

Quality of Work Life of Professionals in Higher Education: An Empirical Analysis

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(Abstract)

Professional Work Life incorporates the economic domain from which an individual earns his livelihood. It is not a temporary but a continuum activity that an individual pursues to provide his expert service against the economic returns. The quality of professional work life for an individual can fit in any quadrant like highly enjoyable, enjoyable, taxing, excessive taxing etc. These all quadrants have respective impact over the quality of work life. Understandably, there are number of factors or indicators which determine professional quality of work life in higher education and what are those indicators is yet to be exactly underlined in the domain of higher education. Therefore, it is in this back ground that the present study has been undertaken in Jammu and Kashmir to identify and examine the indicators of quality of work life in higher education. The study on the basis of primary data has identified the six indicators according to their importance that have profound influence on the professional quality of work life. The study suggests that cohesive execution and practice of these indicators together contribute to professional quality of work life in higher education. Therefore, the higher education department should lay excessive emphasis on all these indicators to generate high quality of professional work life.

Keywords: Profession, Indicators, Quality Work life, Higher Education

Introduction

Professional work life is a slippery concept. It is wielded with multiple connotations. Accordingly, it is somewhat complex to restrict it to simple explanations. Inexplicitly, the word profession and professional work life are used interchangeably. This is because, the two terms *Profession* and *professional work life* are predominantly connected to each other and rightly are two sides of the same coin. Professional work life in fact is a derivative phenomenon or an offshoot of professional engagement. Therefore, professional work life can be expressed as a span of time which an individual has spent in his/her professional discourse and engagement. Nevertheless, it refers to an activity in which a person has acquired specialized knowledge, expertise and derives his/her living by practicing such profession. More specifically, Professional work life is a normal work engagement in which an individual has distinctive skills and draws monetary and non-monetary returns from such work. In the context of higher education, professional work life includes teacher's knowledge, skill, expertise that

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he/she uses in the teaching, learning, research and consultancy process to receive tangible and intangible returns (Mehraj, 2014). Understandably, professional life of an employee can be either pleasant, unpleasant, liberal, rigid, safe, secured, risky. Factually, an employee usually experiences professional life according to his/her own expectations and evaluates rationally all outcomes of the same in terms of economic, social, and emotional benefits and opportunity losses. Accordingly, the employee frames his/her opinion or judgment about quality of his/her professional work life. Although, there are varied contours of quality work life, but this study is restricted to only examine the indicators of professional quality of work life. Therefore, the study looks at the nature, style of professional work life and the other work-related aspects which have ultimate consequential impact on the overall personal and professional life. In strict sense, it examines the indicators of quality of professional work life which includes all such aspects of job which have profound influence on the overall life of a person. More specifically, study intends to underline the indicators of the quality of professional work life with respect to professional status, recognition and other vital indicators.

Literature Review

Professional work life is a specialized domain of an individual which he/she practices during the course of their life. The past research has revealed that professional work life leaves both favorable and unfavorable effects on the life of people. In many cases, it builds either distressful situation or raises employee delight. Studies have shown that IT workers have more difficulty with work /life balance than their non-IT counterparts. Moreover, the past research has confirmed that professional work-related employees feel to a considerable extent that they have not achieved what they were expecting from their profession (Rithinam, 2008). This hints that by examining professional work life, diagnosis about the quality of work life can be observed and understood and accordingly measures can be undertaken to work out to raise the level of the quality of professional work life. The earlier research has revealed that there are number of factors or indicators that are responsible for attaining high quality of professional quality of work life. They include professional autonomy, workload, job security, post-retirement benefits (Rethinam, 2008). Further the research of Mehraj and Bhat (2008) has shown that job security, professional mobility, social status and monetary earning significantly contribute to high quality of professional quality of work life. Whereas Lau and Bruce (1998) identified five elements which have predominant role to influence the QWL. The variables consist of job security, reward system, training, career advancement opportunities and participation in decision making. Kahn (1981) views that task content, supervision, resources, promotion, work conditions, organizational context, autonomy and control, relations with co-workers and wages are the core elements which lead to high QWL. While as, Mirvis and Lawler (1984) opine that work environment and employee welfare have great impact on QWL. They put forth four vital elements of

QWL, which include safe work environment, equitable wages, equal employment opportunities and opportunities for advancement. In the context of education, Winter et al. (2000) hints that five work environment domains like role stress, job characteristics, supervisory, structural and sectoral characteristics directly and indirectly shape academicians experience, attitudes and behavior and forms their perception about QWL. Consistent to this, Hackman and Oldham (1976) proposed eight conceptual elements of QWL. They include adequate and fair compensation, safety and health conditions at work, immediate opportunity to use and develop one's capacity, further opportunity for continuous development and safety, social integration in the working organizations, the total space of life and social relevance of workers life (Mueller and McCloskey, 1990: Kalliath and Morris, 2002: Gill and Feinstein 1994). Therefore, to attain a high QWL Hackman and Oldham (1976) says that there is a need to have skill variety, task identity, task significance, autonomy and feedback. Rethinam (2008) says that QWL is associated with various elements like job satisfaction, job involvement, motivation, productivity, health, safety and well-being, job security, competence development, and balance between work and non-work life. Accordingly on the basis of literature review, expert opinion and need of the study, seven quality indicators for teaching as profession were incorporated to understand the importance of each variable in higher education.

- *The Teaching work load should be/ is balanced* (The teaching workload should be reasonable and as per the rules and specifications laid by the recognized body. Moreover, it should be equitable and balanced).
- *The Committee work load should be appropriate* (The work load of faculty member in various committees for the development of the institution should be adequate, appropriate, balanced and reasonable)
- *Work Autonomy should be adequate* (The professional work should be full of freedom. i.e., faculty should enjoy all powers to work with professional liberty in all aspects of teaching, learning, research and consultancy etc.).
- *Work life should be secured* (job security should exist i.e., job insecurity is nonexistent)
- *Professional Social Status should be demanding* (The profession should be preferred over other professions. It should enjoy good reputation, social status and is liked by the people at large. Thus, the profession should have social recognition).
- *The Professional work environment should be pleasant* (The work environment is enjoyable, delightful, pleasing i.e., the work is free of boredom, distress and dejection).
- *Professional opinion about academic matters should be sought from me* (Professional expertise is acknowledged and recognized, i.e., advices, suggestions about academic matters should be/ are obtained and implemented).

Objectives

The following are the main objectives of the study

- To identify the indicators for professional quality work life in higher education.
- To measure the extent of importance of each indicator for securing professional quality work life.

Type of Study

The study is descriptive in nature.

Scope of the Study

The scope of the study is confined to the higher education sector of State of Jammu and Kashmir.

Hypothesis

Null Hypotheses: The Professional quality of work life in higher education sector is significantly poor or low

Research Methodology

The study is descriptive by nature and is predominantly based upon empirical data which was culled out by administrating a well-designed pre-tested questionnaire to the faculty and administrative staff members of the selected colleges of Jammu and Kashmir. In this context, a total of twenty colleges were selected from the two divisions on the basis of their brand reputation, status, age, enrollment, location etc. From these selected sample colleges around **609** faculty members were selected for the purposes of the study, comprising **279** from Jammu Division and **330** from Srinagar Division by using systematic sampling approach. The data collected was tabulated and put to various parametric and nonparametric statistical operations to derive meaningful inferences by using the under mentioned rating scale scores:

Strongly Disagree =1

Disagree =2

Natural =3

Agree =4

Strongly Agree =5

Where the mean score of the variable or statement would range between the two extremes 1 to 5. The highest extreme mean score of 5 would indicate that the quality of work life is very good while as the lowest extreme mean score of 1 would refer that the quality of

work life is very bad. Further, the mean score of 4 would hint that the quality of work life is good but still needs somewhat added policy measures to make the same very good and the mean score of 2 would refer that the quality of work life is not good thus needs complete attention of the management to make the same better. The Mean score of 3 hints the indecisive situation indicating that the quality of work life is somewhat neither good nor bad.

Analysis and Discussion

In order to underline the indicators of quality of professional work life in higher education sector of the Jammu and Kashmir, about 609 sample respondents were chosen to report about the quality of work life they experience with the help of a well-structured questionnaire which was administered in two divisions of which 57.47 percent were Assistant Professors and 42.53 Associate professors as can be seen in the following table No: 1 as under.

Table 1: Classification of Sample Respondents

S. No	Designation	Kashmir Division		Jammu Division		Overall	
		Count	Percentage	Count	Percentage	Count	Percentage
	1	2	3	4	5	6	7
1	Professor			-	-	-	-
2	Associate Professor	109	39.07	150	45.45	258	42.53
3	Assistant Professor	170	60.93	180	54.55	350	57.47
	Overall	279	100.00	330	100.00	609	100.00

Descriptive Statistical Analysis

The descriptive statistics of the dimension professional work life depicted in the Table No: 2 shows that the overall mean score of the dimension has not remained less than 3.76 indicating the dimension is very important for measuring the overall quality of professional work life. The picture is somewhat uniform in the two divisions of Jammu and Kashmir, where the overall mean score of the dimension has also not exceeded 3.78 and 3.77 respectively, implying that the dimension is more relevant and very important for securing professional quality of work life.

Table 2: Descriptive Statistics of Dimension Quality of Professional Work Life in Jammu and Kashmir

S. No	Statement	Kashmir Division		Jammu Division		Overall	
		Mean	St.Dev.	Mean	St. Dev	Mean	St.Dev
1	The Teaching workload should be balanced.	3.960	1.110	3.869	1.101	3.911	1.105
2	The Committee workload should be appropriate.	3.433	0.906	3.545	0.964	3.494	0.939
3	The Work autonomy should be adequate.	3.763	0.865	3.766	0.883	3.765	0.874
4	The Work life should be secured.	4.078	0.902	4.000	0.871	4.036	0.885
5	Professional social status should be demanding	3.623	0.984	3.627	0.953	3.265	0.967
6	The Professional work environment should be pleasant.	4.121	0.905	4.184	0.874	4.156	0.888
7	The Professional opinion about academic matters should be sought from me	3.326	1.037	3.448	0.908	3.392	0.971
8	Overall	3.758	0.627	3.775	0.623	3.768	0.625

The variable wise analysis of the descriptive statistics reveals that the variable *professional work environment should be pleasant* scored high mean 4.07 and 4.00 in Kashmir and Jammu division respectively among other variables. This implies that faculty respondents believe that it is very important that work environment should be delightful, enjoyable, pleasing and free of distress, boredom and dejection. This finding is consistent to the past research of Porter (1968) which reveals the pleasant work environment significantly contributes to organizational effectiveness and employees delight and leads to job satisfaction. It falls among the first six factors which add grace and taste to the quality of work life and job satisfaction in US industrial organizations. At the divisional level, the variable has also attained the highest mean score 4.12 and 4.15 in Kashmir and Jammu division.

Besides the variable professional work environment is pleasant, the other variable that *the work autonomy should be adequate* has got the highest overall mean score 3.76 in Jammu and Kashmir revealing that the variable is important for attaining professional

quality of work life. It is pertinent to mention here that professional work autonomy is a most complicated issue in higher education and faculty at large demand high amount of academic autonomy (Mehraj and Bhat, 2007). Following the variable that the professional work autonomy is adequate, the other variable that *the teaching work load is balanced* has got the mean score of 3.96 and 3.86 in Kashmir and Jammu Division respectively reflecting that the variable is important. This hints that the basic work load should be reasonable and balanced for employees in higher education. Here is pertinent to mention that the research of Farooq (2011) has shown that work overload is the most undesirable situation that shoots up employee job stress and affects employee productivity and performance. Further, the descriptive statistics has revealed that the variable work life should be secured has also recorded a mean score of 4.07 in Jammu and Kashmir. This indicates that sample respondents strongly desire that their job should be free of risk and well secured. The other variable that *the professional social status is demanding* has recorded the overall mean score 3.26 indicating that the variable is important, indicating that faculty also aspire that their profession should be recognized and most cherished and demanded by the society at large. While as, the variable that professional social status is demanding has registered lowest overall mean score 3.26. Implying that variable is also important for securing overall quality of work life. Thus, from the above discussion, it is evidently clear that all the variable/indicators of the dimension professional quality of work life are significant and important for attaining high quality of work life in higher education from teachers' point of view. Therefore, policy makers and educational consultants should seriously emphasize upon these aspects to attain high quality of work life (Table No: 2)

Hypothesis Testing

In order to draw overall inferences about the level or degree of significance of the variables of quality of work life in higher education, the hypothesis for each variable is separately drawn here under.

1. Null Hypothesis: There is no significant difference in the mean score of importance given to the variable that *the teaching work load should be balanced* between the two divisions.

It is evidently clear from the descriptive statics presented in the Table No:2 that the mean score of the importance given to the variable that the teaching work load should be balanced has remained 3.96 and 3.86 in Kashmir and Jammu Division respectively, indicating that the variable is very important. Therefore, to find consistency or otherwise of opinion between the sample respondents of two divisions, the empirical data was put to quantitative statistical procedures or parametric statistical operation t test which shows that the difference is very much insignificant, as the t value 1.0011 at 5% level of significance are 0.283 respectively revealing that null hypothesis is accepted (Table No: 3).

Table 3: Hypothesis Testing and Parametric Statistics for Dimension Work Load is Balanced

1	2	Descriptive Statistics		t test		Status of Hypothesis
		3	4	5	6	
	Statement	Mean	St.Dev.	t	Sig	
1	The Teaching work load should be balanced.	3.911	1.105	1.011	0.283	Ho is Accepted
2	The Committee work load should be appropriate.	3.494	0.939	-1.465	0.087	Ho is Accepted
3	The Work autonomy should be adequate.	3.765	0.874	-0.045	0.392	H1 is Accepted
4	The Work life should be secured.	4.036	0.885	1.095	0.413	Ho is Accepted
5	Professional social status should be demanding	3.265	0.967	-0.046	0.022	H1 is Accepted
6	The Professional work environment should be pleasant.	4.156	0.888	-0.871	0.965	Ho is Accepted
7	The Professional opinion about academic matters should be sought from me	3.392	0.971	-1.551	0.111	Ho is Accepted
	Overall	3.768	0.625	-0.377	0.993	Ho is Accepted

Moreover to put the data into qualitative statistical operations or non-parametric statistical analysis, the empirical data was put to Chi Square Test which shows that differences between two divisions with regard to the variable is largely by chance as the Chi Square Value at 5% level of significance is 7.3 with P value 0.11 implying that null hypothesis is accepted and alternative hypothesis is rejected as the percentage statistical operation for the variable has remained 43.73 and 41.21, followed by 26.88 and 32.42 respectively in Kashmir and Jammu Division respectively (Table No: 4). The inferential statistics vividly unfolds that the sample respondents have uniform opinion with respect to the teaching work load and accordingly opine that the same should be reasonable and not overburdened. This finding is in tune to the research of Rossmiller (1992) which hints that work load of teachers should be of a reasonable standard and according the specified norms.

Table 4: Hypothesis Testing and Non-Parametric Statistics for the variable Teaching Work Load should be Balanced

S. No	Region	Importance Scale Score Level (Figures in Percentage)						Chi Square	
		Not Important	Least Important	Important	More Important	Most Important	Overall	X2	P Value
		1	2	3	4	5	6	7	8
1	Kashmir Division	3.58 (10)	5.02 (14)	26.88 (75)	20.79 (58)	43.73 (122)	45.81 (279)	7.3	0.11
2	Jammu Division	1.82 (6)	8.18 (27)	32.42 (107)	16.36 (54)	41.21 (136)	54.19 (330)		
3	Overall	2.63 (16)	6.73 (41)	29.89 (182)	18.39 (112)	42.36 (258)	100.0 0 (609)		

Note: Figures in Parentheses represent the number of sample respondents.

2. Null Hypothesis: There is no significant difference in the mean score of importance given to the variable that *the Committee work load should be balanced* between the two divisions Jammu and Kashmir. Besides the overall examination of descriptive statistics of the dimension, the variable wise study of the individual constructs presented in the Table No: 2 show that the mean score of importance attained by the variable that the Committee work load should be balanced in Kashmir and Jammu division has remained 3.43 and 3.54 respectively, indicating that the variable is important. In order to examine the consistency or otherwise of opinion between the sample respondents of two divisions and to draw the inferences, the empirical data was put to parametric statistical operation or quantitative statistical procedures t-test which shows that the difference is very much insignificant, as the t-value -1.465 at 5% level of significance are 0.087 respectively revealing that null hypothesis is accepted (Table No: 3)

Table 5: Hypothesis Testing for variable the Committee Work Load should be Balanced

S. No	Region	Importance Scale Score Level (Figures in Percentage)						Chi Square	
		Not Important	Least Important	Important	More Important	Most Important	Overall	X2	P Value
		1	2	3	4	5	6	7	8
1	Kashmir Division	1.79 (5)	8.60 (24)	48.75 (136)	26.16 (73)	14.70 (41)	45.81 (279)	4.0	0.40
2	Jammu Division	1.82 (6)	7.58 (25)	45.76 (151)	23.94 (79)	20.91 (69)	54.19 (330)		
3	Overall	1.81 (11)	8.05 (49)	47.13 (287)	24.96 (152)	18.06 (110)	100.0 0 (609)		

Note: Figures in Parentheses represent the number of sample respondents.

Besides the application of parametric statistical operations, the empirical data was put to qualitative statistical procedures and non-parametric statistical tests the Chi Square Test

which shows that the differences between two divisions with regard to the variable is largely by chance, as the Chi Square Value at 5% level of significance is 4.01 with P value 0.40 implying that null hypothesis is accepted and alternative hypothesis is rejected as the percentage statistical operation for the variable has remained 48.75 and 45.76, followed by 26.16 and 24.96 respectively in Kashmir and Jammu division (Table No: 5). Here, from the results of parametric statistical operations, it is evidently clear the two groups of sample respondents have somewhat common opinion about the issue of committee work load and demand that the same should be more or less balanced and not overburdened or under burdened. This finding hints that the educational leader of the institution should seriously workout a mechanism to ensure balanced division and involvement of faculty in the institutional development. This will certainly raise employee work satisfaction. The past research has shown that employees are largely dissatisfied and overstressed due to the work overload (Farooq, 2011).

3. Null Hypothesis: There is no significant difference in the mean score of importance given to the variable that *the work autonomy should be adequate of* between the two divisions.

As can be seen from the descriptive statistics presented in the table No: 2 that the overall mean score of importance given to the variable that the work autonomy should be adequate in Kashmir and Jammu division has remained same 3.76 each indicating that the variable is important. Therefore, to draw inferences and find consistency or otherwise of opinion between the sample respondents of two divisions, the empirical data was put to parametric statistical operation t-test which shows that the difference is very much significant, as the t-value -0.045 at 5% level of significance is 0.0392 respectively revealing that null hypothesis is rejected (Table No: 3), which in other sense means that the difference between the two groups with respect to work autonomy is quite significant.

In addition to the earlier parametric inferential statistical operations, the empirical data was put to non-parametric statistical procedures, the Chi Square Test, which shows that the differences between two divisions with regard to the variable is largely by chance, as the Chi Square Value at 5% level of significance is 2.01 with P value 0.733 implying that null hypothesis is accepted and alternative hypothesis is rejected as the percentage statistical operation for the variable has remained 36.92 and 38.79, followed by 36.20 and 31.82 respectively in Kashmir and Jammu division (Table No: 6). From the non-parametric/qualitative statistical operations, it is evidently clear that the sample respondents have uniform opinion and desire adequate work autonomy. The past research of Bogler (2002) hints that work autonomy is the most cherished dream of employees in the organization and contributes to their job satisfaction.

Table 6: Hypothesis Testing and Non-Parametric Statistics for variable the Work Autonomy should be Adequate

S.No	Region	Importance Scale Score Level (Figures in Percentage)						Chi Square	
		Not Important	Least Important	Important	More Important	Most Important	Overall	X ²	P Value
	1	2	3	4	5	6	7	8	9
1	Kashmir Division	0.72 (2)	3.58 (10)	36.92 (103)	36.20 (101)	22.58 (63)	45.81 (279)	2.01	0.733
2	Jammu Division	0.30 (1)	4.24 (14)	38.79 (128)	31.82 (105)	24.85 (82)	54.19 (330)		
3	Overall	0.49 (3)	3.94 (24)	37.93 (231)	33.83 (206)	23.81 (145)	100.0 0 (609)		

Note: Figures in Parentheses represent the number of sample respondents.

4. Null Hypothesis: There is no significant difference in the mean score of importance given to the variable that *the work life should be secured* between the two divisions.

In order to draw inferences and to find consistency or otherwise of opinion between the sample respondents of two divisions, the empirical data was put to parametric statistical operation t test which shows that the difference is very much insignificant, as the t value -1.095 at 5% level of significance is 0.413 respectively revealing that null hypothesis is accepted (Table No : 2), as the descriptive statistics shown in the Table NO: 1 reveals that the mean score of importance attained by the variable that the work life should be secured in Kashmir and Jammu division has remained 4.07 and 4.00 respectively, indicating that the variable is most important. This in other sense means that there is a uniformity of opinion among the sample respondents about the variable that work life should be secured.

Apart from the quantitative analysis, the empirical data was put to additional statistical non-parametric procedures the Chi Square Test, which shows that the differences between two divisions with regard to the variable is largely by chance, as the Chi Square Value at 5% level of significance is 9.57 with P value 0.048 implying that null hypothesis is rejected and alternative hypothesis is accepted as the percentage statistical operation for the variable has remained 39.43 and 36.78, followed by 32.97 and 34.24 respectively in Kashmir and Jammu division (Table No: 7). The finding hints that the sample respondents share common opinion with respect to the variable under consideration, implying that the work life should be highly secured. The finding is consistent to the research of Hackman and Oldham (1976) that concludes job meaningless are the predictors of QWL.

Table 7: Hypothesis Testing and Non Parametric Statistics for the variable Work Life Should be Secured

S. No	Region	Importance Scale Score Level (Figures in Percentage)						Chi Square	
		Not Important	Least Important	Important	More Important	Most Important	Overall	X ²	P Value
1	2	3	4	5	6	7	8	9	
1	Kashmir Division	1.43 (4)	1.08 (3)	25.09 (70)	32.97 (92)	39.43 (110)	45.81 (279)	9.57	0.048
2	Jammu Division	0.00 (0)	3.33 (11)	27.88 (92)	34.24 (113)	34.55 (114)	54.19 (330)		
3	Overall	0.66 (4)	2.30 (14)	26.60 (162)	33.66 (205)	36.78 (224)	100.00 (609)		

Note: Figures in Parentheses represent the number of sample respondents.

5. Null Hypothesis: There is no significant difference in the mean score of importance given to the variable that *the Professional Social Status should be demanding* between the two divisions.

The descriptive statistics shown in the Table No: 2 reveal that the mean score of importance attained by the variable that the professional social status should be demanding in Kashmir and Jammu division has remained 3.62 and 3.26 respectively, indicating that the variable is very important. Therefore, to find consistency or otherwise of opinion between the sample respondents of two divisions, the empirical data was put to parametric statistical operation t test which shows that the difference is very much insignificant, as the t value -1.046 at 5% level of significance is 0.223 respectively revealing that null hypothesis is accepted (Table No: 3).

Besides the quantitative analysis, the empirical data was put to qualitative statistical operations Chi Square Test which shows that the differences between two divisions with regard to the variable is largely by chance, as the Chi Square Value at 5% level of significance is 6.813 with P value 0.146 implying that null hypothesis is accepted and alternative hypothesis is rejected as the percentage statistical operation for the variable has remained 39.43 and 36.78, followed by 32.97 and 34.24 respectively in Kashmir and Jammu division (Table No: 8). The foregoing quantitative and qualitative analysis have unfolded that sample respondents have similar opinion with respect to the variable that the professional status should be demanding implying that sample respondents crave for high professional status that is full of honor, dignity and prestige. This finding very much relevant with the research of John surd and Heck (1998) who has proposed a triangular model of QWL, in which professional priorities (professional status, etc.) have significant place.

Table 8: Hypothesis Testing and Non-Parametric Statistics For the Variable Professional Status should be demanding

S. No	Region	Importance Scale Score Level (Figures in Percentage)						Chi Square	
		Not Important	Least Important	Important	More Important	Most Important	Overall	X2	Sig
		1	2	3	4	5	6	7	8
1	Kashmir Division	2.15 (6)	7.89 (22)	37.63 (105)	30.11 (84)	22.22 (62)	45.81 (279)	6.813	0.146
2	Jammu Division	3.33 (11)	5.45 (18)	34.55 (114)	38.48 (127)	18.18 (60)	54.19 (330)		
3	Overall	2.79 (17)	6.57 (40)	35.96 (219)	34.65 (211)	20.03 (122)	100.00 (609)		

Note: Figures in Parentheses represent the number of sample respondents.

6. Null Hypothesis: There is no significant difference in the mean score of importance given to the variable that *the Professional work environment should be pleasant* between the two divisions.

The descriptive statistics shown in the Table No: 2 reveals that the mean score of importance attained by the variable that the professional work environment should be pleasant in Kashmir and Jammu division has remained 4.12 and 4.18 respectively, indicating that the variable is most important

Table 9: Hypothesis Testing and Non-Parametric Statistics for the variable the Professional Environment should be Pleasant

S. No	Region	Importance Scale Score Level (Figures in Percentage)						Chi Square	
		Not Important	Least Important	Important	More Important	Most Important	Overall	X2	P
		1	2	3	4	5	6	7	
1	Kashmir Division	1.08 (3)	2.15 (6)	22.58 (63)	31.90 (89)	42.29 (118)	45.81 (279)	5.642	0.228
2	Jammu Division	0.00 (0)	3.64 (12)	19.70 (65)	31.21 (103)	45.45 (150)	54.19 (330)		
3	Overall	0.49 (3)	2.96 (18)	21.02 (128)	31.53 (192)	44.01 (268)	100.00 (609)		

Note: Figures in Parentheses represent the number of sample respondents.

Further, the empirical data was subject to non-parametric statistical operation, the Chi Square Test, which shows that differences between two divisions with regard to the variable is largely by chance, as the Chi Square Value at 5% level of significance is 5.642 with P value 0.228 implying that null hypothesis is accepted and alternative

hypothesis is rejected as the percentage statistical operation for the variable has remained 42.29 and 44.45, followed by 31.90 and 32.21 respectively in Kashmir and Jammu division (Table No: 9). The qualitative analysis of the data has shown that the sample respondents aspire and demand that the work environment should be highly pleasant. The past research of Bogler (2002) has observed that pleasant work environment leads to job satisfaction of employees.

7. Null Hypothesis: There is no significant difference in the mean score of importance given to the variable that *the Professional opinion about academic matters should be sought from me* between the two divisions.

The descriptive statistics shown in the Table No: 2 reveals that the mean score of importance attained by the variable that the professional work environment should be pleasant in Kashmir and Jammu division has remained 3.32 and 3.44 respectively, indicating that the variable is important. Therefore, to find consistency or otherwise of opinion between the sample respondents of two divisions, the empirical data was put to parametric statistical operation t test which shows that the difference is very much insignificant, as the t value -1.046 at 5% level of significance are 0.223 respectively revealing that null hypothesis is accepted (Table No : 3).

Table 10: Hypothesis Testing and Non-Parametric Statistics for the variable Professional Opinion should be sought from me

S. No	Region	Importance Scale Score Level (Figures in Percentage)						Chi Square	
		Not Important	Least Important	Important	More Important	Most Important	Overall	X ²	P
	1	2	3	4	5	6	7		
1	Kashmir Division	6.09 (17)	9.32 (26)	45.52 (127)	24.01 (67)	15.05 (42)	45.81 (279)	7.69	0.104
2	Jammu Division	2.73 (9)	7.27 (24)	45.76 (151)	30.91 (102)	13.33 (44)	54.19 (330)		
3	Overall	4.27 (26)	8.21 (50)	45.65 (278)	27.75 (169)	14.12 (86)	100.0 0 (609)		

Note: Figures in Parentheses represent the number of sample respondents

Moreover, to undertake qualitative analysis and draw the inferences from the same, the empirical data was put to Chi Square Test, which shows that the differences between two divisions with regard to the variable is largely by chance, as the Chi Square Value at 5% level of significance is 7.69 with P value 0.104 implying that null hypothesis is accepted and alternative hypothesis is rejected as the percentage statistical operation for the variable has remained 45.52 and 45.76, followed by 24.01 and 30.91 respectively in Kashmir and Jammu division (Table No: 10). The results from the non-parametric statistical procedures reveal that sample respondents want that they should be consulted

for professional opinion within and outside the organization. This hints that employees feel delighted, valued, and confident when professional opinion is sought from them. This practice if followed will lead to involvement of employees in the organizational work-related system and contribute to the high quality of work life. The research of Hackman and Oldham (1980) substantiate the similar views about involvement and recognition of employee in organizations.

Suggestions

In the backdrop of the above discussion and findings of the study the following recommendations are put forth:

- Pleasant work environment in higher education sector should be developed through developing proper co-ordination, better human relations, proper communications between the administration and faculty members and between faculty itself through well timed administrative support, inter faculty meets and interactions and above all greater participation
- The teachers should be given adequate autonomy in relevant academic matters especially in curriculum design and development. The teachers need to be involved in the development of new policies for education and their welfare.
- Efforts should be made to make teaching profession more demanding, impressive and attractive for the society to raise its social status and overwhelming entry of competent people in the profession.

Implications of the Study

The study would prove very useful for the policy makers to draw clues for improving the quality of work life of their employees especially in higher education. Moreover, it will act as an embedded study for the researchers in the domain of quality of work life and would be a source of valuable work to take off future research. Further the study is distinctive in its analytical approach to draw inferences and conclusions, as it has adopted quantitatively and qualitatively analytical process of culled data. This upholds the great relevance of the study for future research.

Limitations of the Study

The following are the main limitations of the study

- The scope of the study is limited to higher education and specific to the state of Jammu and Kashmir.
- The study examines only the aspects which are concerned to the professional domain of work life. It has not taken into view the other aspects which also have profound influence on the quality of work life.

- The sample respondents for study include only Assistant Professors and Associate Professors and not Professors which ceases the present study to be of a wholistic nature.

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