

A Comparative Study of Quality of Work Life Among Teachers Across Gender Perspectives

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ABSTRACT

The present study aims to examine the quality of work life (QWL) of teachers with reference to gender differences. Teachers' work life quality plays an important role in their performance, satisfaction, and effectiveness in the classroom. The study focuses on comparing male and female teachers working in public and private schools. A descriptive survey method was adopted, and data were collected from 600 secondary school teachers using a standardized Quality of Work Life scale. Statistical techniques such as mean, standard deviation, and independent sample t-test were used for analysis. The results revealed a significant difference in the quality of work life between male and female teachers. Female teachers were found to have relatively higher QWL scores. The findings highlight the importance of improving working conditions and adopting gender-sensitive policies in educational institutions. The study contributes to existing literature by providing a gender-based empirical comparison of teachers' quality of work life

Keywords: Quality of Work Life, Gender Differences, Teachers, Public Schools, Private Schools, Comparative Study

INTRODUCTION:

Education is one of the most important sectors for the development of any society, and teachers are the backbone of this system. The effectiveness of teachers depends not only on their knowledge and skills but also on their working conditions. The concept of Quality of Work Life (QWL) refers to the overall well-being of employees in their workplace. It includes factors such as job satisfaction, workload, working environment, salary, job security, interpersonal relations, and work-life balance. In the teaching profession, QWL is especially important because teachers deal with academic responsibilities, administrative work, and emotional engagement with students. If teachers are satisfied with their work life, they perform better and contribute positively to student learning. Gender is another important factor that influences the perception of work life. Male and female teachers may experience different challenges due to social expectations, family responsibilities, and workplace conditions. Therefore, studying QWL from a gender perspective becomes necessary.

Quality of Work Life (QWL) is an important concept in organizational and educational research, as it reflects the overall well-being, satisfaction, and effectiveness of employees within their work environment. Richard E. Walton defined QWL as a process through which organizations respond to employees' needs by developing mechanisms that allow them to share in decision-making and improve their work conditions (Walton, 1975). Expanding this perspective, M. Joseph Sirgy and colleagues emphasized that QWL plays a crucial role in enhancing job satisfaction, organizational commitment, and overall life satisfaction (Sirgy et al., 2001). In the educational context, improving QWL is particularly

significant because it directly influences teachers' performance, motivation, and the quality of education delivered to students. Research in the Indian educational setting highlights that teachers with higher levels of QWL tend to demonstrate better teaching effectiveness and greater professional commitment (Reddy & Reddy, 2010; Mishra, 2019; Roy, 2020). A supportive work environment, adequate resources, manageable workload, and positive institutional culture contribute significantly to teachers' well-being and productivity (Khan, 2022; Sharma, 2018). Conversely, poor QWL can lead to stress, burnout, and reduced teaching efficiency (Kumar, 2017; Das, 2019).

Gender has emerged as an important factor influencing QWL among teachers. Studies indicate that male and female teachers often experience their professional roles differently due to social expectations, family responsibilities, and workplace dynamics. For instance, Kaur (2013) identified notable gender differences in job satisfaction levels among teachers. Similarly, Verma (2020) found that gender plays a significant role in shaping professional experiences and opportunities within the teaching profession. Female teachers, in particular, often face challenges in balancing professional and personal responsibilities, although they tend to exhibit higher adaptability and resilience in managing these demands (Gupta, 2014; Singh, 2016; Yadav, 2021). In addition to gender, institutional factors such as organizational policies, leadership style, infrastructure, and work environment significantly influence QWL. Supportive institutions tend to foster higher levels of teacher satisfaction and engagement, whereas unfavorable conditions can hinder professional growth and well-being (Sharma, 2018; Khan, 2022; Patel, 2021). These factors collectively shape the overall work experience of teachers and determine their effectiveness in educational settings.

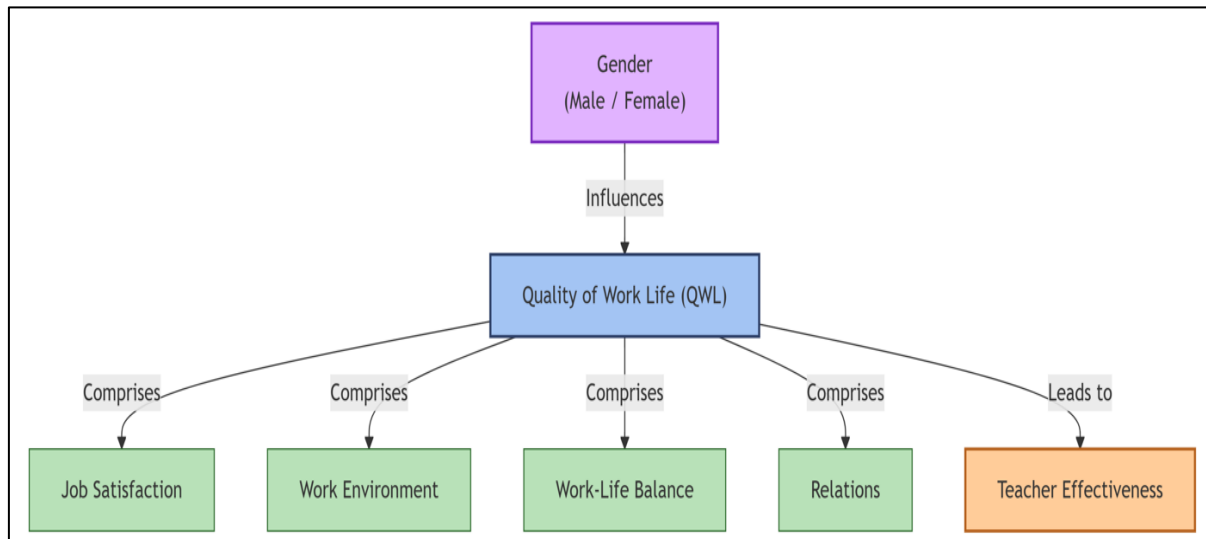


Figure 1: Conceptual Framework of the Study

Source: Researcher’s Conceptualization

Figure 1 presents the conceptual framework of the study, which explains the relationship between gender and the quality of work life (QWL) of teachers. In this framework, gender (male and female) is considered as the independent variable, while quality of work life is treated as the dependent variable. The framework shows that gender influences different dimensions of teachers’ work life, such as job satisfaction, work environment, work-life

balance, and interpersonal relationships. These dimensions collectively determine the overall quality of work life experienced by teachers. The framework further suggests that variations in QWL may arise due to differences in social roles, responsibilities, and workplace experiences between male and female teachers. Thus, the conceptual model helps in understanding how gender-based differences impact teachers’ professional well-being and provides a basis for comparative analysis in the study.

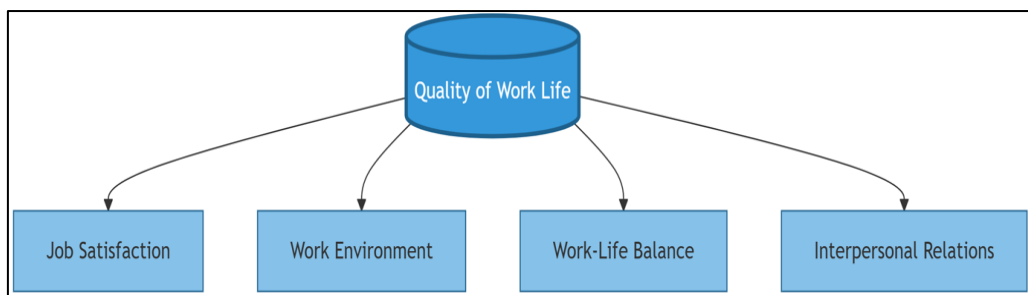


Figure 2: Factors Affecting Quality of Work Life

Although numerous studies have examined QWL, gender differences, and institutional influences separately, there remains a lack of comprehensive research that integrates these dimensions in a comparative framework. Therefore, the present study aims to analyze and compare the Quality of Work Life among teachers across gender perspectives, considering both individual and institutional factors. This comparative approach will provide deeper insights into the challenges and opportunities faced by teachers and contribute to the development of strategies for improving their work environment and overall well-being. From the review of literature, it is observed that most studies have focused primarily on quality of work life or job satisfaction in isolation, without giving adequate attention to gender-based comparisons. Only a limited number of studies have examined differences in QWL between male and female teachers, and even fewer have considered both public and private school contexts simultaneously. In addition, there is a lack of empirical research based on large-scale comparative data that provides a comprehensive understanding of these variations.

Therefore, the present study attempts to address this gap by analyzing the quality of work life of teachers across gender perspectives using a large and diverse dataset, thereby offering a more holistic and comparative insight into the issue.

The present study is significant as it provides empirical evidence on gender differences in the quality of work life among teachers. The findings can help educational institutions, policymakers, and administrators in developing effective strategies to improve teachers’ working conditions and professional well-being.

Objectives of the Study

To compare the quality of work life of teachers on the basis of gender.

Hypothesis

H₀: There is no significant difference in the quality of work life of male and female teachers.

2. Methodology

The present study adopts a descriptive survey method to examine and compare the quality of work life (QWL) of teachers on the basis of gender. Data were collected from secondary school teachers working in public and private schools using a standardized tool, namely the Teacher's Quality of Work Life Scale. A sample of 600 teachers was selected through random sampling to ensure representation and reliability. The collected data were analyzed using appropriate statistical techniques such as mean, standard deviation, and independent sample t-test to identify significant differences between male and female teachers.

2.1 Research Design

The present study is based on the descriptive survey method, which is considered appropriate for studying existing conditions, practices, and relationships among variables without manipulating them. This method enables the researcher to collect data from a large group of respondents and analyze their perceptions regarding the quality of work life. Since the study aims to compare the quality of work life of teachers on the basis of gender, the descriptive survey design helps in obtaining factual information and identifying differences between male and female teachers in a systematic and objective manner.

Source: Researcher's Design

2.2 Population of the Study

The population of the study comprises all secondary school teachers working in public and private schools. This includes both male and female teachers who are actively engaged in teaching at the secondary level. The population represents a diverse group of teachers working under different institutional environments, which allows for a comprehensive understanding of variations in quality of work life across gender and school type.

2.3 Sample of the Study

For the purpose of the study, a sample of 600 teachers (both male and female) was selected from public and private secondary schools. The sample was selected using a random sampling technique to ensure that each teacher had an equal chance of being included in the study. This method helped in reducing bias and increasing the reliability and representativeness of the data collected.

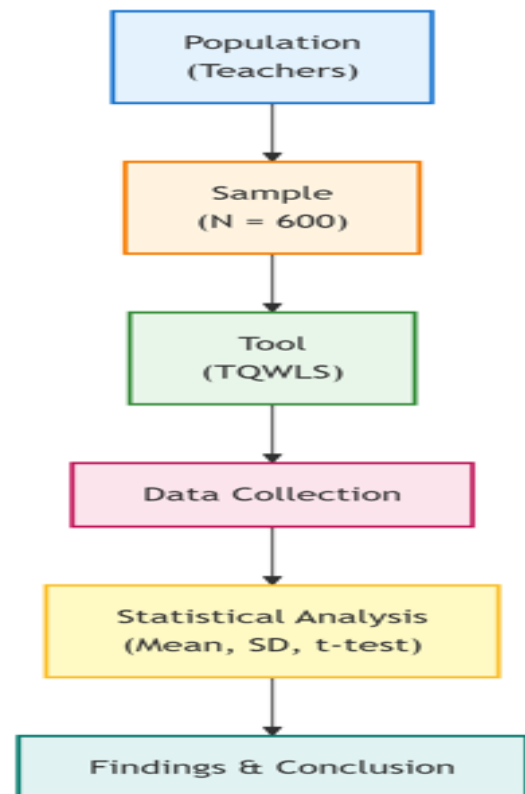
2.4 Tool Used

In the present study, the Teacher's Quality of Work Life Scale (TQWLS) developed by Dr. Manju N. D and Dr. Sheela G was used for data collection. This is a standardized and reliable tool designed specifically to measure the quality of work life of teachers. The scale assesses different aspects of teachers' professional life such as work environment, job satisfaction, work-life balance, interpersonal relationships, and organizational support. The tool consists of a structured set of statements to which respondents provide their responses, reflecting their level of agreement or satisfaction. The scale is designed in a way that captures both positive and negative aspects of work life, thereby providing a comprehensive measure of teachers' well-being in their professional context. Being a standardized tool, it ensures validity and

reliability of the data, making it suitable for comparative and statistical analysis.

2.5 Data Collection Procedure

The data for the present study were collected directly from the selected teachers using the standardized Tool. Prior permission was obtained from the respective schools, and the purpose of the study was clearly explained to the respondents. The teachers were requested to respond honestly and independently to each item of the Tool.



Adequate time was provided to complete the responses, and confidentiality of the information was assured. The collected responses were then carefully checked, coded, and prepared for statistical analysis.

2.6 Statistical Techniques Used

For the analysis of data, appropriate statistical techniques were employed to ensure accurate interpretation of results. The Mean was used to determine the average level of quality of work life among teachers, while the Standard Deviation was used to understand the variability in responses. To test the significance of differences between male and female teachers, the Independent Sample t-test was applied. These statistical methods helped in identifying whether the observed differences were statistically significant and in drawing valid conclusions based on the data.

3. Analysis and Interpretation of Data

The mean and standard deviation values of QWL scores indicate observable differences between male and female teachers, reflecting variations in their overall work life experiences. The dispersion of scores suggests the extent of consistency within each group, highlighting how

gender influences perceptions of Quality of Work Life.

Table 1 Mean and Standard Deviation of QWL Scores Based on Gender

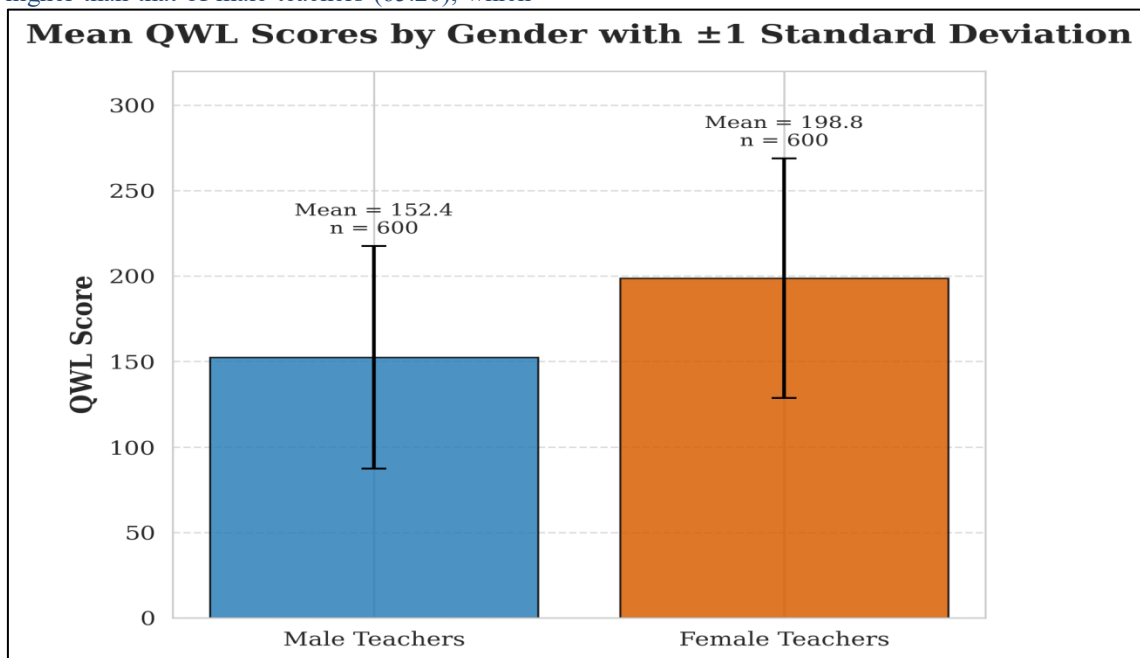
Gender	N	Mean	Standard Deviation
Male Teachers	600	152.4	65.2
Female Teachers	600	198.75	70.1

Interpretation

Table 1 presents the mean and standard deviation of Quality of Work Life (QWL) scores of teachers based on gender. It is evident from the table that the mean score of female teachers (198.75) is considerably higher than that of male teachers (152.40), indicating that female teachers experience a better quality of work life in comparison to their male counterparts.

The standard deviation for female teachers (70.10) is slightly higher than that of male teachers (65.20), which

suggests that there is relatively more variation in the responses of female teachers regarding their work life experiences. However, both groups show a moderate level of variability, indicating diverse perceptions among teachers. Overall, the data clearly reflects a noticeable difference in QWL between male and female teachers, with female teachers reporting more favorable work life conditions. This difference is further examined for statistical significance in the subsequent analysis.



Graph 1: Mean QWL Scores of Male and Female Teachers

Source: Researcher’s Analysis

Graph 1 shows the comparison of mean Quality of Work Life (QWL) scores between male and female teachers. It is clearly observed that female teachers have higher mean scores (198.75) as compared to male teachers (152.40). This graphical representation further supports the findings presented in Table 8.1 and highlights the difference in QWL based on gender.

The t-test results indicate whether there is a statistically significant difference in QWL scores between male and female teachers. The obtained values suggest that gender plays a notable role in influencing Quality of Work Life, reflecting differences in their work experiences and perceptions.

Table 2 t-test Showing Difference in QWL Scores Based on Gender

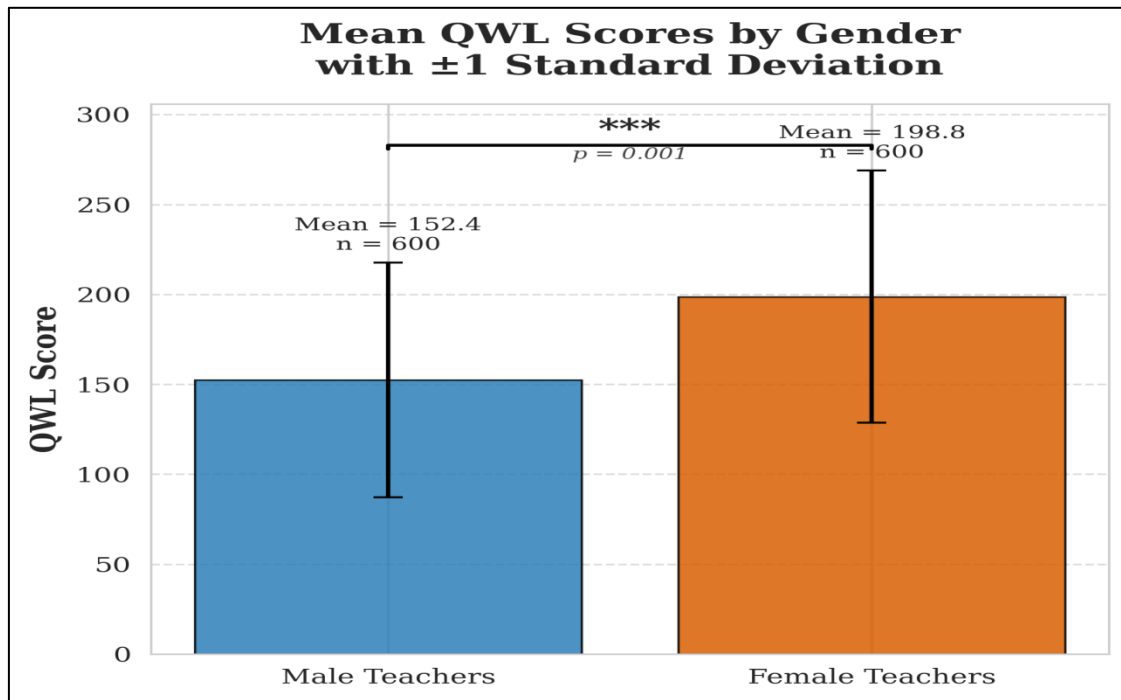
Variable	Groups	N	Mean	SD	t-value	df	p-value	Significance
QWL	Male	600	152.4	65.2	3.21	1198	0.001	Significant
	Female	600	198.75	70.1				

Interpretation

Table 2 presents the results of the independent sample t-test conducted to examine the difference in Quality of

Work Life (QWL) scores between male and female teachers. The calculated t-value is 3.21 with $df = 1198$, and the corresponding p-value is 0.001, which is less than the 0.01 level of significance. This indicates that the difference observed in the mean QWL scores of male and female teachers is statistically significant and not due to

chance. Therefore, the null hypothesis stating that there is no significant difference in the quality of work life of male and female teachers is rejected. It can be concluded that gender has a significant influence on the quality of work life of teachers, with female teachers demonstrating comparatively higher QWL than male teachers.



Graph 2: t-test Comparison of QWL Scores Between Male and Female Teachers

Source: Researcher's Analysis

Graph 2 presents the comparison of Quality of Work Life (QWL) scores between male and female teachers based on the t-test analysis. The graph clearly reflects a noticeable difference in the mean scores of both groups, with female teachers showing higher QWL scores than male teachers. The statistical significance indicated in the analysis ($p = 0.001$) confirms that this difference is not due to chance. The graphical representation supports the findings of Table 8.2 and clearly demonstrates that gender has a significant impact on the quality of work life of teachers. It further strengthens the conclusion that female teachers experience comparatively better work life conditions than male teachers.

The analysis of data clearly indicates that female teachers have higher mean scores of quality of work life (QWL) compared to male teachers, reflecting more favorable work life conditions among female respondents. The statistical analysis using the independent sample t-test further reveals that this difference is statistically significant at the 0.01 level, indicating that the observed variation is not due to chance. Therefore, it can be concluded that gender plays a significant role in influencing the quality of work life of teachers, and meaningful differences exist between male and female teachers in this regard.

4. Discussions

The present study reveals a statistically significant difference in Quality of Work Life (QWL) scores between

male and female teachers. Female teachers reported a higher mean QWL score ($M = 198.75$, $SD = 70.1$) compared to male teachers ($M = 152.4$, $SD = 65.2$). The obtained t-value ($t = 3.21$, $p < 0.01$) indicates that this difference is significant, suggesting that gender plays an important role in shaping teachers' perceptions of their work life.

The higher QWL among female teachers may be attributed to their greater adaptability, emotional resilience, and ability to manage multiple roles effectively, as supported by earlier studies (Gupta, 2014; Singh, 2016). Despite facing challenges related to work-life balance, female teachers often demonstrate stronger coping mechanisms and engagement with their professional responsibilities. In contrast, the relatively lower QWL scores among male teachers may reflect differences in job expectations, stress levels, or perceived organizational support.

The findings are consistent with previous research indicating gender-based variations in job satisfaction and work experiences among teachers (Kaur, 2013; Verma, 2020; Yadav, 2021). Additionally, institutional factors such as workplace environment, administrative support, and workload distribution may interact with gender to influence QWL (Sharma, 2018; Khan, 2022).

5. Conclusion

The present study concludes that gender plays a significant role in determining the quality of work life (QWL) of teachers. The findings reveal that female

teachers have comparatively higher QWL than male teachers, indicating better satisfaction and adjustment in their professional environment. This difference may be attributed to variations in work perception, adaptability, coping strategies, and available support systems. The statistically significant results further strengthen the conclusion that gender influences teachers' work life experiences. Therefore, it is essential for educational institutions to focus on improving working conditions, promoting a supportive environment, and ensuring equal opportunities for both male and female teachers to enhance their overall quality of work life.

6. Educational Implications

The findings of the present study have important implications for educational institutions and policymakers. It is essential for schools to develop and implement gender-sensitive policies that address the specific needs and challenges faced by both male and female teachers. Efforts should be made to ensure a balanced workload so that teachers can maintain a healthy work-life balance and perform effectively. Additionally, schools should create a supportive and positive work environment that promotes collaboration, respect, and well-being among teachers. Regular training and well-being programs should also be organized to help teachers manage stress, enhance job satisfaction, and improve their overall quality of work life.

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7. Suggestions

Based on the findings of the present study, several suggestions are proposed for future research. Further studies may include additional variables such as stress, job satisfaction, motivation, and organizational support to gain a more comprehensive understanding of teachers' quality of work life. Researchers can also extend the study to a larger geographical area, including different states or regions, to enhance the generalizability of the findings. In addition, the use of qualitative methods such as interviews and case studies may provide deeper insights into teachers' experiences and perceptions, thereby enriching the understanding of quality of work life from multiple perspectives.

8. Limitations of the Study

The present study is limited to secondary school teachers and may not represent teachers from other educational levels. The study is confined to the Indore district, which may limit the generalization of the findings to other regions or states. The sample size, although adequate, represents only a specific geographical area. Additionally, the study is based on self-reported data, which may be influenced by personal bias and individual perceptions of the respondents.