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## Quality of work life among physical education teachers in Uttar Pradesh: A comparative study across government, government-aided and unaided schools

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### Abstract

The concept of Quality of Work Life (QWL) has become a central theme in discussions of organizational effectiveness and employee well-being, especially within educational settings where teachers' job satisfaction and performance have direct implications for student outcomes. This study was undertaken to investigate and compare the QWL of physical education teachers working in three types of school management systems in Uttar Pradesh: government schools, government-aided schools, and unaided (private) schools. A total of 600 teachers, comprising 200 from each management type, were selected through random sampling. All participants were between 25 and 40 years of age and had a minimum of two years' experience in their respective schools. The Teacher's Quality of Work Life Scale (TQWLS) developed by Dr. Manju N. D. and Dr. G. Sheela served as the primary instrument for measuring QWL. This scale, with strong psychometric properties (test-retest reliability = 0.982; Cronbach's  $\alpha$  = 0.927), consists of 75 items covering eleven key indicators of QWL. Descriptive statistics, one-way analysis of variance (ANOVA), and post hoc comparisons were used to analyze the data. Results revealed significant differences among the three groups ( $F = 606.110, p < .001$ ). Government-aided school teachers reported the highest mean QWL scores, followed by government school teachers, with unaided school teachers scoring the lowest. The findings highlight the critical role of institutional context and management policies in shaping teachers' perceived work life quality and suggest that targeted interventions are needed to improve QWL, especially in unaided schools.

**Keywords:** Quality of work life, physical education teachers, Teacher's Quality of Work Life Scale (TQWLS), school management, Uttar Pradesh, one-way ANOVA

### Introduction

The Quality of Work Life (QWL) represents a multidimensional construct encompassing an employee's perceptions of their work environment, job characteristics, social interactions, growth opportunities, and overall work-life balance. Originating from human relations and organizational development movements of the late twentieth century, QWL is now widely recognized as a crucial determinant of job satisfaction, performance, retention, and organizational commitment (Abebe *et al.*, 2023) <sup>[1]</sup>. In educational institutions, teachers' QWL is of particular importance because it influences not only their personal well-being but also the quality of instruction and student learning outcomes. When teachers perceive their work environment as supportive, equitable, and enriching, they are more likely to display higher levels of motivation, creativity, and effectiveness (Ertürk, 2022) <sup>[3]</sup>. Conversely, poor work life quality can lead to dissatisfaction, burnout, absenteeism, and attrition, ultimately undermining the educational process.

Teaching in schools involves complex and demanding roles. In addition to classroom instruction, teachers manage administrative tasks, student assessment, parental engagement, co-curricular activities, and continuous professional development. For physical education teachers, these demands are compounded by responsibilities unique to their discipline, such as organizing sports events, maintaining sports infrastructure, ensuring student safety during physical activities, and promoting health and fitness initiatives. Their effectiveness depends heavily on the availability of facilities, equipment, and institutional support, which can vary

widely across different types of schools (Ishak, 2018) [4]. Thus, physical education teachers are an ideal group in which to study the impact of institutional context on QWL.

In India, the school system comprises a diverse mix of government-run, government-aided, and unaided (private) schools. Government schools are fully funded and managed by state or central authorities, typically offering higher job security and regulated pay scales. Government-aided schools receive partial funding from the government but are managed by private bodies, often combining the advantages of public support with some degree of autonomy. Unaided schools are self-financed and operate entirely under private management, frequently with less stringent oversight and more variable employment conditions. Several studies have documented disparities in teachers' working conditions across these management types. For example, Suratha *et al.* (2023) [5] reported that government-aided college teachers in Tamil Nadu experienced more favorable QWL than their counterparts in purely private institutions. Similarly, studies on work-life balance and QWL among teachers have found that private-school teachers often face higher workloads, lower pay, and fewer benefits compared to those in publicly supported schools (Antonyinico *et al.*, 2024) [2]. However, there is little empirical evidence specifically focusing on physical education teachers in Uttar Pradesh, a populous state with a diverse mix of school management systems.

Given this backdrop, the present study was designed to assess and compare the quality of work life of physical education teachers working in government, government-aided, and unaided schools in Uttar Pradesh. By employing a reliable and comprehensive instrument the Teacher's Quality of Work Life Scale and robust statistical analyses, the study aims to provide insights that can inform policy and management practices to enhance teacher well-being and effectiveness.

## Methodology

### Selection of subjects

The population for this study comprised physical education teachers employed in various schools across Uttar Pradesh. To ensure representativeness and reduce selection bias, a random sampling strategy was adopted. From the overall population, a total of 600 teachers were selected, with 200 drawn from each of the three management types: government schools, government-aided schools, and unaided schools. The inclusion criteria stipulated that the teachers be between the ages of 25 and 40 years and have at least two years of continuous service in their current type of institution. Both male and female teachers were included, reflecting the gender diversity within the profession. This sampling framework allowed for meaningful comparisons across the three groups while controlling for potential confounders such as age and minimum tenure.

### Selection of variables

The primary dependent variable in this study was the Quality of Work Life (QWL) of teachers, operationalized using the Teacher's Quality of Work Life Scale (TQWLS) developed by Dr. Manju N. D. and Dr. G. Sheela. This English-language instrument comprises 75 carefully constructed items distributed across eleven key indicators of QWL. Fifty-seven items are positively worded, while eighteen are negatively worded to control for response bias. Respondents indicate

their level of agreement on a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." Positively worded items are scored from 5 to 1, while negatively worded items are reverse scored from 1 to 5. The total score is computed as the algebraic sum of all items, yielding a possible range from 75 (very low QWL) to 375 (excellent QWL). The scale has demonstrated high reliability, with test-retest reliability of 0.982 and Cronbach's alpha of 0.927, making it a robust tool for assessing QWL in educational settings.

The independent variable was the type of school management, categorized into three groups: government, government-aided, and unaided schools.

### Data collection and scoring

The TQWLS questionnaire was distributed to the selected teachers either in person or via institutional channels, with clear instructions on how to respond. Completed questionnaires were collected and scored according to the prescribed procedure. For each respondent, the total QWL score was calculated by summing item scores, ensuring that negatively worded items were properly reverse scored. Data were then entered into a statistical software package for analysis.

### Statistical techniques

Data analysis proceeded in two stages. First, descriptive statistics mean, standard deviation, minimum, and maximum were computed for each group to provide an overview of the distribution of QWL scores. Second, a one-way analysis of variance (ANOVA) was conducted to test for significant differences in mean QWL scores among the three groups. ANOVA is appropriate for comparing means across more than two independent groups when the dependent variable is continuous. Upon finding a significant F statistic, post hoc comparisons were performed to determine which specific pairs of groups differed significantly from each other. All tests were conducted at the 0.05 significance level, with p-values less than 0.001 considered highly significant.

## Results

The analysis yielded both descriptive and inferential insights into the QWL of physical education teachers across the three types of school management.

**Table 1:** Descriptive statistical analysis of TQWLS among different schools

Group	Mean TQWLS Score	Standard deviation	Minimum	Maximum
Government	238.935	23.294	175.00	308.00
Government aided	282.585	19.134	232.00	331.00
Unaided	197.415	29.780	126.00	292.00

These figures show that government-aided school teachers scored highest on QWL (mean = 282.585), followed by government school teachers (mean = 238.935), while unaided school teachers had the lowest mean score (197.415). The relatively smaller standard deviation for government-aided teachers suggests more homogeneity in their perceptions of QWL, whereas the larger standard deviation for unaided school teachers indicates greater variability, possibly reflecting diverse conditions across private institutions.

**Table 2:** Inferential statistical analysis of TQWLS among different schools using ANOVA

Source of variation	Sum of squares	df	Mean square	F	p (Sig.)
Between groups	725,544.120	2	362,772.060	606.110	.000
Within groups	357,319.265	597	598.525		
Total	1,082,863.385	599			

The ANOVA results show an F value of 606.110 with a p-value of .000, which is well below the 0.05 threshold. This indicates that there are statistically significant differences in mean QWL scores among the three groups of teachers. In other words, the type of school management exerts a meaningful influence on teachers perceived quality of work life.

**Table 3:** Post-hoc statistical analysis of TQWLS among different schools using Bonferroni test

(I) Group	(J) Group	Mean difference (I - J)	Sig.
Government	Government aided	-43.65000*	.000
Government	Unaided	+41.52000*	.000
Government aided	Government	+43.65000*	.000
Government aided	Unaided	+85.17000*	.000
Unaided	Government	-41.52000*	.000
Unaided	Government aided	-85.17000*	.000

\* Significant at  $p < .001$ .

The post hoc analysis clarifies the direction and magnitude of differences. Government-aided school teachers scored an average of 43.65 points higher than government school teachers and 85.17 points higher than unaided school teachers, both highly significant differences. Government school teachers, in turn, scored 41.52 points higher than unaided school teachers. All confidence intervals exclude zero, underscoring the robustness of these differences.

### Discussion of findings

The study's findings reveal pronounced disparities in the quality of work life among physical education teachers across different types of school management in Uttar Pradesh. Teachers employed in government-aided schools reported the most favorable QWL, followed by their counterparts in government schools, with teachers in unaided schools reporting the lowest QWL scores.

These results are consistent with previous research highlighting the advantages of government-aided institutions in providing job security, stable pay scales, and better working conditions compared to unaided institutions (Suratha *et al.*, 2023) [5]. The superior QWL in government-aided schools may reflect the combined benefits of public funding and private management flexibility, enabling better infrastructure, timely salaries, and supportive policies. Conversely, unaided schools, being self-financed, may face budgetary constraints that translate into lower pay, fewer benefits, heavier workloads, and less job security for teachers, all of which can diminish QWL (Antonyinico *et al.*, 2024) [2]. Physical education teachers are particularly sensitive to institutional support because their effectiveness depends on access to sports facilities, equipment, and time for training and event management. Inadequate resources, common in many unaided schools, can increase job stress and reduce professional satisfaction. This aligns with the QWL model proposed by Ishak (2018) [4], which identifies working conditions, participative management, career development opportunities, and work-life balance as critical determinants of teachers' work life quality.

Another noteworthy aspect is the magnitude of differences. The mean difference of over 85 points between government-aided and unaided school teachers on the TQWLS is substantial, suggesting that institutional context may be a stronger determinant of QWL than individual factors such as age or experience. This underlines the need for policy interventions aimed at levelling the playing field for teachers across different management types.

The findings also have implications for teacher retention and student outcomes. High QWL is linked to greater organizational commitment and lower turnover intentions (Ertürk, 2022) [3]. Therefore, improving QWL in unaided schools could enhance teacher stability, morale, and ultimately student learning experiences.

This study is cross-sectional and therefore cannot establish causality. While the sample is large and diverse, it includes only physical education teachers, which may limit generalizability to other subjects. Future research could employ longitudinal designs to track changes in QWL over time, incorporate qualitative interviews to capture teachers lived experiences, and examine mediating variables such as gender, urban/rural location, or leadership style.

**Conflict of interest:** Authors declare no conflict of interest.

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