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AN EMPIRICAL STUDY ON QUALITY OF WORK LIFE OF TEACHING STAFF IN PRIVATE UNIVERSITIES AND PUBLIC UNIVERSITIES IN LUCKNOW REGION

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Abstract
Purpose:
The research aims to assess and contrast the quality of work life for academics in private and public universities, highlighting factors that affect their job satisfaction and overall work experience. It aims to identify the primary barriers and opportunities for enhancing QWL for educators in diverse institutional settings.

Methodology:
We used a survey-based questionnaire to collect quantitative data from university professors at public and private institutions. The association between work satisfaction and several QWL characteristics was determined by statistical analysis, including linear regression and hypothesis testing, applied to the data acquired through these surveys. The sample size was carefully selected to ensure diversity and representation across both university types.

Objectives:
To analyse the key factors contributing to the Quality of Work Life among teaching staff in private and public universities.

Try-outs:
The study revealed notable differences in the quality of work life between teaching staff in private and public universities. While teaching staff in public universities reported higher satisfaction with job security and work-life balance, those in private universities expressed better satisfaction regarding opportunities for professional growth and development. The linear regression analysis highlighted that factors like Level of Satisfaction (LOS), Work Related Factors (WRF), and Awareness significantly influence QWL. The hypothesis testing further confirmed that disparities exist in the perceived QWL between the two groups, pointing towards the need for tailored strategies to improve QWL in each context.

Index Terms: Quality of work life, Education, Awareness

I. Introduction

In general, Quality of work-life (QWL) often refers to an employee's contentment with their professional environment. It places an emphasis on the quality of the interaction that exists between the worker and the setting in which they are employed. Because its conceptualization encompasses such a vast range of characteristics, academics have operationalized QWL in diverse manners at various intervals [10]. During the period spanning from the 1960s to the 1980s, the concept of QWL

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primarily focused on evaluating the level of desirability associated with various working conditions. Subsequently, throughout the period spanning from the 1980s to the 2000s, the need fulfillment method emerged [14]. At the moment, researchers are acting on their own judgment and using a mix of the two approaches. A plethora of QWL-related dimensions are produced by integrating various approaches. Part of these aspects include employees' viewpoints on things like job content, physical work environment, salary, perks, promotion prospects, independence, collaboration, workplace safety, communication, support from supervisors and colleagues, and work-life balance [15]. The actions and routines of educational workers have an effect not just on their own lives but also on the trajectories of their students and the effectiveness of the institution where they work. The morale, values, motivation, and optimism of the students are the educational institute's cornerstones. These principles have a better chance of being preserved, improved, and disseminated when workers are content in their jobs [13]. This can only be accomplished if workers are able to successfully maintain a healthy balance between their personal and professional life. This research takes Walton's eight components into consideration and reframes them from the point of view of educational workers as follows: Appropriate and fair remuneration-: It is vital to have pay that is both appropriate and fair in order to enhance QWL. The elimination of child poverty, low educational achievement, future job instability, underemployment, and poor health are all outcomes that are improved by pay that is appropriate and fair [12]. There is the possibility that the low pay will be a detriment. This not only helps to reduce the considerable financial strain that many families are going through, but it also helps to promote gender equality. At spite of the fact that workers in educational institutions put in just as much effort as their counterparts in the service and industrial sectors, the former do not enjoy the same levels of salary hikes, recognition, promotion, or appreciation [11]. Faculty members are paid less than the students they teach and develop.

II. Review of Literature

In this section, research focusing on the years 2020–2024 highlights the ways in which leadership, digital transformation, job security, and work-life balance impact the quality of life at work for faculty members in both public and private institutions of higher education. The findings provide a comprehensive understanding of how each university type addresses these challenges, offering insights for further improving QWL in academic settings. **Ahmed, F., & Nawaz, M. (2020)**, The purpose of this research is to examine the relationship between organizational culture and QWL among Pakistani university professors working for public and private universities. It stresses that teachers are more satisfied and motivated in their work when they work in an environment that supports them. The authors find that faculty in public universities benefit from more job security, while private universities offer better compensation packages and career advancement opportunities. **Sharma, R., & Singh, S. (2020)**, Sharma and Singh focus on the work-life balance challenges faced by faculty members during the shift to online teaching, especially during the COVID-19 pandemic. They highlight how the sudden transition impacted QWL, with private university staff facing greater pressure to adapt quickly. The study shows that public university faculty enjoyed more institutional support during this period, contributing to better work-life balance. **Kaur, H., & Bhardwaj, A. (2021),** This research analyzes the determinants of QWL among teaching staff in North Indian universities. Kaur and Bhardwaj use a comparative approach to highlight differences between private and public universities, focusing on factors like workload, job stress, and professional development. Their findings indicate that job stress is higher among private university faculty due to performance pressures, while public university faculty benefit from greater job stability. **Patel, V., & Desai, N. (2021)**, Patel and Desai's study explores the impact of compensation and benefits on the QWL of teaching staff. They find that while

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private universities tend to offer more attractive pay packages, the job security and pension benefits in public universities significantly contribute to higher overall job satisfaction. Their research underscores the need for private universities to focus on long-term benefits to improve faculty retention. **Thomas, P., & George, R. (2022)**, Thomas and George study the influence of digital transformation on QWL in higher education, particularly after the pandemic. They compare how private and public universities adapted to new technologies, finding that private institutions were quicker to implement digital tools, but this came at the cost of increased work pressure on faculty. Public universities, though slower in adaptation, provided better training and support, positively impacting the QWL of their staff. **Das, A., & Roy, S. (2022)**, This study examines the role of job security and work environment in shaping the QWL of university faculty in India. Using a large sample size and regression analysis, Das and Roy find that job security is a key determinant of QWL in public universities, while private university faculty value opportunities for professional growth and learning more. The research highlights that both sectors need to address specific areas to improve faculty satisfaction. **Choudhary, P., & Verma, M. (2023)**, Choudhary and Verma's study focuses on the psychological well-being of teaching staff in private and public universities. They use questionnaires to assess stress levels and work satisfaction, showing that public university faculty tend to have lower stress due to better job security. However, private university faculty report higher engagement levels due to performance incentives and dynamic work environments. **Singh, J., & Kaur, S. (2023)**, Singh and Kaur investigate the correlation between work-life balance and quality of work life among university professors in the post-pandemic era. Their results indicate that teachers at private colleges have difficulties in achieving a work-life balance owing to heightened task demands. Faculty at public universities have enhanced work-life quality due to more organized work schedules. **Nair, R., & Menon, P. (2024)**, This study focuses on the role of leadership and management practices in influencing QWL among teaching staff in private versus public universities. The authors find that effective leadership significantly enhances job satisfaction and QWL, with a marked difference between private universities that focus on performance-driven management and public universities that emphasize participatory leadership styles. **Shukla, V., & Tiwari, A. (2024)**, Shukla and Tiwari analyze the impact of hybrid work models on the QWL of teaching staff in higher education institutions. Their research shows that while both private and public universities have adopted flexible work models post-pandemic, the faculty in public universities report better support for hybrid work arrangements. Private university faculty, although experiencing greater flexibility, face challenges in managing expectations related to online and offline teaching.

III. Data Interpretations

During the study, the researchers measured the different aspects of Quality of Work Life (QWL) and its influence on the socio-economic status. To calculate the overall score for each sub-component, the scores from all the questions related to that component were added together. These scores were then standardized and organized based on the normal distribution property. The measurement of the QWL component and its influence was conducted separately, treating it as an independent variable. The final component of inclusive growth, on the other hand, was viewed as the dependent variable. The individuals were evaluated and classified as average, below average, or above average based on the characteristics of a normal distribution and percentile values. Data collection process for the study on Quality of Work Life (QWL) among teaching staff involved distributing and returning questionnaires across eight universities in Lucknow. Shri Ramswaroop Memorial University had 300 questionnaires distributed with an 80.66% return rate (242 returned). Babu Banarsi Das University distributed 366

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questionnaires, achieving a 92.89% return rate (340 returned). ERA University saw 142 questionnaires distributed and a 78.16% return rate (111 returned). Amity University distributed 178 questionnaires with an 89.88% return rate (160 returned). Dr. A.P.J Abdul Kalam Technical University had a distribution of 306 questionnaires and a 96.73% return rate (296 returned). Khwaja Moinuddin Chisti Language University distributed 398 questionnaires, with 380 returned, resulting in a 95.47% return rate. Lucknow University distributed 242 questionnaires with a 95.86% return rate (232 returned). Finally, King George's Medical University distributed 255 questionnaires, achieving a 96.47% return rate (246 returned).

Demographic information

The individual qualities have equal significance in research as the variables used in a scientific inquiry. Scant evidence indicates that the behaviour of variables is closely linked to the behaviour of the population or sample from which the variable originates. Demographic features of the population are analysed to understand its interconnectedness with the cross-sectional data utilized in this research. A total of 2187 individuals were chosen as the research unit and were given questionnaires to complete. A total of 2007 participants completed and submitted their surveys after receiving constant follow-up and help from the field assistants involved in this study.

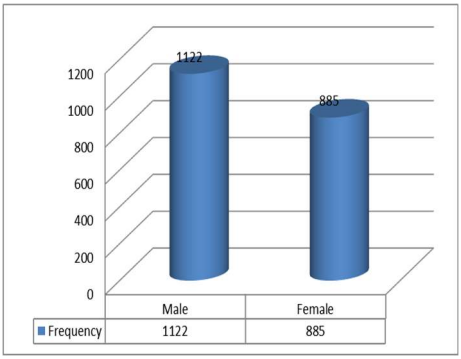

Fig 1: Frequency Distribution

The bar chart in Figure 1 depicts the frequency distribution of male and female teaching staff respondents in the study on Quality of Work Life (QWL) across eight universities in Lucknow. The figure 1, shows that out of the total participants, 1122 were male, representing 55.59% of the respondents, while 885 were female, making up 44.09% of the total.

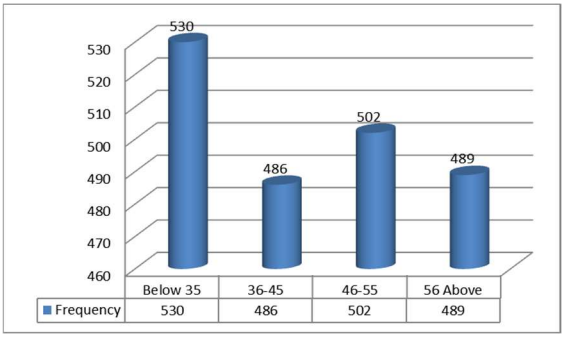

Fig 2: Frequency Distribution

The age distribution of teaching staff respondents in the Quality of Work Life (QWL) study across eight

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universities in Lucknow is depicted in Figure 2. The largest group comprises those below 35 years, with 530 respondents, representing the highest frequency. This is followed by the 46-55 age group with 502 respondents, the 56 and above group with 489 respondents, and the 36-45 age group with 486 respondents. These figures highlight that the teaching staff is fairly evenly distributed across age groups, with a slight predominance of younger educators under 35.

Table 1: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.891	.891	37

Table 1 presents the dependability data for the Quality of Work Life (QWL) study, demonstrating a significant degree of internal consistency across the 37 questions included in the survey. The Cronbach's Alpha score is .891 for both raw and standardized questions, indicating strong reliability of the questionnaire. A Cronbach's Alpha of .70 is typically seen satisfactory, but a number beyond .80 signifies high reliability; hence, the .891 result illustrates that the items are well-correlated and adequately assess the same underlying notion.

Table 2: Component Matrix[a]

	Component
	1
LOS (Level of Satisfaction)	.800
WRF (work related factors)	.878
AWARENESS	.884
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

Table 2 presents the results of the Principal Component Analysis (PCA), focusing on a single extracted component. The analysis reveals that three key variables—Level of Satisfaction (LOS), Work Related Factors (WRF), and Awareness—contribute significantly to the component. The component loadings indicate the strength of each variable's contribution, with Awareness showing the highest loading at 0.884, followed closely by Work Related Factors (0.878) and Level of Satisfaction (0.800). These high loadings suggest that all three variables are strongly correlated with the underlying component, making them crucial factors in understanding the overall construct being measured. The single component extraction implies that these variables share a common dimension, which might represent an underlying factor influencing the quality of work life in the study context.

IV. Regression Line

In this step, We have examined the effect of independent factors on a single dependent variable related to the hypothesis using linear regression analysis, particularly the least squares technique. In Equation 1, we can see how mathematical function assumptions correlate with the thorough examination of

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QWLB evaluations. With the minimal set of QWLB variables, a multiple linear regression analysis was carried out, and the results are shown in the table. Table 5 presents the model summary of the produced data, offering a statistical interpretation of the used data. A high R-squared value indicates that the model is very effective. The findings demonstrate a robust correlation between these factors and the education sector in the study region. A multiple linear regression approach has been used to establish a model for QWL. The multivariate linear model is presented in Equation (1) as follows:
Where

- Y is dependent variable
- X1, X2, X3..... Xn are independent variables.
- α 1, α 2,… α n are the regression coefficient of the respective independent variable.
- α 0 is the regression intercept.

$$Y=\alpha_0 + \alpha_1 X_1+ \alpha_2 X_2+ \alpha_3 X_3+\ldots\ldots \alpha\, nXn \quad (1)$$

Table 3: Descriptive Statistics

	Mean	Std. Deviation	N
QWL	2.2322	.41399	334
LOS	2.0170	.53134	334
WRF	2.1284	.47140	334
AWARENESS	2.3170	.49911	334

Table 4: Correlations

		QWL	LOS	WRF	AWARENESS
Pearson Correlation	QWL	1.000	.746	.890	.880
	LOS	.746	1.000	.534	.548
	WRF	.890	.534	1.000	.701
	AWARENESS	.880	.548	.701	1.000
Sig. (1-tailed)	QWL	.	.000	.000	.000
	LOS	.000	.	.000	.000
	WRF	.000	.000	.	.000
	AWARENESS	.000	.000	.000	.
N	QWL	334	334	334	334
	LOS	334	334	334	334
	WRF	334	334	334	334
	AWARENESS	334	334	334	334

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Table 5: Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.986[a]	.972	.972	.06898
a. Predictors: (Constant), AWARENESS, LOS, WRF				

Table 6: ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.501	3	18.500	3887.551	.001[b]
	Residual	1.570	330	.005		
	Total	57.071	333			
a. Dependent Variable: QWL						
b. Predictors: (Constant), AWARENESS, LOS, WRF						

Table 7: Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.158	.020		8.081	.000
	LOS	.217	.009	.279	24.742	.000
	WRF	.400	.012	.456	34.492	.000
	AWARENESS	.338	.011	.407	30.485	.000
a. Dependent Variable: QWL						

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In Table 4, Using descriptive statistics, one may arrange and summarize the features of a data set, which is made up of observations taken from a population or a sample. After collecting data, the first step in quantitative statistical analysis is to outline important characteristics to understand the distribution of a single variable or the connection between several variables. Key features include the standard deviation and mean.

In Table 4, To find out how strongly and in what direction two variables are related, statisticians utilize the Pearson correlation coefficient. This coefficient offers a realistically applicable predictive correlation. In a perfect positive linear connection, the Pearson correlation may be as high as 1, while in a perfect negative linear relationship, it can be as low as -1. A range of values between -1 and 1 indicate different levels of linear relationship between the variables. Table 4 demonstrates that there is a positive association with QWLB when the 'r' value is positive.

For multiple regression analyses, the Model Summary (Table 5) is very helpful. The multiple correlation coefficient, shown as "R" with a value of 0.986 in this table, shows how strongly the dependent variable (QWLB) is related to the independent variables (LOS, WRF, and awareness). As a measure of the extent to which the independent variables account for the total variance, the "R squared" value is used as the coefficient of determination.

When doing multiple regressions, it is helpful to refer to the ANOVA summary (Table 7). The values of the correlation coefficients between QWLB and the independent variables LOS, WRF, and awareness are shown in the "Regression and Residuals" (55.01, 1.57) in table 6. Furthermore, the coefficient of determination may be found in Table 5 as the "R square" value.

V. Hypothetical Study

In a hypothetical study, it is often not feasible to present all the hypotheses due to the limitations of pages. Therefore, in this paper, we have chosen to highlight a single key hypothesis that specifically examines the impact of certain variables. This focused approach allows for a deeper analysis of the most relevant aspects while acknowledging that a comprehensive examination of every possible hypothesis would require a broader study. By focusing on a single hypothesis, we want to elucidate the essential links and effects being examined, while acknowledging the need for more study to investigate other possibilities. This part demonstrates the significance of the proposed research, whereby analytics and models may precisely evaluate the quality of work-life balance for university personnel. Empirical validation is a critical phase in research that evaluates the model's overall acceptability and effective application. Employing statistical analysis is the most efficient method for validating the acceptability of a model. An experimental validation of the suggested research has been conducted in Lucknow, including samples from a university. This validation included the use of LOS, WRF, and awareness to support the claim for acceptability of the technique. Evaluating the validity of the proposed model is essential for ascertaining its acceptance. Two sample t-tests are used to examine the impact of quality of work life assessments. When comparing means, the two-sample t-test works well as a statistical hypothesis test. Table 8 displays the statistical analysis of this research's questionnaires. Simple tabular analysis was used. Each parameter's coefficient of variation and work life quality were calculated. The growth rate formula was used to assess the overall value of the data.

Null hypothesis (H0): There is no significant relationship among various assessment of quality of work life.

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H0: μ1-μ2 = 0

Alternate hypothesis (HA): There is significant relationship among various assessment of quality of work life.

HA: μ1-μ2 ≠ 0

Table 8: ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
WRF	Between Groups	77.498	70	1.107	1.407	.030
	Within Groups	206.975	263	.787		
	Total	284.473	333			
AWARENESS	Between Groups	74.896	70	1.070	1.446	.021
	Within Groups	194.596	263	.740		
	Total	269.492	333			
LOS	Between Groups	66.433	70	.949	9.049	.000
	Within Groups	27.582	263	.105		
	Total	94.015	333			

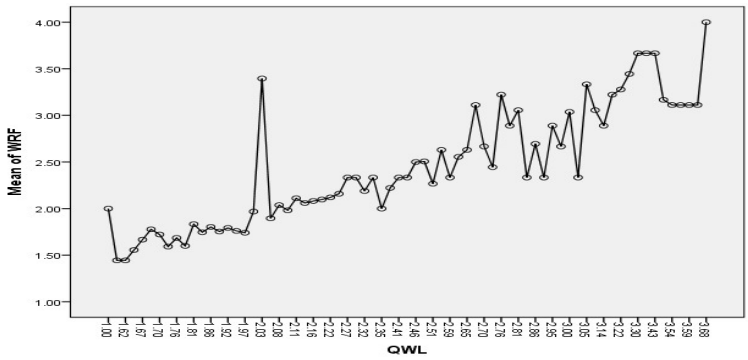

Figure 3: Mean difference (WRF and QWL)

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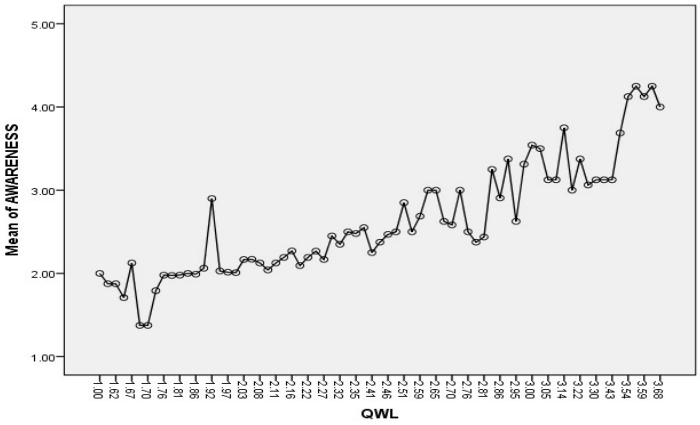

Figure 4: Mean difference (Awareness and QWL)

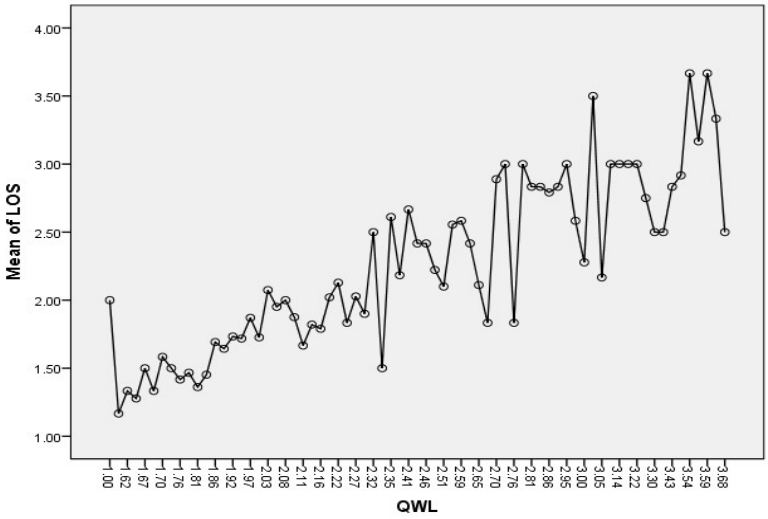

Figure 5: Mean difference (LOS and QWL)

In this hypothesised model, the impact of various factors on QWLB is observed. The F value is arrived at (1.407, 1.44 and 9.0) and p value is less than <.05, which revealed that there is a significant and positive impact of factors on QWLB (table 8 and figure (3 and 4). Hence, the hypothesis '**There is significant relationship among various assessment of quality of work life** stands accepted.

VI. Discussion

In this section, Table 4 shows the results of an examination using Pearson's Correlation Coefficient of the relationships between a number of factors that impact Quality of Work Life. The variables include, but are not limited to, equitable and sufficient remuneration, safe and healthy working environments, workplace welfare amenities, prospects for ongoing development and stability, social significance within the workplace, structural soundness, work-life equilibrium, and awareness. We looked at the 'r' values to see how well these variables were related to one another. To explore regional differences in workers' perceptions of different Quality of Work Life aspects, as well as the overall Quality of Work Life across the eight universities, ANOVA (as presented in Table 6) was applied. Using the obtained

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total 'F' value, we compared the significance of discrepancies in teaching staff's Quality of Work Life components. Using Regression Analysis, we looked at how demographic variables affected the components that determine quality of life. Table 5 displays the findings from the study's use of Stepwise Multiple Regression Analysis to determine which demographic variables, collectively and individually, impact staff Quality of Work Life. It is important to look at specific characteristics of the various structures in data analysis before employing them correctly in this study. In this setting, it was crucial to administer certain pre- and post-tests in order to carry out the study. This paper describes and examines the main findings of the investigation. The research begins by examining the demographic data gathered from the study participants. This paper will cover the goals outlined in abstract portion, following the same sequence in which they are presented. The preliminary tests required for data validation will be provided, followed by the primary findings and their subsequent discussion.

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