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Impact of Employment Factors on Quality of Work Life among Teachers in Self-Financing Colleges of Ernakulam District

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Abstract
The rapid expansion of self-financing colleges in Kerala has significantly altered the higher education employment situation, often introducing challenging working conditions for faculty members. This study investigates the impact of employment-related factors on the Quality of Work Life (QWL) among teachers in self-financing colleges of Ernakulam District. Using a structured questionnaire, primary data were collected from 312 faculty members selected through stratified random sampling. QWL was measured across multiple dimensions, including work quality, life quality, work-life balance, stress and well-being, organisational support, career growth and security, job satisfaction, and financial aspects. Employment-related variables considered in the analysis include employment type, level of teaching, class size, percentage of time spent on non-teaching activities, administrative responsibilities, participation in professional development programs, teaching experience, and number of courses handled. Data were analysed using descriptive statistics, ANOVA, Pearson correlation, and multiple regression analysis. The findings reveal significant variations in QWL across employment types, teaching levels, class sizes, and non-teaching workload. Permanent faculty reported higher QWL scores compared to contract and temporary staff. Faculty handling larger classes or spending excessive time on non-teaching tasks experienced lower QWL. Regression results identified professional development participation as a positive determinant of QWL, while non-teaching workload exerted a negative impact. The study emphasises the need for institutional policy reforms focusing on equitable workload distribution, enhanced job security, and continuous professional development opportunities.
Keywords: *Quality of Work Life, Employment Factors, Self-Financing Colleges, Higher Education, Faculty Well-being, Kerala*

1. INTRODUCTION

Quality of Work Life (QWL) has become a pertinent area of research in higher education involving the alignment of professional life, personal well-being, and the extent of institutional support provided to teachers. In the Indian higher education, and specifically in Kerala, the phenomenon of spectacular growth of self-financing colleges has brought into being a new employment scenario. They are predisposed to depend on contract or casual employment, performance-based remunerations, and minimal opportunity for career development. All these dimensions of employment have direct influences on faculty morale, productivity, and retention, which in turn influence teaching quality and student learning. In Ernakulam District, expansion of self-financing colleges during the last two decades has improved access to higher education mainly. Nevertheless, faculties in these colleges usually experience job insecurity, overwork, inadequate institutional support, and excessive non-teaching burdens. Though these work-related problems are acknowledged in the literature, empirical studies on their impact on QWL among Kerala's self-financing sector are scarce. Lack of systematic, data-based facts limits policymakers and institutional administrators' ability to develop interventions to address these problems effectively. The current study tries to estimate the influence of work-related factors on the QWL of instructional personnel in Ernakulam District's self-financing colleges. More specifically, it tries to measure QWL along diverse dimensions, examine the co-relation between employment characteristics—employment category, teaching level, class size, distribution of workloads, and engagement in professional development programmes—and QWL, and establish the most significant determinants for targeted policy intervention. The research is confined to self-financing colleges in Ernakulam District and covers a range of disciplines that vary from arts, science, commerce, and management. Data was collected from teaching faculty with varying employment statuses and teaching assignments in order to have a representative set of employment conditions. Employment variables alone are taken into account in the research and not

general socio-economic variables such as household income or inter-regional variation. The scope is narrow enough that more precise attention can be paid to manageable institutional and work environment variables by the management and policy stakeholders.

2. THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Theoretical Framework

This study is grounded in two primary theoretical perspectives: Walton's (1973) Quality of Work Life (QWL) framework and Hackman and Oldham's (1976) Job Characteristics Model (JCM). Walton conceptualized QWL as a multidimensional construct encompassing adequate and fair compensation, safe and healthy working conditions, opportunities for continued growth and security, constitutionalism, social relevance, social integration, development of human capabilities, and a balance between work and personal life. Together, these elements contribute to overall employee satisfaction and productivity. Research has confirmed that improvements in QWL dimensions significantly enhance job satisfaction and institutional commitment, particularly in academic environments (Eklund, 2008; Soltanzadeh, Ghalvandy, & Fatahy, 2012; Nancy et al., 2024; Riyono, Hartati, & Fatdina, 2024).

The Job Characteristics Model developed by Hackman and Oldham (1976) complements Walton's framework by focusing on how five core job dimensions—skill variety, task identity, task significance, autonomy, and feedback—influence three critical psychological states: experienced meaningfulness, experienced responsibility, and knowledge of results. These psychological states, in turn, affect motivation, performance, and job satisfaction. In the academic context, enriched job design, coupled with adequate autonomy and feedback, can improve both faculty members' QWL and their teaching effectiveness.

Together, these two frameworks suggest that employment-related factors such as workload distribution, professional development opportunities, class size, administrative duties, and institutional policies interact to shape QWL. This QWL then directly and indirectly influences faculty teaching performance.

2.2 LITERATURE REVIEW

Quality of Work Life has been defined as a holistic measure of employees' overall work-related well-being, integrating job satisfaction, safety, growth opportunities, fair compensation, work-life balance, and social integration (European Foundation for the Improvement of Living Conditions, 2006; Rethinam, 2008; Serey, 2006). Empirical research has consistently shown that high QWL is associated with better job satisfaction, stronger organizational commitment, and enhanced psychological well-being (Grari & Bessouh, 2025; Achour et al., 2024; Eklund, 2008). Shahrashob (2006) and Soltanzadeh et al. (2012) found that autonomy, fair pay, and opportunities for growth are significant predictors of satisfaction among academic staff.

In the Indian higher education sector, faculty in self-financing colleges often face precarious employment conditions characterized by job insecurity, inadequate compensation, excessive workloads, and limited access to professional development programs (Rani & Varghese, 2022; Thomas & Abraham, 2023). Studies from Kerala have highlighted that such conditions lead to dissatisfaction, reduced motivation, and high turnover among teachers (Mathew & Joseph, 2021). The lack of institutional support, coupled with heavy administrative responsibilities, further diminishes QWL and teaching quality.

Institutional policies and support systems—such as mentorship, welfare initiatives, and academic resources—play an essential role in promoting faculty QWL. Evidence suggests that faculty members who have access to professional development opportunities, research facilities, and supportive leadership demonstrate higher work satisfaction and teaching effectiveness (BMC Psychology, 2024). However, in many self-financing colleges, access to such opportunities remains limited, creating disparities in QWL among faculty members.

Work design factors, especially autonomy and feedback, also influence teaching performance. Hackman and Oldham's (1976) JCM framework highlights that meaningful work, decision-making freedom, and effective feedback improve motivation, satisfaction, and performance. Conversely, high administrative burdens, large class sizes, and role ambiguity have been shown to negatively affect both QWL and teaching output (Rani & Varghese, 2022).

2.3 Research Gap and Study Focus

While previous research has acknowledged the importance of QWL in enhancing faculty satisfaction, there is limited empirical evidence linking specific employment-related factors to QWL and teaching performance, particularly in self-financing colleges in Kerala. This study addresses this gap by examining

the impact of variables such as employment type, non-teaching workload, class size, and professional development participation on QWL, and exploring how QWL, in turn, influences teaching performance.

3. Methodology of the Study

This study employed a descriptive–analytical research design to examine the impact of employment-related factors on the Quality of Work Life (QWL) of faculty in self-financing colleges in Ernakulam district, Kerala, and to assess the influence of QWL on teaching performance. Ernakulam was chosen due to its high concentration of self-financing institutions across multiple disciplines, enabling diverse representation of work conditions. The target population comprised faculty members from arts, science, commerce, management, and professional colleges. A multi-stage sampling approach was adopted. In the first stage, colleges were stratified by discipline, and a proportional random sample of institutions was selected. In the second stage, proportionate stratified random sampling was applied to select faculty based on employment type (permanent, contract, temporary, part-time). The final sample consisted of 312 respondents.

Data were collected using a structured questionnaire comprising three parts: (1) socio-economic and professional characteristics, (2) QWL dimensions adapted from Walton's (1973) framework—work quality, life quality, work–life balance, stress and well-being, organizational support, career growth and security, job satisfaction, and financial aspects—and (3) teaching performance indicators assessed via self-appraisal and student feedback. All items used a five-point Likert scale. Instrument validity was ensured through expert review and a pilot test, with modifications incorporated accordingly. Reliability testing yielded Cronbach's alpha values above 0.90 for QWL and teaching performance scales, indicating high internal consistency. Data analysis employed descriptive statistics for profile summaries, t-tests and ANOVA for group comparisons, Pearson correlation for relationship testing, and multiple regression for identifying key determinants of QWL and evaluating its effect on teaching performance. Statistical significance was set at $p < 0.05$.

4. Data Analysis

4.1 Socio-Economic Characteristics of Faculty Members in Self-Financing Colleges

The socio-economic profile of faculty members in self-financing colleges of Ernakulam district reveals a workforce predominantly composed of women, who account for 94.6 percent of the sample, while men represent only 5.4 percent. The majority of respondents fall within the 25–35 age group (51%), followed by those aged 36–45 years (30.8%), indicating a relatively young teaching population. Educational qualifications show that most faculty members hold a postgraduate degree with either NET (42.3%) or without additional qualifications (42.9%), while a smaller proportion possess MPhil or PhD credentials. In terms of marital status, three-fourths of the faculty (75.3%) are married, and over half (58%) reside in panchayats, with the rest in municipalities (36.5%) and corporations (5.4%). Income levels are modest, with 56.7 percent earning between ₹2–5 lakh annually, and 34.3 percent earning below ₹2 lakh. A significant portion (66.3%) are heads of their households, and most live in nuclear families (85.3%). The majority of households have two earning members (85.3%) and two dependents (38.8%), while 35.6 percent have one child and 29.2 percent have two children. This profile highlights that self-financing college faculty in Ernakulam are largely women in early to mid-career stages, working in modest-income households, often as primary earners, and concentrated in semi-urban and rural areas (see Table 1).

Table 1 Socio-Economic Characteristics of Faculty Members in Self-Financing Colleges in Ernakulam District

Variable	Category	Frequency	Percent
Gender	Female	295	94.6
	Male	17	5.4
Age	Less than 25	30	9.6
	25-35	159	51.0
	36-45	96	30.8
	46-55	19	6.1
	Above 55	8	2.6
Educational Qualification	PG Only	134	42.9
	PG with MPhil	8	2.6
	PG with MPhil and PhD	8	2.6
	PG with NET	132	42.3
	PG with NET and PhD	8	2.6

	PG with PhD	22	7.1
Marital Status	Divorced or Separated	1	.3
	Married	235	75.3
	Unmarried	68	21.8
	Widow	8	2.6
Place of Residence	Corporation	17	5.4
	Municipality	114	36.5
	Panchayath	181	58.0
Annual Income (in Rs.)	Less than 2 Lakh	107	34.3
	2-5 Lakh	177	56.7
	6-10 Lakh	16	5.1
	above 10 Lakh	12	3.8
Head of the Household Status	Head	207	66.3
	Not Head	105	33.7
Number of Earning Members in the Household (Including Respondent)	1	2	.6
	2	266	85.3
	3	40	12.8
	4	4	1.3
Number members depends	1	69	22.1
	2	121	38.8
	3	79	25.3
	4	26	8.3
	5	17	5.4
Number of Children	0	77	24.7
	1	111	35.6
	2	91	29.2
	3	25	8.0
	4	8	2.6
Type of Family	Nuclear	266	85.3
	Joint	46	14.7
Total		**312**	**100.0**

Source: Primary Survey, 2025

4.2 Professional Characteristics of Faculty

The professional profile and teaching characteristics of faculty members in self-financing colleges of Ernakulam district highlight a predominance of institutions located in panchayats (63.1%), followed by municipalities (32.1%) and corporations (4.8%). A majority of faculty members are engaged in commerce or management programmes (64.1%), with smaller proportions in arts/social sciences (23.4%) and science/computer applications (12.5%). Employment patterns reveal that nearly half of the faculty (48.7%) are on contract, 30.4 percent hold permanent positions, and 20.5 percent are employed on a temporary basis. In terms of designation, the workforce is largely composed of assistant professors (81.1%), with a smaller proportion serving as associate professors (7.1%) and professors (11.9%). Most faculty members teach at both UG and PG levels (55.8%), while 31.4 percent teach UG only, and 12.8 percent handle PG classes exclusively. Class sizes are typically small to medium, with 45.5 percent having fewer than 30 students and 32.1 percent handling 30–50 students. Administrative and co-curricular responsibilities are widespread—over 61 percent participate in examination duties, 41.3 percent are engaged in office or club-related work, and 25.6 percent serve as academic coordinators. However, only 2.9 percent have no additional duties. Non-teaching tasks consume substantial time, with 42.3 percent spending 10–25 percent of their work hours and 38.8 percent spending 26–50 percent on such activities. Teaching loads vary, with the largest share handling three courses (32.4%) or four courses (28.5%), while a few manage up to eight courses. Faculty experience ranges from 1 to 27 years, with an average of 7.16 years, suggesting a mix of early-career and moderately experienced educators (see Table 2).

Table 2 Professional Profile and Teaching Characteristics of Faculty Members in Self-Financing Colleges

Variable	Category	Frequency	Percent

Location of College	Corporation			15	4.8
	Municipality			100	32.1
	Panchayath			197	63.1
Department/ Programme	Arts or Social Science			73	23.4
	Commerce or Management			200	64.1
	Science or Computer Application			39	12.5
Employment Type	Contract			152	48.7
	Part-time			1	.3
	Permanent			95	30.4
	Temporary			64	20.5
Designation	Assistant Professor			253	81.1
	Associate Professor			22	7.1
	Professor			37	11.9
Level of Teaching	PG only			40	12.8
	UG and PG			174	55.8
	UG only			98	31.4
Class Size (Average number of students per class)	Below 30			142	45.5
	30-50			100	32.1
	51-70			63	20.2
	Above 70			7	2.2
Administrative Responsibilities	Head of the Department			58	18.6
	Academic Coordinator			80	25.6
	Examination Duties			192	61.5
	Research Coordinator			15	4.8
	Office Duties, Clubs and Forums (NSS, NCC, Quiz Club, Etc.)			129	41.3
	No Duty			9	2.9
Time spent on non-teaching tasks (those who have other Duties)	Less than 10%			34	10.9
	10–25%			132	42.3
	26–50%			121	38.8
	More than 50%			16	5.1
Number of Paper or Course Handled	1.0			15	4.8
	2.0			55	17.6
	3.0			101	32.4
	4.0			89	28.5
	5.0			27	8.7
	6.0			9	2.9
	7.0			4	1.3
	8.0			12	3.8
Teaching Experience (Years)	**N**	**Min**	**Max**	**Mean**	**SD**
	312	1.0	27.0	7.163	5.6279

Source: Primary Survey, 2025

4.3 Dimensions and Measurement of Work-Life Quality

The eight identified dimensions of Work-Life Quality (WLQ)—Work Quality, Life Quality, Work-Life Balance, Stress & Well-being, Organizational Support, Career Growth & Security, Job Satisfaction, and Financial Factors—offer a comprehensive lens to evaluate faculty well-being in self-financing colleges. The descriptive statistics indicate that faculty members experience moderate to positive perceptions in certain structural and interpersonal aspects, such as fixed work schedules (Mean = 3.53), peer collaboration (3.43), and timely salary payments (3.43). However, other facets reveal notable weaknesses, including low engagement in physical activity (2.70), insufficient job security (2.88), and dissatisfaction with salary adequacy (2.93). Work-related measures suggest reasonable motivation and schedule stability, yet workload-related stress (2.72) and limited stress-management support (3.09) underscore the persistent pressure in academic environments. Life quality indicators reveal that while personal time and rest are moderately maintained, mental health challenges remain prevalent (Mean = 3.01). Work-life balance is

constrained by exhaustion (3.06) and a notable proportion of faculty contemplating job change due to imbalance (2.92). Stress and well-being scores confirm that occupational demands affect both mental and physical health, with institutional wellness interventions falling short (2.75). Organizational support appears uneven—while informal support systems such as peer collaboration rate highly, formal benefits like paid leave (2.92) and recognition (2.95) lag behind. Career growth prospects are perceived as moderately favorable, but security concerns persist, particularly for contract-based staff. Job satisfaction reflects a moderate overall sense of professional fulfillment, though remuneration-related dissatisfaction remains a significant deterrent. Financial factors present the most pronounced challenge, with many faculty reporting the need for supplementary income (2.71) despite timely payments. In sum, the WLQ profile points to a mixed system: certain relational and procedural elements of work are functioning well, but structural weaknesses—especially in financial stability, job security, and health-support systems—pose serious threats to sustained faculty well-being. These findings are consistent with the Job Demands-Resources Model (Bakker & Demerouti, 2007) and Work-Family Border Theory (Clark, 2000), highlighting the interplay between organizational provisions and personal resilience in shaping academic work-life outcomes.

The descriptive statistics in Table 3 present the standardized scores for eight core dimensions of Work-Life Quality (WLQ) among faculty members in self-financing colleges in Ernakulam district. The composite QWL Index for the sample stands at 0.526 (SD = 0.129), indicating a moderate overall perception of work-life quality, with experiences neither extremely positive nor severely negative on average. Across dimensions, Work-Life Balance and Financial Factors record the highest mean values (0.545 each), suggesting that faculty perceive a reasonable balance between professional and personal commitments and relatively stable, though not necessarily adequate, financial management. Work Quality also rates moderately high (0.540), reflecting a fair degree of job role clarity, meaningfulness of work, and manageable autonomy. In contrast, Life Quality (0.506) and Stress & Well-being (0.505) reveal comparatively lower averages, pointing to challenges in maintaining personal well-being and managing stress levels effectively. The domains of Organizational Support (0.526), Career Growth & Security (0.523), and Job Satisfaction (0.516) also hover near the mid-range, suggesting that while institutional structures and career opportunities are present, they may not be robust or consistent enough to instill high satisfaction or long-term security. The relatively wide standard deviations in several dimensions, especially Career Growth & Security (SD = 0.215) and Job Satisfaction (SD = 0.213), indicate variability in perceptions among respondents, possibly reflecting differences in contract terms, institutional policies, or individual career stages.

Table 3 Descriptive Statistics of Work-Life Quality Parameters and Composite QWL Index

Parameters	N	Min	Max	Mean	SD
i.Work-Quality	312	.25	.89	**.540**	.149
i.Life-Quality	312	.15	.90	**.506**	.156
i.Work-Life Balance	312	.25	.85	**.545**	.155
v.Stress & Well-being	312	0.00	.94	**.505**	.149
v.Organizational Support	312	0.00	.95	**.526**	.187
i.Career Growth & Security	312	0.00	1.00	**.523**	.215
i.Job Satisfaction	312	0.00	1.00	**.516**	.213
i.Financial	312	.10	.90	**.545**	.135
QWL Index	312	.22	.92	**.526**	.129

Note: Value of parameters is the average of all the statements after min-max standardisation (after reverse coding of negative statements); QWL Index = ∑Parameters/8; A respondent with a value close to 1.00 perceives very high work-life quality, A score close to 0.00 reflects very poor perceptions or experiences of work-life quality; Source: Primary Survey, 2025

4. 4 Impact of Employment-Related Factors on Quality of Work Life

Table 4 presents the influence of selected professional and institutional factors on the Quality of Work Life (QWL) among faculty members in self-financing colleges in Ernakulam district. The ANOVA results reveal statistically significant differences ($p < 0.01$) across all examined factors, indicating that QWL is

shaped by both institutional characteristics and job profiles. In terms of location of the college, faculty in Panchayath areas report the highest QWL mean (0.549), followed by those in Corporation institutions (0.535), while faculty in Municipalities record the lowest (0.478). This suggests that institutional location, is linked to resource allocation, administrative culture, and community engagement, influences faculty perceptions of work-life quality. Departmental affiliation also plays a role, with Commerce and Management faculty reporting the highest QWL (0.544), while Arts and Social Science faculty have the lowest (0.484). Disciplinary differences in workload, research opportunities, and student cohorts explain these variations. Employment type emerges as a particularly strong determinant. Permanent faculty enjoy the highest QWL (0.594), substantially above those on contract (0.491) or temporary (0.508) terms, underlining the critical role of job security in shaping workplace satisfaction and stability. When considering level of teaching, faculty handling UG-only (0.558) and PG-only (0.557) classes score higher than those teaching both UG and PG (0.500), suggesting that balancing mixed-level teaching demands may reduce work-life quality. Class size shows an interesting trend: faculty handling above 70 students report the highest QWL (0.688), though this is based on a very small sample (n=7) and may reflect unique institutional contexts rather than a general pattern. Generally, QWL increases slightly as class size rises beyond 30 students, possibly due to perceived prestige or resource allocation for larger cohorts. For non-teaching activity proportion, faculty spending less than 10% of their time on non-teaching duties have the highest QWL (0.618), while those spending more than 50% report the lowest (0.488). This supports the notion that excessive administrative workload detracts from professional satisfaction.

The correlation analysis further complements the ANOVA findings. QWL shows a small but statistically significant negative correlation with number of administrative duties ($r = -0.086$, $p = 0.031$) and number of courses handled ($r = -0.089$, $p = 0.016$), suggesting that heavier administrative or teaching loads reduce perceived work-life quality. Conversely, QWL is positively correlated with participation in professional development programs ($r = 0.134$, $p = 0.018$) and teaching experience ($r = 0.070$, $p = 0.022$), implying that ongoing skill enhancement and accumulated experience can modestly improve faculty well-being. The findings highlight that QWL among self-financing college faculty is shaped by a complex interplay of job security, workload distribution, institutional location, and opportunities for professional growth. Addressing administrative burden, enhancing contractual stability, and encouraging faculty development programs could significantly improve work-life quality in this sector.

Table 4 Impact of Professional and Institutional Factors on Work-Life Quality of Faculty in Self-Financing Colleges

Factor	Category	N	Mean QWL	SD	Std. Error	ANOVA
Location of College	Corporation	15	.535	.180	.046	**F (2,309)= 11.004, p=0.000**
	Municipality	100	.478	.121	.012	
	Panchayath	197	.549	.122	.009	
Departmental Affiliation	Arts or Social Science	73	.484	.102	.012	**F (2,309)= 6.302, p=0.002**
	Commerce or Management	200	.544	.141	.010	
	Science or Computer Application	39	.511	.084	.014	
Employment Type	Contract	152	.491	.110	.009	**F (3,308)= 14.557, p=0.000**
	Part-time	1	.500			
	Permanent	95	.594	.136	.014	

	Temporary	64	.508	.123	.015	
Level of Teaching	PG only	40	.557	.090	.046	**F (2,309)= 8.103, p=0.000**
	UG and PG	174	.500	.132	.012	
	UG only	98	.558	.128	.009	
Class Size (Number of Students)	Below 30	142	.499	.118	.010	**F (3,308)= 7.158, p=0.000**
	30-50	100	.538	.137	.014	
	51-70	63	.549	.127	.016	
	Above 70	7	.688	.000	.000	
Non-Teaching Activity Proportion	No Duty	9	.500	.000	.000	**F (4,307)=5.707, p=0.000**
	Less than 10%	34	.618	.108	.019	
	10–25%	132	.525	.153	.013	
	26–50%	121	.508	.097	.009	
	More than 50%	16	.488	.119	.030	
Total		**312**	**.526**	**.129**	**.007**	

Correlation

	Number of Administrative Duties	Number of Participation in Professional Development Programs	Teaching Experience (Years):	Number of Courses Handled
Pearson Correlation	**-0.086**	**.134**	**0.07**	**-0.089**
Sig. (2-tailed)	**0.031**	**0.018**	**0.022**	**0.016**

Source: Primary Survey, 2025

Table 7 Regression Analysis of Professional and Institutional Predictors of Work-Life Quality Dimensions among Faculty in Self-Financing Colleges

Predictor	Standardized Coefficients								
	Work Quality	Life Quality	Work-Life Balance	Stress & Well-being	Organizational Support	Career Growth & Security	Job Satisfaction	Financial Factors	QWL
Number of Administrative Duties	.096	-.006	.315***	-.127*	-.211***	-.196***	-.306***	.149**	-.081
Number of Participation in Professional Development Programs	.061	.264***	-.173**	.251***	.334***	.276***	.363***	.185***	.276***
Teaching Experience (Years):	.091	-.025	.043	.086	-.009	.085	-.009	-.048	.036
Class Size (Average number of students per class)	.252***	.176***	.057	.126**	.076	.097*	.148***	.195***	.180***
Percentage of time is spent on non-teaching tasks (administration, meetings, documentation, etc.)	-.322***	-.341***	.049	-.105*	-.145**	-.326***	-.273***	-.083	-.268***
Number of courses handled	-.079	.064	.048	-.213***	-.085	-.103	-.065	-.011	-.077
R-squared (R^2)	0.162	0.144	0.100	0.125	0.116	0.186	0.225	0.103	0.376
F	9.852	8.548	5.653	7.282	6.700	11.581	14.729	5.807	8.384
Model Significance (p-value)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000

Note: β = Standardized Regression Coefficient (Beta); Significance Levels: $p < 0.05 \rightarrow$ **, $p < 0.01 \rightarrow$ ***;
Source: Primary Survey, 2025

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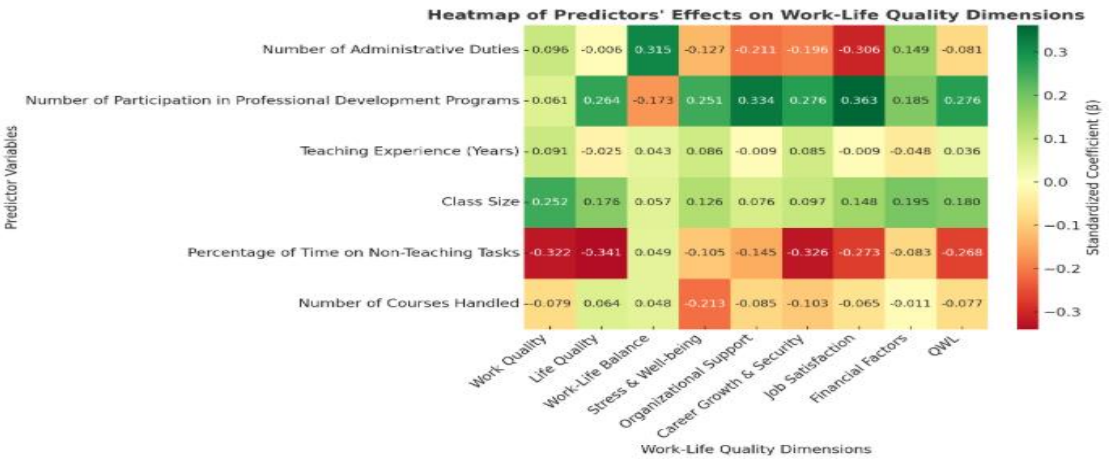
Table 7 presents the standardized regression coefficients (β) from multiple regression models assessing how selected professional and institutional factors influence the eight dimensions of Work-Life Quality (WLQ) and the overall QWL index. The predictors include administrative workload, participation in professional development programs (PDPs), teaching experience, class size, proportion of time spent on non-teaching tasks, and the number of courses handled. The results reveal that participation in PDPs emerges as a strong and consistent positive predictor across most dimensions—particularly Life Quality (β = 0.264***), Stress & Well-being (β = 0.251***), Organizational Support (β = 0.334***), Career Growth & Security (β = 0.276***), and Job Satisfaction (β = 0.363***). This indicates that faculty who engage more in skill enhancement and training programs report significantly better WLQ outcomes. Conversely, a higher proportion of time spent on non-teaching tasks shows negative associations with almost all dimensions—most notably with Life Quality (β = -0.341***), Work Quality (β = -0.322***), and Career Growth & Security (β = -0.326***), suggesting that administrative overload erodes overall work-life experience. Class size also shows positive associations with Work Quality (β = 0.252***) and the composite QWL (β = 0.180***), possibly reflecting better engagement and student interaction in certain teaching contexts. In contrast, number of administrative duties has a mixed influence—positively predicting Work-Life Balance (β = 0.315***) but negatively affecting Organizational Support (β = -0.211***) and Job Satisfaction (β = -0.306***). The number of courses handled generally shows small or negative effects, with a significant negative impact on Stress & Well-being (β = -0.213***). The R^2 values range from 0.100 (Work-Life Balance) to 0.376 (QWL composite index), indicating that the included predictors explain a substantial proportion of variance in WLQ outcomes. All models are statistically significant ($p < 0.001$), underscoring the importance of institutional workload distribution, class allocation, and professional development opportunities in shaping faculty work-life quality.

The heatmap visually illustrates how each professional factor influences the eight dimensions of Work-Life Quality (WLQ) and the composite QWL index among faculty in self-financing colleges. Warmer shades indicate stronger positive effects, while cooler shades reflect negative impacts. The results reveal that participation in professional development programs exerts a consistently strong and positive influence across almost all dimensions—particularly on job satisfaction, organizational support, and life quality—signifying its central role in enhancing faculty well-being and performance. Similarly, class size shows a notable positive association with work quality, life quality, and financial factors, suggesting that manageable class sizes boost better teaching experiences and perceived benefits. In contrast, percentage of time spent on non-teaching tasks exhibits a strong and negative relationship with most WLQ dimensions, especially career growth and security, life quality, and work quality. This underscores the detrimental impact of administrative overload on faculty morale, career prospects, and overall well-being. Likewise, a higher number of administrative duties is associated with reduced organizational support and job satisfaction, while number of courses handled has minimal but generally negative effects. The findings highlight the urgent need for institutional reforms that reduce administrative burdens, optimize workload distribution, and expand opportunities for professional development. By prioritizing faculty training, ensuring reasonable teaching loads, and offering targeted organizational support, self-financing colleges can significantly enhance work-life quality, ultimately improving teaching performance and institutional outcomes.

Figure 1 Heat map of Predictors on WQL



Source: Primary Survey, 2025

5. RESULTS AND DISCUSSIONS

The socio-economic analysis indicates that faculty in self-financing colleges of Ernakulam district are predominantly female (94.6%) and relatively young, with over half aged 25–35 years. Most hold postgraduate qualifications, often with NET, and are employed within nuclear families (85.3%). Annual incomes are modest, with 56.7% earning ₹2–5 lakh, highlighting potential financial vulnerability. Professionally, respondents are concentrated in commerce or management programs (64.1%), with contractual employment (48.7%) being the most common arrangement. Only 30.4% hold permanent positions. More than half (55.8%) teach both UG and PG classes, and a significant proportion engage in administrative tasks, with 44% devoting over one-fourth of their working hours to non-teaching duties.

The Work-Life Quality (WLQ) index records a mean of 0.526, reflecting moderate perceptions of well-being. Strengths include peer collaboration, flexible work arrangements, and timely salary payments, whereas weaknesses are evident in salary adequacy, job security, and institutional support for stress management. Dimension-wise, financial and stress-related parameters scored lowest, underscoring the dual challenge of economic insecurity and occupational pressure. ANOVA results identify significant QWL differences across location of college, department, employment type, teaching level, class size, and proportion of non-teaching work. Permanent faculty consistently reported higher QWL scores. Regression analysis explains 37.6% of QWL variance, with professional development participation emerging as the strongest positive predictor ($\beta = 0.276$, $p < 0.01$) and administrative workload as the most detrimental factor ($\beta = -0.268$, $p < 0.01$). Class size also positively influenced QWL ($\beta = 0.180$, $p < 0.01$), suggesting potential benefits from moderate student numbers.

These findings align with the Job Demands–Resources Model (Bakker & Demerouti, 2007), where high demands (administrative tasks) erode well-being and resources (professional development, institutional support) enhance it. The positive effect of professional development across multiple WLQ dimensions suggests that continuous learning opportunities can improve both professional and personal satisfaction. Conversely, administrative overload mirrors earlier evidence (Winefield et al., 2003) of its negative influence on academic engagement and work-life balance. Policy implications include reducing non-teaching workloads, expanding permanent appointments, and ensuring competitive salary structures to address both financial and psychological dimensions of faculty well-being. A balanced institutional approach—combining workload management, professional development, and supportive workplace culture—could substantially enhance QWL in self-financing higher education institutions.

6. CONCLUSION

The socio-economic and professional profile of faculty in self-financing colleges of Ernakulam district reveals a workforce that is predominantly young, female, and moderately qualified, yet financially constrained and often engaged in contractual employment. The analysis of Work-Life Quality (WLQ) indicates moderate overall well-being, with financial insecurity and high administrative demands emerging as key stressors. Significant differences in QWL across college location, department, employment type, and teaching responsibilities highlight the influence of contextual and professional factors. Regression results underscore professional development as the strongest enhancer of WLQ, while administrative workload detracts substantially from well-being. These findings corroborate the Job Demands–Resources Model, emphasizing that balancing job demands with adequate resources is critical for faculty satisfaction. Policy interventions aimed at reducing non-teaching workloads, expanding permanent positions, offering competitive salaries, and promoting continuous professional development are essential to improve both the economic and psychological dimensions of faculty well-being in self-financing higher education institutions.

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