

# Job Security Enhances Quality of Work Life of the Teachers of Dimapur District, Nagaland: A Synoptic View

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## Abstract:

**Background:** Teachers are considered as Nation builders since they prepare the present youths with skills and knowledge for the future development of a country. Every teacher aspires to work in an environment with greater autonomy and provide the finest education possible to the students. Hence, job security as a component of quality of work life enables teachers to render service without any interference, fear and restrictions. According to **Pandey et al (2014)**<sup>1</sup>, Quality of Work Life (QWL) is a human resource management concept which is used to improve the quality of work life of employees. This concept is applied in school environment in which teachers are able to perform to the best of their abilities. Hence, job security is one of the needed components to ensure quality of work life. The assurance of job security brings out the best of teachers for the betterment of students. Job security increases productivity, job satisfaction, and decrease turnover intentions of teachers.

**Materials and Methods:** This paper attempts to explore whether Job Security has significant contribution to quality of work life of teachers. Hence, primary data was collected from 1554 teachers working in 146 Government and Private schools of Dimapur District, Nagaland. The considered hypothesis was tested with the help of one-way ANOVA.

**Results:** It has been found that there is difference in the quality of work life of the Teachers of Secondary Schools of Dimapur District, Nagaland in regards to job security. The teachers who work permanently have Very High Quality of Work Life, whereas those who work temporarily have High Quality of Work Life.

**Conclusion:** It is evident that job security influences the quality of work life of teachers. Schools that are interested to retain their finest personnel, increase productivity, and want their teachers serve the schools and children successfully should guarantee them job security.

**Key Word:** Quality Work Life, Job Security, Productivity, Job Satisfaction.

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Date of Submission: 28-02-2023

Date of Acceptance: 10-03-2023

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## I. Introduction

Quality of work life is a strategy that an organization implements effectively to achieve the organizational goals. It is a generic phrase that covers a person's feelings about every dimension of work including economic rewards and benefits, security, working conditions, organizational and interpersonal relationships, and its intrinsic meaning in a person's life<sup>2</sup>. According to Davis (1983)<sup>3</sup>, "QWL is the quality of the relationship between employees and the total working environment, with human dimensions added to the usual technical and economic considerations" (p.80). Among the dimensions of quality of work life, one of the most important dimensions identified by Walton in 1973 is job security. Employee's feelings of varied aspects of their work, such as job security and good working conditions, are essential to augment quality of work-life<sup>4</sup>. The provision of job security to its employees should hence be a top priority for every organization seeking to uphold and improve the quality of work life. A job is not merely a source of income for a person. It determines one's future, career goals and aspirations. Job security is considered as a legal contractual agreement between employee and organization that guarantees continued job<sup>5</sup>. Every employee desire and needs a job that is secure<sup>6</sup>. Therefore, job security is definitely a matter of concern for every employee of any

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organization. According to De Witte et al (2012)<sup>7</sup>, job insecurity indicates a mismatch between what employees seek, security over the future of their current employment, and what they really obtain, the perception that their current situation is insecure.

Teaching job is considered as noble profession, schools must retain qualified, hardworking and result oriented teachers through job security to achieve the best for the institution and students. Teachers' attitudes toward their work roles and school are influenced by job security. According to Campbell (1978)<sup>8</sup>, job security is seen as a significant predictor of individual and organizational success, for its impact on an organization's ability to discipline or dismiss bad performers. Although government schools assure job stability for its employees, private schools must also ensure to do the same. A secure job channelizes positive work mentality, resulting in enhanced performance, commitment, and less intentions to quit.

## **II. Review of Literature**

Review of literature is the backbone of several researches. There are numbers of studies undertaken by different research scholars in respect of quality of work life and the variables that determines the quality of work life. According to Beh & Rose (2007)<sup>9</sup>, quality of work life is ways to enhance working circumstances so that the workers' needs can be efficiently achieved. Job security not only caters to the needs of teachers, but also contributes to the achievement of school goals. Srivastava & Kanpur (2014)<sup>10</sup>, stated that the extent to which employees are able to achieve their key personal demands while working for the organisation is referred to as quality of work life. Singh & Maini (2021)<sup>11</sup>, opined that effective, unbiased organizational cultures can significantly improve the quality of work life. Teachers can have a superior quality of life at work due to the schools' efficient and unbiased organizational culture, which includes job security. Even Subbarayalu & Kuwaiti (2018)<sup>12</sup>, stated that if teaching is to be done effectively in the schools, the best teaching talent is to be retained. Netto (2018)<sup>13</sup>, in his study discovered that greater job security results in greater quality of work of life. This is agreed by Akpan, (2013)<sup>14</sup> in his study and stated that an employee's commitment to the organization is impacted by their job security. If they feel secure at work, they are more likely to be dedicated to their work. Sanyal et al (2018)<sup>15</sup>, in their studies discovered that job security had a significant impact on well-being, performance and job satisfaction of the employees. In addition, the study indicated that permanent employee's performance was better than temporary workers. This was proved in the study of Hellgren & Sverke, (2003)<sup>16</sup>. Study by Reisel et al (2010)<sup>17</sup> revealed that job insecurity had a negative impact on job satisfaction and directly affects employees' emotions and indirectly affects employee's behaviours. The present study attempts to explore the association of job security with the quality of work life of teachers in the context of Nagaland school's scenario.

## **III. Research Gap**

Literature review shows that sufficient amount of research work is done on job security and quality of work in respect of different corporate organizations. Though the quality of work life of employees has been extensively studied by different scholars in respect of corporate entity but it is highly confined. The present study extends the concept of quality of work life at school level. However, the present study attempts to fill the gap that existed in quality of work life of teachers in the context of the schools of Nagaland. The current study seeks to explore association between job security and quality of work life. In view of this, it is proposed to conduct an exploratory study entitled on **“Job Security Enhances Quality of Work Life of the Teachers of Dimapur District, Nagaland: A Synoptic View”**.

### III. Objective of the study

Given the survey of literature and scope, the following objective established for the purpose of the study is:

- 1) To examine the extent to which ‘**Job Security**’ influences ‘**Quality of Work Life**’ of the Teachers of Secondary Schools of Dimapur District, Nagaland.

### IV. Hypothesis

Given the objectives, survey of literature and scope, the following hypothesis established for the purpose of the study is:

H1: There is no significant difference in the ‘**Quality of Work Life**’ in respect of the ‘**Job Security**’ of the Teachers of Secondary Schools.

### V. Material And Methods

Purposive sample method was adopted to collect data. Primary data was collected with the help of questionnaires from 1554 teachers who are working in 146 Government and Private schools of Dimapur District, Nagaland. The values of quality of work life are measured in the order of 0 -1 very low quality, 1-2 low quality, 2-3 moderate quality, 3-4 high quality and 4-5 very high quality of work life. The considered hypothesis was examined using one-way ANOVA.

Latent variable considered for the study

[a] ‘**Job Security**’: this variable has been considered to measure the degree of job security of the teachers who have been working in the Government and Private Schools of Dimapur District, Nagaland.

[b] ‘**Quality of Work Life**’: this variable has been considered to measure the degree of quality of work life of the teachers who have been working in the Government and Private Schools of Dimapur District, Nagaland.

### VI. Result

#### Quality of Work Life and Job Security

[a] **H<sub>1</sub>**: There is no significant difference in the ‘**Quality of Work Life**’ in respect of ‘**Job Security**’ of the Teachers of Secondary Schools

	Mean	Std. Deviation	N
Degree of Quality of Work Life of the Teachers	3.9103	.47142	1554
Job Security	1.290	.452	1554

**Source: Compiled from Survey Data**

Table No: 1 represents the mean value of Quality of Wok Life in respect of Job Security. It has been observed that the mean value of Quality of Wok Life of the teachers is 3.9103 which fall under High Quality of Work Life category and the mean value of Job Security of the teachers is 1.29 which represent low level of job security with the variation of 0.47142 and 0.452. The correlation between the Quality of Wok Life and Job Security is presented in the following table.

		Degree of Quality of Work Life of the Teachers	Job Security
Pearson Correlation	Degree of Quality of Work Life of the Teachers	1.000	.249
	Job Security	.249	1.000
Sig. (1-tailed)	Degree of Quality of Work Life of the Teachers	.	.000
	Job Security	.000	.
N	Degree of Quality of Work Life of the Teachers	1554	1554
	Job Security	1554	1554

**Source: Compiled from Survey Data**

From the above table: 2, it is observed that there exists a moderate level of positive association between [a] the level of Quality of Work Life and [b] the category of Job Security of the Teachers. In other words, the levels of Quality of Work Life of the Teachers have positive association with the Job Security of the Teachers of

Secondary Schools. This situation is further analyzed with the One Way ANOVA, presented in the following table:

<b>Table No: 3</b>					
<b>ANOVA for Degree of Quality of Work Life of the Teachers in respect of Job Security</b>					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	21.425	1	21.425	102.723	.000
Within Groups	323.702	1552	.209		
Total	345.127	1553			

Source: Compiled from Survey Data

Here, the ANOVA Table No: 3 indicates the statistical significance of Quality of Work Life of the Teachers in respect of Job Security. One way ANOVA represents the result of the analysis for omnibus hypothesis. The first row, **Between Groups** represent the variability due to Quality of Work Life, the second row represent **Within Groups** represent the variability due to random error and the third row represent total variability. Here, the **F-value is 102.723** and the corresponding ‘p’ – value is **0.000**. Here, the calculated ‘p’ value is smaller than 0.05 at 95% of confident level so null hypotheses is rejected. Thus, the Quality of Work Life is not same according to Job Security of the Teachers. Hence, there is significant difference in the ‘Quality of Work Life’ in respect of ‘Job Security’ of the Teachers of Secondary Schools in which **F(1,1552) = 102.723, p < 0.05**. The variation is further explored by **Descriptive Statistics**, presented in the following table:

<b>Table No: 4</b>									
<b>Descriptive Statistics for Degree of Quality of Work Life of the Teachers in respect of Job Security</b>									
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
Temporary	1111	3.8362	.47211	.01416	3.8084	3.8640	1.95	5.00	
Permanent	443	4.0963	.41547	.01974	4.0575	4.1351	1.95	5.00	
Total	1554	3.9103	.47142	.01196	3.8869	3.9338	1.95	5.00	
Model	Fixed Effects		.45670	.01159	3.8876	3.9331			
	Random Effects			.14134	2.1145	5.7062			.03349

Source: Compiled from Survey Data

The above Table No: 4, it is discernable that there exists variation in Quality of Work Life of the Teachers in respect of Job Security. The mean value of Quality of Work Life of the Teachers who work on temporary basis is 3.8362 which fall under High Quality of Work Life category at the same time the mean value of Quality of Work Life of the Teachers who work on permanent basis is 4.0963 which fall under Very High Quality of Work Life category. **Thus, the teachers who work on permanent basis have Very High Quality of Work Life whereas the teachers who work on temporary basis have High Quality of Work Life. This situation is found to be true both in the sample as well as in the population as per the statistical results.**

### **VII. Findings and Recommendations**

The study found that the quality of work life of the teachers varies according to the nature of Job Security. Teachers who work permanently have Very High Work Life Quality, compared to teachers who work temporarily, have high quality of work life. It was found that teachers who work permanently have better quality of work life than the teachers who work temporarily. So, schools must hire teachers permanently rather than on temporary basis if they intend on offering excellent service, enhance teacher performance, which in turn improves student achievement, and ultimately improve the school's reputation. The efficiency of a school is highly based on the teachers’; hence they should be provided with a work environment devoid of the fear of job loss. As a result, management should guarantee that teachers have stable employment since job stability allows instructors to feel at ease and carry out their tasks effectively, which greatly influences job happiness, engagement, and overall productivity.

## VIII. Conclusion

The existential pillar for the efficient operation of schools is teachers. Schools should guarantee teachers with job security which has a link with productivity, loyalty and commitment. The work environment for teachers is made up of a number of elements, one of which is job security. Providing teachers job stability will not only help them work more effectively, but it will also give them a sense of fulfilment, increase their job satisfaction, and boost the school's and overall efficacy. A peaceful working environment enables teachers to expose their talent for the betterment of the school as well as of the students. Hence, schools need to provide stability in their service to get cent percent benefit. Building long-term trust between the school and teachers will be made possible by ensuring secured tenure.

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Mrs. Nimmi Pappachan, et. al, "Job Security Enhances Quality of Work Life of the Teachers of Dimapur District, Nagaland: A Synoptic View." *IOSR Journal of Business and Management (IOSR-JBM)*, Vol.25, No. 03, 2023, pp. 52-56