A Reliability Test on Factors of Qwl: Public and Private University Perspective (A Special Reference to Lucknow)

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Abstract: *Work performance that is both effective and efficient depends heavily on the quality of one's work life. In the noble profession of teaching, it is regarded as a very important factor. There was a total of eight universities in Lucknow, four of which were public and four of which were private. The present study used faculty members from various universities as its samplingunit. A questionnaire was given to faculty members. The pilot study of questionnairesenables us to examine the building factors of quality of work life and the relationship between it and employee morale among respondents. Additionally, this study reveals genuine teacher feedback and suggestions that could be implemented to enhance the quality of teachers' work lives universities in the Lucknow district. As a result, the goal of this study is to find out what factors influence faculty members' work-life satisfaction at Lucknow's public and private universities.*

Index Terms: Job Satisfaction, Motivation, Quality of work life, University, Education

I. Introduction

Employees today are seeking more meaningful roles because they are dissatisfied with their jobs in many organizations. One of the earliest sources of organizational development is improved work-life balance. Social performance and the field of scientific discovery are made up of the interaction between science and art. According to Kasraie Sh (2014), the importance of work-life balance has grown to the point where it can be considered an intellectual movement. There is a lot of pressure on workers to mound the workplace in ways that increase not just their own

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motivation and enjoyment at work, but also the company's bottom line and output. When we speak of work-life balance, this is what we mean. Rising levels of education and employment requirements, coupled with sluggish economic development and fewer prospects for progression, have reignited employees' yearning for a more meaningful work life. This naturally raises concerns about QWL and career and personal life planning. According to Bansal (2017), teacher self-efficacy can be conceptualized as each teacher's belief in their own capacity to design, shape, and implement the actions necessary to achieve the educational objective. He defines collective teacher efficiency as the achievement of the institution's objective through teamwork. According to Kumar, D., and Deo, M.J. (2011), The quality of work life in the education sector may be defined by the connection between professors and the university workplace. In order to satisfy its workforce, a company must foster opportunities for professional growth and encourage employee input into strategic planning. It was important to measure and compare the QWL of faculty members at public and private universities because of the impact that variables like promotion, posting location, and recruiting regulations have on the quality of education at each kind of institution (Deepa, 2020). Since instructor's job is turning out to be really undermining and testing because of expanding assumptions for all-inclusive advanced education, they have the right to get extraordinary help by the college organization, as well as the policymakers. We have introduced the introductory components of a particular segment (figure 1) in this section, including QWL and related activities for faculties.

Fig 1: Quality Teacher's Working Life

II. Review of Literature

One of India's fastest-growing industries is education, and lecturers are crucial in shaping students' futures. They never stop trying to improve their teaching methods. It has become more difficult for them to effectively carry out their roles and responsibilities as new teaching methods evolve rapidly. The lecturers reported that their numerous academic and administrative responsibilities were the primary source of stress. When lecturers are unable to maintain a healthy balance between their personal and professional lives, they experience stress, which has a negative impact on the relationship between students and lecturers. The changing requirements, fierce competition, work pressure, and short deadlines have all contributed to an increase in stress. Teachers who believe their jobs are secure and that the community regards them as experts are the ones who are most satisfied. This is one of the most important factors because it ensures that they can meet the needs of the students and use all of their skills (Walton et al., 2003). Teachers who feel secure in their employment are more likely to take advantage of professional development opportunities, collaborate well with their peers, and encourage parental engagement in their children' education **J.S. Yoon (2002).** According to **Zakari, Khamis, and Hamadi (2010)**, the university ought to try to provide opportunities for each team member to exhibit their talent, proficiency, skills, capacity, and abilities. **Eurofound, (2006)** underscored that 'as an idea Nature of Work Life is multi-faceted and widespread'. **Reddy & Anuradha (2013)** examined the occupational stress levels of 327 higher secondary school teachers in the Vellore district of Tamil Nadu and found that 88% of them were experiencing moderate to high levels of stress. **Tashi, K. (2014)** found that 150 Bhutanese teachers experienced stress when they looked at their level of stress. Male educators had higher levels of stress than their female counterparts. In a recent study **Kusi, et al., (2014),** the researchers investigated the factors that lead to and exacerbate stress in the workplaces of fifty university faculty and staff employees. The findings illuminated several sources of stress and its effects on professors. Research conducted by **Adebiyi, (2013)** examined the correlation between gender, academic rank, and burnout among a sample of 100 professors. Faculty stress was shown to vary dependent on years of teaching experience, but not gender or level of expertise.

III. Objective of Study

- To determine how trustworthy questionnaires are.
- To ascertain the quality of life at work at Lucknow's private and public universities.
- To determine the connection between various parameters and quality of life at work.

IV. Research Methodology

The purpose of the study was to compare university faculty members' Quality of Work Life (QWL) based on demographic factors like gender, age, experience, designation, and type of university (public or private). Primary data serve as the foundation for this study. Using a questionnaire, primary data has been gathered from faculty members at both public and private universities in Lucknow for this study. The objectives of this study served as the foundation for the questionnaire, which was designed with the respondents in mind. The information was collected through email and in-person interviews with the participants. The faculty members were tasked with reading the guidelines thoroughly and responding appropriately. Each instructor was required to provide responses to every question on the assessment. All ethical issues were considered, and the confidentiality of the data and the identities of the participants were maintained at all times. The data was collected using a multistage sampling strategy. Universities were chosen through quota sampling, while respondents were chosen through random sampling. Email surveys and in-person interviews were used to conduct the survey. An important aspect of a pilot study that aims to draw conclusions about a population from a sample is the size of the sample. The questionnaire was refined and purified through a pilot study. In this stage of the instrument's development, participants' comments were also considered significant, and they were used to reword or rephrase the questions to improve their reliability and validity. In the end, the revised QWL measurement instrument was created for the main survey. The poll was outlined based on past writing, conversation with specialists of the connected field. Numerous significant changes were brought about by experts' recommendations.

V. Scale

The Likert Scale, with five points ranging from strongly agree to strongly disagree, was utilized. The scale contained 35 items. The data came from a university in the Lucknow district. 281 people

responded to the survey.

VI. Scale Factors

- An Evaluation of Work-Life Balance.
- Satisfaction Level.
- Factors related to work.

VII. Research Design

- **Type of Study**: Comparative/Reliability study
- **Population**: Teaching staff from various departments in 4 public & 4 private universities.
- **Sample Size**: 281 faculties.
- **Data Collection:** Primary data
- **Sampling Tool:** Structured Questionnaire
- **Sampling**: Simple Random Sampling (25%)
- **Area of Sample Collection:** Lucknow (Uttar Pradesh)

VIII. Reliability Study

The Cronbach's alpha in the table below is used to measure the questionnaire's reliability. It is a reliable construct and a well-liked statistic for assessing reliability. A Cronbach's alpha that is higher than the cut-off value of 0.70 is a sign of it. Reliability coefficients in the range of 0.90 to 0.80 are considered satisfactory and excellent, respectively. Inability to meet the unwavering quality prerequisite might prompt erasure of irksome things. In our study the reliability in table 2 was found to be 0.737 at 25% simple random selection. How well thecomponents on the scale "hang together," or how internally consistent they are, is one indicatorof dependability. Internal consistency may be evaluated in a number of different methods. The most popular statistic is called **Cronbach's alpha**, and it measures the reliability of a questionnaire's answers. By examining this number, one may determine the overall average correlation between the scale's elements. Values between 0 and 1 are possible, with higher values indicating better reliability.

The data was analyzed with the help of SPSS (20.0). The data was analyzed through descriptive and inferential statistical tools. Initially descriptive tools were used. Reliability was analyzed using Cronbach's alpha.

Table 1: Case Processing Summary			
		N	%
Cases	Valid	8 3	100.0
	Excluded[a]	0	.0
	Total	8 3	100.0
a. List wise deletion based on all variables in the procedure.			

Table 2: Reliability Statistics (Random sampling 25%)		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.737	.747	25

Table 3: Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
53.63	64.651	8.041	25

	Mean	Minimum	Maximum	Range	Maximum /Minimum	Variance	N of Items
Table 4: Summary Item Statistics							
Item Means	2.145	1.349	2.976	1.627	2.205	.164	25
Item Variances	.757	.147	1.277	1.130	8.705	.081	25
Inter-Item Covariances	.076	-.262	1.034	1.296	-3.948	.024	25
Inter-Item Correlations	.106	-.353	1.000	1.353	-2.835	.042	25

The questionnaire has 25 items (from a random sample of 25%) that use four study components to assess the quality of one's work life. A 5-point Likert scale is used in the ordinal scale of the questionnaire. With the exception of the study-related question (overall living space), this questionnaire's questions are designed in a positive direction. On a 5-point Likert scale, teachers selected items related to their professional lives to answer the questionnaire. The overall reliability coefficient alpha is .737 at 25% random sampling which is Acceptable. Table 4 provides a summary of the components of the quality of work-life balance. Table 4 showed that the mean score for fair was 2.145. This is lower than the mean, which is 1.349 (min), 2.976 (max), and 1.627 (range). The majority of the total covariance is detailed in Table 4. The majority of the variance is made up of correlations, which may or may not be correlated with the various factors.

IX. Conclusion

The university Assessment of Quality of Work Life, level of satisfaction, and Work-Related Factors are just a few of the variables that have been studied in relation to the quality of work life. However, there is a dearth of research comparing the quality of university life and work. According to the findings of the research on other aspects of the quality of work life, the

representatives' perceptions of their workplace and university are moderate. The expansion and development of these educational institutions is influenced by all these elements. This is true not only in the academic setting but also in terms of how the factors affect the community. Teachers are regarded as the most important social pillars for the development of new graduates. Finally, it is anticipated that academic organizations will benefit from the questionnaire reliability study's findings. Therefore, a university-level investigation into the Assessment of Work-Life Quality, Satisfaction, and Work-Related Factors is required.

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