

## **A STUDY ON THE QUALITY OF WORK LIFE IN THE EDUCATION INSTITUTIONS IN BENGALURU**

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### **ABSTRACT**

The issue of Quality of Work Life (QWL) in educational institutions in Bengaluru, like in other cities, is multifaceted, influenced by various factors. Bengaluru, known as an educational hub, attracts students and faculty nationwide, yet the QWL for those employed within these institutions presents a nuanced situation. The city's rapid emergence as an educational hub offers promising career prospects, with better salaries, diverse career paths, and opportunities for professional growth.

Many educational institutions in Bengaluru feature modern infrastructure, well-equipped classrooms, and technological access, fostering a conducive learning environment for both students and teachers. Some institutions are leading educational innovation, integrating new teaching methods, technology, and fostering a culture of creativity and collaboration. This dynamic environment can be stimulating for educators aiming to make an impact. Moreover, Bengaluru's cosmopolitan lifestyle, diverse cultural experiences, and vibrant social scene contribute to a positive work-life balance, particularly for newcomers to the city.

### **KEYWORDS:**

Quality, Life, Education, Institute

### **INTRODUCTION**

The demanding nature of the education sector often results in extended work hours, heavy workloads, and pressure to meet performance goals, leading to an imbalance between work and personal life and causing stress and burnout among educators. While salaries are increasing, concerns persist regarding educator compensation not keeping pace with the rising cost of living in Bengaluru. Additionally, benefits packages may lack comprehensive coverage, including sufficient healthcare, insurance, or retirement plans.

While some institutions provide professional development opportunities, there is a need for more consistent and structured chances for educators to upgrade their skills and knowledge, stay updated on the latest educational advancements, and pursue career advancement. Large class sizes, diverse student backgrounds, and a shortage of support

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staff can create challenges in classroom management, leading to frustration and stress for teachers.

**Enhancing the Quality of Work Life (QWL) for educators in Bengaluru's educational institutions requires a comprehensive approach. Educational institutions must invest in fostering a supportive work environment that promotes professional growth, prioritizes work-life balance, and offers competitive compensation and benefits. Furthermore, policymakers play a crucial role in addressing issues such as class sizes, providing adequate support staff, and allocating sufficient resources for professional development programs.**

**Intrinsic Factors:**

1. **Meaningful Work and Autonomy:** Educators seek fulfilling tasks that resonate with their values and permit innovative problem-solving. Having adequate autonomy promotes a sense of ownership and responsibility, ultimately enhancing job satisfaction.
2. **Psychological Safety and Positive Relationships:** A supportive, collaborative atmosphere founded on trust and mutual respect cultivates open communication, encourages risk-taking, and facilitates knowledge exchange. Strong connections with peers and administrators nurture both well-being and professional development.
3. **Professional Development and Growth Opportunities:** Continuous professional growth instills a sense of advancement and relevance. Access to workshops, conferences, and mentorship initiatives empowers educators to adapt to evolving pedagogical demands and maintain enthusiasm for their work

**External Environmental Factors:**

1. **Workload and Work-Life Harmony:** It's essential to manage workloads effectively to prevent stress and maintain personal well-being. Finding a balance between professional duties and personal life revitalizes educators, benefiting both them and their students.
2. **Compensation and Perks:** Offering competitive pay rates, comprehensive healthcare benefits, and solid retirement plans ensures financial security and overall well-being, whereas Insufficient compensation can lead to financial strain and demotivation.
3. **Physical Work Environment:** Creating safe, well-kept, and visually appealing workspaces fosters positive morale and productivity. Providing access to necessary resources and technology further enriches the work environment.
4. **Leadership and Management:**  
Transparent Communication and Collaborative Decision-Making Open communication builds trust and fosters engagement. Involving educators in decision-making processes nurtures a sense of ownership and bolsters institutional initiatives.
5. **Recognition and Appreciation:** Recognizing and celebrating educators' accomplishments inspires them and reinforces their sense of value. Cultivating a culture of appreciation fosters a positive and supportive work environment.

6. Effective Conflict Resolution Mechanisms: Establishing clear and accessible channels for addressing concerns is crucial for resolving conflicts. Prompt and equitable resolution of issues contributes to a healthy work environment.

## REVIEW OF RELATED LITERATURE

Numerous institutions battle with lacking foundation, obsolete learning materials, and restricted admittance to innovation, obstructing instructors' capacity to establish drawing in and viable learning conditions. While compensations for educators in Bengaluru have worked on lately, they may not generally be proportionate with the requests of the gig and the increasing cost for most everyday items in the city. Also, benefits like medical services and expert improvement valuable open doors might be restricted. [1]

Finding some kind of harmony among work and individual life can be trying for educators, particularly those with families or different responsibilities. This can add to pressure and occupation disappointment. Profession movement open doors inside the education area in Bengaluru can be restricted, prompting sensations of stagnation and an absence of inspiration among educators.[2]

Embracing innovation can smooth out authoritative errands, customize opportunities for growth, and improve correspondence between instructors, understudies, and guardians. Furnishing educators with admittance to great expert advancement projects can outfit them with the abilities and information they should be viable in their jobs and further develop work fulfillment. [3]

Institutions can carry out strategies and projects that help a solid work-life balance, for example, adaptable work game plans, childcare backing, and stress the executives workshops. Cultivating joint effort among educators can make a more strong and invigorating work climate, prompting further developed work fulfillment and advancement. [4]

Education institutions, the pulsating hearts of cultural advancement, depend intensely on their human resources - educators, managers, and care staff. Their prosperity straightforwardly influences the quality of education conveyed and the general learning climate. Consequently, encouraging excellence of Work Life (QWL) inside these institutions is critical. This article investigates the key variables impacting QWL and their huge effect on individual and institutional achievement.[5]

## OBJECTIVE OF THE STUDY:

1-To analyze the quality of work life in the education institutions in Bengaluru

2-To study the factors affecting the quality of work life in the education institutions in Bengaluru

## HYPOTHESIS:

1-There is a significant difference in the mean scores, on the work life balance among male and female teachers.

2-There is no significant difference in the mean scores, on the career progression among male and female teachers.

3- There is a significant difference regarding job security among male and female teachers.

## METHODOLOGY:

### Sample:

Present study was conducted on 100 teachers selected through random sampling. Out of 100 teachers, 50 were male and 50 were female. The age of teachers was between 25 and 40

### Procedure:

t-test was used as a tool for the current research work. The scoring was done according to this. The data were analyzed with the help of 't' ratio and Pearson product moment correlation.

## RESULT AND DISCUSSION :

The mean, standard deviation and t test were calculated to analyze the difference between characteristics among trained and untrained teachers. The result is discussed in the table given below.

**Table-1:** Showing the mean, SD and 't' value of work life balance among male and female teachers

Group	N	M	SD	't' value	Sig. Level
Male teachers	50	28.11	2.91	.19	Sig
Female teachers	50	26.22	4.87		

A look at table-1 reveals that mean scores, work life balance among male and female teachers were 28.11 and 26.22 and their SDs were 2.91 and 4.87 respectively. The 't' value between two means was found to be .19 which is significant. Therefore, the concerned hypothesis that there is significant difference in the mean scores, on the work life balance among male and female teachers is accepted .

**Table-2:** Showing the mean, SD and 't' value of career progression among male and female teachers

Group	N	M	SD	't' value	Sig. Level
Male teachers	50	9.89	3.12	1.70	N.S.
Female teachers	50	10.1	3.49		

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Table-2 shows that the mean scores on career progression among male and female teachers were 9.89 and 10.13 and their SDs were 3.12 and 3.49 respectively. The 't' value between two means was found to be 1.70 which is significant at 0.01 and 0.05 level of confidence. Therefore, the concerned hypothesis is accepted.

**Table-3:** Showing the significant regarding job security among male and female teachers

Group	Variables	N	r	Sig.Level
1	Male teachers	100	0.196	<0.05
2	Female teachers	100		

Table-3 represents the coefficient of correlation regarding job security among male and female teachers. It comes out to be 0.196 which shows positive correlation. Thus it indicates that there is a significant relationship regarding job security among male and female teachers. Therefore, the hypothesis that there is a significant difference regarding job security among male and female teachers is rejected. Thus one variable affects the other variable.

### Quality of Work Life in the Education Institutions in Bengaluru

Putting resources into QWL benefits the two educators and institutions. Fulfilled and connected with educators are more innovative, useful, and focused on understudy achievement. This means further developed understudy results, diminished representative turnover, and a positive institutional standing. Then again, ignoring QWL can prompt burnout, low assurance, and high turnover, preventing individual and institutional advancement.

Developing a high QWL in educational institutions isn't an extravagance, however a need. By tending to the different characteristic and outward factors, encouraging straightforward initiative, and focusing on prosperity, educational institutions can make an orchestra of progress for educators, understudies, and the eventual fate of society. Keep in mind, blissful and flourishing educators make the best directors of youthful personalities, organizing their excursion towards lifelong learning and achievement.

#### Positive Aspects:

**Growth and Development:** Educational institutions offer opportunities for continuous learning and professional development. Many institutions encourage faculty to pursue research, attend conferences, and engage in collaborative projects, fostering intellectual growth.

**Meaningful Work:** Educators have the privilege of shaping young minds and contributing to society. This inherent purpose in their work can be a source of immense satisfaction and motivation.

**Work-Life Balance:** Compared to some high-pressure corporate environments, educational institutions often provide a more balanced schedule, with holidays and vacations aligned with academic calendars. This can facilitate personal time and family commitments.

**Collegial Atmosphere:** Many educational institutions foster a collaborative and supportive environment among faculty and staff. This sense of community can contribute to overall well-being and job satisfaction.

**Challenges and Concerns:**

**Compensation and Workload:** Salaries in educational institutions, particularly private ones, often lag behind industry standards, making it difficult to maintain a comfortable lifestyle, especially in a city like Bengaluru with a high cost of living. Additionally, workloads can be heavy, with long working hours and multiple responsibilities beyond classroom teaching.

**Job Security and Career Progression:** While educational institutions offer some solidness, especially government-run ones, profession movement pathways can be hazy, and employer stability concerns might emerge because of elements like subsidizing vacillations or institutional rebuilding.

**Framework and Assets:** Numerous institutions battle with deficient foundations, obsolete assets, and stuffed homerooms, influencing the general work climate and capacity to convey quality education.

**Organization and The executives:** Regulatory cycles and progressive administration designs can in some cases smother imagination, independence, and navigation, prompting disappointment and demotivation among workforce and staff.

## CONCLUSION

Improving the QWL in Bengaluru's educational institutions requires a multi-pronged approach. Enhanced compensation packages, manageable workloads, and clear career paths are crucial. Upgrading infrastructure, providing adequate resources, and fostering a culture of innovation are essential for creating a conducive work environment. Efficient and transparent management practices that value employee contributions are also key. Ultimately, ensuring the well-being of educators is not just about individual satisfaction but also about the quality of education imparted to future generations.

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