

## QUALITY OF WORK LIFE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR AMONG COLLEGE AND UNIVERSITY TEACHERS

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### ABSTRACT

*The relationship between QWL and OCB is direct and significant. The majority of colleges and universities are suffering from scarcity of good teachers. The consequence of high rate of teacher's attrition is due to lack of QWL and OCB among teaching professionals. Thus objective of the current research paper is two folded; first is to identify factors of teaching professionals QWL and OCB. Secondly that in present scenario teaching professionals searches for overall professional and personal growth and development, not just salary; to secure better positions in future.*

**KEYWORDS:** QWL, OCB, Teaching Professional, Professional Growth, Non-Salary Incentives.

### Introduction

There are three principle levels of qualifications within the degree structure of Indian higher education system; the bachelor/undergraduate level, master's/post-graduate level and doctoral/pre-doctoral level; also included are diploma courses at undergraduate and post graduate level. Universities and colleges a part of higher education system, determines the career paths of the youth and in turns the future of the country. Students, parents, teachers, staff and society in general are the stakeholders of these institutes. Teaching professionals, the core of any university and college, have the power to develop the future generation of our country. Teaching professionals QWL and OCB levels seem to have direct bearing on the colleges and universities as well as the student development.

Most of the colleges and universities throughout the nation are suffering from acute shortage of teaching professionals. To face teaching professional's shortage crisis, Colleges opt for guest faculty or visiting faculties who teach only for a few couple of hours. These faculties are more focused on their task rather than on the single college; as they work in multiple colleges to earn money. They are thus overloaded and less motivated.

### Significance of Study

In 2010, Machado-Taylor, Meira Soares and Gouveia searched out that teaching professional's job satisfaction and motivation plays an important role in contributing towards building the goodwill of the college and university. Little research is available that focuses on the levels of QWL and OCB among teaching professionals in either government or private colleges and universities in Jaipur. Moreover, no research has been found that compares the levels of QWL and OCB among teaching professionals of government and private colleges and universities. The main objective to be attained for the study is to create QWL and OCB not only for teaching professionals in Jaipur but all across the nation.

### Review of Literature

Teaching professionals QWL and OCB is often cited and rendered important in both research on teacher attrition and teacher retention (Roach, 1991; Voke, 2002; Stockard & Lehman, 2004). Researchers and scholars have tried to understand the high teacher turnover rate among beginning

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teachers by investigating the reasons and causes behind both teacher retention and teacher attrition (Connolly, 2000; Ingersoll, 2003; Ingersoll & Smith, 2003; Howard, 2003; Inman & Marlow, 2004; Heller, 2004; Stockard & Lehman, 2004). It must be taken into account that the source of QWL and OCB is not always salary; but also the job content and context, that generates from working environment, management style, interpersonal relationship and organizational culture. Non-salary incentives like early promotion, research allowances, more frequent leaves of absence, and reduced teaching loads (Bowen & Sosa, 1989) can also help recruit and retain faculty without raising salaries. Hughes (1991) in his research found professional growth as fundamental motivators and component of teachers career development that gives them effectiveness and satisfaction in teaching. Teacher's QWL is frequently associated with burnout, work quality and professionalism. A study by Gill (1992) reported that six of the top seven reasons for faculty departing were intangible benefits such as research opportunities; higher compensation levels increased the retention of assistant and associate professors, but had no effect on retaining professors. For the purpose of understanding how higher education institutions can retain women faculty members, Wenzel and Hollingshead (1994) studied attitudes of tenured women faculty and identified blocked career opportunities, receiving disrespectful treatment, insufficient personal or financial support, mismatched personal and institutional goals as negative aspects of the university work environment that influenced faculty attrition. Likewise, Lynn (2002) supported the idea that educational leaders should provide professional learning and growth opportunities in order to motivate teachers and to enhance their performance.

Quality in higher education means enabling students to achieve learning goals and academic standards in effective educational environment (Venkatraman, 2007). Research has proved that teaching professionals has a major impact on student's learning (Hill, et al, 2003)). Quality in teaching and learning can only be enhanced if the teaching professionals are satisfied and content (Chen, 2006). In order to make students understand the value of their education and make them satisfied with their overall experience, satisfied teaching professionals are needed. Teaching Professionals will be effective and competent in achieving the desired learning outcomes, provided they are satisfied with their profession. When students are satisfied with their teachers and institute; they are likely to become more involved with their studies and give better results.

#### **Objectives of Study**

- To identify and understand various factors affecting teacher's QWL and OCB in government and private Universities and Colleges of Jaipur.
- To suggest appropriate measures to improve the QWL and OCB of government and private colleges and universities through the final study report.

#### **Hypothesis for the Study**

**H<sub>1</sub>:** In government and private colleges and universities teacher's QWL and OCB is positively associated to teacher's salary.

#### **Research Methodology**

- The primary data was collected from all reputed and recognized colleges and universities of jaipur which include private and government teaching staff.
- Total numbers of respondents are 68. Data was collected through structured questionnaire.
- Non Probability Convenience sampling was used for this study.
- A pilot study was carried out to test the reliability of the self developed scales and as the scales showed high reliability they were considered as good measures for study.
- Five point likert scale was used for study where 5 is considered as strongly agree and 1 is considered as strongly disagree.

#### **Results and Findings**

- The Cronbach's Alpha found out was 0.994. Any value of Cronbach's Alpha above 0.7 shows that the scale is reliable.
- Out of the 100 questionnaires distributed; 68 faculty members responded (68% response rate) by returning completely filled questionnaires.
- A substantial 78% of teaching professionals shown low level of QWL & OCB with their jobs.

- High level of dissatisfaction was exhibited for professional development (M=2.33) and employment conditions (M=2.47),
- Teaching Professionals were found somewhat satisfied with teaching climate (M=3.76),

**Table 1: Mean Scores of Factors Affecting Teachers QWL & OCB**

Factors	N	Mean(M)	SD
Employment Condition	68	2.47	0.98
Work Environment	68	3.07	1.02
Teaching Climate	68	3.76	1.23
Professional Development	68	2.33	0.94
Institute Culture and Values	68	3.24	1.15

**Hypothesis Testing**

Chi square test was used to test the hypotheses; to determine the association of teacher's QWL and OCB level with teacher's salary.

**Hypothesis**

In government and private colleges and universities teacher's QWL and OCB is positively associated to teacher's salary.

At degree of freedom (df) equal to one and 5% significance level, the computed value of chi square is (0.82.) This value being much lesser than the table value 3.841, null hypothesis was accepted; indicating no positive association between teacher's QWL and OCB and Teacher's salary.

**Conclusion**

It can be concluded that salary is not primary but the secondary determinant of QWL and OCB for teaching professionals in today's knowledge economy. There are intangibles that are primary motivators for the workers inspiration to perform effectively. Salary does not always provide adequate recognition or ensure contentment. Lack of professional development, time and support provided for research activities were factors responsible for highest dissatisfaction. In this fast changing economy, teaching professionals today thrive for professional and personal growth and development to secure better positions in future. As most respondents were working on contract basis, the assurance of permanent job and job security could also compensate for lower pay.

**Limitations**

The major limitation of this study is that it may not be appropriate to generalize its findings, owing to the small sample size and study area being limited only to Jaipur district. Also the data obtained through questionnaires were all self-reports from the participants hence the findings may be subject to response consistency effect.

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