. Mizoram, on the whole, gets an average rainfall of about 300 cm, with Aizawl town having 238 c. The temperature varies from 20-30C during summer, 11-21C during winter and the relative humidity varies from 70-80%. The higher ranges of the hill are usually cool while moderately warm and humid in the lower ranges are. During the months of March-April, storms usually break out.

#### ***Socio-Cultural and Historical background***

The origin of Mizos, similar to those of numerous different tribes in North-Eastern India is, covered in mystery. They are generally accepted as part of a great



Mongoloid stock and the Mizo language belongs to the Indo-Tibetan-Burman family. The word “Mizo” is a common term, it literally stands for “highlanders”. Despite the absence of recorded history, it was believed that the Mizo came from Shinlung or Chhinlung which was located somewhere in southern China. They first settled in the Shan state and moved onto Kabaw valley, Khampat, and then to the Chin Hills in the middle of the 16<sup>th</sup> century. Although there is no certainty about their migration period, it is generally believed that this took place about four to five hundred years ago. However, people of Mizoram appear to have arrived at the present settlement relatively perhaps in the late 17<sup>th</sup> or early 18<sup>th</sup> century. The first Mizos who moved to India were recognized to be Kukis, and the second was New Kukis. Among the Mizo tribes, Lushai were the last to migrate in India.

### ***Language***

For majority of the people, the term “Mizo” refers to all those people who are affluent in the use of the Lusei language, which serves as Mizo tribal language. Mizo (Lusei) is the major language spoken in Mizoram.

### ***Population***

The population of Mizoram as reported on census 2011, is 10,91,014 consisting of 5,52,339 males and 5,38,675 females. With this population, Mizoram contributes 0.09 percent to the total population of India (1,21,08,54,977) and is the second least populous state in India.

### ***Districts***

According to 2011 census, Mizoram is divided into eight (8) districts: Districts Headquarters Aizawl, Champhai, Mamit, Lunglei, Lawngtlai, Siaha, Kolasib, and Serchhip. Each district is administered by a Deputy Commissioner who is responsible for the management of every specific district. There are three Autonomous District Councils (ADCs) for ethnic tribes in Mizoram, namely “Chakma Autonomous District Council (CADC)”, “Lai Autonomous District Council (LADC)” and “Mara Autonomous District Council (MADC)”.

*Aizawl* is the Capital of Mizoram and is the most populous district among the eight with an urban population of 78.63 percent. Aizawl district constitutes 36.48 percent of Mizoram population. The literacy rate of Aizawl district is 97.89 percent.

*Lunglei* is the second most populous district in Mizoram with urban population of 42.59 percent of the total population of Lunglei district. It constitutes 14.71 percent of Mizoram population. The literacy rate as of 2011 census is 88.86 percent.

*Champhai* district constituted third in terms of population in Mizoram. The literacy rate of the district was 95.91 percent. It constitutes 11.46 percent of Mizoram population. Of the population, 38.59 percent reside in urban areas.

*Lawngtlai* district constitutes 10.74 percent of Mizoram population where 17.67 percent live in urban areas. The literacy rate as of 2011 is 65.88 percent.

*Mamit* district constitutes 7.87 percent of the whole population of the state. 17.25 percent of the population resides in urban areas. The average literacy rate was 84.93 percent.

*Kolasib* district constitutes 7.65 percent of the total population of Mizoram. 55.84 percent of the population resides in urban areas. The literacy rate as per 2011 census was 93.50 percent.

*Serchhip* district constitutes 5.92 percent of the total population of Mizoram. In terms of literacy rate, the average literacy rate was 97.91 percent. Of the total population, 49.31 percent reside in urban areas.

*Siaha* district is the least populous district among the eight districts of Mizoram with a population of 56,574 percent which constitutes 5.16 percent of the total population of Mizoram. Siaha district has a literacy rate of 90.01 percent and 44.38 percent resides in the urban areas of Siaha.

However, in 2019, three new districts were newly formed by a meeting of Mizoram Council of Ministers, which were Saitual, Khawzawl, and Hnahthial. Among the three newly formed districts, Saitual is the most populous district with a district population of 50,575 (census 2011). Khawzawl has a district population of 36,381 and

Hnahthial has a population of 28,468. Thus, from the year 2019, there are now 11 districts in Mizoram

#### **1.4 EDUCATION IN MIZORAM**

The present set up of the educational system in Mizoram is the result of the effort of Christian Missionaries who had a profound belief in spreading literacy among the Mizo people besides proselytizing them into the Christian religion. Prior to the arrival of Christian Missionaries, there was no organized educational institution in the area. there was no written language, and all the instructions were verbal in nature. However, there used to be an organized social institution for young men called the Zawlbuk. It was from this institution that young men received the required training from their elders and learned to be responsible and reliant members of society.

With the coming of the Christian Missionaries, there was a profound change in the lifestyle of the Mizos. It was these Christian Missionaries, who condensed the language to writing and developed the Mizo alphabet. In doing so, they adopted the simple Roman script with a phonetic form of spelling. After this, the missionaries started opening schools. In 1901, there were some new schools opened in some villages, such as Khawrihnim, Phulpui, and Chhingchhip villages. In 1903, three more schools were opened and seven more in the following year.

In 1909, the first Middle School was opened at Aizawl, the capital of Mizoram and at Serkawn. The first High School was started at Aizawl through public donations in 1944. The first English medium school in Mizoram was started on January 17, 1950, annexed to the present Governor's residence.

The schools in Mizoram are broadly categorized into two types- government and non-government schools. The government schools are those that are managed by the state government, non-government schools are privately managed, some with financial support from the government. Thus, non-government schools are divided into Aided and Private. Aided schools receive grants-in-aid from the government whereas private schools are solely managed by private agencies without any financial support from the state government.

## **1.5 ROLE OF TEACHERS**

Teachers play a very significant role in every education system and the entire system of education whirls around the teacher. They play an important role in molding and shaping the personality of the student. For educational change and improvement of school, teacher's play the ultimate key. The quality of education is in association with the quality of teachers. According to John Dewey, "The teacher is a guide and director, he steers the boat but the energy that propels it must come from those who are learning". Joseph Payne also stated, "The teacher's part in the process of instruction is that of guide, director or superintendent of the operation by which the pupil teaches himself". Johnson, (1990) highlighted that "Successful teaching depends on many factors, including the level of instructional resources available, staffing levels, continuing professional development, and support from administrators and parents". Russell also argued that teachers are a guide to children. The Education Commission (1966) observed of all the different factors, which influence the quality of education and its contribution to national development, the quality, competence, and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective.

The QWL of teachers determines the quality of a nation. Teachers are rightly conceived as nation-builders in the sense that they produce the requisite man power to the nation. All administrators, engineers, doctors, educators, politicians, social teachers, and all others are products of the schools only. They are, therefore, expected to accept their responsibilities with right earnestness and utmost sincerity. Chaurasia (1967) emphasized the relation between quality of teachers and national development as it is universally accepted that the quality of a nation depends on the critical measure upon the quality of their education. And the quality of education depends upon several factors, of which, the most significant factor is the quality of work life of the teacher. The teacher act as a key for the reconstruction of any educational institutions is the key to any educational reconstruction and a keeper of the forthcoming manhood. He is essentially a nation builder.

The celebration of the Teachers' Day every year on 5<sup>th</sup> September, all over India, the birthday of the late President of India, Dr. S. Radhakrishnan, who had been himself a teacher before he became the President is aimed at paying due respect to the teachers in the society.

Thus, the teachers are the be-all and all in any educational reforms and advancement. Dr. K.G. Sayidian highlighted, "The more I see of education work-good work and bad work-the more emphatically I feel that the quality of the teachers in the educational system is a more important factor than all other educational factors put together, syllabus, textbook, equipment, and buildings. Hence, getting the right type of people with proper outlook, temperament, ability, qualifications-aptitude and mental caliber to the profession of teaching is of the utmost importance".

## **1.6 QUALITY OF WORK LIFE IN THE EDUCATION SECTOR**

"The destiny of India is being shaped in her classroom". This statement by Jawaharlal Nehru reveals that a country's progress is dependent on its educational system and the educational system will be able to produce its functions only when quality teaching staffs were engaged in the institutions. The teachers, therefore, have a powerful influence on any system of education.

The duty of the teacher is of great significance. They disseminate knowledge to the students by translating all educational theories into practice. If the strategies of the nations are to be fulfilled, it is the teacher who can make extensive input to the desired goals and objectives in order to accomplish them effectively and efficiently.

The QWL experienced by employees in various fields is a significant factor influencing growth, not just in major countries, but also in this state of Mizoram. If teachers do not have sound QWL towards their job, the institution they are employed will not be able to have a productive outcome, so neither the growth nor development of the state and nation will suffer. In support of this, Haseen (2003) argued that the efficiency of a system of education rests on the QWL of teachers, without good teachers, even the best of the system is bound to fail. The defects of the system can be largely overcome with good teachers. The ideal teacher is supposed to be the builder

of man and of the nation, a foundation stone of the educational system. The teacher's level of competence determines the quality of the intellectual process which mostly governs the abilities of the learners.

## **1.7 SIGNIFICANCE AND SCOPE OF THE STUDY**

In order for a teacher to add value to the educational institution and utilize full potential, having a sound mindset in their area of work is of great importance. In support of this Mohammad (2012) said that "A satisfied teacher is an asset for an educational institution as he or she will ensure the full productivity". According to Davis and Chems, 1975, Sashkin and Burke, 1987, QWL is not only enhancing the company's productivity but also employee identification and a sense of belonging and pride in their work. Since teachers play a significant role in the success of every educational institution, having a sound QWL will provide a sense of belonging and prides in their work. So, it is important for an educational institution to know the QWL of the teachers since teachers can make an extensive contribution to the accomplishment of the institutional desired goals. For this matter, the study attempts to enumerate the factors that determine the QWL of teachers employed in SDA educational institutions in Mizoram. The outcome of this study could provide valuable evidence about the status of QWL of teachers at SDA educational institutions and provide information that can strengthen the factors which provide better QWL. A study on QWL of SDA educational institutions in Mizoram is important since they are one of the oldest English medium educational institutions in Mizoram.

The study identifies the QWL among teachers working under SDA educational institutions in Mizoram. This research is limited to the study of regular teachers in four educational institutions under SDA (Helen Lowry Higher Secondary School, Aizawl; Southern Flower School, Lunglei; Pine Hill Adventist Academy, Champhai; and Graceland Adventist School, Keifang). The scope of the study is confined within Mizoram. This study will be conducted to examine the demographic profile of the teachers, assess the level of QWL of the teachers and determine factors having a significant effect on QWL of teachers confined within the study area. Primary data will be collected through a structured questionnaire. The questionnaire has been

adopted from the extensive literature survey (Richard E. Walton, 1975). Secondary data is collected from the institution's directory, books, journals, etc. The study attempted to cover all the regular teachers working under four SDA educational institutions in Mizoram. Therefore, the study is a census survey.

## **1.8 REVIEW OF LITERATURE**

An attempt has been made for an extensive literature review on various issues of quality of work life to discover research problems and to develop appropriate research methodology. The literature review is divided into two sections i.e. QWL in the educational sector and QWL in banking and other sectors. Some important research works are reviewed and presented hereunder to emphasize some of their findings:

### **1.8.1 QWL in Educational Sector**

Linda (2006) affirms that salary was the main factor of QWL that lead to satisfaction of employees among the University of Hawaii.

Jeevan (2010) studied Quality of Work Life in Higher Educational Institutions in North India. Teachers from four universities in North Indian were included in the study, and from these four universities, respondents were selected. The researchers have approached all the teachers for the collection of data. The study justifies that QWL, job satisfaction, and job commitment are related negatively with the intention to leave. This shows that if teachers have good QWL their desire to leave the job decreases. So, an increase in teachers' job satisfaction and job commitment will decrease teachers' intention to leave the job.

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.

Islamand Malarvizhi (2012) confirm that compensation plays a significant role in every institution and that less amount of compensation would not appeal experienced and skilled employees and it will not help in attaining the quality of communicating knowledge.

Gordani and Baleghizadeh (2012) affirmed from their study on the relationship between QWL and teacher motivation among Secondary School English teachers in Tehran, Iran, that there is a significant relationship between motivation and QWL categories. There is a medium level of QWL and the teachers experienced a medium-to-low level of motivation. Furthermore, they found that the variables of the QWL that best-predicted teachers motivation was work conditions, a chance of growth, social integration in the organization, and the use and development of capacities.

Hamaidi and Mohamadi (2012) carried out their thesis titled Teachers' quality of work life in secondary schools in Kordestan province in Iran. Cluster sampling method was used and the study includes 410 high school teachers. The findings revealed that there is an average quality of work life among high school teachers from both technical and theoretical in Kordestan, and the relationship was not found between high school and quality of work life which means that "no differences exist in high school QWL. The results also show that same quality of work life was enjoyed by all technical and theoretical high schools in Kordestan province.

Bindu and Yashika (2014) confirmed that there is a low level of QWL in the Indian academic sector. To improve QWL in the academic sector, a deliberate transform in the working environment is necessary. He added that training, redesign of work, workshops for knowledge enhancement and personal growth, valuable participation in decision making, modification in promotion scheme etc. are some of the ways through which QWL can be improved.



Jaiswal, A. (2014) has mentioned that as workers spent most of their time in their working environment, employees working conditions must be favorable to work.

Jegadeeshwaran and Bhavani (2014) studied the relationship between job satisfaction and QWL of women teachers working under the University of Mysore. The study shows that there is a positive significant relationship between job satisfaction and QWL of women teachers in Higher Education under the University of Mysore. The study also reveals that the working environment has more impact on the QWL than pay and job security aspects. They further suggest that to increase the QWL of teachers, the institutions need to focus more on better working conditions.

Manju (2014) in his research work Quality of Work Life: Perception of school teachers in Mysore city affirmed that teachers of the secondary schools in Mysore having an average level of QWL accounted to more than seventy percent and teachers having a low level of QWL accounted to thirteen percent. Teachers possessing a high level of quality of work life accounts for only fifteen percent. From the mean score of the teachers, it shows that QWL of the female teacher is higher than male teachers which means that QWL of male and female teachers are significantly different. QWL of above ten years' experience and below ten years of experience was found to be not significantly different. Further, no significant difference was found in the QWL of teachers in government as well as private schools.

Mehrotra. R., and Khandelwal. V., (2015) conducted a study among 110 teaching employees in Technical Institution in Bareilly Region. Chi-square test was run and the results show that there exists a significant relationship between gender and salary of employees and their QWL. It also reveals that female teaching employees are more satisfied than male employees among the teaching faculty in Technical Institution.

Pani (2015) conducted a study on the QWL of college teachers in the district of Rayagada. The study reveals that factor that has a 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 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.

Nandhini and Aarthy (2016) confirmed from their study QWL among the engineering College faculty members in Coimbatore district that among the faculty members of an engineering college in Coimbatore district, the level of QWL is moderate. The demographic variables have a significant influence on QWL of the engineering college faculty members and these demographic factors are age, gender, marital status, income, experience and number of children. They further suggest that management has to provide more emphasis on the QWL of the employees as the majority of them have a moderate level of QWL.

Sharma and Kaur (2016) conducted a comparative study of QWL among private and public University teachers in Punjab. From six Universities of Punjab state of India (3 government and 3 private universities) data were obtained. The study reveals that "salary and rewards", better leave plans, reasonable working hours and opportunities for promotion are the factors that affect both private and public sectors' employees QWL. Among private and public University teachers, there are few factors that create aversion and these factors are: too much workload, conduct of top management, long traveling hours and internal politics.

Bora. B., (2017) reviewed QWL components in academic sector and come to conclusions that eighteen components govern QWL of employees. These components are Adequacy of resources, Adequate and fair compensation, Autonomy of work, Emotional Intelligence, Employee Attitude, Facilities, Job Challenges/ Job

responsibility, Job satisfaction, Job security, Leadership styles, Nature of Work, Occupational stress, Opportunities For Growth And Advancement, Organizational commitment, Organizational culture, Relationship and cooperations, Training and Development and Work environment.

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 schools 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.

Kaur. K (2018) studied Impact of demographic variables on quality of work life- a study of private universities in Punjab. The objectives of the study were to verify the employee's QWL and motivation and the impact on the employee's performance. The study affirmed that for sound QWL, the universities in Punjab have to give the employees more opportunities and this will retain the efficient employees. He also added that skilled and talented employees can be retained in the organization only through developing sound QWL.

### **1.8.2 QWL In Banking, Hospital, Insurance and Other Sector**

Rao (1986) from her study difference between the quality of working life of men and women employees doing comparable work among banking sector 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 that constitute significantly higher scores for men employees. He also affirmed that QWL which has a positive impact on women employees were age and income.

Mitchell and James (1992) conducted a study on the influence of Quality of Work Life on company and union commitment among midwestern utility involved in two distinct joint union-management QWL interventions. The study examined the changes occurred in the union and company commitment after a joint union-management QWL program was implemented. The study indicated that when the effort of QWL was perceived as successful, the commitment of the company increases. But further, the study indicated that commitment of the union increased although QWL success was not perceived by the union.

Magid, Saroj, and Michael (1994) investigate the role of involvement in influencing the Quality of Work Life among the Information Systems personnel. 464 respondents were taken into study who were professionals and managers in the Information System. The study shows that the effect of work experiences on the QWL tends to increase beneficially as the levels of job involvement become higher.

Ahmad and Gani (1995) revealed that the treatment given by the supervisors and managers to their employees greatly affected the employee's perception on Quality of Work Life. The main consideration of employees QWL in the public sector of Kashmir, Jammu, and Kashmir continues to be adequate financial returns from the job, besides the desire for job security, better working conditions, and advancement opportunities.

Edgar and Beaudoin (2003) affirmed that QWL is related to feelings of the employees towards the work they performed and not only associated with employee's personal well-being and employees' attitudes towards the job

According to Sangeeta, J. (2004) the opportunity that the employee has to develop the human capacities can have a great impact on the Quality of Work Life of the employees.

Chan and Wyatt (2007) carried out work on QWL in China in terms of how their work lives satisfy eight basic needs of employees and how the satisfaction of each individual need in their work life affects employees' job satisfaction, affective commitment, turnover intention, life satisfaction, and general well-being. Their study includes eight business organizations from Shanghai, China and questionnaires were collected from 319 respondents. The study confirmed that of all the needs, the most important needs for life satisfaction is found to be esteem need satisfaction. There exist four needs that predict general well-being and they are esteem, actualization, economics and family, and health and safety. The needs which predict affective commitment turns out to be knowledge and health and safety need. Further, the study argued that economic and family; health and safety, and knowledge are the needs that are significant for job satisfaction.

Cheung and Tang (2009) studied 442 employees of Hong Kong Chinese service (business organizations involved in sales and marketing) and affirmed that Quality of Work Life played a significant role as a mediator between emotional labor work to family interference. They also affirmed that QWL positively correlated with deep acting and expression of natural felt emotions at work, but negatively correlated with surface acting.

Rayuela, Jordi, and Surinach (2009) in their study compared and see how close the definition of Quality of Work Life is with the Institution and Academic of the European Commission. Their main findings are that for the policymakers, QWL remained significantly important. They add that in order for QWL to be measured reliably, it is important to conduct surveys and to have objective indicators.

Baitul (2012) carried out a study on factors affecting QWL: An analysis on employees of private limited companies in Bangladesh and among 100 employees survey was conducted. The study revealed that out of seven factors work load, condition and career growth, family life, transportation, compensation policy and benefits, working environment and working conditions, factors having a significant influence on QWL of employees in private limited companies in Bangladesh were only six factors. He concluded that factors that lead to satisfied employees' mindset were appropriate organizational culture, compensation policy, career growth, and relatives factors, moreover these factors ensure overall productivity of the organization.

Surienty (2014) found out that amongst accounting professionals in Malaysia, turnover intention was negatively associated with QWL. He further found that the factors which were significantly and negatively relates to turnover intention were supervisory behavior, job characteristics, and Work Life Balance. Among the factors which relate to turnover intentions, the most significant predictors turn out to be Work Life Balance.

Sasikumar and Kannaiah (2014) affirmed from their study Quality of Work Life of Employees in Small Scale Industries that QWL among employees is not in an excellent condition in small scale industries in Tiruvannamalai. The study reveals how the workers are treated by the management and also how they addressed grievances to their workers. They further stated that the study will be helpful in the development of Human Resources.

Constantine (2015) studied social responsibility, Quality of Work Life and Motivation to contribute in the Nigerian Society. He has done a cross-sectional study among the private sector workers in Nigeria. The study revealed that motivation contributes by Nigerian private sector workers was significantly positively correlates with Quality of Work Life. The study further revealed that the forms of social responsibility which were related positively with QWL were paternalistic and consultative forms of social responsibility.

Gupta. B (2015) carried out a study on An Empirical Study of Impact of Demographic Variables on Quality of Work Life among Insurance Sector Employees

in Indore Division. The objectives of the study were to find out Life Insurance sector employees QWL and its impact on demographic variables such as age, income, gender, and experience. T-test and one-way ANOVA were adopted to find out the results. The study shows that there is a difference between employees' experience, age, and income. Age has a positive impact on QWL and that older employees are seemed to enjoy higher level of QWL than the younger employees. Income of respondents also have significant relationship with the QWL and that employees with higher income were enjoying higher degree of QWL. employees having more experienced in the work were also found to have higher degree of QWL. He also found that male and female employees have same degree regarding their QWL.

Kumar (2015) affirms from the study conducted in Tamil Nadu that there exists same level of satisfaction on social relevance of work life among employees working in private and government sector.

Raluca (2016) affirms that the companies in Romania were concerns about the health of the employees since most of the employees were satisfied with the health and safety conditions in the company.

Joshi (2017) studied Quality of work life of women workers: role of trade unions. The study includes services and manufacturing sectors such as banking, hospitals, PSUs, and insurance. She revealed that regardless of the average work life conditions provided to the women employees of the company, their Quality of Work Life satisfaction level was quite high in their respective organizations.

Alzalabani (2017) studied the perception of QWL and job satisfaction among employees of the organization in Yanbu Industrial city in Saudi Arabia. Six variables on QWL are taken into consideration. The study confirmed that the elements which are significantly correlated with job satisfaction of QWL are work moral environment, job characteristics, wages and remuneration, workgroup, supervision style, and participation in decision making. They further reveal that variables which reported a positive correlation between each other were almost all the variables.

Dalayeen (2017) conducted a study to examine the differences in the employee's satisfaction level towards QWL in Cairo Amman Bank across demographic variables namely age, gender, education, care, and length of service. 165 respondents were involved in this study and were asked to fill questionnaires designed on a five-point Likert scale. The findings highlighted that the employee's satisfaction level towards the QWL across gender, care, and education were found to be not significantly different but across age and length of service, significant differences have not revealed. The study further highlighted that QWL has a significant positive impact on the satisfaction levels of employees.

Lolemo, et al. (2017) in their study on Determinants of QWL among nurses working in Hawassa Town Public Health facilities, South Ethiopia highlighted that more than six in ten of the nurses included in the study were dissatisfied with their QWL. They found that independent predictors of QWL among the respondents were educational status, monthly income, working unit, and work environment. They further suggest that incentive and remuneration packages, workplace arrangements, and opportunities for further education and career development should be reexamined to satisfy the employees.

Siddiq and Acharya (2017) studied QWL in the hospitality Industry employees with special reference to DK district of Karnataka. Research design applied in this study is quantitative research. The study identified various factors of QWL which provides a positive contribution to hospitality workers and these factors are work environment, organizational culture and climate, job satisfaction and job security, compensation and rewards, training and development etc. The study identified that the most important dimension which contributes to an improved QWL in the hospitality industry were pay and rewards. They further show that despite a positive contribution by various factors of QWL there are also some characteristics which create a negative image. The main demographic characteristics which create a negative image on the QWL of the hospitality employees were low income, education qualification requirement, more concentration of youth (less experience) and domination of contract employees.



Rohini and Usha (2018) conducted a study to explore the various aspects (safe and healthy work condition, job characteristics, pay and benefits, opportunity for development and motivation) of QWL and its impact on work outcomes. Exploratory and descriptive research was adopted in this study. The study includes 120 employees working under different Automobile companies in Chennai district selected randomly. A structured questionnaire was adopted to conduct a survey among the employees. The study confirmed that safe and healthy work condition, job characteristics, pay and benefits, opportunity for development and motivation influence the QWL and QWL has an impact on work performance, job satisfaction, and organizational commitment. The study further confirmed that factors which strongly influenced the QWL of employees out of the five factors are safe and healthy work condition. The study has suggested to the management of Automobile Companies that in order to increase employee satisfaction and favorable work outcomes, QWL should be considered as one of the foundations.

From the above literature reviewed, it is found that several studies related to QWL in the educational sector as well as hospitality, bank, and industry have been carried out in India and outside India. There are some significant studies (e.g. Jeevan, 2010; Gordani and Baleghizadeh, 2012; Manji, 2014; Pani, 2015) on QWL in the educational sector. These studies have focused on various issue of QWL which includes effects of QWL on job satisfaction and job commitment on intention to leave, QWL and teacher's motivation, impact of QWL on job satisfaction, perception of teachers on QWL and its effect on affective commitment. Sasikumar and Kannaiah (2014) studied employees in Small Scale Industries in Tiruvannamalai town about QWL. Dayan (2017) studied the differences in employees' satisfaction level towards QWL in Cairo Bank across demographic variables. As it has seen from the above findings, good QWL increases job satisfaction of the employees and their commitment to their work. It also prevents employees' desire to leave the job.

## **1.9 RESEARCH GAP**

The above review of the literature reveals that several studies have been carried out on different aspects of quality of work life in India and outside India as well. Most studies on QWL have addressed their relationship with job satisfaction, job commitment, motivation, and job performance rather than understanding the level of QWL and what factors of QWL determine the QWL of teachers. Besides, evidence of studies conducted to examine the QWL in the educational sector in Mizoram, especially in SDA educational institutions are hardly found and taking into account that QWL is important for institutional efficiency and output in all organizations, the need emerges to carry out a study to examine the status of QWL of teachers working under SDA educational institutions in Mizoram. The proposed study, therefore, is expected to fill up the research gap that exists in the body of knowledge.

## **1.10 RESEARCH DESIGN**

The research design of the study is briefly mentioned below which includes statement of the problem, objectives of the study, research questions, research methodology, limitations, and chaptalization of the study:

### **1.10.1 Statement of the Problem**

In the current scenario, every educational institution wants more output in comparison with present input through better service. For more significant output to the institutions as well as country's development, the educational institution needs to have an employee's characterized by high performance, fulfilment, expertise, high commitment, and earnestness, to enable them to achieve the goals of the institutions. Further, more output can be possible when working employees have their working place very comfortable as per the job nature (Priya, 2017). This suggests that it is very important for every educational institution to make quality relationship among teachers, management, and environment.

Lolemo, et al (2017) studied more than 100 government teachers in Lalibela town, Ethiopia and their findings shows that teachers were dissatisfied with their QWL. This suggests that the institution has to provide more emphasis on the

development of the QWL of the employees and it is not certain that all the teachers will be dissatisfied with their QWL. On the other hand, a comprehensive literature survey shows that most of the teachers in a higher educational institution in North India enjoyed a sound quality of work life which has a significant impact on their job satisfaction (Jeevan 2010, Dalayeen 2017, Rohini and Usha 2018). In support of this finding, some teachers were dissatisfied with their QWL and some are satisfied with their QWL. However, it is also not certain that the teachers working under SDA educational institutions are satisfied or dissatisfied with their QWL.

In this competitive world, with an increasing number of population and an increasing number of students, it becomes crucial that teachers are content with their work and have sound QWL with respect to their job. SDA educational institutions in Mizoram employs more than 120 teachers, on whom it relies to bear accountability for creating change in the institutions and enhancing its role in contributing to the country's growth process. Thus, for educational institution, SDA in particular, the researcher considers certain strategies or approach for the effectiveness and productivity of teachers, and then considered QWL since QWL has been accepted by previous studies as leading to employees providing superior services, improved work performance (Shahbazi, 2011), prevents employees desire to leave the job, and increase job satisfaction and job commitment (Jeevan, 2010).

Teachers, apart from the nature of work or work content, factors of QWL such as social integration in the work organization, social relevance of work life, safe and healthy working conditions and many more form a Quality of Work Life (Jeevan, 2010; Rohini and Ushaa, 2018). The factors that affect QWL may vary in their significance and intensity from one institution to another depending upon a host of factors. In the light of the above statements, there is a need to study which factors of QWL have a significant effect on QWL of teachers working under SDA educational institutions and also understand the satisfaction level on QWL of the teachers. Additionally, QWL of teachers in Mizoram remains a newly term regardless of the past of over forty years since the emergence of QWL, (Louis Davis, 1970). Hence, the significant problem is to know the QWL of the teachers under SDA educational institutions in Mizoram in terms of different QWL factors.

### **1.10.2 Objectives of the Study**

Following objectives are proposed for the study:

1. To study the demographic profile of the teachers of Seventh-day Adventist educational institutions in Mizoram.
2. To determine factors having a significant effect on the Quality of Work Life of the teachers.
3. To assess the level of Quality of Work Life of the teachers.

### **1.10.3 Research Questions**

The following research questions are developed for the proposed study:

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?
3. Are there any significant difference between work experience and various factors of QWL?
4. Are there any significant correlations between various factors of QWL?

### **1.10.4 Research Methodology**

#### ***Research design***

Exploratory research design was adopted in this study. The exploratory research was conducted in order to have a better understanding of the problem. It is a research used to investigate a problem that is not clearly defined. Exploratory research will facilitate the researcher to obtain more accurate information.

### ***Population of the Study***

For the present study, all regular school teachers in four SDA educational institutions in Mizoram is selected. For the session 2019-2020, there are a total of 122 teachers (64 teachers in Helen Lowry Higher Secondary School, 25 teachers in Southern Flower School, 17 teachers in Pine Hill Adventist Academy, and 16 teachers in Graceland Adventist School) working in these four educational institutions. Out of these 122 teachers, the numbers of regular teachers are 95. The study has attempted to cover all these regular school teachers working under four SDA educational institutions in Mizoram. But the researchers have collected data from only 89 respondents due to absent and leave availed by the teachers during the time of collecting data. Therefore, the responds rate amounted to 93.6 percent.

### ***Data Collection Method***

For collecting data for the proposed study, the researcher used both primary and secondary sources. Primary data was collected through a structured questionnaire. The questionnaire was adopted from an extensive literature survey (Richard, E Walton, 1975). Secondary data were collected from various sources like institutions directory, books, journals, etc.

### ***Questionnaire Design***

The questionnaire of the study was designed based on Walton's measurement of QWL for collecting primary data. The questionnaire has been measured with Likert's five points scale. 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 is on the QWL of the teachers in SDA educational institutions. A 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 questionnaire***

Test re-test method was adopted in order to establish the consistency of responses to the questionnaire. 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’ which is presented in table 1.

**Table 1**  
**Consistency of responses to questionnaire**

<b>Sl. No.</b>	<b>Factors</b>	<b>No. of items</b>	<b>Sig.</b>
<b>1.</b>	<b>Adequate and fair compensation</b>	<b>4</b>	<b>0.698</b>
<b>2.</b>	<b>Safe and healthy working conditions</b>	<b>6</b>	<b>0.400</b>
<b>3.</b>	<b>Use of capacities at work</b>	<b>4</b>	<b>0.276</b>
<b>4.</b>	<b>The opportunity for continued growth and security</b>	<b>4</b>	<b>0.502</b>
<b>5.</b>	<b>Social integration in the work organization</b>	<b>4</b>	<b>1.000</b>
<b>6.</b>	<b>Constitutionalism in the work organization</b>	<b>4</b>	<b>0.737</b>
<b>7.</b>	<b>Work and total life space</b>	<b>3</b>	<b>0.376</b>
<b>8.</b>	<b>Social relevance of work life</b>	<b>4</b>	<b>0.394</b>

\*Significant at 0.05 level

Source: Field Survey

It can be observed from table 1 that all the factors of QWL- Adequate and fair compensation, safe and healthy working condition, 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 Social relevance of work life showed significant value higher than 0.05 indicating that there is no significant difference between the first test and second

test indicating high reliability of the scale. Thus, the table shows that there is a consistency of responses to the questions.

### ***Tools applied for data analysis***

Simple statistical tools like percentage and mode were used to analyzed data for the present study. In order to find the results to the research questions SPSS tools such as independent sample t-test, ANOVA and Pearson correlation were adopted for the present study.

## **1.11 CHAPTERIZATION OF THE STUDY**

The study has been divided into five Chapters as follows:

**CHAPTER 1-** Introduction: This chapter depicts an overview of QWL, significance and scope of the study, review of literature, research gap and research design which includes statement of the problem, objectives of the study, research questions, research methodology, chaptalization, and other parameters from secondary data.

**CHAPTER 2-**Profile of Seventh-day Adventist Educational Institutions: This chapter presents an overview of SDA educational institutions. It also includes the profile of SDA educational institutions in Mizoram viz., Helen Lowry Higher Secondary School, Southern Flower School, Pine Hill Adventist Academy and Graceland Adventist School in terms of history, mission statement, goals and objectives, co-curriculum activities, rules and regulations, and a brief outline on students and teachers.

**CHAPTER 3-** Demographic profile of the teachers: In this chapter, the demographic profile of the teachers such as gender, age, marital status, experience, and educational qualification were presented. It further presents the results for the research questions

**CHAPTER 4-** Quality of work life of teachers: It presents the teacher's level of QWL in four SDA educational institutions in Mizoram and factors having significant effect on QWL of teachers. Chapter also comprises the results to the research questions relating to QWL.

**CHAPTER 5-** Findings, and suggestions: It presents the findings drawn from the preceding chapters and give suggestions for the institutions and for further research.

#### **1.12LIMITATIONS OF THE STUDY**

- 1) The study being a pioneering work in the field of QWL in Mizoram, there is hardly any secondary data to fit within the scope of QWL. Although some information and data were obtained from survey, such information has only limited use to support the present study.
- 2) Since the study attempts to cover a census survey, out of 95 regular teachers only 89 data were collected from the teachers due to absence of teachers and leave taken by the teachers. Thus, the responds rate amounted to 93.6 percent.



## **CHAPTER 2**

### **PROFILE OF SEVENTH-DAY ADVENTIST (SDA) EDUCATIONAL INSTITUTIONS**

This chapter presents an overview of SDA educational institutions. It also includes the profile of SDA educational institutions in Mizoram viz., Helen Lowry Higher Secondary School, Southern Flower School, Pine Hill Adventist Academy and Graceland Adventist School in terms of history, mission statement, goals and objectives, co-curriculum activities, rules and regulations, and a brief outline on students and teachers.

#### **2.1 INTRODUCTION**

The Seventh-day Adventist (SDA) educational system is part of the Seventh-day Adventist Church and is one of the largest Christian educational system in the world. SDA educational institutions operates in nearly 150 countries with over 8,539 educational institutions, 1.06 lakh teachers and more than 1.9 million students worldwide (as of December 31, 2017). Seventh-day Adventist educational institutions continuously contribute to the development of a human beings. The whole educational system of SDA primary objectives is the students; the students should be loved as well as be accepted. In assessing the effectiveness of the schools, the outcome of the students plays a significant role. Adventist educational institutions additionally help create in their understudies a higher idea of administration to God and Man. The following Table 2 shows the number of institutions, students, and teachers of Seventh-day Adventist.

**Table 2**

**Number of institutions, students and teachers of SDA**

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	<b>NO. OF INSTITUTIONS</b>	<b>NO. OF STUDENTS ENROLLED</b>	<b>NO. OF TEACHERS</b>
<b>WORLDWIDE</b>	8,539	19,34,810	1,06,976
<b>INDIA</b>	186	1,58,916	6,368
<b>NORTHEAST INDIA</b>	82	37,119	1,685
<b>MIZORAM</b>	4	2,963	137

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Source: SDA Annual statistical report, 2017

**2.2 Scope and Purpose of Seventh-day Adventist Educational Institutions**

The scope and purpose of Adventist education are to reaffirm the holistic development of the student through the Adventist philosophy of education i.e. Christ centered. The Adventist educational institutions endeavor to provide board and liberal education in a Christian context. Utmost emphasis is laid on training children for leadership. This is best done by giving responsibility. Adventist education is a means of molding the minds of students in the right direction. So that they are fully ready to face the world academically, mentally, spiritually, physically, and emotionally. These educational institutions seek to create individuals who are aware of their rights and responsibilities and care fruitfully contribute to the community.

## **2.3 Objectives of Adventist Education**

Handbook for School Administrators of Seventh-day Adventist signifies that the objective in education are expressed in terms of leaning that is registered in the individual's being at every level of development. The integrating factor which serves as a unifying agency for all objectives of a Christian education is Christ-like character. Objectives when pursued lead to the outcome of four types:

- a) Physical-includes physical efficiency, such as health and the development of manual skills
- b) Mental-includes mental habits, skills, knowledge, insight, and ideals
- c) Social-includes social service and efficiency
- d) Spiritual-includes religious efficiency and the development of Christian personality.

### **2.3.1 The specific aims of Seventh-day Adventist education include:**

- a) The building of the character
- b) The Bible as a foundation for every course
- c) Regular courses of Bible in all schools
- d) Building schools in rural environments
- e) Encouraging students to do missionary work
- f) Combining agricultural and industrial work with scholarship
- g) Emphasizing labor and missionary work rather than sports and entertainment
- h) Thorough scholastic training
- i) Democratic school administration
- j) The production of men and women who are willing to do what is right

The Seventh-day Adventist educational system, starting from kindergarten to university, has received its impetus and drawn its philosophy largely from the writings of Ellen G. White. As set forth in her writings, "The schools were to carry distinctive elements of reform with respect to current educational practices-reforms in the curricula, in the teaching materials, in the selection of teachers, and especially in the objectives for the students".

## **2.4 Categories of Employees**

- 1) Probationer: All persons employed initially by the school other than on temporary, contract or part-time basis is classified as ‘probationers’ for the first 12 months of employment. At the end of this period such an employee is to be evaluated by the managing committee/board concerned and either dropped from service or made ‘regular’.
- 2) Temporary Employee: A temporary employee is one who is employed strictly on a temporary basis and classified thus either because the job or post is temporary or the organization wishes to give that job to that particular person only on a temporary basis.
- 3) Regular Employee: A regular employee is one whose employment has been made regular at the close of the probationary period by a specific action of the managing committee/board concerned and notified as such.
- 4) Contract Employee: A person may be employed on a contract basis. The contract will indicate the period of time of contract, remuneration and other benefits and obligations.

## **2.5 SDA Educational Institutions in Mizoram**

In Mizoram, SDA has started its first educational institution in the year 1950. There are four SDA educational institutions which are operated by the Mizo Conference of SDA (Mizoram) and these educational institutions were located in Aizawl, Lunglei, Champhai, and Keifang. These four SDA educational institutions are presented hereunder:

### **1) HELEN LOWRY HIGHER SECONDARY SCHOOL, AIZAWL**

#### **History of Helen Lowry**

Pr. Lowry and his family arrived Aizawl in 1949 from Washington D.C as a pioneering missionary in Mizoram. It was in December, Pr. & Mrs. Lowry was invited for a Christmas party at the residence of Assistant Superintendent, Lushai Hills, Mizoram. The Superintendent Mr. Bharkataki was also invited. The Superintendent

asked Mrs. Lowry how she plans to educate her children. Mrs. Lowry told him that she would keep them at home and teach them. The Superintendent told her that he can collect around ten children of his and army officer's children, and the classroom will be arranged in one of the government buildings. Mrs. Lowry was offered classrooms and textbooks which she gladly accepted. Mrs. Lowry gladly accepted the offer not only classrooms even for text books. Then the first English medium school in Mizoram was started in January 17, 1950, first known as "themthiam zirna school" which is now called Helen Lowry School. The Superintendent of Lushai Hills was happy about the school and offered the permanent site at Vaivakawn Hill in 1951 which become the present location. In the year 1975, the school became full-fledged High School, then in 2000 it became Higher Secondary School which offers three streams: Arts, Science, Commerce and Vocational streams was established.

Inasmuch as there is a felt need to have a full-fledged College to meet the growing needs of the education and for the service of the church to the society. Mizo Conference in its executive Committee Vide Action No. 2009-91 voted to constitute a working committee Adhoc. Adventist College Board in the year 2009.

In the year 2015 Vide Action 2015-82 renewed Mizo Conference College Adhoc Board to study the feasibility of setting up the College was re-instituted. Mizo Conference committee through Northeast India Union place a service call to the Division to release one of the faculties in Spicer Adventist University and Southern Asia Division EXCOM released Dr. Biakzidinga Renthlei who is the Vice-President for Academic Administration at Spicer Adventist University to Mizo Conference.

Helen Lowry Higher Secondary School is the biggest and mother institution under the Mizo Conference of SDA and the first English Medium School in Mizoram, started way back on 17<sup>th</sup> January 1950. The programs start from Nursery to class XII offering three streams of Arts, Commerce, and Science and the programs are fully accredited with Mizoram Board of School Education (MBSE). Helen Lowry Higher Secondary School is upgraded to Senior College level named as Helen Lowry College in the year 2017. In Helen Lowry Higher Secondary School, there are 1556 students enrolled in the year 2019-2020 with 64 teachers, out of which 48 are regular teachers.

## **Helen Lowry College**

Helen Lowry College was inaugurated on 22<sup>nd</sup> August 2017 and is affiliated to Mizoram University. Helen Lowry College offered two streams of studies - Bachelor of Arts and Bachelor of Commerce. The college has been running for nearly three years since its inauguration. At present, sixty-nine students were enrolled in the college. Currently, there are a total of 15 teachers working at this College.

### **Mission Statement**

The mission of Helen Lowry College is “To proclaim three angels’ messages to the students and prepare them to be responsible, reliable, productive and useful citizens of this world and prepare them fit to be citizens for the world to come”.

### **Vision, Mission, Philosophy, and Objectives**

- i. To provide education at the Primary/High School/Higher Sec. and College level to young men and young women who wish to have their higher education.
- ii. To provide an education that will inspire the students for selfless and dedicated service wherever they may be called in any part of the country.
- iii. To provide as far as possible education of a high standard of scholarship and learning, and to prepare students for their life work as responsible citizens of the country.
- iv. To provide education which will inspire the students to become better citizens so that their attitude towards social, economic, political, educational and moral issues of the country are better understood.
- v. To promote the development of body, mind, and soul.
- vi. To ensure that the youth may receive a balanced religious, social and physical education.
- vii. To help prepare the youth for effective citizenship of the country.

- viii. To develop a love and appreciation in the youth for the privileges, rights, and responsibilities, guaranteed each individual and social group; a wholesome respect and attitude for each unit of society- home, school and government.
- ix. To help and develop the youth especially the poor and needy, in the field of education, cottage industries, etc.
- x. To fight against the anti-social elements and render full co-operation to the government in all matters relating to the good and clean administration in the state and the country as a whole and also in providing education to the needy.

### **Students' Services**

*Store:* All stationary items and basic requirement of the students such as books, readymade uniforms, pants, shirt, necktie, and socks are available at the store.

*Canteen:* The canteen provides food items for students' lunch. These food items are sold at a marginal cost for the student's services. Only healthy food items are served in the canteen.

*Cafeteria for Boarding:* The food items given in the boarding is purely vegetarian diet. Supply of meat is strictly prohibited. Meat supplements like eggs, milk, Soya products, and vegetables are given every week. Students are permitted to eat to their heart's content but are not allowed to waste any food items. Varieties of fruits are given according to the season and its availability.

*Hostels:* Hostels for boys and girls are arranged within the campus. Ample time is given for study periods and games. Hostel boys and girls are taken care of by dedicated wardens. The school nurse supervises and attends to the sick students 24 hours. If any serious sickness prevails, immediate help is available for dispatch as the Adventist Hospital is just a stone throw distance.

### **Co-Curricular Activities**

*Sports:* Sports were organized for the students. The entire student's body is divided into four houses. Inter-house games are organized at different timings for Elementary, High School and Higher Secondary, section. Students who are good in individual and team items are sent to complete with other schools in Zonal and State wise school games. The students enjoy basketball, volleyball and indoor games on the campus.

*Lowrian Fiesta:* Lowrian Fiesta is an annual event of students' variety programme like, singing, choreography, descent dances, cultural dance, speech, jokes, etc. Lowrian Fiesta is an event of joy, celebrated by all the students. Even Alumni come to the campus to witness and enjoy the program.

*Educational Tour:* Educational tour is organized every year. Students visit historical places and various tourist sites within the state and places outside the state such as parks, water parks, sea-shore, museum, animal sanctuary, monuments and national heritage sites.

*Blood Donation Camp:* Blood donation camp is conducted once in a year. The blood bank staff comes to the campus and a number of students and staff donate blood every year.

## **2) SOUTHERN FLOWER SCHOOL, LUNGLEI**

Southern Flower School was established in 1964 and was located in Lunglei, the second largest district in Mizoram. The school is one of the first English Medium school in the Southern part of Mizoram. Since Southern Flower School was established, the school has grown immensely that it became the second-largest school in Mizoram in terms of student population and infrastructure. The school is now having 720 students enrolled for the year 2018-2019. There are 25 teachers currently working in this school out of which 23 are regular teachers.

### **Location**

Southern Flower School is located at Lunglei Chanmari. Lunglei is situated in the South-central part of Mizoram. It is about 168.8 km far from Aizawl (the capital of Mizoram).

### **Mission Statement**

The mission statement of Southern Flower School is "To proclaim three angels' messages to the students and prepare them to be responsible, reliable,



productive and useful citizens of this world and prepare them fit to be citizens for the world to come”.

### **Students’ Services**

*Canteen:* Canteen provides food items for students’ lunch. These food items are sold at a marginal cost for the student’s services. Only healthy food items are served in the canteen.

*Hostels:* Hostels for boys and girls are arranged within the campus. Ample time is given for study periods and games. Hostel boys and girls are taken care of by dedicated wardens.

### **Co-curricular activities**

*Sports:* Sports were organized by the schools for students to build strong relationships among the students, to expand social skills, health and to build self-confidence, teamwork, and leadership. Several games were played during sports.

## **3) PINEHILL ADVENTIST ACADEMY, CHAMPHAI**

Pine Hill Adventist Academy, located in Champhai, was established in the year 1988. The school is managed by the Mizo Conference of Seventh-day Adventist. The school is having classes from Nursery to class X, running for day scholar and boarder students. For the session 2019-2020, there are 215 students enrolled with a number of 18 teachers where 14 teachers are regular. The source of income from Pinehill Adventist Academy is from the minor fees collected from the students.

### **Location**

Pinehill Adventist Academy is located on the outskirts of the Champhai town (4km away). The Champhai town is situated in the Eastern part of Mizoram, near the

boarder of India and Myanmar. It is about 196 km far from Aizawl (the capital of Mizoram).

### **Mission statement**

Pinehill Adventist Academy is committed to develop student to be mature and productive members of society, possessing Christ like attitude and integrity while serving others and trusting completely in God.

### **Students' Services**

*Canteen:* Canteen provides food items for students' lunch. These food items are sold at a marginal cost for the student's services. Only healthy food items are served in the canteen.

*Hostels:* Hostels for boys and girls are arranged within the campus. Ample time is given for study periods and games. Hostel boys and girls are taken care of by dedicated wardens.

### **Co-curricular Activities**

*Skill development class:* Pinehill Adventist Academy has introduced Skill Development Program for elementary sections where students can develop their skills in weaving, baking, music, art craft and cultural dance. Classes for Skill Development were conducted every Wednesday and Friday afternoon.

#### **4) GRACELAND ADVENTIST SCHOOL, KEIFANG**

Graceland Adventist School was established in the year 1967 and is located in Keifang, Saitual. It is 71.2 km far from Aizawl (the capital of Mizoram). The school is now having classes from Nursery to Class X with an enrollment of 358 students in the year 2019-2020. The numbers of teachers are 16 where 10 teachers are regular.

#### **Conclusions**

The above-mentioned SDA schools' programs were fully accredited with Mizoram Board of School Education (MBSE) and College is affiliated to Mizoram University. The school helps to develop a healthy attitude of community life by recognizing the universal brotherhood of all men, to promote and maintain the spirit of communal harmony and peace among the students. Besides this, they promote health and hygiene habits among the students which had a good impact in the lifestyle of the students as well as their families. SDA educational institutions produced good leaders for the society as well as for the church. Among the students who graduated from the school there are Medical Doctors, village council presidents, pastors, missionaries, teachers, government servants, who are playing a primary role in the society and for the nation.

## **CHAPTER 3**

### **DEMOGRAPHIC PROFILE OF TEACHERS**

In this chapter the researcher attempted to analyze the demographic profile of the regular teachers working under Seventh-day Adventist Educational Institutions in Mizoram. This chapter is divided into two parts, the first part is on the demographic profile of the teachers and the second part is on the results drawn from research questions. Chapter 3 is based on primary information collected from 89 regular teachers working under SDA educational institutions in Mizoram. This chapter mainly deals with the demographic profile of the regular teachers of SDA educational institutions in Mizoram.

#### **3.1 THE DEMOGRAPHIC PROFILE**

The demographic profile plays an important role in the quality of work life of teachers. The demographic variables that act upon individuals were greatly associated with the QWL of the teachers. From various literatures it is found that demographic variables like gender, age, marital status, experience and educational qualifications determine the QWL of the teachers and is considered the most important variables that affect the QWL of teachers. Gupta, B. (2015) and Aarthy, M. et. al. (2016) concluded that demographic variables have a significant influence on QWL of employees. Amin (2013) stated that demographic factors such as age, marital status and education level of teachers were related with the quality of work life.

In this study, the demographic profile that could bring out best the profile of the respondents in line with the need to study the QWL of the respondents is used. The demographic profile of the teachers consists of gender, age, marital status, year of experience, educational qualification and other additional qualification possessed by the teachers.

### 3.1.1 GENDER

Gender of the respondents is analyzed and presented in table 3.1. It shows that more than half of the respondents from SDA educational institutions were female which amount to 54.55 percent and the remaining 46.59 percent of the respondents were male. This shows that there are more number of female responds than male respondents among the teachers working under SDA educational institutions in Mizoram. It can also be observed the gender of the respondents in four schools under SDA educational institutions. Southern Flower School has the highest number of female teachers and also has the least number of male teachers. Graceland Adventist School has the most number of male respondents and a least number of female respondents.

**Table 3.1**

**School wise classification of respondents based on gender**

Gender	Name of Schools				Total
	Helen Lowry Higher Secondary School	Southern Flower School	Pinehill Adventist Academy	Graceland Adventist School	
Male	23 (51.11)	7 (35.00)	5 (35.71)	6 (60.00)	41 (46.59)
Female	22 (48.89)	13 (65.00)	9 (64.29)	4 (40.00)	48 (54.55)
Total	45	20	14	10	89

Note: Figures in parentheses represents percentage

Source: Field survey

Thomas Dee stated that gender of teachers has a significant influence on the learning of students. He further added that female students perform better when they are educated by same gender i.e. female teachers and also that male students were improved in their study when they are educated by male teachers. Rohit Nair (2017) revealed that “across the country, teaching is considered to be an overwhelmingly

female profession, and in fact has become more so over time”. Looking to census from 2011, in Mizoram, female are more in number than male in Mizoram (1,48,019 females and 1,43,803 males).

### **3.1.2 AGE**

Age is one of the important variables that determine the QWL of employees. Based on age, differences arise among the employees with respect to employees’ attitude, interest, behavior, performance, ambitions, lifestyles and the like which will significantly affect the working conditions. Kamal and Sengupta (2009) concluded that as an individual age increases, his satisfaction on job tends to increase and also added that employees with younger age were found to have more energy to perform work effectively and efficiently. Gupta, B. (2015) in his study on employees QWL in Indore division found that age have a great impact on QWL as the older people are having higher degree of QWL than younger.

Table 3.2 gives the distribution of age of the respondents that have been divided into 4 categories such as 20-30 years, 31-40 years, 41-50 years and above 50 years of age. The researcher found that most of the respondents were from the age group of 41-50 years which comprises 37.08 percent of the respondents, the biggest portion among the age groups categorized for the study. It can also be observed from the table that 19.10 percent of the respondents are from the age group of 20-30 years, 26.97 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 3.2 also represents that only 16.85 percent of the respondents belong to the age group of above 51 years. This signifies that SDA educational institution in Mizoram has employed a young and middle-aged workforce in the schools.

**Table 3.2****School wise classification of respondents based on age**

Age of the respondents in years	Name of Schools				Total
	Helen Lowry Higher Secondary School	Southern Flower School	Pinehill Adventist Academy	Graceland Adventist School	
20-30 years	8 (18.18)	6 (30.00)	2 (14.29)	1 (10.00)	17 (19.10)
31-40 years	15 (34.09)	4 (20.00)	4 (28.57)	1 (10.00)	24 (26.97)
41-50 years	14 (31.82)	8 (40.00)	7 (50.00)	4 (40.00)	33 (37.08)
Above 51 years	8 (18.18)	2 (10.00)	1 (7.14)	4 (40.00)	15 (16.85)
Total	45	20	14	10	89

Note: Figures in parentheses represents percentage

Source: Field survey

**Table 3.3**

**Age-wise classification of respondents based on gender**

Age (in years)	Male	Female	Total
20-30 years	7 (17.07)	10 (20.83)	17 (19.10)
31-40 years	12 (29.27)	12 (25.00)	24 (26.97)
41-50 years	15 (36.59)	18 (37.50)	33 (37.08)
above 51 years	7 (17.07)	8 (16.67)	15 (16.85)
Total	41	48	89

Note: Figures in parentheses represents percentage

Source: Field survey

Table 3.3 shows the distribution of male and female respondents based on their age. Males and females from the age group of 41-50 years comprise the biggest portion (36.59 percent for male and 37.50 percent for female respondents) among the age groups categorized which was followed by the age groups of 31-40 years (26.97 percent). Thus, the table shows that in every age group female respondents constitute a larger population among regular teachers in SDA educational institutions.

### **3.1.3 MARITAL STATUS**

Marital status is one of the most important demographic variables that determine the QWL of employees. Married and unmarried employees have different level of family activities. The marital status of the respondents is analyzed and



presented in table 3.4. The table shows that 71.91 percent of the respondents are married and 28.09 percent of the respondents are unmarried. This signifies that there are more number of married teachers among the respondents. Among the respondents from the four schools, Helen Lowry Higher Secondary School has the most married teachers with the least number of unmarried teachers and Southern Flower School has the least number of married teachers but it also has the largest number of unmarried teachers among the respondents from the four schools.

**Table 3.4**

**School wise classification of respondents based on marital status**

Marital Status	Name of Schools				
	Helen Lowry Higher Secondary School	Southern Flower School	Pinehill Adventist Academy	Graceland Adventist School	Total
Married	37 (84.09)	10 (50.00)	11 (78.58)	6 (60.00)	64 (71.91)
Unmarried	8 (18.18)	10 (50.00)	3 (21.43)	4 (40.00)	25 (28.09)
Total	45	20	14	10	89

Note: Figures in parentheses represents percentage

Source: Field survey

**Table 3.5**

**Classification on the basis of gender and marital status of respondents**

Marital status	Male	Female	Total
Married	33 (80.49)	31 (64.58)	64 (71.91)
Unmarried	8 (19.51)	17 (35.42)	25 (28.09)
Total	41	48	89

Note: Figures in parentheses represents percentage

Source: Field survey

Table 3.5 shows the distribution of male and female respondents based on their marital status. The difference in male and female respondents based on their marital status is quite interesting. The married male (80.49 percent) outnumbered the married female respondents (64.58 percent). 8 male respondents which comprise 19.51 percent were unmarried while 17 female respondents which comprise 35.42 percent were unmarried. It can be explained that though female respondents are more in number than male respondents, married male respondents constitute the largest population in the study.

### **3.1.4 EXPERIENCE**

Experience of the teachers is another variable that determine the QWL of teachers in SDA educational institutions in Mizoram. Rice et al. (2014) found that work experience of a person can have a great impact on the QWL of employees both directly and indirectly. Manju (2014) from her study on perception of School teachers on QWL in Mysore city found that teachers with less experience and teachers with more experience enjoy equal level of QWL. In another study on QWL of employees in Indore division, Gupta, B (2015) found that experienced of employees affect their

QWL and that employees who have more number of experienced were found to have higher level of QWL.

**Table 3.6**

**School wise classification of respondents based on experience**

Experience of the respondents in year	Name of Schools				
	Helen Lowry Higher Secondary School	Southern Flower School	Pinehill Adventist Academy	Graceland Adventist School	Total
0-5 years	10 (23.73)	7 (35.00)	2 (14.00)	1 (10.00)	20 (22.47)
6-10 years	8 (18.18)	4 (20.00)	1 (7.00)	1 (10.00)	15 (16.85)
11-15 years	9 (20.45)	3 (15.00)	3 (21.00)	1 (10.00)	15 (16.85)
16-20 years	9 (20.45)	2 (10.00)	5 (36.00)	1 (10.00)	17 (19.10)
21-30 years	6 (13.64)	4 (20.00)	2 (14.00)	3 (30.00)	15 (16.85)
31 and above	3 (6.82)	0 (0.00)	1 (7.00)	3 (30.00)	7 (7.87)
Total	45	20	14	10	89

Note: Figures in parentheses represents percentage

Source: Field survey

Table 3.6 present the number of years the respondents have worked at the particular school and this shows how many years they experienced in the respective schools. It is found that 22.47 percent of the respondents have 0-5 years of experience, 16.85 percent have 6-10 years of experience, 16.85 percent of the respondents have an experience of 11-15 years, 19.10 percent have 16-20 years of experience, 21-30 years of experience amounted to 16.85 percent and 7.87 percent of the respondents have an experience of 31 years and above. It is observed that the number of years the

respondents have work varied widely 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 more than 22 percent of the teachers have been working for more than 20 years signifying that there are some teachers who have been working faithfully for the SDA educational institutions in Mizoram.

**Table 3.7**  
**Classification on the basis of experience and age of respondents**

Age	Experience of respondents						
	0-5 years	6-10 years	11-15 years	16-20 years	21-30 years	31 above	Total
20-30 years	16 (80.00)	1 (6.65)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	17 (19.10)
31-40 years	4 (20.00)	12 (80.00)	8 (53.33)	0 (0.00)	0 (0.00)	0 (0.00)	24 (26.97)
41-50 years	0 (0.00)	2 (13.33)	7 (46.67)	17 (100)	7 (46.67)	0 (0.00)	33 (37.08)
above 51 years	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	8 (53.33)	7 (100.00)	15 (16.85)
Total	20	15	15	17	15	7	89

Note: Figures in parentheses represents percentage

Source: Field survey

Table 3.7 shows the distribution of experience on the basis of age of the respondents. It can be seen from the table that among the respondents having 0-5 years of experience, 80 percent were from the age group of 20-30 years and 20 percent were from the age group of 31-40 years. Among the respondents who have experienced between 6-10 years, only one respondent was found to be at the age of 20-30 years, 80 percent were from the age group of 31-40 years and between the age of 41-50 years respondents having experience of 6-10 years comprises 13.33 percent of the total respondents. Out of all the respondent's 53.33 percent among the age group of 31-40 years have experience of 11-15 years and between the age of 41-50 years 46.67 percent were having experience of 11-15 years. It is also found that 100 percent of respondents from the age group of 41-50 years have experience of 16-20 years. 46.67 percent of the respondents from the age group of 41-50 years have experience of 21-30 years and 53.33 percent of respondents were above 51 years of age. 100 percent of the teachers whose age is above 51 have experience of more than 31 years. Thus, as the age of the respondents increases so is their experience increased.

### **3.1.5 EDUCATIONAL QUALIFICATION**

Table 3.8 shows the educational qualification of the teachers among the respondents and categories into five groups which are graduate, post graduate, B.Ed., M.Phil. and PhD. It can be observed that majority of the respondents were graduate which amount to 52.81 percent followed by post graduate with 40.45 percent among the respondents. Only 5.62 percent of the respondents have a qualification of B.Ed. Among the schools, Helen Lowry Higher Secondary School has the most qualified post graduate teachers. None of the respondents have M.Phil. One teacher among the respondents has a Ph.D. degree which is found to be the Principal of Helen Lowry Higher Secondary School.

The Government of India have made mandatory of B.Ed. (Bachelor of Education) degree for teaching in school (primary, middle, high school and higher secondary). Since SDA educational institutions is not under government schools, the reasons behind a smaller number of B.Ed. teachers could be that SDA educational institutions does not make mandatory of B.Ed. degree for working in the schools.

However, while collecting data, it is found that a number of teachers working under SDA educational institutions were undergoing B.Ed., D. El.Et. (Diploma in Elementary Education) and other qualifications required for job as teachings in secondary and higher secondary.

**Table 3.8**

**School wise classification of respondents based on educational qualification**

Educational qualification	Name of Schools				<b>Total</b>
	Helen Lowry Higher Secondary School	Southern Flower School	Pinehill Adventist Academy	Graceland Adventist School	
Graduate	20 (45.45)	13 (65.00)	8 (57.14)	6 (60.00)	47 (52.81)
Post graduate	22 (50.00)	7 (35.00)	5 (35.71)	2 (20.00)	36 (40.45)
B.Ed.	2 (4.55)	0 (0.00)	1 (7.14)	2 (20.00)	5 (5.62)
M.Phil.	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
PhD.	1 (2.27)	0 (0.00)	0 (0.00)	0 (0.00)	1 (1.12)
<b>Total</b>	45	20	14	10	89

Note: Figures in parentheses represents percentage

Source: Field survey

### **3.1.6 OTHER EDUCATIONAL QUALIFICATIONS**

Other educational qualifications possess by the respondents were D.El.Et (Diploma in Elementary Education) (5 respondents) and sanitary inspector (1 respondents).

### **3.2 RESEARCH QUESTIONS**

To study the Quality of Work Life of teachers with regards to eight factors of Quality of Work Life, the following research questions were framed and tested using statistical tools such as Independent sample t-test and ANOVA.

#### **3.2.1 Significant differences between male and female teachers with regards to various factors of QWL.**

It is attempted to find out whether there are any significant differences exists between male and female teachers with regards to various factors of QWL viz., “Adequate and fair compensation, Safe and healthy working conditions, the opportunity to 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”. An independent sample ‘t’ test was conducted to find the results to the following research questions:

#### **Adequate and fair compensation**

A research question was framed as “Is there any significant difference between male and female teachers with regard to adequate and fair compensation?”. The result is presented in Table 3.9

**Table 3.9**  
**Male and female teachers regarding adequate and fair compensation**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Adequate and fair compensation</b>	.183	87	.855

Source: Field survey (5 % level of significance)

Table 4.1 shows that the observed t value is .183 with 87 df and a p-value of .855 which is higher than the  $\alpha=0.05$  which denotes that it is not statistically significant. Thus, there is no significant difference between male and female teachers with regard to “adequate and fair compensation”.

**Safe and healthy working condition**

A research question was framed as “Is there any significant differences between male and female teachers with regard to Safe and healthy working condition?”. The result is shown in Table 3.10

**Table 3.10**  
**Male and female teachers regarding Safe and healthy working condition**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Safe and healthy working condition</b>	-.055	87	.956

Source: Field survey (5 % level of significance)

Table 3.10 shows that the observed t value is -.055 with 87 df and a p-value of .956 which is higher than the  $\alpha=0.05$  meaning that it is not significant. Therefore, there is no significant difference between male and female teachers with regard to “safe and healthy working conditions”.



### Use of capacities at work

A research question was framed as “Is there any significant difference between male and female teachers with regard to Use of capacities at work?”. The result is shown in Table 3.11

**Table 3.11**  
**Male and female teachers regarding Use of capacities at work**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Use of capacities at work</b>	.263	87	.793

Source: Field survey (5 % level of significance)

Table 3.11 shows that the observed t value is .263 with 87 df and a p-value of .793 which is higher than the  $\alpha=0.05$  meaning that it is not significant. Hence, there is no significant difference between male and female teachers with regard to “use of capacities at work”.

### Opportunity for continued growth and security

A research question was framed as “Is there any significant difference between male and female teachers with regard to Opportunity for continued growth and security?”. The result is shown in Table 3.12

**Table 3.12**  
**Male and female teachers regarding Opportunity for continued growth and security**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Opportunity for continued growth and security</b>	-.129	87	.898

Source: Field survey (5 % level of significance)

Table 3.12 shows that the observed t value is -.129 with 87 df and a p-value of .898 which is higher than 0.05 meaning that it is not significant. Thus, there is no significant difference between male and female teachers with regard to “opportunity for continued growth and security”.

### **Social integration in the work organization**

A research question was framed as “Is there any significant difference between male and female teachers with regard to Social integration in the work organization?”. The result is shown in Table 3.13

**Table 3.13**  
**Male and female teachers regarding Social integration in the work organization**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Social integration in the work organization</b>	.542	87	.589

Source: Field survey (5 % level of significance)

Table 3.13 shows that the observed t value is .542 with 87 df and a p-value of .589 which is higher than the  $\alpha=0.05$  meaning that it is not significant. Thus, it is evidently clear from the test that there is no significant difference between male and female teachers with regard to “social integration in the work organization”.

### **Constitutionalism in the work organization**

A research question was framed as “Is there any significant difference between male and female teachers with regard to Constitutionalism in the work organization?”. The result is shown in Table 3.14

**Table 3.14**  
**Male and female teachers regarding Constitutionalism in the work organization**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Constitutionalism in the work organization</b>	-.209	87	.835

Source: Field survey (5 % level of significance)

Table 3.14 shows that the observed t value is -.209 with 87 df and a p-value of .835 which is higher than the  $\alpha = 0.05$  meaning that it is not significant. Hence, there is no significant difference between male and female teachers with regard to “constitutionalism in the work organization”.

**Work and total life space**

A research question was framed as “Is there any significant difference between male and female teachers with regard to Work and total life space”. The result is shown in Table 3.15

**Table 3.15**  
**Male and female teachers regarding Work and total life space**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Work and total life space</b>	-.909	87	.366

Source: Field survey (5 % level of significance)

Table 3.15 shows that the observed t value is -.909 with 87 df and a p-value of .366 which is higher than the  $\alpha = 0.05$  meaning that it is not significant. Therefore, there is no significant difference between male and female teachers with regard to “work and total life space”.

### **Social relevance of work**

A research question was framed as “Is there any significant difference between male and female teachers with regard to Social relevance of work”. The result is shown in Table 3.16

**Table 3.16**  
**Male and female teachers regarding Social relevance of work**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Social relevance of work</b>	-.632	87	.529

Source: Field survey (5 % level of significance)

Table 3.16 shows that the observed t value is -.632 with 87 df and a p-value of .529 which is higher than the  $\alpha = 0.05$  meaning that it is not significant. Hence, there is no significant difference between male and female teachers with regard to “social relevance of work”.

### **Quality of Work Life (Total)**

A research question was framed as “Are there any significant differences between male and female teachers with regards to various factors of QWL”. The result is shown in table 3.17

**Table 3.17**  
**Male and female teachers regarding Quality of Work Life (Total)**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Quality of Work Life (Total)</b>	-.047	87	.962

Source: Field survey (5 % level of significance)

Table 4 shows that the observed t value is -.047 with 87 df and a p-value of .962 which is higher than 0.05 meaning that it is not significant. Hence, there are no significant differences between male and female teachers with regard to various factors of QWL.

**Results of research questions relating to Gender and QWL**

The following table 3.18 shows the result to the research questions “Are there any significant differences between male and female teachers with regard to various factors of quality of work life?”

It is evident from table 3.18 that there are no significant differences between gender and various factors of QWL as the p-value in all the factors shows significant value higher than 0.05. Hence the result to the research questions “Are there any significant differences between male and female teachers with regard to various factors of quality of work life?” is that there is no difference between gender and QWL. This finding is similar with the findings of Pani, 2015; Gupta 2015; Ahmad 2017 that no difference in QWL among male and female. However, this finding does not agree with the findings of Manju, 2014; Dalayeen, B. Al, 2017; Usha and Rohini, 2018, that there is a significant difference between gender with regards to various factors of QWL.

**Table 3.18**  
**Gender and QWL (T-test)**

<b>Difference between</b>		
<b>Independent variables</b>	<b>Dependent variables</b>	<b>Significant</b>
Gender of respondents	Adequate and fair compensation	.855
	Safe and healthy working conditions	.956
	Opportunity to use and develop human capacities	.793
	The opportunity for continued growth and security	.898
	Social integration in the work organization	.589
	Constitutionalism in the work organization	.835
	Work and total life space	.366
	Social relevance of work life	.529
	QWL (Total)	.962

Source: Field survey (5 % level of significance)

### **3.2.2 Significant differences in the marital status of the teachers with regard to various factors of QWL.**

It is attempted to find out whether there are any significant differences exists between married and unmarried teachers with regards to various factors of QWL viz., “Adequate and fair compensation, Safe and healthy working conditions, the opportunity to 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”. An

independent sample 't' test was conducted to answer to the following research questions:

**Adequate and fair compensation**

A research question was framed as “Is there any significant difference between married and unmarried teachers with regard to adequate and fair compensation?”. There result is shown in Table 3.19

**Table 3.19**  
**Married and unmarried teachers regarding adequate and fair compensation**

	t	df	Sig. (2-tailed)
<b>Adequate and fair compensation</b>	-.442	87	.660

Source: Field survey (5 % level of significance)

Table 3.19 shows that the observed t value is -.442 with 87 df and a p-value of .660 which is higher than 0.05 meaning that it is not statistically significantly different. There is no significant difference between married and unmarried teachers with regard to “adequate and fair compensation”.

**Safe and healthy working condition**

A research question was framed as “Is there any significant difference between married and unmarried teachers with regard to Safe and healthy working conditions?”. The answer is shown in Table 3.20

**Table 3.20**  
**Married and unmarried teachers regarding Safe and healthy working condition**

	t	df	Sig. (2-tailed)
<b>Safe and healthy working condition</b>	-.341	87	.734

Source: Field survey (5 % level of significance)

Table 3.20 shows that the observed t value is -.341 with 87 df and a p-value of .734 which is higher than 0.05 meaning that it is not statistically significantly different. There is no significant difference between married and unmarried teachers with regard to “safe and healthy working conditions”.

### **Use of capacities at work**

A research question was framed as “Is there any significant difference between married and unmarried teachers with regard to Use of capacities at work?”. The answer is shown in Table 3.21

**Table 3.21**  
**Married and unmarried teachers regarding Use of capacities at work**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Use of capacities at work</b>	-.529	87	.598

Source: Field survey (5 % level of significance)

Table 3.21 shows that the observed t value is -.529 with 87 df and a p-value of .598 which is higher than 0.05 meaning that it is not statistically significantly different. There is no significant difference between married and unmarried teachers with regard to “use of capacities at work”.

### **Opportunity for continued growth and security**

A research question was framed as “Is there any significant difference between married and unmarried teachers with regard to Opportunity for continued growth and security?”. The answer is shown in Table 3.22



**Table 3.22**  
**Married and unmarried teachers regarding Opportunity for continued growth and security**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Opportunity for continued growth and security</b>	-.590	87	.557

Source: Field survey (5 % level of significance)

Table 3.22 shows that the observed t value is -.590 with 87 df and a p-value of .557 which is higher than 0.05 meaning that it is not statistically significantly different. There is no significant difference between married and unmarried teachers with regard to “opportunity for continued growth and security”.

**Social integration in the work organization**

A research question was framed as “Is there any significant difference between married and unmarried teachers with regard to social integration in the work organization?”. The answer is shown in Table 3.23

**Table 3.23**  
**Married and unmarried teachers regarding Social integration in the work organization**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Social integration in the work organization</b>	-.036	87	.972

Source: Field survey (5 % level of significance)

Table 3.23 shows that the observed t value is -.036 with 87 df and a p-value of .972 which is higher than 0.05 meaning that it is not statistically significantly different. There is no significant difference between married and unmarried teachers with regard to “social integration in the work organization”.

### **Constitutionalism in the work organization**

A research question was framed as “Is there any significant difference between married and unmarried teachers with regard to constitutionalism in the work organization”. The answer is shown in Table 3.24

**Table 3.24**  
**Married and unmarried teachers regarding Constitutionalism in the work organization**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Constitutionalism in the work organization</b>	-.822	87	.413

Source: Field survey (5 % level of significance)

Table 3.24 shows that the observed t value is -.822 with 87 df and a p-value of .413 which is higher than 0.05 meaning that it is not statistically significantly different. There is no significant difference between married and unmarried teachers with regard to “constitutionalism in the work organization”.

### **Work and total life space**

A research question was framed as “Is there any significant difference between married and unmarried teachers with regard to work and total life space”. The answer is shown in Table 3.25

**Table 3.25**  
**Married and unmarried teachers regarding Work and total life space**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Work and total life space</b>	-.996	87	.418

Source: Field survey (5 % level of significance)

Table 3.25 shows that the observed t value is -.996 with 87 df and a p-value of .418 which is higher than 0.05 meaning that it is not statistically significantly different. There is no significant difference between married and unmarried teachers with regard to “work and total life space”.

### **Social relevance of work**

A research question was framed as “Is there any significant difference between married and unmarried teachers with regard to Social relevance of work”. The answer is shown in Table 3.26

**Table 3.26**  
**Married and unmarried teachers regarding Social relevance of work**

	t	df	Sig. (2-tailed)
<b>Social relevance of work</b>	-.813	87	.418

Source: Field survey (5 % level of significance)

Table 3.26 shows that the observed t value is -.813 with 87 df and a p-value of .418 which is higher than 0.05 meaning that it is not significant. Thus, there is no significant difference in the marital status of the teachers with regard to “social relevance of work”.

### **Quality of Work Life (Total)**

A research question was framed as “Are there any significant differences between married and unmarried teachers with regards to various factors of QWL”. The result is shown in table 3.27

**Table 3.27**  
**Married and unmarried teachers regarding Quality of Work Life (Total)**

	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Quality of Work Life (Total)</b>	-.601	87	.550

Source: Field survey (5 % level of significance)

Table 3.27 shows that the observed t value is -.601 with 87 df and a p-value of .550 which is higher than 0.05 meaning that it is not significant. Hence, there are no significant differences between male and female teachers with regard to various factors of QWL.

**Results of research questions relating to marital status and QWL**

The following table 3.28 shows the result to the research questions “Are there any significant differences between married and unmarried teachers with regard to various factors of quality of work life?”

**Table 3.28**  
**Marital status and QWL (T-test)**

<b>Difference between</b>		
<b>Independent variables</b>	<b>Dependent variables</b>	<b>Significant</b>
Marital status of respondents	Adequate and fair compensation	.660
	Safe and healthy working conditions	.734
	Opportunity to use and develop human capacities	.598
	The opportunity for continued growth and security	.557
	Social integration in the work organization	.972
	Constitutionalism in the work organization	.413
	Work and total life space	.418
	Social relevance of work life	.418
	QWL (Total)	.550

Source: Field survey (5 % level of significance)

It is evident that there are no significant differences between marital status and various factors of QWL as the p-value in various factors is higher than 0.05. Hence the result to the research questions “Are there any significant differences between married and unmarried teachers with regard to various factors of quality of work life?” is that there is no difference between marital status and QWL. This finding agrees with the findings of Kumar, 2015 that no differences were found between marital status and QWL.

### 3.2.3 Significant relationships between work experience and various factors of Quality of Work Life

It is attempted to find out whether there exists any relationships between work experience and various factors of Quality of Work Life viz., “Adequate and fair compensation, Safe and healthy working conditions, the opportunity to 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”. ANOVA was conducted to find out the results to the following research questions:

#### Adequate and fair compensation

A research question was framed as “Is there any significant relationship between work experience with regard to adequate and fair compensation?”. The answer is shown in Table 3.29

**Table 3.29**  
**Experience and Adequate and Fair Compensation**

Particulars	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	252.127	5	50.425	2.124	.071
Within Groups	1970.278	83	23.738		
Total	2222.404	88			

Source: Field survey

Table 3.29 shows that the test of variance is not significant ( $F=2.124$ ,  $p\text{-value}=.071$ ). Hence it can be concluded that there is no significant relationship among experiences of teachers with “adequate and fair compensation”.

#### Safe and healthy working conditions

A research question was framed as “Is there any significant relationship between work experience with regard to safe and healthy working conditions?”. The result is shown in Table 3.30

**Table 3.30**  
**Experience and safe and healthy working conditions**  
**(ANOVA)**

<b>Particulars</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	93.065	5	18.613	1.562	.180
Within Groups	988.958	83	11.915		
Total	1082.022	88			

Source: Field survey

Table 3.30 shows that the test of variance is not significant ( $F=1.562$ ,  $p\text{-value}=.180$ ). Hence it can be concluded that there is no significant relationship among experiences of teachers with regard to “safe and healthy working conditions”.

#### **Use of capacities at work**

A research question was framed as “Is there any significant relationship between work experience with regard to the use of capacities at work?”. The result is shown in Table 3.31

**Table 3.31**  
**Experience and use of capacities at work**

<b>Particulars</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	82.809	5	16.562	1.554	.182
Within Groups	884.786	83	10.660		
Total	967.596	88			

Source: Field survey

Table 3.31 shows that the test of variance is not significant ( $F=1.554$ ,  $p\text{-value}=.182$ ). Therefore, it can be concluded that there is no significant relationship among the experiences of teachers with regard to “the use of capacities at work”.

### **Opportunity for continued growth and security**

A research question was framed as “Is there any significant relationship between work experience with regard to opportunities for continued growth and security?”. The result is shown in Table 3.32

**Table 3.32**  
**Experience and opportunity for continued growth and security**

<b>Particulars</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	25.944	5	5.189	.989	.430
Within Groups	435.674	83	5.249		
Total	461.618	88			

Source: Field survey

The above table shows that the test of variance is not significant ( $F=0.989$ ,  $p\text{-value}=.430$ ). Thus, there is no significant relationship among the experiences of teachers with regard to “opportunities for continued growth and security”.

### **Social integration in the work organization**

A research question was framed as “Is there any significant relationship between work experience with regard to social integration in the work organization?”. The result is shown in Table 3.33

**Table 3.33**  
**Experience and social integration in the work organization**

<b>Particulars</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	17.033	5	3.407	.491	.782
Within Groups	575.911	83	6.939		
Total	592.944	88			

Source: Field survey

Table 3.33 shows that the test of variance is not significant ( $F=1.554$ ,  $p\text{-value}=.182$ ). Therefore, it can be concluded that there is no significant relationship



among experiences of teachers with regard to “social integration in the work organization”.

### **Constitutionalism in the work organization**

A research question was framed as “Is there any significant relationship between work experience with regard to constitutionalism in the work organization?”. The result is shown in Table 3.34

**Table 3.34**  
**Experience and constitutionalism in the work organization**

<b>Particulars</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	10.619	5	2.124	.546	.741
Within Groups	323.022	83	3.892		
Total	333.640	88			

Source: Field survey

Table 3.34 shows that the test of variance is not significant ( $F=.546$ ,  $p$ -value $=.741$ ). Therefore, it can be concluded that there is no significant relationship among experiences of teachers with regard to “constitutionalism in the work organization”.

### **Work and total life space.**

A research question was framed as “Is there any significant relationship between work experience with regard to work and total life space?”. The result is shown in Table 3.35

**Table 3.35**  
**Experience and work and total life space**

<b>Particulars</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	26.841	5	5.368	.743	.593
Within Groups	599.609	83	7.224		
Total	626.449	88			

Source: Field survey

Table 3.35 shows that the test of variance is not significant ( $F=.743$ ,  $p\text{-value}=.593$ ). Therefore, it can be concluded that there is no significant relationship among experiences of teachers with regard to “work and total life space”.

### **Social relevance of work**

A research question was framed as “Is there any significant relationship between work experience with regard to social relevance of work?”. The result is shown in Table 3.36

**Table 3.36**  
**Experience and social relevance of work**

<b>Particulars</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	14.225	5	2.845	.546	.741
Within Groups	431.415	83	5.198		
Total	445.640	88			

Source: Field survey

Table 3.36 shows that the test of variance is not significant ( $F=.546$ ,  $p\text{-value}=.741$ ). Therefore, it can be concluded that there is no significant relationship among experiences of teachers with regard to “social relevance of work”.

## Quality of Work Life (Total)

**Table 3.37**

### Quality of work life (Total)

Particulars	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2259.292	5	451.858	1.336	.257
Within Groups	28076.798	83	338.275		
Total	30336.090	88			

Source: Field survey

Table 3.37 shows that the test of variance is not significant ( $F=1.336$ ,  $p\text{-value}=.257$ ). Therefore, it can be concluded that there is no significant relationship among experiences of teachers with regard to various factors of quality of work life.

### Results of research questions relating to work experience and QWL

The following table shows the results to the research questions “Are there any significant relationships between experiences of teachers with regards to various factors of quality of work life?”

**Table 3.38**  
**Work experience and QWL (ANOVA)**

<b>Difference between</b>		
<b>Independent variables</b>	<b>Dependent variables</b>	<b>Significant</b>
Work experience of respondents	Adequate and fair compensation	.671
	Safe and healthy working conditions	.180
	Opportunity to use and develop human capacities	.182
	The opportunity for continued growth and security	.430
	Social integration in the work organization	.782
	Constitutionalism in the work organization	.741
	Work and total life space	.593
	Social relevance of work life	.741
	QWL (Total)	.257

Source: Field survey (5 % level of significance)

It is evident from the above table that there are no significant differences between work experience and various factors of QWL as the p-value is higher than 0.05 in various factors of QWL. Hence the result to the research questions “Are there any significant relationships between experiences of teachers with regards to various factors of quality of work life?” is that there is no difference between experience of teachers and QWL. This finding agrees with the findings of Manju, 2014; Dalayeen, 2017, that there is no difference between experience of teachers and QWL. However, this finding does not agree with the findings of Bolhari, 2011; Gupta, 2015 that differences exist among work experience and QWL.

## **Conclusions**

The main purpose of this chapter is to analyze the demographic profile of teachers and to find results to research questions. The study found that male teachers are more than female teachers and that majority of the teachers were married. Most of the teachers were in the age group of 41-50 years and have a working experience of 11-20 years. Majority of the teachers have a qualification of graduate followed by post graduate. The results of the research questions show that there is no difference between age, marital status and work experience and various factors of QWL of teachers.

## **CHAPTER 4**

### **QUALITY OF WORK LIFE OF TEACHERS**

This chapter is divided into three parts. The first part deals with teacher's satisfaction level on quality of work life, the second part presents factors having significant effect on QWL of teachers and the third part presents the results drawn from research questions. Data was collected through a structured questionnaire adopted from an extensive literature survey (Richard, E Walton, 1975). The level of satisfaction of teachers has been measured through Likert five-point scale ranging from 1-5 where 1=strongly dissatisfied, 2= dissatisfied, 3=neutral, 4=satisfied, 5=strongly dissatisfied. Simple statistical tools like percentage and mode was adopted in this chapter. Mode score is calculated in order to find out the most frequently occurring answered given by the respondents. Pearson correlation was also adopted to find out the results to the research questions.

#### **4.1 QUALITY OF WORK LIFE**

Richard E. Walton (1975) defines QWL as "A process by which an organization responds to employees' needs in developing mechanisms to allow them to share fully in making the decisions that design their lives at work". He proposed 8 important factors that determine the QWL of employees. These factors 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".

##### **4.1.1 Adequate and fair compensation**

Adequate and fair compensation indicates a reasonable balance between the effort given to work and the reward. It includes appropriate job evaluation, training to accomplish the job, and the capability of the organization to pay to the employees. What is adequate in one place may not be same in the other. In India, the "Minimum Wages Act, 1948" was passed to prevent the mistreatment of labor and in order to

prevent deduction of wages illegally, the “Payment of Wages Act, 1936” was also passed. As defined by the Fair Wages committee, fair wages mean “the wage which is above the minimum wage but below the living wage”. The salary of the employees must be fair and equitable so as to keep the employee’s standard of living. Walton added that “compensation offered must be adequate implying it must be proportionate to labor, and there should be internal consistency among salaries of employees.

Linda (2006) affirms that salary was the main factor that lead to satisfaction of employees among University of Hawaii. Alzalabani (2017) found that adequate and fair compensation is one of the factors that affect the perception of employees towards their working life. Kaur (2012) also mentioned that among the workers, factors that serve as a motivation to perform well in an educational institution is that of rewards and benefits. Islam, (2012) and Malarvizhi (2012) confirm that compensation plays a significant role in every institution and that less amount of compensation would not appeal experienced and skilled employees and it will not help in attaining the quality of communicating knowledge.

Teachers' satisfaction regarding “adequate and fair compensation” has been measured with four items namely salary of teachers, salary of teachers compared with salary of colleagues, rewards received from the institutions, and extra benefits provided by the institutions which are shown in Table 4.1.

**Table 4.1****Satisfaction level of teachers with regards to adequate and fair compensation**

<b>Adequate and fair compensation</b>	<b>Strongly Dissatisfied</b>	<b>Dissatisfied</b>	<b>Neutral</b>	<b>Satisfied</b>	<b>Strongly Satisfied</b>	<b>Total</b>	<b>Mode</b>
Salary (remuneration)	0 (0.00)	8 (8.99)	27 (30.34)	49 (55.06)	5 (5.62)	89	4
Salary compared with salary of	0 (0.00)	9 (10.11)	27 (30.34)	48 (53.93)	5 (5.62)	89	4
Rewards received from the institutions	2 (2.25)	5 (5.62)	31 (34.83)	40 (44.94)	11 (12.36)	89	4
Extra benefits provided by the institutions	1 (1.12)	1 (1.12)	18 (20.22)	53 (59.55)	16 (17.98)	89	4
<b>Total</b>	3 (0.84)	23 (6.46)	103 (28.93)	190 (53.37)	37 (10.39)	356 (100)	4

Note: Figures in parentheses represents percentage

Source: Field Survey

The table 4.1 shows that in all the five items, the majority of the respondents (53.37 percent) were satisfied with adequate and fair compensation provided by the institutions and 10.39 percent were strongly satisfied in this regard. However, 7.3 percent of the respondents have responded negatively to QWL factors relating to fair and appropriate compensation. Around 28 percent of teachers were neither satisfied nor dissatisfied with fair and appropriate compensation.

The mode score on a five-point Likert scale is found to be 4 (satisfied) for all the items under adequate and fair compensation and it can be concluded that more number of respondents were satisfied with adequate and fair compensation and that



SDA educational institution has provided salary and other monetary benefits to the teachers to the extent that make teachers satisfied.

As it can also be seen from the table that 55.06 percent of the respondents were satisfied with their salary and 5.62 percent were strongly satisfied with their salary. This shows that half of the respondents from the regular teachers gave a positive response to the statement.

59.55 percent of the respondents were satisfied and strongly satisfied with their salary when they compared with salary of their colleagues. This shows that the salary provided by the institutions were reasonable as opined by most of the respondents.

Regarding teacher's satisfaction on rewards received from the institution, satisfied teachers were found to be 57.3 percent where 44.94 respondents were satisfied and 11 persons were strongly satisfied. Only 7 teachers from the respondents were dissatisfied with this regard. This shows that the institutions have provided a good reward to the teachers as more of them were showing higher satisfaction.

The extra benefits provided by the institutions were also found to be satisfactory (77.53 percent) and only 2 respondents were responding negatively with this regard. All regular employees in SDA institutions were able to reimbursed around 75 percent of their medical bills.

#### **4.1.2 Safe and healthy working conditions**

For Improvement in the quality of working life, the working atmosphere should be friendly and free from hazards which could be harmful to health and safety of workers. A good work environment is ensured by reasonable working hours, risk-free and physical conditions of work. In India, under the Factories Act, 1948, a provision regarding health and safety of workers and the worker's welfare is provided. Walton stated that "unsafe and hazardous working conditions cause problems to both employers and employees. There may be little advantage to the employer in short-term but in medium and long-terms, it adversely affects the productivity. Adequate investment must be made to ensure safe and healthy working conditions".

Jaiswal, A. (2014) has mentioned that as workers spent most of their time in their working environment, employees working conditions must be favorable to work. The working conditions may include the workload of the employees, physical facilities such as physical amenities. He also added that “physical condition must meet the accepted standards of cleanliness, light, heat, air-conditioning, ventilation, safety and sanitation facilities. Provisions for social as well as athletic activities would make employee more dedicated”. Gupta and Sharma, (2011) confirm that “teachers whose jobs are secure are more likely to have prospects for professional development, interact cohesively with peers and greater parental involvement in their schools and their students”. Raluca (2016) affirms that the companies in Romania were concerns about the health of the employees since most of the employees were satisfied with the health and safety conditions in the company.

Teachers satisfaction regarding “safe and healthy working conditions” have been measured with six items namely weekly work journey, teacher’s workload, use of technology by teachers in their work, healthiness in the institutions, safety equipment, individual and collective protection provided by the institution, tiredness of the teachers caused by work which is shown in Table 4.2.

**Table 4.2****Satisfaction level of teachers with regards to safe and healthy working conditions**

<b>Safe and healthy working conditions</b>	<b>Strongly Satisfied</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Satisfied</b>	<b>Strongly Satisfied</b>	<b>Total</b>	<b>Mode</b>
Weekly work journey	0 (0.00)	7 (7.87)	20 (22.47)	49 (55.06)	13 (14.61)	89	4
Workload of the teachers	0 (0.00)	7 (7.87)	16 (17.98)	49 (55.06)	17 (19.10)	89	4
Use of technology in the work of the teachers	0 (0.00)	12 (13.48)	35 (39.33)	36 (40.45)	6 (6.74)	89	4
Healthiness in the institutions	2 (2.25)	8 (8.99)	27 (30.34)	44 (49.44)	8 (8.99)	89	4
Safety equipment, individual and collective protection provided	1 (1.12)	8 (8.99)	29 (32.58)	50 (56.18)	1 (1.12)	89	4
Tiredness of the teachers caused by work	2 (2.25)	4 (4.49)	44 (49.44)	33 (37.08)	6 (6.74)	89	3
<b>Total</b>	5 (0.94)	46 (8.61)	171 (32.02)	261 (48.88)	51 (9.55)	534 (100)	4

Note: Figures in parentheses represents percentage

Source: Field Survey

Safe and healthy working conditions in the institutions were found to be satisfactory as majority of the respondents (58.43 percent) were giving positive

response to the statement. Further, the table shows that 9.55 percent of the teachers from the respondents gave a negative response to the statement. The mode score is calculated at 4 (satisfied) It may be inferred that more number of respondents were satisfied with safe and healthy conditions in the SDA educational institutions.

It can also be seen from the table that 55.06 percent were satisfied with their weekly work journey (number of worked hours) and 14.61 percent were strongly satisfied with the number of hours they worked. 7.87 percent of the respondents were however responded negatively to this regard. It may be observed that more number of respondents were satisfied with their weekly work journey.

Regarding the workload of the teachers, 74.16 percent were satisfied and strongly satisfied which shows that the majority of the respondents were satisfied with the amount of work given to them.

It is observed that 47.19 percent of respondents were satisfied and strongly satisfied with the use of technology at work. However, 13.48 percent were not satisfied with the use of technology in the work of the teachers. It may be inferred that teachers were satisfied with the use of technology in the work with less number of percentages.

Among the respondents, 57.30 percent of the teachers were giving positive responses out of which 56.18 were satisfied and 1.12 percent were strongly satisfied with safety equipment, individual and collective protection provided by the institutions. This shows that more number of respondents were satisfied with the safety equipment provided by the institution.

In case of teacher's satisfaction regarding tiredness caused by work, only 43.82 respondents were satisfied and 6.74 percent were dissatisfied with this regard. However, 49.44 percent have no opinion about this regard.

The mode score on five-point Likert scale for all the items under safe and healthy working conditions is found to be 4 (satisfied) except for "Tiredness of the teachers caused by work" which is showing mode score of 3 (neutral) i.e. neither satisfied nor dissatisfied. Thus, it can be concluded that more number of respondents

were satisfied with a high level of satisfaction regarding safe and healthy working conditions.

#### **4.1.3 Opportunity to develop human capacities**

Quality of work life of employees can be improved when given them opportunity to developed human capacities. Walton stated that “The QWL will be better if the jobs allow sufficient autonomy and control to its employees. The workers must be given an opportunity to use their skills, abilities, and initiative in planning and implementing the work. The senior persons can keep a watch and constant control and also provide immediate feedback to the workers. Corrective measures can be taken immediately in the light of this feedback.” Jobs that enjoy autonomy give the worker a sense of individual responsibility for the results and if a job provides feedback, the worker will identify how efficiently he is performing.

Arya (1980) reveals that when workers are allowed to participate in decision making, involvement of workers are higher. According to Sangeeta, J. (2004) the opportunity that the employee has to develop the human capacities can have a great impact on the Quality of Work Life of the employees. Lakshmaiah, K. (2018) found that employees QWL is significantly impacted by the work conditions of the employees.

Teachers' satisfaction regarding “opportunity to develop human capacities” have been measured with four items viz. autonomy at work, importance of task/work/activity did by the teachers, polyvalence at work, teacher’s performance evaluation/reviewed feedback which is shown in Table 4.3.

**Table 4.3****Satisfaction level of teachers with regards to opportunity to develop human capacities**

<b>Opportunity to develop human capacities</b>	<b>Strongly Satisfied</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Satisfied</b>	<b>Strongly Satisfied</b>	<b>Total</b>	<b>Mode</b>
Autonomy at work	5 (5.62)	8 (8.99)	26 (29.21)	45 (50.56)	5 (5.62)	89	4
Importance of task/work/activity did by the teachers	1 (1.12)	7 (7.87)	18 (20.22)	57 (64.04)	6 (6.74)	89	4
Polyvalence at work	2 (2.25)	4 (4.49)	22 (24.72)	53 (59.55)	8 (8.99)	89	4
Teacher's performance evaluation/reviewed	1 (1.12)	4 (4.49)	31 (38.83)	49 (55.06)	4 (4.49)	89	4
Given responsibilities	2 (2.25)	3 (3.37)	20 (22.47)	57 (64.04)	7 (7.87)	89	4
<b>Total</b>	11 (2.47)	26 (5.84)	117 (26.29)	261 (58.65)	30 (6.74)	445 (100)	4

Note: Figures in parentheses represents percentage

Source: Field Survey

The overall response shows that the majority of the respondents were satisfied with the opportunity to develop human capacities in the institutions. 58.65 percent were satisfied and 6.74 percent were strongly satisfied with the same. Further, the table shows that 8.31 percent of the respondents gave a negative response to this factor of quality of work life. It can be inferred that more number of respondents were satisfied with the opportunity given to them in order to develop human capacities.

It can also be seen from the table that 56.18 percent of the respondents accepted that they were satisfied and strongly satisfied regarding the opportunity they had for making decisions while 14.61 percent were dissatisfied with the autonomy at work. Thus, it can be inferred that satisfied teachers were found to be highest with regard to autonomy at work.

In the case of the importance of task/work/activity done by the teachers, 70.78 percent of teachers among the respondents were giving positive responses where 8.99 percent were however dissatisfied regarding the importance of task/work/activity done by the teachers. Thus, this shows that the majority of the respondents were satisfied with the importance of task/work/activity performed by the teachers in SDA educational institutions.

68.54 percent were found to be satisfied regarding polyvalence at work, 6.74 percent dissatisfied with the same. This shows that more than half of the respondents from the regular teachers gave a positive response to this regard.

Among the respondents from the regular teachers, 59.55 percent responded that they were satisfied with their performance appraisal or received feedback from the institutions, 5.61 percent was however not satisfied with the awareness of how good or bad their performance at work is. Thus, it may be inferred that teachers of SDA educational institutions were satisfied as more than 50 percent were satisfied with this regard.

The calculated mode value on Likert five-point scale is giving 4 (satisfied) for all the items under this factor. Thus, it can be concluded that more number of respondents were satisfied with the opportunity to develop human capacities.

#### **4.1.4 Opportunity for continued growth and security**

Employees must be given in their work the opportunity for growth and security; an expressive career pathway must be provided to the employees. Walton stated that “When employees are offered opportunities to grow in an organization by providing promotion ladder, it helps in improving the QWL. QWL provides future opportunities for continued growth and security by expanding one's capabilities knowledge and qualifications”. Organization must take into consideration what opportunities they can offer to their employees in order to develop new skills which will lead to their continuous growth.

Anoraga, P. (2000), suggested from his study that in order for a worker and organization to build a profitable career development and for the continued growth of the employee, programs on training, mastering of law and workers feedback need to be conducted by the organization. It is also noted from the researcher that employees' opportunities for growth boost their performance which leads to an increase in employees QWL. In the words of Lau et al, (2001) QWL is “the favorable working environment that supports and promotes satisfaction by providing employees with rewards, job security, and career growth opportunities”.

Teachers' satisfaction regarding “opportunity for continued growth and security” have been measured with four items viz. professional growth opportunity, participation in teachers training, situations and frequency of resigning at work, incentives received for study which is shown in Table 4.4



**Table 4.4**

**Satisfaction level of teachers with regards to opportunity for continued growth and security**

<b>Opportunity for continued growth and security</b>	<b>Strongly Satisfied</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Satisfied</b>	<b>Strongly Satisfied</b>	<b>Total</b>	<b>Mode</b>
Professional growth opportunity	4 (4.49)	9 (10.11)	29 (32.58)	44 (49.44)	3 (3.37)	89	4
Participation in teachers training	0 (0.00)	12 (13.48)	29 (32.58)	43 (48.31)	5 (5.62)	89	4
Situations and frequency of resigning at work	0 (0.00)	7 (7.87)	43 (48.31)	37 (41.57)	2 (2.25)	89	3
Incentives received for study	2 (2.25)	10 (11.24)	33 (37.08)	41 (46.07)	3 (3.37)	89	4
<b>Total</b>	6 (1.69)	38 (10.67)	134 (37.64)	165 (46.35)	13 (3.65)	356	4

Note: Figures in parentheses represents percentage

Source: Field Survey

The above table shows the overall response from the respondents and is observed that 50 percent were satisfied and strongly satisfied to opportunity for continued growth and security factors of quality of work life and 12.36 percent gave a negative response to this regard. However, 37.64 percent neither satisfied nor dissatisfied with this factor. Thus, it can be concluded that less than half of the respondents from the SDA educational institution in Mizoram were giving positive responses to this factor of quality of work life.

It can also be seen from the table that more than 52.81 percent were satisfied with the opportunity given to them by the institution for professional growth, 14.6

percent were however dissatisfied with the same. This shows that majority of the respondents gave positive responses to this regard.

The table also presented that 48.31 percent were satisfied with teachers training they participated and 5.62 percent were strongly satisfied. However, 13.48 percent were dissatisfied with this factor of quality of work life.

Regarding satisfaction of teachers on situations and frequency of resigning at work, 43.82 percent were satisfied and strongly satisfied. This shows that out of all the respondents, 39 responses positively to this regard. 7.87 percent gave a negative response to this statement.

Teachers satisfied with incentives receive from the institution for study are found to be 49.44 percent and 13.49 percent were found to be dissatisfied with this regard. It may be concluded that less than half of the respondents were satisfied regarding the incentives provided by the institution for study.

The calculated mode value on a Likert five-point scale is giving 4 i.e. satisfied for all the items under this factor except for “Situations and frequency of resigning at work” which is calculated at 3 (satisfied nor dissatisfied). Thus, it can be concluded that more number of respondents were satisfied regarding incentives provided by the institution for study.

#### **4.1.5 Social integration in the work organization**

Social integration of employees in the organization is another factor that contributes to the QWL of employees. Building strong relationships with colleagues will help the employees improve QWL. Walton stated that “relationships between and among the employees is an indicator of healthy work organization. Opportunities must be provided for formal and informal interaction. All kinds of classes religion, sexual, social, racial, races, etc. must be treated equally on a social platform”. Discernment among the employees in terms of gender, marital status, age, educational qualification, and experience in educational institutions can turn as a hindrance in the way of social integration.

Edgar and Beaudoin (2003) affirmed that QWL is related to feelings of the employees towards the work they performed and not only associated with employee's personal well-being and employees' attitudes towards the job. Raluca (2016) affirms that the social relationship in Romanian organization is in a good climate since majority of the employees were satisfied with the relationship they had with their colleagues and added that they can express their opinion from the encouragement they received from the organization and helps them in solving problems.

Teachers satisfaction regarding "social integration in the work organization" has been measured with four items viz. discrimination at work, relationship with colleagues and leader at work, colleague's commitment to work, appreciation of ideas and initiatives at work which is shown in Table 4.5.

Overall, majority of the respondents (64.33 percent) were satisfied and strongly satisfied regarding "social integration in the work organization" factor of QWL. However, among the respondents, 8.14 percent responded that they are not satisfied. Among all the respondents from the teacher's, 27.53 percent have no opinion with this regard. This shows that teachers were satisfied regarding social integration in the work organization as more than 64 percent of the respondent were responding to satisfied and strongly satisfied.

Regarding discrimination at work, the teachers were found to be satisfied and strongly satisfied as responded by 57.3 percent of respondents and dissatisfied and strongly dissatisfied were found to be only 14.61 percent. Thus, it can be interpreted that out of all the respondents, 51 persons responded positively to this statement and 13 persons gave a negative response to this regard.

**Table 4.5****Satisfaction level of teachers with regards to Social integration in the work organization**

<b>Social integration in the work organization</b>	<b>Strongly Dissatisfied</b>	<b>Dissatisfied</b>	<b>Neutral</b>	<b>Satisfied</b>	<b>Strongly Satisfied</b>	<b>Total</b>	<b>Mode</b>
Discrimination at work	3 (3.37)	10 (11.24)	25 (28.09)	34 (38.20)	17 (19.10)	89	4
Relationship with colleagues and leader at work	0 (0.00)	2 (2.25)	14 (15.73)	56 (62.92)	17 (19.10)	89	4
Colleague's commitment to work	0 (0.00)	7 (7.87)	25 (28.09)	49 (55.06)	8 (8.99)	89	4
Appreciation of ideas and initiatives at work	0 (0.00)	7 (7.87)	34 (38.20)	39 (43.82)	9 (10.11)	89	4
<b>Total</b>	3 (0.84)	26 (7.30)	98 (27.53)	178 (50.00)	51 (14.33)	356	4

Note: Figures in parentheses represents percentage

Source: Field Survey

In the case of satisfaction regarding the relationship with colleagues and leaders at work satisfied teachers were found to be 82.02 percent which shows that there exists a good relationship in the institution with colleagues and leaders. Only 2 respondents were found to be not satisfied in this regard.

64.05 percent of the respondents were satisfied with the commitment of their colleagues where 55.06 percent are satisfied and 8.99 percent are strongly satisfied. Seven respondents were however dissatisfied with their colleague's commitment to work. 28.09 respondents have no opinion about this regard.

In case of satisfaction of teachers regarding appreciation of their ideas and initiatives at work 43.82 percent were satisfied and 10.11 percent were strongly satisfied. However, 7.87 percent of them responded negatively to this statement.

The calculated mode value on a Likert five-point scale is giving 4 i.e. satisfied for all the items included under this factor. Thus, it can be concluded that more number of respondents from regular teachers of SDA education institutions in Mizoram were satisfied with “social integration in the work organization”.

#### **4.1.6 Constitutionalism in the work organization**

Constitutional protection at work is another factor that determines the QWL of workers. This factor is related to the rules and regulations in the organizations that can have an effect on the employees’ freedom. It includes the rules and regulations relating to respecting the employee’s rights, freedom of expression, respect to individual characteristics. Walton stated that “Every employee should be entitled to some privileges such as personal privacy, right to expression, right to equitable treatment, etc. An employee will be gratified if he is given maximum opportunities to use and develop his capabilities”.

Kumar (2015) affirms from the study conducted in Tamil Nadu that there exists same level of satisfaction on “social relevance of work life” among employees working at private and government sector.

Teachers satisfaction regarding “constitutionalism in the work organization” has been measured with four items viz. institution respecting the teacher’s rights, freedom of expression at work, norms and rules at work, respect to your individuality which is shown in Table 4.6.

**Table 4.6****Satisfaction level of teachers with regards to Constitutionalism in the work organization**

<b>Constitutionalism in the work organization</b>	<b>Strongly Satisfied</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Satisfied</b>	<b>Strongly Satisfied</b>	<b>Total</b>	<b>Mode</b>
Institution respecting the teacher's rights	1 (1.12)	4 (4.49)	21 (23.60)	56 (62.92)	7 (7.87)	89	4
Freedom of expression at work	1 (1.12)	8 (8.99)	17 (19.10)	50 (56.18)	13 (14.61)	89	4
Norms and rules at work	1 (1.12)	3 (3.37)	26 (29.21)	50 (56.18)	9 (10.11)	89	4
Respect to teacher's individuality	0 (0.00)	6 (6.74)	20 (22.47)	53 (59.55)	10 (11.24)	89	4
<b>Total</b>	3 (0.84)	21 (5.90)	84 (23.60)	209 (58.71)	39 (10.96)	356	4

Note: Figures in parentheses represents percentage

Source: Field Survey

The above table represents that teachers were satisfied and strongly satisfied as provided by 69.66 percent of the respondents which shows that more than half of the respondents among the regular teachers gave a positive response to “constitutionalism in the work organization” factor of QWL. However, regarding “constitutionalism in the work organization”, 6.74 percent were responding negatively to this factor.

Regarding respecting the teacher's rights, 70.79 percent responded they were satisfied and strongly satisfied and 5 respondents responded that they were not satisfied regarding respecting the teacher's rights. However, the majority of the respondents responded positively to the statement.

In the case of freedom of expression at work, 70.79 respondents were satisfied and strongly satisfied, whereas 9 respondents were not satisfied with this regard. 17 respondents were, however, have no opinion with this regard.

66.29 percent said that the norms and rules in the institutions were satisfactory as 4.5 percent were not satisfied with the norms and rules. 29.21 percent have no opinion in this regard. Thus, it can be interpreted that the norms and rules provided by the institutions were satisfactory to a great extent.

In the case of teacher's satisfaction regarding respecting teacher's individuality (individual characteristics and particulars), 70.79 percent were satisfied and strongly satisfied and only 6.74 percent were dissatisfied with the same. This shows that more than half of the teachers gave a positive response to this regard.

The calculated mode on a Likert five-point scale is giving 4 (satisfied) under the items included in this factor. Thus, it can be concluded that more number of respondents from regular teachers of SDA education institutions in Mizoram were satisfied with "constitutionalism in the work organization".

#### **4.1.7 Work and total life space**

There must be a balance between "work and personal life". Continuous work will cause psychological and physical weakness which will unenabled the employee to perform work in a more effective way. Employees must not be allowed to continuously exercise themselves in work. Walton stated that "Certain employees are required to work for late hours or are frequently transferred or have to do a lot of traveling as a part of their duty. This definitely affects their QWL as they remain away from their families for a long period of time. Employees' family and social life should not be affected by working life". Employees must be given space between "work and life".

Diogo, J.H. et al (2014) found that in determining the QWL of workers, both work and non-work variables play a significant role. Katzell observed that "a worker is said to be enjoying a high quality of working life when he feels his working life fits well with his private life to afford him a balance between the two in two in terms in

his personal values". Sasan, B. (2012) also argue that teaching job is desirable as the job gave the teachers the opportunity to balance their work with their lives. Raluca (2016) concluded that employees in Romanian organization believe that the Romanian organization is giving them a balance between work and life.

Teachers satisfaction regarding "work and total life space" have been measured with three items viz. influence of work on family life/routine, influence of work on possibilities of leisure, schedule of work and rest, which is shown in Table 4.7

Regarding "work and total life space" factor of quality of work life, table 4.7 shows that 62.55 percent were strongly satisfied and satisfied. This indicates that more than half of the respondents were giving positive response to this factor of QWL. Among the respondents, 5.25 percent were dissatisfied with work and total life space factor. Respondents having no opinion with this regard amounted to 32.21 percent.



**Table 4.7****Satisfaction level of teachers with regards to Work and total life space**

<b>Work and total life space</b>	<b>Strongly Satisfied</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Satisfied</b>	<b>Strongly Satisfied</b>	<b>Total</b>	<b>Mode</b>
Influence of work on family life/routine	0 (0.00)	1 (1.12)	26 (29.21)	54 (60.67)	8 (8.99)	89	4
Influence of work on possibilities of leisure	3 (3.37)	5 (5.62)	29 (32.58)	46 (51.69)	6 (6.74)	89	4
Schedule of work and rest	3 (3.37)	2 (2.25)	31 (34.83)	47 (52.81)	6 (6.74)	89	4
<b>Total</b>	6 (2.25)	8 (3.00)	86 (32.21)	147 (55.06)	20 (7.49)	267	4

Note: Figures in parentheses represents percentage

Source: Field Survey

Regarding the “influence of work on family life/routine”, 69.66 percent said that the “influence of work on family life/routine” is satisfactory, and only 1.12 percent of the responded have responded that the “influence of work on family life/routine” is not satisfactory.

In the case of influence of work on possibilities of leisure, 58.43 percent have responded that it was satisfactory, and 8.99 percent were dissatisfied with the same. This shows that half of the respondents were satisfied with the influence of work on possibilities of leisure.

59.55 percent of the respondents were satisfied and strongly satisfied regarding schedule of work and rest in the institution, and 5.62 percent responded negatively with the same. However, 34.83 percent have no opinion about this regard. This shows

that besides the work in the institution they still have time to rest which gives them satisfaction in their work.

The calculated mode on a Likert five-point scale is giving 4 i.e. satisfied for all the items under work and total life space and thus it can be concluded that more number of respondents from regular teachers of SDA education institutions in Mizoram were satisfied with “work and total life space”.

#### **4.1.8 Social relevance of work life**

The social responsibility of the educational institutions is a huge component of QWL. Workers must be given the stance of how his effort in the educational institutions helps the society. “Social relevance of work life” of employees is one of the important factors for healthier working conditions. Richard E. Walton stated that “employees must be given the perspective of how his/her work in the organization helps the society. This is essential to build relevance of the employee’s existence to the society he/she lives in”.

Previous researchers (Saleh, 2016; Geeta, 2018) found that the employees expressed their satisfaction regarding “social relevance of work life in their work”. Kumar (2015) affirms from the study conducted in Tamil Nadu that there exists same level of satisfaction on “social relevance of work life” among employees working at private and government sector.

Teachers satisfaction regarding “Social relevance of work life” have been measured with four items viz. proud of performing work, the image the institution has to society, contribution of the institution to society, human resources policy that the institution uses which is shown in Table 4.8

**Table 4.8****Satisfaction level of teachers with regards to Social relevance of work life**

<b>Social relevance of work life</b>	<b>Strongly Dissatisfied</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Satisfied</b>	<b>Strongly Satisfied</b>	<b>Total</b>	<b>Mode</b>
Proud of performing work	1 (1.12)	3 (3.37)	21 (23.60)	57 (64.04)	7 (7.87)	89	4
The image the institution has to society	0 (0.00)	2 (2.25)	19 (21.35)	61 (68.54)	7 (7.87)	89	4
Contribution of the institution to society	0 (0.00)	3 (3.37)	24 (26.97)	47 (52.81)	15 (16.85)	89	4
Human resources policy that the institution uses	0 (0.00)	3 (3.37)	27 (30.34)	50 (56.18)	9 (10.11)	89	4
<b>Total</b>	1 (0.28)	11 (3.09)	91 (25.56)	215 (60.39)	38 (10.67)	356	4

Note: Figures in parentheses represents percentage

Source: Field Survey

Overall, the majority of the respondents (71.06 percent) were satisfied with “social relevance of work life”. Only 3.37 percent have responded that they are not satisfied with this regard. Teachers having no opinion with this factor of quality of work life amounted to 25.56 percent. This indicates that more than half of the respondents responded positively to “social relevance of work life” factor.

Regarding the proud of performing work, the teachers have responded that they are satisfied (64.04 percent) and strongly satisfied (7.87 percent). Only 4.49 percent among the responded were dissatisfied with this regard. It shows that the teachers working under SDA educational institutions were proud to perform their work.

The satisfaction of teachers regarding the image the institution has to society, 76.41 percent was satisfied and strongly satisfied and 2.25 percent of the respondents gave a negative response to this regard. This indicates that the institutions were building a good image in the society.

In the case of contribution of the institution to the society, 69.66 percent were satisfied and strongly satisfied and 3.37 percent of the respondents responded negatively to this statement. Thus, according to the response given by the teachers it can be assumed that SDA educational institutions in Mizoram have contributed great extend to society.

With regards to human resource policy in the institution, it is found that 56.18 percent were satisfied and 10.11 percent were strongly satisfied with the same. However, 3.37 percent were dissatisfied with human resource policy uses by the institutions. Thus, it can be concluded that as majority of the respondents gave positive responses, the SDA educational institution treats its employees in a good way.

The calculated mode value on a Likert five-point scale is giving 4 (satisfied) for all the items under this factor. Thus, it can be concluded that more number of respondents from regular teachers of SDA education institutions in Mizoram were satisfied with “Social relevance of work life”.

#### **4.2 FACTORS HAVING SIGNIFICANT EFFECT ON QWL**

Factors having significant effect on QWL have been identified by the researcher depending on the response given by the respondents. Percentages to total were calculated from the answer given by the respondents on each factor and rank them accordingly. The following table shows factors having significant effect on the QWL of teachers:

**Table 4.9**

**Ranking of factors having effect on QWL**

<b>Sl.No.</b>	<b>Factors</b>	<b>Percentage</b>	<b>Rank</b>
1	Adequate and fair compensation	11.86	6
2	Safe and healthy working conditions	17.38	1
3	Opportunity to develop human capacities	14.64	2
4	Opportunity for continued growth and security	11.00	7
5	Social integration in the work organization	11.98	5
6	Constitutionalism in the work organization	8.81	8
7	Work and total life space	12.09	4
8	Social relevance of work life	12.25	3
Quality of Work Life (Total)		100	

Source: Field survey

Among the eight factors of QWL, “Safe and healthy working conditions” emerged as the most significant factor that affect the QWL (17.38 percent). This finding is similar to the findings of Usha and Rohini (2018) “safe and healthy working conditions is the highest factor that contribute to QWL” but does not agree with the finding of Siddiq and Acharya, 2017 that the most significant factors which affect the QWL was “Adequate and fair compensation”. Moreover, in this study, “adequate and fair compensation” was rank 6<sup>th</sup> among the eight factors of QWL contributing only 11.86 percent of the total QWL. “Use of capacities at work” is found to be the second most significant factors that affect the QWL of teachers contributing 14.64 percent to QWL. “Social relevance of work life” is another factor that have significant effect on QWL of teachers which contributes 12.25 percent to QWL, “Work and total life space” contribute 12.09 percent to QWL followed by “Social integration in the work organization” which is contributing 11.98 percent to QWL. It can also be seen from the table that among all the eight factors of QWL, “constitutionalism in the work organization” contribute the least to QWL (8.81 percent).

It can be interpreted that among all the eight factors, factor having the most significant effect on QWL of teachers is “safe and healthy working conditions” and factor having least significant effect on QWL is found to be “constitutionalism in the work organization”. Thus, it can also be interpreted that respondents were most satisfied with QWL factors of “safe and healthy working conditions” and were least satisfied with “constitutionalism in the work organization”.

### **4.3 RESEARCH QUESTIONS**

#### **4.2.1 Significant correlation between various factors of QWL**

It is attempted to find out whether any significant correlation exists between various factors of QWL viz. “Adequate and fair compensation, Safe and healthy working conditions, the opportunity to 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”. Pearson correlation was conducted to find out the results for the research questions

#### **Significant correlation of “adequate and fair compensation” and other various factors of QWL**

- Pearson correlation indicated that “adequate and fair compensation” and “safe and healthy working conditions” are positively correlated at .476 which denotes that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.
- Pearson correlation indicated that “adequate and fair compensation” and “opportunity to develop human capacities” are positively correlated at .380 which denotes that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.
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.467 which denotes that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.

- Pearson correlation indicated that “adequate and fair compensation” and “social integration in the work organization” are positively correlated at .509 which denotes that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.
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- Pearson correlation indicated that “safe and healthy working conditions” and “opportunity to develop human capacities” are positively correlated at .722 which denotes that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.
- Pearson correlation indicated that “safe and healthy working conditions” and “opportunity for continued growth and security” are positively correlated at .527 which denotes that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.

- Pearson correlation indicated that “safe and healthy working conditions” and “social integration in the work organization” are positively correlated at .584 which denotes that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.
- Pearson correlation indicated that “safe and healthy working conditions” and “constitutionalism in the work organization” are positively correlated at .599 which denotes that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.
- Pearson correlation indicated that “safe and healthy working conditions” and “work and total life space” are positively correlated at .555 which denotes that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.
- Pearson correlation indicated that “safe and healthy working conditions” and “social relevance of work life” are positively correlated at .434 which denotes that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.

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- Pearson correlation indicated that “opportunity to develop human capacities” and “opportunity for continued growth and security” are positively correlated at .643 which denotes that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.
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**Significant correlation of “social integration in the work organization” and other various factors of QWL**

- Pearson correlation indicated that “social integration in the work organization” and “constitutionalism in the work organization” are positively correlated at .399 which denotes that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.
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**Significant correlation of “constitutionalism in the work organization” and other various factors of QWL**

- Pearson correlation indicated that “constitutionalism in the work organization” and “work and total life space” are positively correlated at .503 which denotes that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.

- Pearson correlation indicated that “constitutionalism in the work organization” and “social relevance of work life” are positively correlated at .224 which denotes that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.

**Significant correlation of “work and total life space” and other various factors of QWL**

- Pearson correlation indicated that “work and total life space” and “social relevance of work life” are positively correlated at .709 which denotes that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.

## CHAPTER 5

### FINDINGS AND SUGGESTIONS

This chapter aims to highlight the major findings drawn from preceding chapters and to give suggestions based on the findings of the study. It also brought out areas for further research for prospective researchers in the field of quality of work life.

#### 5.1 MAJOR FINDINGS

The following are the summary of major findings of the study:

##### **5.1.1 Findings relating to demographic profile of the teachers working under Seventh-day Adventist Educational Institutions in Mizoram**

- *Gender*

It is found that out of 95 regular teachers working under SDA educational institutions, more than half of the respondents from SDA educational institutions were female. This shows that there are more number of female respondents than male respondents among the teachers working under SDA educational institutions in Mizoram.

- *Age*

Most of the respondents were from the age group of 41-51 years (37.08 percent) which comprise the biggest portion among the age groups categorized for the study. This signifies that SDA educational institution in Mizoram has employed a young and middle-aged workforce in the schools.

Males and females from the age group of 41-50 years comprise the biggest portion (36.59 percent for male and 37.50 percent for female respondents) among the age groups categorized for this study which was followed by the age groups of 31-40 years. The table shows that in every age groups, female respondent constitutes a larger population among regular teachers in SDA educational institutions.

- *Marital Status*

Among the respondents from SDA educational institutions, 71.91 percent of the respondents are married and 28.09 percent of the respondents are unmarried. This signifies that there are more number of married teachers among the respondents.

The difference in male and female respondents based on their marital status is quite interesting. Married male respondents were more in number showing 80.49 percent and unmarried male were 19.51 percent only. Married female were 64.58 percent and unmarried female were 35.42 percent. This explained that though female respondents are more in number than male respondents, married male respondents constitute the largest population in the study.

- *Experience*

It is found that 22.47 percent of the respondents have 0-5 years of experience, 16.85 percent have 6-10 years of experience, 16.85 percent of the respondents have an experience of 11-15 years, 19.10 percent have 16-20 years of experience, 21-30 years of experience amounted to 16.85 percent and 7.87 percent of the respondents have an experience of 31 years and above.

Among the respondents having 0-5 years of experience, 80 percent were from the age group of 20-30 years and 20 percent were from the age group of 31-40 years. Among the respondents who have experienced between 6-10 years, only one respondent was found to be at the age of 20-30 years, 80 percent were from the age group of 31-40 years and between the age of 41-50 years respondents having experience of 6-10 years comprises 13.33 percent of the total respondents. Out of all the respondent's 53.33 percent among the age group of 31-40 years have experience of 11-15 years and between the age of 41-50 years 46.67 percent were having experience of 11-15 years. It is also found that 100 percent of respondents from the age group of 41-50 years have experience of 16-20 years. 46.67 percent of the respondents from the age group

of 41-50 years have experience of 21-30 years and 53.33 percent of respondents were above 51 years of age. 100 percent of the teachers whose age is above 51 have experience of more than 31 years. Thus, as the age of the respondents increases so is their experience increased.

- *Highest Educational Qualification*

It is observed that majority of the respondents were graduate which amount to 52.81 percent followed by post graduate with 40.45 percent among the respondents. Only 5.62 percent of the respondents have a qualification of B.Ed. None of the respondents have M.Phil. One teacher among the respondents has a Ph.D. degree which is found to be the Principal of Helen Lowry Higher Secondary School.

- *Other Educational Qualification*

5.62 percent of the respondents possess qualification of D.El.Ed (Diploma in Elementary Education) and 1.12 percent have a qualification of a sanitary inspector.

### **6.1.2 Findings relating to level of Quality of Work Life of teachers**

- *Satisfaction level of teachers with regards to “adequate and fair compensation”*

In case of “adequate and fair compensation”, the majority of the respondents (52.6 percent) were satisfied with “adequate and fair compensation” provided by the institutions and 18.2 percent were strongly satisfied in this regard. However, 2.2 percent of the respondents have responded negatively to QWL factors relating to “fair and appropriate compensation”. Around 29 percent of teachers were neither satisfied nor dissatisfied with fair and appropriate compensation. This shows that SDA educational institution has provided salary and other monetary benefits to the teachers to the extent that make teachers satisfied. 53.4 percent of the respondents were satisfied with the statement and 6.8 percent were strongly

satisfied with their salary. This shows that half of the respondents from the regular teachers gave a positive response to the statement.

The calculated mode on a Likert five-point scale is giving at 4 i.e. satisfied for all the items under “adequate and fair compensation” and it can be concluded that more number of respondents were satisfied with “adequate and fair compensation”.

- *Satisfaction level of teachers with regards to “safe and healthy working conditions”*

“Safe and healthy working conditions” in the institutions were found to be satisfactory as the majority of the respondents (57.6 percent) were giving positive response to the statement. Further, 8.7 percent of the teachers from the respondents gave a negative response to the statement. It may be inferred that more number of respondents were satisfied with “safe and healthy conditions” in the SDA educational institutions.

The mode is calculated at 4 on a Likert five-point scale i.e. satisfied for all the items under “safe and healthy working conditions” and it can be concluded that more number of respondents were satisfied with “safe and healthy working conditions”.

- *Satisfaction level of teachers with regards to “opportunity to develop human capacities”*

The overall response shows that majority of the respondents were satisfied with the “opportunity to develop human capacities” in the institutions. Fifty-eight percent were satisfied and 6.0 percent were strongly satisfied with the same. Further, 9.1 percent of the respondents gave a negative response to this factor of QWL. It can be inferred that more number of respondents were satisfied with the opportunity given to them in order to develop human capacities.

The calculated mode value is giving 4 (satisfied), thus it can be concluded that more number of respondents were satisfied with the “opportunity to develop human capacities”.

- *Satisfaction level of teachers with regards to “opportunity for continued growth and security”*

It is found that overall response from the respondents and is observed that 49.7 percent were satisfied and strongly satisfied to “opportunity for continued growth and security” factors of quality of work life and 12.5 percent gave a negative response to this regard. However, 37.8 percent neither satisfied nor dissatisfied to this factor. Thus, it can be concluded that less than half of the respondents from SDA educational institution in Mizoram were giving positive response to this factor of quality of work life.

The calculated mode value on a Likert five-point scale is giving 4 i.e. satisfied, thus it can be concluded that more number of respondents were satisfied regarding growth prospect and security.

- *Satisfaction level of teachers with regards to “social integration in the work organization”*

Overall, majority of the respondents (65.1 percent) were satisfied and strongly satisfied regarding “social integration in the work organization” factor of QWL. However, among the respondent’s 8 percent responded that they are not satisfied. Among all the respondents from the teacher’s, 27 percent have no opinion with this regard. This shows that teachers were satisfied regarding “social integration in the work organization” as more than 65 percent of the respondent were responding to satisfied and strongly satisfied.

The calculated mode value on a Likert five-point scale is giving 4 i.e. satisfied, thus it can be concluded that more number of respondents from regular teachers of SDA education institutions in Mizoram were satisfied with “social integration in the work organization”.



- *Satisfaction level of teachers with regards to “constitutionalism in the work organization”*

Teachers were satisfied and strongly satisfied as provided by 68.7 percent of the respondents which shows that more than half of the respondents among the regular teachers gave a positive response to “constitutionalism in the work organization” factor QWL. However, 7.2 percent were responding negatively to this factor.

The calculated mode value on a Likert five-point scale is giving 4 (satisfied), thus it can be concluded that more number of respondents from regular teachers of SDA education institutions in Mizoram were satisfied with “constitutionalism in the work organization”.

- *Satisfaction level of teachers with regards to “Work and total life space”*

Regarding “work and total life space” factor of QWL, 62.5 percent were strongly satisfied and satisfied. This indicates that more than half of the respondents were giving positive response to this factor of QWL. Among the respondents, 5.3 percent were dissatisfied with work and total life space factor. Respondents having no opinion with this regard amounted to 32.2 percent.

The calculated mode value on a Likert five-point scale is giving 4 i.e. satisfied, thus it can be concluded that more number of respondents from regular teachers of SDA education institutions in Mizoram were satisfied with “work and total life space”.

- *Satisfaction level of teachers with regards to “social relevance of work life”*

Overall, majority of the respondents (70.7 percent) were satisfied with “social relevance of work life”. Only 3.4 percent have responded that they are not satisfied with this regard. Teachers having no opinion with this factor of quality of work life amounted to 25.9 percent. This indicates that more than half of the respondents responded positively to “social relevance of work life factor of quality of work life”.

The calculated mode on a Likert five-point scale is giving 4 (satisfied), thus it can be concluded that more number of respondents from regular teachers of SDA education institutions in Mizoram were satisfied with “Social relevance of work life”.

### **6.1.3 Findings relating to factors having significant effect on QWL of teachers**

Among the eight factors of QWL, “Safe and healthy working conditions” emerged as the most significant factor that affect the Quality of work life (17.38 percent). This finding is similar to the findings of Usha and Rohini (2018) “safe and healthy working conditions is the highest factor that contribute to QWL” but does not agree with the finding of Siddiq and Acharya, 2017 that the most significant factors which affect the QWL was “Adequate and fair compensation”. Moreover, in this study, “adequate and fair compensation” was rank 6th among the eight factors of QWL contributing only 11.86 percent of the total QWL. “Use of capacities at work” is found to be the second most significant factors that affect the QWL of teachers contributing 14.64 percent to QWL. “social relevance of work life” is another factor that have significant effect on QWL of teachers which contributes 12.25 percent to QWL, “Work and total life space” contribute 12.09 percent to QWL followed by “Social integration in the work organization” which is contributing 11.98 percent to QWL. It can also be seen from the table that among all the eight factors of QWL, “constitutionalism in the work organization” contribute the least to QWL (8.81 percent).

#### 6.1.4 Research Questions

- *Significant differences between male and female teachers with regards to various factors of QWL*

The observed t value is .183 with 87 df and a p-value of .855 which is higher than the  $\alpha=0.05$  which denotes that it is not statistically significant. Thus, there is no significant difference between male and female teachers with regard to “adequate and fair compensation”.

The observed t value is -.055 with 87 df and a p-value of .956 which is higher than the  $\alpha=0.05$  meaning that it is not significant. Therefore, there is no significant difference between male and female teachers with regard to “safe and healthy working condition”.

The observed t value is .263 with 87 df and a p-value of .793 which is higher than the  $\alpha=0.05$  meaning that it is not significant. Hence, there is no significant difference between male and female teachers with regard to “use of capacities at work”.

The observed t value is -.129 with 87 df and a p-value of .898 which is higher than 0.05 meaning that it is not significant. Thus, there is no significant difference between male and female teachers with regard to “opportunity for continued growth and security”.

The observed t value is -.129 with 87 df and a p-value of .898 which is higher than the  $\alpha=0.05$  meaning that it is not significant. Thus, it is evidently clear from the test that there is no significant difference between male and female teachers with regard to “social integration in the work organization”.

The observed t value is -.209 with 87 df and a p-value of .835 which is higher than the  $\alpha = 0.05$  meaning that it is not significant. Hence, there is no significant difference between male and female teachers with regard to “constitutionalism in the work organization”.

The observed t value is -.909 with 87 df and a p-value of .366 which is higher than the  $\alpha = 0.05$  meaning that it is not significant. Therefore, there is no significant difference between male and female teachers with regard to “work and total life space”.

The observed t value is -.632 with 87 df and a p-value of .529 which is higher than the  $\alpha = 0.05$  meaning that it is not significant. Hence, there is no significant difference between male and female teachers with regard to “social relevance of work”.

The observed t value is -.047 with 87 df and a p-value of .962 which is higher than 0.05 meaning that it is not significant. Hence, there are no significant differences between male and female teachers with regards to various factors of QWL. This finding does not agree with the findings of Manju, 2014; Dalayeen, B. Al, 2017; Usha and Rohini, 2018, that there is a significant difference between gender with regards to various factors of QWL. However, Pani, 2015; Gupta 2015 also found no difference in QWL among male and female.

- *Significant differences in the marital status of the teachers with regards to various factors of QWL.*

The observed t value is -.442 with 87 df and a p-value of .660 which is higher than 0.05 meaning that it is not statistically significantly different. There is no significant difference between married and unmarried teachers with regard to “adequate and fair compensation”.

The observed t value is -.341 with 87 df and a p-value of .734 which is higher than 0.05 meaning that it is not statistically significantly different. There is no significant difference between married and unmarried teachers with regard to “safe and healthy working condition”.

The observed t value is -.529 with 87 df and a p-value of .598 which is higher than 0.05 meaning that it is not statistically significantly different. There

is no significant difference between married and unmarried teachers with regard to “use of capacities at work”.

The observed t value is  $-.590$  with 87 df and a p-value of  $.557$  which is higher than 0.05 meaning that it is not statistically significantly different. There is no significant difference between married and unmarried teachers with regard to “opportunity for continued growth and security”.

The observed t value is  $-.036$  with 87 df and a p-value of  $.972$  which is higher than 0.05 meaning that it is not statistically significantly different. There is no significant difference between married and unmarried teachers with regard to “social integration in the work organization”.

The observed t value is  $-.822$  with 87 df and a p-value of  $.413$  which is higher than 0.05 meaning that it is not statistically significantly different. There is no significant difference between married and unmarried teachers with regard to constitutionalism in the work organization.

The observed t value is  $-.996$  with 87 df and a p-value of  $.418$  which is higher than 0.05 meaning that it is not statistically significantly different. There is no significant difference between married and unmarried teachers with regard to “work and total life space”.

The observed t value is  $-.813$  with 87 df and a p-value of  $.418$  which is higher than 0.05 meaning that it is not significant. Thus, there is no significant difference in the marital status of the teachers with regard to “social relevance of work”.

The observed t value is  $-.601$  with 87 df and a p-value of  $.550$  which is higher than 0.05 meaning that it is not significant. Hence, there are no significant differences between male and female teachers with regards to various factors of QWL. This finding agrees with the findings of Kumar, 2015 that no differences were found between marital status and QWL.

- *Significant relationships between work experience and various factors of Quality of Work Life*

The test of variance is not significant ( $F=2.124$ ,  $p\text{-value}=.071$ ). Hence it can be concluded that there is no significant relationship among experiences of teachers with “adequate and fair compensation”.

The test of variance is not significant ( $F=1.562$ ,  $p\text{-value}=.180$ ). Hence it can be concluded that there is no significant relationship among experiences of teachers with regard to “safe and healthy working conditions”.

The test of variance is not significant ( $F=1.554$ ,  $p\text{-value}=.182$ ). Therefore, it can be concluded that there is no significant relationship among experiences of teachers with regard to “use of capacities at work”.

The test of variance is not significant ( $F=0.989$ ,  $p\text{-value}=.430$ ). Thus, there is no significant relationship among experiences of teachers with regard to “opportunities for continued growth and security”.

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The test of variance is not significant ( $F=.546$ ,  $p\text{-value}=.741$ ). Therefore, it can be concluded that there is no significant relationship among experiences of teachers with regard to “constitutionalism in the work organization”.

The test of variance is not significant ( $F=.743$ ,  $p\text{-value}=.593$ ). Therefore, it can be concluded that there is no significant relationship among experiences of teachers with regard to “work and total life space”.

The test of variance is not significant ( $F=.546$ ,  $p\text{-value}=.741$ ). Therefore, it can be concluded that there is no significant relationship among experiences of teachers with regard to “social relevance of work”.

The test of variance is not significant ( $F=1.336$ ,  $p\text{-value}=.257$ ). Therefore, it can be concluded that there is no significant relationship among

experiences of teachers with regard to various factors of quality of work life. This finding agrees with the findings of Manju, 2014; Dalayeen, 2017, that there is no difference between experience of teachers and QWL. However, this finding does not agree with the findings of Bolhari, 2011; Gupta, 2015 that differences exist among work experience and QWL.

- *Significant correlation between various factors of QWL*

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Pearson correlation indicated that “adequate and fair compensation” and “safe and healthy working conditions” are positively correlated at .476 which denotes that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.

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that the correlation is significant at 0.000 level. Thus, there is a significant relationship with each other.

## **6.2 SUGGESTIONS**

After observing into various findings on the demographic profile and QWL of teachers in SDA educational institutions in Mizoram, the researcher has developed some suggestions which may be helpful in the process of improving the QWL of teachers in SDA educational institutions in Mizoram. The suggestions are given below:

- It was observed that teachers having B.Ed. or other qualifications required for teaching in schools are very less. As the government has made mandatory B.Ed. degree for teaching in schools, the institutions may send more of the teachers for training of B.Ed. or other qualifications required in teaching for better QWL.
- At the time of collecting information about the school, it was found that the schools did not maintain proper profiles about the schools such as background of school, school directory, teachers' profile etc. It is suggested that the school should maintain a proper profile for future reference.
- As the teacher's level of satisfaction is low regarding the opportunity they had for growth and security, institutions should provide more opportunities to the teachers for their growth prospects which may include regular training, provide more incentives for study, etc.
- More use of technology such as projectors by the teachers in their teaching activities may be appreciated by the school authority by providing the same technology.
- Teachers' performance should be reviewed more frequently and give feedback to the teachers for better improvement.
- The institutions should try to give more appreciation to the ideas and initiatives taken by the teachers in order for better social integration in their work.

#### **6.4 SUGGESTED AREAS FOR FURTHER RESEARCH**

QWL is relatively new area of study in Mizoram and there is ample scope for further studies. The following areas may be considered by prospective researchers for further studies:

- Since the present study focuses only on SDA educational institutions in Mizoram, there is an ample prospect for future research in QWL of other sectors viz. health, banking, insurance, etc.
- The study is limited to the use of a developed questionnaire by Walton on QWL, further study can be done using different developed questionnaire on QWL.
- A comparative study on QWL may also be taken up such as college and university lecturers, government and private teachers, etc.
- More comparative study can be taken up such as state-wise comparison on SDA educational institutions, or in the other service sectors for QWL.

## APPENDIX

### QUESTIONNAIRE ON – QUALITY OF WORK LIFE AMONG TEACHERS: A STUDY OF SEVENTH-DAY ADVENTIST (SDA) EDUCATIONAL INSTITUTIONS IN MIZORAM

Dear respondents,

I am an M.phil research scholar under the supervisor of Prof. N. Rokendro Singh, Department of Commerce, Mizoram University and currently working on my thesis titled “Quality of Work Life among Teachers working under Seventh-day Adventist (SDA) Educational Institutions in Mizoram”. Below are questionnaire prepared solely for research purpose. Your participation is completely necessary since the information provided by you is the premise of this study. Please spare your valuable time to fill up the questionnaire and provide your forthright and honest response. I declare you that your response will be completely anonymous and be strictly used for research purpose.

Thank you for your generous support.

With regards,

Vanlaldinpui Colney

Department of Commerce

Mizoram University

#### **PART A - DEMOGRAPHIC PROFILE OF THE TEACHERS**

**Instructions:** Please read the questions/statements carefully and indicate your opinion in the block given below. Please tick only one option which represents your demographic profile.

1	Gender	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
2	Age	20-30 years	<input type="checkbox"/>	41-50 years	<input type="checkbox"/>
		31-40 years	<input type="checkbox"/>	above 50 years	<input type="checkbox"/>
3	Marital status	Married	<input type="checkbox"/>	Unmarried	<input type="checkbox"/>
4	Experience	0-5 years	<input type="checkbox"/>	16-20 years	<input type="checkbox"/>
		6-10 years	<input type="checkbox"/>	21-30 years	<input type="checkbox"/>
		11-15 years	<input type="checkbox"/>	31 and above	<input type="checkbox"/>
5	Educational qualification	Graduate	<input type="checkbox"/>	Post Graduate	<input type="checkbox"/>

		B.ed <input type="checkbox"/>	M.phil <input type="checkbox"/>
6	Additional qualification (if any)	PhD <input type="checkbox"/>	<hr/>

### **PART B - QUALITY OF WORK LIFE OF TEACHERS**

The information's given below are relating to the quality of work life of teachers. Please provide your forthright and honest opinion towards the statement given below using the figures in the blocks ranging from 1 to 5. Tick only one option which finest describes your quality of working life.

<b>Agreement</b>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>Point</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>FACTORS OF QUALITY OF WORK LIFE</b>						
<b>1</b>	<b>Regarding a fair and appropriate salary (compensation):</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.1	How satisfied are you with your salary (remuneration)?					
1.2	How satisfied are you with your salary, if you compare it with the salary of colleagues?					
1.3	How satisfied are you with rewards (recognition, financial help, etc.) you receive from the institution?					
1.4	How satisfied are you with the extra benefits (alimentation, transport, doctor, dentist, etc.) that your institution provided to you?					

<b>2</b>	<b>Regarding safe and healthy working conditions:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.1	How satisfied are you with your weekly work journey (number of worked hours)?					
2.2	How satisfied are you in relation to your workload (amount of work)?					
2.3	How satisfied are you regarding the use of technology in the work you do?					
2.4	How satisfied are you with the healthiness (cleaning, lighting, noise) in the institution you are working?					
2.5	How satisfied are you with the safety equipment, individual and collective protection provided by your institution?					
2.6	How satisfied are you regarding the tiredness that your work causes you?					

<b>3</b>	<b>Regarding the use of your capacities at the work:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3.1	How satisfied are you with the autonomy (opportunity to make a decision) that you have at your work?					
3.2	How satisfied are you with the importance of the task/work/ activity that you do?					
3.3	How satisfied are you regarding the polyvalence (possibility to perform several tasks and works) at work?					
3.4	How satisfied are you with your performance evaluation and/or received feedbacks (awareness of how good or bad is your performance at work)?					
3.5	How satisfied are you regarding given responsibilities (work responsibility given to you)?					



<b>4</b>	<b>Regarding the opportunities for continued growth and security:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.1	How satisfied are you with your professional growth opportunity?					
4.2	How satisfied are you with the teacher trainings you participate?					
4.3	How satisfied are you regarding the situations and the frequency that occur the resigning at your work?					
4.4	How satisfied are you regarding the incentives that your institution gives you to study?					

<b>5</b>	<b>Regarding the social integration at your work:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5.1	How satisfied are you regarding the discrimination (social, racial, religious, sexual, race, etc.) in your work?					
5.2	How satisfied are you regarding your relationship with your colleagues and leaders at work?					
5.3	How satisfied are you regarding your colleague's commitment to work?					
5.4	How satisfied are you with the appreciation of your ideas and initiatives at work?					

<b>6</b>	<b>Regarding the space that the work occupies in your life:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
6.1	How satisfied are you with the influence of work on your family life/routine?					
6.2	How satisfied are you with the influence of work on your possibilities of leisure?					
6.3	How satisfied are you with the schedule of work and rest?					

<b>7</b>	<b>Regarding the constitutionalism (respect to the laws) at your work:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
7.1	How satisfied are you with the institution for respecting the teachers' rights?					
7.2	How satisfied are you with your freedom of expression (opportunity to give opinions) at work?					
7.3	How satisfied are you with the norms and rules at your work?					
7.4	How satisfied are you regarding respect to your individuality (individual characteristics and particularities)?					

<b>8</b>	<b>Regarding the social relevance and importance of your work:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
8.1	How satisfied are you regarding the proud of performing your work?					
8.2	How satisfied are you with the image this educational institution has to society?					
8.3	How satisfied are you with the communitarian (contribution to the society) that the institution has?					
8.4	How satisfied are you with the human resources policy (the way that the institution treats the teachers) that the institution uses?					

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# BIO-DATA

Name : **VANLALDINPUII COLNEY**  
Father's name : Lalhlimpuia  
Date of Birth : 2<sup>nd</sup> December, 1995  
Permanent Address : House No- Za 108, T-Section,  
Zotlang, Aizawl, Mizoram, Pin- 796009  
Mobile No. : 8731066800  
Email : vanlaldinpuiicolney@gmail.com

## **EDUCATIONAL QUALIFICATION**

<b>Exam Passed</b>	<b>Name of the Institution</b>	<b>Board/Universities</b>	<b>Year of Passing</b>	<b>Percentage</b>
HSLC	Helen Lowry Higher Secondary School	MBSE	2011	60.8%
HSSLC	Helen Lowry Higher Secondary School	MBSE	2013	65%
B.com	Hrangbana College	MZU	2016	76%
M.com	Mizoram University	MZU	2018	73.98%
NET		UGC	2018	LS

## **PARTICULARS OF THE CANDIDATE**

NAME OF THE CANDIDATE: VANLALDINPUII COLNEY

DEGREE: MASTOR OF PHILOSOPHY

DEPARTMENT: COMMERCE

TITILE OF DISSERTATION: QUALITY OF WORK LIFE AMONG TEACHERS: A  
STUDY OF SEVENTH-DAY ADVENTIST (SDA) EDUCATIONAL INSTITUTIONS  
IN MIZORAM

*DATE OF ADMISSION:* 8<sup>th</sup> August, 2018

### **APPROVAL OF RESEARCH PROPOSAL**

1. DRC: 22<sup>nd</sup> April, 2019
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EXTENTION (IF ANY): No. 16-2/MZU (Acad)/19/162

Head  
Department of Commerce

Abstract for M.Phil.

**Quality of Work Life among Teachers: A Study of Seventh-day Adventist  
(SDA) Educational Institutions in Mizoram**

By

Vanlaldinpui Colney

Regd. No. MZU/M.Phil./525 of 07.05.2019

Under the supervisor of

Prof. N. Rokendro Singh

**DEPARTMENT OF COMMERCE**

**SCHOOL OF ECONOMICS, MANAGEMENT AND INFORMATION SCIENCES**

**MIZORAM UNIVERSITY, AIZAWL – 796004**

**JULY, 2020**

## **1. INTRODUCTION**

Human resources play a significant 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's 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 outcomes to the students.

### **SIGNIFICANCE AND SCOPE OF THE STUDY**

In order for a teacher to add value to the educational institution and utilize full potential, having a sound mindset in their area of work is of great importance. Since teachers play a significant role in the success of every educational institution, having a sound QWL will provide a sense of belonging and prides in their work. So, it is important for an educational institution to know the QWL of the teachers since teachers can make an extensive contribution to the accomplishment of the institutional desired goals. For this matter, the study attempts to enumerate the factors that determine the QWL of teachers employed in SDA educational

institutions in Mizoram. The outcome of this study could provide valuable evidence about the status of QWL of teachers at SDA educational institutions and provide information which can strengthen the factors which provide better QWL. A study on QWL of SDA educational institutions in Mizoram is important since they are one of the oldest English medium educational institutions in Mizoram.

The study identifies the QWL among teachers working under SDA educational institutions in Mizoram. This research is limited to the study of regular teachers in four educational institutions under SDA (Helen Lowry Higher Secondary School, Aizawl; Southern Flower School, Lunglei; Pine Hill Adventist Academy, Champhai; and Graceland Adventist School, Keifang). The scope of the study is confined within Mizoram. This study will be conducted to examine the demographic profile of the teachers, assess the level of QWL of the teachers and determine factors having a significant effect on QWL of teachers confined within the study area. Primary data will be collected through a structured questionnaire. The questionnaire has been adopted from the extensive literature survey (Richard E. Walton, 1975). Secondary data is collected from the institution's directory, books, journals, etc. The study attempted to cover all the regular teachers working under four SDA educational institutions in Mizoram. Therefore, the study is a census survey.

## **REVIEW OF LITERATURE**

The researcher reviewed forty-one literature on various issues of quality of work life to discover research problems and to develop appropriate research methodology. The literature review is divided into two sections i.e. QWL in the educational sector and QWL in banking, hospital, insurance and another sector.

Under QWL in the educational sector, nineteen literatures was reviewed and twenty-two literature was reviewed under QWL in banking, hospital, insurance and another sector.

## **2. RESEARCH GAP**

The above review of the literature reveals that several studies have been carried out on different aspects of quality of work life in India and outside India as well. Most studies on QWL have addressed their relationship with job satisfaction, job commitment, motivation, and job performance rather than understanding the level of QWL and what factors of QWL determine the QWL of teachers. Besides, evidence of studies conducted to examine the QWL in the educational sector in Mizoram, especially in SDA educational institutions are hardly found and taking into account that QWL is important for institutional efficiency and output in all organizations, the need emerges to carry out a study to examine the status of QWL of teachers working under SDA educational institutions in Mizoram. The proposed study, therefore, is expected to fill up the research gap that exists in the body of knowledge.

## **3. STATEMENT OF THE PROBLEM**

In the current scenario, every educational institution expects more output in comparison with less input. For more significant output to the institutions as well as country's development, the educational institution needs to have employees characterized by high performance, expertise, high commitment, and sincerity, to enable them to achieve the institutional goals. Further, more output can be possible when working employees have their working place very comfortable as per the job nature (Priya, 2017). This suggests that it is very important for every educational

institution to make quality relationships among teachers, management and the environment.

In the light of the above statements, there is a need to study which factors of QWL have a significant effect on QWL of teachers working under SDA educational institutions and also understand the satisfaction level on QWL of the teachers. Additionally, QWL of teachers in Mizoram remains a new term regardless of the past of over forty years since the emergence of QWL, (Louis Davis, 1970). Hence, there is a need to study the QWL of the teachers under SDA educational institutions in Mizoram in terms of different QWL factors.

#### **4. OBJECTIVES OF THE STUDY**

Following objectives are proposed for the study:

- 1) To study the demographic profile of the teachers of Seventh-day Adventist educational institutions in Mizoram.
- 2) To assess the level of Quality of Work Life of the teachers.
- 3) To determine factors having a significant effect on the Quality of Work Life of the teachers.

#### **5. RESEARCH QUESTIONS**

The following research questions are developed for the proposed study:

- 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?

- 3) Are there any significant differences between work experience and various factors of QWL?
- 4) Are there any significant correlations between various factors of QWL?

## **6. RESEARCH METHODOLOGY**

*Research design:* Exploratory research design was adopted in this study. The exploratory research was conducted in order to have a better understanding of the problem. It is research used to investigate a problem that is not clearly defined. Exploratory research will facilitate the researcher to obtain more accurate information.

*Population of the Study:* For the present study, all regular school teachers in four SDA educational institutions in Mizoram is selected. During 2019-2020, there are a total of 122 teachers (64 teachers in Helen Lowry Higher Secondary School, 25 teachers in Southern Flower School, 17 teachers in Pine Hill Adventist Academy and 16 teachers in Graceland Adventist School) working in these four educational institutions. Out of these 122 teachers, the numbers of regular teachers are 95. The study attempted to cover all these regular school teachers working under four SDA educational institutions in Mizoram. But the researchers have collected data from only 89 respondents due to absent and leave availed by the teachers during the time of collecting data. Therefore, the responds rate amounted to 93.6 percent.

*Data Collection Method:* For collecting data for the proposed study, the researcher used both primary and secondary sources. Primary data was collected through a structured questionnaire. The questionnaire was adopted from an extensive literature survey



(Richard, E Walton, 1975). Secondary data were collected from various sources like institutions directory, books, journals, etc.

*Questionnaire Design:* The questionnaire of the study was designed based on Walton's measurement of QWL for collecting primary data. The questionnaire has been measured with Likert's five points scale. 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 is on the QWL of the teachers in SDA educational institutions. A 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 questionnaire:* Test re-test method was adopted in order to establish the consistency of responses to the questionnaire. 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-"Adequate and fair compensation, safe and healthy working condition, 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 Social relevance of work life" showed significant value higher than 0.05 indicating that there is no significant difference between the first test and second test indicating high reliability of the scale. Thus, there is a consistency of responses to the questions.

*Tools applied for data analysis:* Simple statistical tools like percentage and mode were used to analyzed data for the present study. In order to find the results of the research questions, SPSS tools such as independent sample t-test, ANOVA and Pearson correlation were adopted for the present study.

## **7. CHAPTERIZATION OF THE STUDY**

The study has been divided into Six Chapters as follows:

CHAPTER 1- Introduction: This chapter depicts an overview of QWL, significance, and scope of the study, review of literature, research gap and research design which includes statement of the problem, objectives of the study, research questions, research methodology, chaptalization, and other parameters from secondary data.

CHAPTER 2-Profile of Seventh-day Adventist Educational Institutions: This chapter presents an overview of SDA educational institutions. It also includes the profile of SDA educational institutions in Mizoram viz., Helen Lowry Higher Secondary School, Southern Flower School, Pine Hill Adventist Academy and Graceland Adventist School in terms of history, mission statement, goals and objectives, co-curriculum activities, rules and regulations, and a brief outline on students and teachers.

CHAPTER 3- Demographic profile of the teachers: In this chapter, the demographic profile of the teachers such as gender, age, marital status, experience, and educational qualification were presented. It further presents the results for the research questions

CHAPTER 4- Quality of work life of teachers: It presents the teacher's level of QWL in four SDA educational institutions in Mizoram and factors having a significant effect on the QWL of teachers. The chapter also comprises the results of the research questions relating to QWL.

CHAPTER 5- Findings and suggestions: It presents the findings drawn from the preceding chapters and give suggestions for the institutions and for further research.

## **8. LIMITATIONS OF THE STUDY**

- 1) The study being a pioneering work in the field of QWL in Mizoram, there is hardly any secondary data to fit within the scope of QWL. Although some information and data were obtained from survey, such information has only limited use to support the present study.
- 2) Since the study attempts to cover a census survey, out of 95 regular teachers only 89 data were collected from the teachers due to the absence of teachers and leave taken by the teachers. Thus, the responds rate amounted to 93.6 percent.

## **9. MAJOR FINDINGS OF THE STUDY**

### **10.1 Findings relating to demographic profile of respondents**

**Gender**-More than half of the respondents from SDA educational institutions were female which amount to 54.55 percent and the remaining 46.59 percent of the respondents were male. There are more number of female respondents than male respondents.

**Age**-It is found that most of the respondents were from the age group of 41-51 years (37.08 percent) which comprise the biggest portion among the age groups categorized for the study which is followed by the age group of 31-40 years which constitute 26.97 percent. Majority of the respondents are between young-aged and middle-aged

**Marital status**-It is found that 71.91 percent of the respondents are married and 28.09 percent of the respondents are unmarried. This signifies that there are more number of married teachers among the respondents.

**Experience**-It is found that 22.47 percent of the respondents have 0-5 years of experience, 16.85 percent have 6-10 years of experience, 16.85 percent of the respondents have an experience of 11-15 years, 19.10 percent have 16-20 years of experience, 21-30 years of experience amounted to 16.85 percent and 7.87 percent of the respondents have an experience of 31 years and above.

**Educational qualification**-Majority of the respondents were graduates which amount to 52.81 percent followed by postgraduate with 40.45 percent among the respondents. Only 5.62 percent of the respondents have a qualification of B.Ed.

**Additional qualification**-5.62 percent of the respondents possess qualification of D.El.Ed (Diploma in Elementary Education) and 1.12 percent have a qualification of a sanitary inspector.

## **10.2 Findings relating to level of QWL of teachers with regards to eight factors of QWL**

**Adequate and fair compensation:** The majority of the respondents (52.6 percent) were satisfied with adequate and fair compensation provided by the institutions and 18.2 percent were strongly satisfied in this regard. However, 2.2 percent of the respondents have responded negatively to this factor. Around 29 percent of teachers were neither satisfied nor dissatisfied with fair and appropriate compensation. This shows that SDA educational institution has provided salary and other monetary benefits to the teachers to the extent that make teachers satisfied.

The mode is calculated at 4 i.e. satisfied for all the items under adequate and fair compensation and it can be concluded that more number of respondents were satisfied with adequate and fair compensation.

***Safe and healthy working conditions:*** Safe and healthy working conditions in the institutions were found to be satisfactory as the majority of the respondents (57.6 percent) were giving positive responses to the statement. Further, 8.7 percent of the teachers from the respondents gave a negative response to the statement. It may be inferred that the institutions provided a hygiene work place and a safe place for the teachers.

The mode is calculated at 4 i.e. satisfied for all the items under safe and healthy working conditions except for one sub factor under this which shows 3 (satisfied nor dissatisfied). It can be concluded that more number of respondents were satisfied with safe and healthy working conditions.

***Opportunity to develop human capacities:*** The overall response shows that majority of the respondents were satisfied with the opportunity to develop human capacities in the institutions. Fifty-eight percent were satisfied and 6.0 percent were strongly satisfied with the same. Further, 9.1 percent of the respondents gave a negative response to this factor of QWL. It can be inferred that more number of respondents were satisfied with the opportunity given to them in order to develop human capacities.

The calculated mode value is giving 4 (satisfied), thus it can be concluded that more number of respondents were satisfied with the opportunity to develop human capacities.

***Opportunity for continue growth and security:*** It is found that overall response from the respondents and is observed that 49.7 percent were satisfied and strongly satisfied with opportunity for continued growth and security factor of QWL and 12.5 percent gave a negative response to this regard. However, 37.8 percent neither satisfied nor dissatisfied to this factor. Thus, it can be concluded that less than half of the respondents from SDA educational institution in Mizoram were giving a positive response to this factor of QWL

and can be clearly seen that the institutions provided opportunity to the teachers for their growth prospect and security.

The calculated mode value is giving 4 i.e. satisfied for all the factors except for sub factors which is “situations and frequency of resigning at work”, the mode value is giving 3 i.e. neither satisfied nor dissatisfied. Thus, it can be concluded that more number of respondents were satisfied regarding growth prospects and security.

***Social integration in the work organization:*** Overall, majority of the respondents (65.1 percent) were satisfied and strongly satisfied regarding social integration in the work organization factor of QWL. However, among the respondent’s 8 percent responded that they are not satisfied. Among all the respondents from the teacher’s, 27 percent have no opinion with this regard. This shows that teachers working under SDA educational institutions were socially integrated.

The calculated mode value is giving 4 i.e. satisfied, thus it can be concluded that more number of respondents from regular teachers of SDA education institutions in Mizoram were satisfied with social integration in the work organization.

***Constitutionalism in the work organization:*** Teachers were satisfied and strongly satisfied as provided by 68.7 percent of the respondents which shows that more than half of the respondents among the regular teachers gave a positive response to constitutionalism in the work organization factor of QWL. However, 7.2 percent were responding negatively to this factor. This shows that the teachers were satisfied with the constitutionalism in the institutions and that the institutions were showing respect to teacher’s rights and individuality.

The calculated mode value is giving 4 (satisfied), thus it can be concluded that more number of respondents from regular teachers of SDA education institutions in Mizoram were satisfied with constitutionalism in the work organization.

**Work and total life space:** Regarding work and total life space factor, 62.5 percent were strongly satisfied and satisfied. This indicates that more than half of the respondents were giving positive response to this factor of QWL. Among the respondents, 5.3 percent were dissatisfied with work and total life space factor. Respondents having no opinion with this regard amounted to 32.2 percent.

The calculated mode value is giving 4 i.e. satisfied, thus it can be concluded that more number of respondents from regular teachers of SDA education institutions in Mizoram were satisfied with work and total life space.

**Social relevance of work life:** Overall, majority of the respondents (70.7 percent) were satisfied with “social relevance of work life”. Only 3.4 percent have responded that they are not satisfied with this regard. Teachers having no opinion with this factor of quality of work life amounted to 25.9 percent. This indicates that more than half of the respondents responded positively to “social relevance of work life factor of quality of work life”.

The calculated mode value is giving 4 (satisfied), thus it can be concluded that more number of respondents from regular teachers of SDA education institutions in Mizoram were satisfied with “Social relevance of work life”.

### **10.3 Findings relating to factors having significant effect on QWL of teachers**

Among the eight factors of QWL, “Safe and healthy working conditions” emerged as the most significant factor that affects the Quality of work life (17.38 percent). This finding is similar to the findings of Usha and Rohini (2018) “safe and healthy working

conditions is the highest factor that contribute to QWL” but does not agree with the finding of Siddiq and Acharya, 2017 that the most significant factors which affect the QWL were “Adequate and fair compensation”. Moreover, in this study, “adequate and fair compensation” was rank 6th among the eight factors of QWL contributing only 11.86 percent of the total QWL. “Use of capacities at work” is found to be the second most significant factors that affect the QWL of teachers contributing 14.64 percent to QWL. “social relevance of work life” is another factor that has significant effect on QWL of teachers which contributes 12.25 percent to QWL, “Work and total life space” contribute 12.09 percent to QWL followed by “Social integration in the work organization” which is contributing 11.98 percent to QWL. It can also be seen from the table that among all the eight factors of QWL, “constitutionalism in the work organization” contributes the least to QWL (8.81 percent).

It can be interpreted that among all the eight factors, factor having the most significant effect on QWL of teachers is “safe and healthy working conditions” and factor having least significant effect on QWL is found to be “constitutionalism in the work organization”. Thus, it can also be interpreted that respondents were most satisfied with QWL factors of “safe and healthy working conditions” and were least satisfied with “constitutionalism in the work organization”.

#### **10.4 Findings relating to research questions**

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

The result of the research question is that there are no significant differences between gender and various factors of QWL as the p-value in various factors shows a significant value higher than 0.05. This finding is similar to the findings of Pani, 2015;



Gupta 2015; Ahmad 2017 that no difference in QWL among males and females. However, this finding does not agree with the findings of Manju, 2014; Dalayeen, B. Al, 2017; Usha and Rohini, 2018, that there is a significant difference between gender with regards to various factors of QWL.

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

The result of the research question is that there are no significant differences between marital status and various factors of QWL as the p-value in various factors is higher than 0.05. This finding agrees with the findings of Kumar, 2015 that no differences were found between marital status and QWL.

***Research question3: Are there any significant difference between work experience and various factors of QWL?***

The result of the research question is that there are no significant differences between work experience and various factors of QWL as the p-value is higher than 0.05 in various factors of QWL. This finding agrees with the findings of Manju, 2014; Dalayeen, 2017, that there is no difference between experience of teachers and QWL. However, this finding does not agree with the findings of Bolhari, 2011; Gupta, 2015 that differences exist among work experience and QWL.

***Research question 4: Are there any significant correlations between various factors of QWL?***

The result of the research question is that various factors of QWL are positively correlated and that correlation was significant at 0.000 level. Thus, there is a significant relationship between various factors of QWL.

## 10. SUGGESTIONS

After observing various findings on the demographic profile and QWL of teachers in SDA educational institutions in Mizoram, the researcher has developed some suggestions which may be helpful in the process of improving the QWL of teachers in SDA educational institutions in Mizoram. The suggestions are given below:

- It was observed that teachers having B.Ed. or other qualifications required for teaching in schools are very less. As the government has made mandatory B.Ed. degree for teaching in schools, the institutions may send more of the teachers for training of B.Ed. or other qualifications required in teaching for better QWL.
- At the time of collecting information about the school, it was found that the schools did not maintain proper profiles about the schools such as background of school, school directory, teachers' profile etc. It is suggested that the school should maintain a proper profile for future reference.
- As the teacher's level of satisfaction is low regarding the opportunity they had for growth and security, institutions should provide more opportunities to the teachers for their growth prospects which may include regular training, provide more incentives for study, etc.
- More use of technology such as projectors by the teachers in their teaching activities may be appreciated by the school authority by providing the same technology.
- Teachers' performance should be reviewed more frequently and give feedback to the teachers for better improvement.

- The institutions should try to give more appreciation to the ideas and initiatives taken by the teachers in order for better social integration in their work.

## **11. SUGGESTED AREAS FOR FURTHER RESEARCH**

QWL is a relatively new area of study in Mizoram and there is ample scope for further studies. The following areas may be considered by prospective researchers for further studies:

- Since the present study focuses only on SDA educational institutions in Mizoram, there is an ample prospect for future research in QWL of other sectors viz. health, banking, insurance, etc.
- The study is limited to the use of a developed questionnaire by Walton on QWL, further study can be done using different developed questionnaire on QWL.
- A comparative study on QWL may also be taken up such as college and university lecturers, government and private teachers, etc.
- More comparative study can be taken up such as state-wise comparison on SDA educational institutions, or in the other service sectors for QWL.

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