

# Determinants of Quality of Work Life among Primary Teachers Engaged in Online Education in Kerala

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## Abstract

*This study analysed teachers quality of work life (QWL) among those engaged in online teaching in Kerala and examined the factors influencing their job satisfaction in the digital teaching environment. The research is based on both primary and secondary data. Primary data were collected from school teachers in Kerala using a structured questionnaire through proportionate sampling. Various statistical tools, such as percentage analysis, chi-square test, analysis of variance (ANOVA), means score analysis, and factor analysis (principal component analysis), were employed for data analysis. The findings reveal that the majority of respondents (59%) were female, and 37% belonged to the age group of 32–39 years. Mean score analysis indicates that teachers strongly agreed that online students were enthusiastic (Mean = 4.896) and that classroom control was manageable in the online environment (Mean = 4.724). The factor analysis results show a KMO value of 0.794, confirming sampling adequacy, and Bartlett's test was significant (chi-square = 1382.926,  $p < 0.001$ ), validating the appropriateness of factor analysis. Three predominant factors—reliability, communication development, and innovation—were identified, explaining 74.368% of the total variance. ANOVA results reveal a significant relationship between online communication medium and QWL ( $F = 14.717$ ,  $p < 0.001$ ) and between other influencing factors and QWL ( $F = 5.309$ ,  $p = 0.008$ ). However, no significant relationship was found between student response and QWL ( $F = 0.985$ ,  $p = 0.380$ ). The chi-square test ( $\chi^2 = 2056.0$ ,  $p < 0.001$ ) confirmed a significant association between monthly income and monthly savings. The study concludes that while online teaching enhances creativity and communication skills among teachers, it also presents challenges related to workload, technical issues, and work-life balance. Institutional support and effective communication platforms significantly influenced teachers' job satisfaction and overall quality of work life. Future research may expand the study to higher education institutions, compare rural and urban teachers, and incorporate a longitudinal analysis to assess the long-term effects of online teaching on teachers' professional and personal well-being.*

**Keywords:** Quality of Work Life, Online Teaching, Job Satisfaction, Factor Analysis, School Teachers in Kerala, Work-Life Balance

## Introduction

The quality of work life among teachers in online teaching has undergone significant transformation, bringing both opportunities and challenges. The advent of online education has provided teachers with greater flexibility, enabling them to work from the comfort of their homes and reach a broader, more diverse student audience. However, this shift has also led to increased demands on educators, who must invest considerable time and effort in designing interactive and engaging digital content while mastering various online tools and platforms. The absence of face-to-face interaction with students can diminish the sense of connection and fulfilment that many teachers derive from their profession, potentially leading to feelings of isolation and burnout.

Furthermore, the lack of clear boundaries between work and personal life in an online environment often results in extended working hours, making it difficult for teachers to maintain a healthy work-life balance. Technical challenges, such as unreliable Internet connections and limited access to advanced technology, add to the stress, particularly for teachers in remote or underserved areas. Additionally, the expectation to continually adapt to evolving digital teaching methods without adequate institutional support or training places undue pressure on educators. Despite these obstacles, online teaching also offers avenues for professional development, as educators learn to innovate and experiment with new pedagogical approaches. To improve the quality of work life for teachers in the online teaching domain, it is crucial to implement comprehensive measures, including ongoing professional development programs, mental health support, access to reliable technology, and policies that promote a balanced workload. By addressing these factors, educational institutions can create a supportive environment that empowers teachers to deliver high-quality education while safeguarding their well-being.

Although previous studies have examined work-life balance, burnout, and job satisfaction among teachers, there is limited empirical research that specifically investigates the quality of work life (QWL) of school teachers in Kerala in the context of online teaching using comprehensive statistical techniques, such as factor analysis and analysis of variance (ANOVA), thereby creating a significant research gap in understanding the determinants of QWL in the digital teaching environment. In this context, this study seeks to answer the following research questions: What is the level of QWL among school teachers engaged in online teaching in Kerala? Is there a significant relationship between online communication medium and the QWL of teachers in online teaching? What are the major factors influencing the QWL of school teachers in Kerala in the context of online teaching?

## Review of Literature

**Prameela et al. (2020)<sup>1</sup>** conducted a study on the work-life balance of female educators teaching remotely. Using convenience sampling, they

collected online data from 51 teachers working in reputed schools in Vijayawada, Andhra Pradesh. The study aimed to analyse the balance between personal and professional life during the pandemic, focusing on factors such as: (S1) readiness to embrace the lockdown positively, (S2) time provided by employers to adjust to working from home, (S3) ability to manage family needs while working, (S4) family support, (S5) creation of a time schedule to balance work and life, (S6) stress associated with working from home, (S7) the need for a clear boundary between personal and professional life, (S8) productivity levels while working remotely, and (S9) the quality of communication and interaction with colleagues. Using multiple regression analysis, the study found that female educators faced challenges in maintaining a balance between their personal and professional lives.

**Muthulakshmi (2018)<sup>2</sup>** conducted a study among teaching professionals in arts and science colleges in Tuticorin District to explore the challenges they face in balancing their personal and professional lives. The study, based on primary data, used a random sampling method to select 200 respondents. It examined various factors influencing work-life balance, including the socio-economic profile of the respondents, their perceptions of their jobs, and factors that affect work-life balance and imbalances. The research also explored the impact of work-life balance on life satisfaction and how it affects respondents' personal, social, family, environmental, and psychological outlooks. Additionally, the study assessed respondents' attitudes toward managing work-life balance. Hypotheses were developed to test significant differences among working women regarding their work-life balance challenges, its effects, outcomes, and management strategies, using appropriate statistical tools.

**Winslow and Jacobs (2004)<sup>3</sup>** found a relationship between faculty workload and dissatisfaction. The authors found evidence that the number of dissatisfied professors is due to their workloads. In addition, dissatisfaction is enhanced among those working the longest hours. The data also point out that extended job hours contribute to research efficiency. Extended hours demanded by faculty jobs therefore pose a problem for parents (professors) who want to spend time with their families and children.

## Objective of the Study

This study aimed to analyse teachers quality of work life in online teaching in Kerala.

## Research Methodology

The study was conducted by collecting both primary and secondary data. Primary data were collected from 385 school teachers in Kerala. Secondary data were collected from the websites, journals etc.,

The proportionate sampling method was used to select the sample of respondents. The sample size for the study was 385 school teachers in Kerala.

## Method of data collection

The data were collected from school teachers using questionnaires.

## Tools for analysis

Percentage analysis, chi-square test, and analysis of variance were used to analyse the data.

## Data Analysis and Interpretation

To understand the demographic profile of the school teachers, percentage analysis was used to identify personal information such as gender, age, marital status, residential status, educational qualification, monthly income, and monthly savings. The Table 1.1 shows the demographic profile of the respondents

**Table 1.1 Demographic profile of the respondents**

| Demographic Profile | Options                 | Frequency | Percent |
|---------------------|-------------------------|-----------|---------|
| Gender              | Male                    | 152       | 41      |
|                     | Female                  | 228       | 59      |
|                     | Total                   | 385       | 100     |
| Age                 | 18 to 25 years          | 36        | 9       |
|                     | 25 to 32 years          | 46        | 12      |
|                     | 32 to 39 years          | 144       | 37      |
|                     | 39 to 46 years          | 130       | 34      |
|                     | Above 46 years          | 29        | 8       |
|                     | Total                   | 385       | 100     |
| Marital status      | Married                 | 249       | 65      |
|                     | Unmarried               | 68        | 18      |
|                     | Widowed                 | 28        | 7       |
|                     | Divorced                | 40        | 10      |
|                     | Total                   | 385       | 100     |
| Monthly Income      | Below Rs.10,000         | 15        | 4       |
|                     | Rs.10,001 to 15000      | 75        | 20      |
|                     | Rs. 15,001 to 20,001    | 110       | 29      |
|                     | Rs. 20,001 to Rs. 25000 | 149       | 39      |
|                     | Above Rs. 25001         | 36        | 8       |
|                     | Total                   | 385       | 100     |
| Monthly Savings     | Less than Rs.1,000      | 15        | 4       |
|                     | Rs.1,001 to Rs.2,000    | 75        | 20      |
|                     | Rs.2,001 to Rs.3000     | 110       | 29      |
|                     | Rs.3,001 to Rs.4,000    | 149       | 39      |
|                     | Above Rs.4,001          | 36        | 8       |
|                     | Total                   | 385       | 100     |

**Source:** Primary Data

**Gender:** Of the 385 respondents considered for the study, 228 (59%) were female and 152 (41%) were male. It is observed that majority of the female respondents are working in school.

**Age:** Age is one of the most important factors for human beings and serves as a yardstick to participate in or discontinue any occupation or profession. Among the 385 respondents considered for the study, 36 (9%) were aged 18 to 25 years, 46 (12%) were aged 25 to 32 years, 144 (37%) were aged 41 to 50 years, 130 (34%) were aged 39 to 46 years, and 29 (8%) were aged above 46 years. Thus, the majority of the respondents were in the age group of 32 to 39 years.

**Marital status:** Marital status provides a person with social recognition. It increases a person's responsibility in society and in their family. Among the 385 respondents considered for the study, 249 (65%) were married, 68 (18%) were not married, 28 (7%) were widowed, and 40 (10%) were divorced. Hence, the majority of the respondents contacted for the study were married.

**Monthly income:** Of the 385 respondents considered for the study, 15 (4%) had a monthly income of less than Rs.10,000, 75 (20%) had a monthly income between Rs.10,001 and Rs.15,000, 110 (29%) had a monthly income between Rs.15,001 and Rs.20,001, 149 (39%) had a monthly income between Rs.20,001 and Rs. 25,000 and the remaining 36 (8%) had a monthly income above Rs. 25, 001. It shows that majority of the respondents' monthly income is between Rs. 20,001 to 25000.

**Monthly savings:** Of the 385 respondents considered for the study, 15 (4%) had monthly savings of less than Rs.1000, 75 (20%) had monthly savings between Rs.1001 and Rs.2000, 110 (29%) had monthly savings between Rs.2001 and Rs.3000, 149 (39%) had monthly savings between Rs.3001 and Rs. 4000, and 36 (8%) had monthly savings above Rs. 4001. 4001. This indicates that the majority of

respondents had monthly savings between Rs. 3001 and Rs. 4000.

### **Association between Monthly Income and Monthly Savings of the Respondents**

Correspondence analysis is a statistical technique that helps to understand categorical variables and shows the dimensions or association of categorical variables with each other. Monthly Income and savings are the main sources for doing any business. Correspondence analysis was used to club the group of variables. The Table 1.1 and figure 1.2 deal with the association between monthly income and monthly savings of the respondents.

*H<sub>0</sub>: There is no significant association between monthly income and monthly savings of the respondents.*

The table above clearly shows that 52% of respondents have a monthly income of less than Rs.10,000 and their monthly savings are less than Rs. 1, 000. 1, 000. Approximately 20% of respondents have a monthly income between Rs.10,001 and Rs.15,000, and their monthly savings are Rs. 1, 001 to Rs. 1, 500. Approximately 29% of respondents have a monthly income between Rs.15,001 and Rs.20,000, and their monthly savings are Rs. 2, 001 to Rs. 2, 500. Approximately 39% of respondents have a monthly income between Rs.20,001 and Rs.25,000, and they save Rs. 3, 001 to Rs. 4, 000 on a monthly basis, and 8% of respondents have a monthly income of over Rs.25,000, and their monthly savings are over Rs. 4, 000.

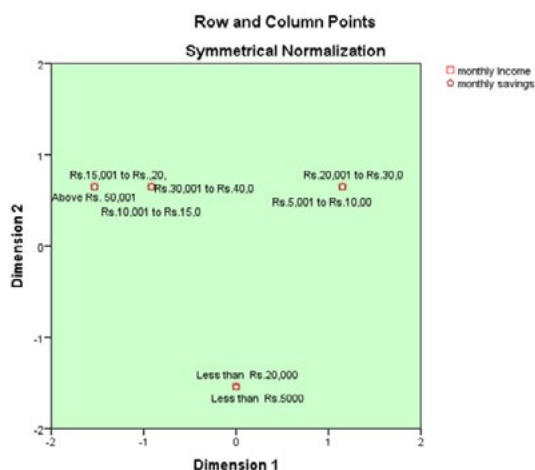
Hence, it can be concluded that the majority of the respondents monthly income is between Rs.20,001 and Rs. 25, 000, and their monthly savings are also less than Rs. 1, 000. 1, 000.

It can be observed from the above table that the chi-square value is 2056.0, and the significance value is 0.000. This implies a significant association between respondents' monthly income and monthly savings.

**Table 1.2 Association between Monthly Income and Monthly savings of the Respondents**

| Monthly Income          | Monthly savings |                 |                  |                      |                |               |                  | Sig Value |
|-------------------------|-----------------|-----------------|------------------|----------------------|----------------|---------------|------------------|-----------|
|                         | Below Rs.1000   | Rs.1000 to 1500 | Rs. 1500 to 2000 | Rs. 2000 to Rs. 2500 | Above Rs. 2501 | Active Margin | Chi-Square Value |           |
| Below Rs.10,000         | 15              | 0               | 0                | 0                    | 0              | 15            | 2056.0           | 0.00      |
| Rs.10,001 to 15000      | 0               | 75              | 0                | 0                    | 0              | 75            |                  |           |
| Rs. 20,001 to Rs. 25000 | 0               | 0               | 0                | 149                  | 0              | 149           |                  |           |
| Above Rs. 25001         | 0               | 0               | 0                | 0                    | 36             | 36            |                  |           |
| Active Margin           | 15              | 75              | 110              | 149                  | 36             | 385           |                  |           |

Source: Primary Data



**Figure 4.1 Association between Monthly Income and Monthly savings of the Respondents**

Figure 1.1 shows the association between monthly income and savings. Respondents with a monthly income of less than Rs.10,000 have a monthly savings of less than Rs. 1, 000. Respondents with a monthly income of more than Rs.25,000 have monthly savings of more than Rs. 4, 000. Therefore, people in the higher income group can save more. At the same time, people with a low income could save only a small amount. So it is understood that the respondents savings are closely associated with their income.

#### Quality of Work Life among Teachers towards Online Teaching – Mean Score Analysis:-

Descriptive statistics were used to analyse teachers quality of work life in online teaching.

**Table 1.3 Quality of Work Life among Teachers towards Online Teaching – Mean Score Analysis**

| Quality of Work Life                                                                              | Mean  | Standard Deviation | Rank |
|---------------------------------------------------------------------------------------------------|-------|--------------------|------|
| The technology I use for online teaching is reliable                                              | 3.281 | 1.427              | 10   |
| I miss face-to face contact with students when teaching online                                    | 4.658 | 0.786              | 3    |
| I do not have any problems controlling my students in the online environment.                     | 4.724 | 0.486              | 2    |
| My online students are more enthusiastic about their learning than their traditional counterparts | 4.896 | 0.421              | 1    |
| I have to be more creative in terms of the resources used for the online course                   | 4.589 | 0.821              | 4    |

|                                                                                                                          |       |       |   |
|--------------------------------------------------------------------------------------------------------------------------|-------|-------|---|
| It takes me longer to prepare for an online course on a weekly basis than for a face to face course.                     | 3.582 | 0.936 | 6 |
| I am satisfied with the use of communication tools in the online environment (e.g., ch rooms, threaded discussions, etc) | 4.356 | 0.981 | 5 |
| I am more satisfied with teaching online as compared to other delivery methods.                                          | 3.356 | 1.046 | 7 |
| Technical problems do not discourage me from teaching online                                                             | 2.750 | 0.730 | 9 |
| Satisfaction level on class duration and workload                                                                        | 3.378 | 0.120 | 8 |

**Source:** Primary Data

The rank analysis was performed using the overall mean score on factors. The following variables are quality of work life among teachers in online teaching; it is inferred from the table that out of 10 variables, the mean score value is more than 4.00 for five variables, namely, my online students are more enthusiastic about their learning than their traditional counterparts (4.896), I do not have any problems controlling my students in the online environment (4.724), I miss face-to-face contact with students when teaching online (4.658), I have to be more creative in terms of the resources used for the online course (4.589), and I am satisfied with the use of communication tools in the online environment (e.g., chat rooms, threaded discussions, etc.) (4.356). It is identified that all the above five variables are highly influenced by school teachers in online teaching.

### **Quality of Work Life among Teachers towards Online Teaching – Factor Analysis:**

The researcher identified ten variables related to teachers quality of work life in online teaching. The respondents were asked to express their opinions using a five-point Likert scale ranging from strongly agree to strongly disagree. The researcher used a multivariate technique, factor analysis, to classify the related variables. This test can be applied only after determining the suitability of the data. Hence, Kaiser – Meyer – Olkin (KMO) was used to check the adequacy and suitability of the data for factor analysis. The test measures sampling adequacy for each variable in the analysis. A larger sample size is always preferable as it provides more data for factor analysis.

Ten factors influence teachers' quality of work life. All these variables are correlated with each other. To group the related variables, the researcher decided to use factor analysis. Before grouping the variables, normality had to be ascertained. Hence for ascertaining the normality, KMO has been used. The KMO measure of sampling adequacy was used to examine whether the data were appropriate for factor analysis. Values ranging between 0.5 and 1.0 indicate that factor analysis is appropriate. A value below 0.5 implies that factor analysis is not appropriate, either to collect more data or to rethink which variables to include. If the KMO value lies between .7 and .8, it is good for factoring. Bartlett's test of sphericity is a test statistic used to examine the shape of normal distribution and also verify the smoothness of the curve. Table 1.4 explains two tests are Kaiser – Mayer – Olkin (KMO) measures of sampling adequacy and Bartlett's test of sphericity. It provides the statistics of KMO, Bartlett's test of sphericity, and chi-square analysis of association, degrees of freedom, and the probability value.

**Table 1.4 Quality of Work Life among Teachers towards Online Teaching Kaiser – Mayer – Olkin (KMO) Bartlett's Test**

| KMO and Bartlett's Test                          |                    |          |
|--------------------------------------------------|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. |                    | 0.794    |
| Bartlett's Test of Sphericity                    | Approx. Chi-Square | 1382.926 |
|                                                  | Df                 | 42       |
|                                                  | Sig.               | .000     |

**Source:** Primary Data

Table 1.4 shows the KMO Value of 0.794, which indicates that the degree of common variance among the variables is quite high, and hence factor analysis can be conducted.

### Quality of Work Life among Teachers towards Online Teaching – Principal Component Analysis

Principal component analysis has been administered for grouping the factors of various quality of work life among teachers towards online teaching. This is a method of data reduction. The proportion of variance of a particular item due to a common factor is called communality. The initial

value of communality in a principal component analysis is 1. The problems involved in the quality of work life among teachers regarding online teaching are presented in the component column. The extraction communalities estimate the variance in each variable accounted for by the factors in the factor solution. The value is less than .5 which indicates the variables that do not fit well with the factor solution and should possibly be dropped from the analysis. Table 1.5 shows the extraction value of the respondents which are the Quality of Work Life among Teachers towards Online Teaching.

**Table 1.5 Quality of Work Life among Teachers towards Online Teaching –Communalities**

| Components                                                                                                               | Initial | Extraction |
|--------------------------------------------------------------------------------------------------------------------------|---------|------------|
| The technology I use for online teaching is reliable                                                                     | 1.000   | .821       |
| I miss face-to face contact with students when teaching online                                                           | 1.000   | .856       |
| I do not have any problems controlling my students in the online environment.                                            | 1.000   | .893       |
| My online students are more enthusiastic about their learning than their traditional counterparts                        | 1.000   | .854       |
| I have to be more creative in terms of the resources used for the online course                                          | 1.000   | .789       |
| It takes me longer to prepare for an online course on a weekly basis than for a face to face course.                     | 1.000   | .821       |
| I am satisfied with the use of communication tools in the online environment (e.g., ch rooms, threaded discussions, etc) | 1.000   | .754       |
| I am more satisfied with teaching online as compared to other delivery methods.                                          | 1.000   | .732       |
| Technical problems do not discourage me from teaching online                                                             | 1.000   | .864       |
| Satisfaction level on class duration and workload                                                                        | 1.000   | .729       |

**Source:** Primary Data

Table 1.5 explains the variance of the ten variables ranging from .700 to 0.890. It shows that ten variables exhibit a considerable variance from 70% to 80%. Hence, it can be concluded that all

these variables are capable of segmenting themselves concerning the quality of work life among teachers toward online teaching to form the predominant factors.

**Table 1.7 Quality of Work Life among Teachers towards Online Teaching – Rotated Component Matrix**

| Variables                                                                                            | 1    | 2    | 3 |
|------------------------------------------------------------------------------------------------------|------|------|---|
| The technology I use for online teaching is reliable                                                 | .794 |      |   |
| I do not have any problems controlling my students in the online environment.                        | .832 |      |   |
| I miss face-to face contact with students when teaching online                                       | .674 |      |   |
| I am satisfied with the use of communication tools in the online environment                         |      | .842 |   |
| It takes me longer to prepare for an online course on a weekly basis than for a face to face course. |      | .854 |   |
| My online students are more enthusiastic about their learning than their traditional counterparts    |      | .659 |   |

|                                                                                 |  |  |      |
|---------------------------------------------------------------------------------|--|--|------|
| I have to be more creative in terms of the resources used for the online course |  |  | .891 |
| Satisfaction level on class duration and workload                               |  |  | .791 |
| Technical problems do not discourage me from teaching online                    |  |  | .854 |
| I am more satisfied with teaching online as compared to other delivery methods. |  |  | .796 |

Source: Primary Data

### More Reliable

The first factor consists of three variables: The technology I use for online teaching is reliable (.794), and I do not have any problems controlling my students in the online environment. (.832); I miss face-to-face contact with students when teaching online (.674) and all these factors are considered as **“More Reliable”**.

### Communication Development

The second factor consists of three variables namely; I am satisfied with the use of communication tools in the online environment (.842), It takes me longer to prepare for an online course on a weekly basis than for a face to face course (.854), My online students are more enthusiastic about their learning than their traditional counterparts (.659) and all these factors are considered as **“Communication Development”**.

### Innovation

The third factor consists of four variables: I have to be more creative in terms of the resources used for the online course (.891), satisfaction level with class duration and workload (.791), technical problems do not discourage me from teaching online (.854), and I am more satisfied with teaching online as compared to other delivery methods (.796). and all these factors are considered as **“Innovation”**.

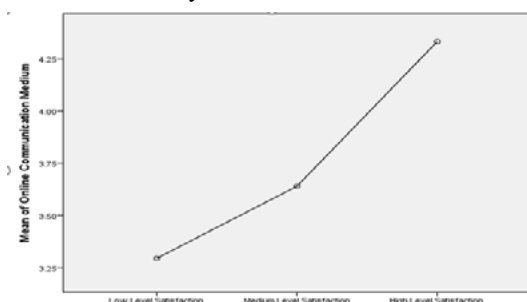
### Relationship between online communication medium and level job satisfaction/QWL of teachers in Online Teaching

$H_0$ : There is no significant relationship between online communication medium and level job satisfaction/QWL of teachers in Online Teaching

$H_1$ : There is significant relationship between online communication medium and level job satisfaction/QWL of teachers in Online Teaching

| ANOVA                       |                |                |     |             |        |       |
|-----------------------------|----------------|----------------|-----|-------------|--------|-------|
|                             |                | Sum of Squares | df  | Mean Square | F      | Sig.  |
| Online Communication Medium | Between Groups | 9.961          | 2   | 4.980       | 14.717 | 0.000 |
|                             | Within Groups  | 19.289         | 383 | 0.338       |        |       |
|                             | Total          | 29.250         | 385 |             |        |       |

Source: Primary Data



### Overall Job satisfaction and Quality of Work life of teachers in online teaching

The ANNOVA test was conducted to analyse the relationship between online communication medium and the level of job satisfaction/QWL of teachers in online teaching. The table above shows that the Sig. value generated by ANNOVA test is 0.00 and it is lower than 0.05. In addition,  $F=14.717$  is greater than the table value of 3.16 with  $V_1=2$  and  $V_2=57$ . Therefore, we accept the alternative hypothesis. Hence, there is a significant relationship between the online communication medium and the level of job satisfaction/QWL of teachers in online teaching.

In the mean plot, when the level of job satisfaction/QWL of teachers in online teaching is low, the mean value of online communication medium is lower, whereas when the level of job satisfaction/QWL of teachers in online teaching is high, the mean value of online communication medium is higher.

## Hypothesis II

$H_0$ : There is no significant relationship between student responses and teachers' levels of job satisfaction/QWL in online teaching.

$H_1$ : There is a significant relationship between student responses and teachers' levels of job satisfaction/QWL in online teaching.

| ANOVA                       |                |                |     |             |       |       |
|-----------------------------|----------------|----------------|-----|-------------|-------|-------|
|                             |                | Sum of Squares | df  | Mean Square | F     | Sig.  |
| Online Communication Medium | Between Groups | 0.764          | 2   | 0.382       | 0.985 | 0.380 |
|                             | Within Groups  | 22.086         | 383 | 0.387       |       |       |
|                             | Total          | 22.850         | 385 |             |       |       |

Source: Primary Data

The table shows the ANOVA results produced by SPSS, with a significant value of 0.380, which is greater than 0.05. In addition,  $F=0.985$  is less than the table value of 3.16 with  $V_1=2$  and  $V_2=57$ . Hence, there is no significant relationship between student responses and teachers' job satisfaction/QWL in online teaching.

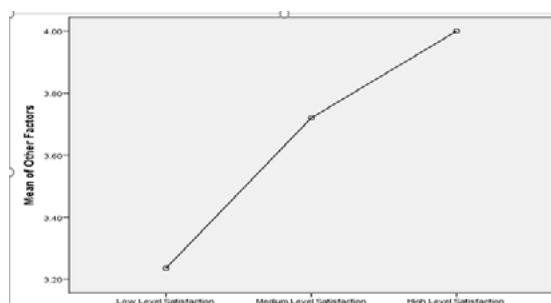
$H_0$ : There is no significant relationship between other factors and teachers' level of job satisfaction/QWL in online teaching.

$H_1$ : There is a significant relationship between other factors and teachers' job satisfaction/QWL in online teaching.

## Hypothesis III

| ANOVA                       |                |                |     |             |       |       |
|-----------------------------|----------------|----------------|-----|-------------|-------|-------|
|                             |                | Sum of Squares | df  | Mean Square | F     | Sig.  |
| Online Communication Medium | Between Groups | 5.235          | 2   | 2.617       | 5.309 | 0.008 |
|                             | Within Groups  | 28.099         | 383 | 0.493       |       |       |
|                             | Total          | 33.333         | 385 |             |       |       |

Source: Primary Data



## Overall Job satisfaction and Quality of Work life of teachers in online teaching

The table above reveals that the Sig. value generated by ANNOVA test is 0.008 and it is lower

than 0.05. In addition,  $F=5.309$  is greater than the table value of 3.16 with  $V_1=2$  and  $V_2=57$ . Therefore, we accept the alternative hypothesis. Hence, there is a significant relationship between other factors and teachers' job satisfaction/QWL in online teaching.

In the mean plot, when the level of job satisfaction/QWL of teachers during the COVID-19 pandemic is low, when the mean value of other factors is lower, and when the level of job satisfaction/QWL of teachers during online teaching is high, when the mean value of other factors is higher.

Based on the significant relationship between online communication medium and QWL ( $F = 14.717$ ,  $p < 0.001$ ), institutions should prioritise

strengthening digital communication infrastructure and providing continuous technical training to teachers. As innovation-related variables, such as creativity in resource usage (.891 loading) and technical adaptability (.854 loading), showed high factor loadings, structured professional development programmes focusing on digital pedagogy should be introduced. The relatively lower mean score for technological reliability (Mean = 3.281) indicates the need for improved institutional IT support and stable online platforms. As workload-related concerns emerged under the innovation factor, educational institutions should implement workload regulation policies to prevent burnout and enhance job satisfaction.

## Conclusion

The quality of work life among teachers engaged in online teaching has undergone significant transformation because of the rapid shift toward digital education. While online teaching has offered flexibility, convenience, and opportunities for innovation, it has also introduced challenges, such as increased workload, technical difficulties, and the need for continuous adaptation to new technologies. Teachers often face difficulties in balancing professional and personal responsibilities, which can impact their overall job satisfaction and mental well-being. Despite these challenges, many teachers have leveraged online platforms to enhance student engagement and adopt creative teaching methodologies. To improve the quality of work life for teachers in online teaching, institutions must focus on providing adequate training, robust technical support, and resources for effective online delivery. Additionally, fostering a supportive work environment through regular feedback, recognition, and mental health support can contribute to higher job satisfaction. Ultimately, the success of online teaching relies not only on technological advancements but also on ensuring that educators feel valued, equipped, and supported in their roles. Addressing these aspects can lead to a more fulfilling and sustainable work life for teachers while enhancing the overall effectiveness of online education.

This study empirically establishes that online communication medium and innovation-related factors significantly influence teachers' quality of work life (QWL), as evidenced by significant analysis of variance (ANOVA) results ( $p < 0.05$ ) and a cumulative variance of 74.368% explained through factor analysis. The three extracted dimensions—reliability, communication development, and innovation—demonstrate that technological adaptability and structured communication systems are critical determinants of teacher satisfaction in online teaching. While teachers exhibit strong adaptability and creativity, moderate mean scores in technological reliability indicate infrastructural gaps that may constrain optimal QWL. Therefore, enhancing institutional digital support systems and managing workloads strategically are essential to sustain teachers' long-term well-being and job satisfaction.

This study is limited to school teachers in Kerala, which may restrict the generalisability of the findings to other regions or higher education institutions. Moreover, the research relied on self-reported questionnaire data, which may be subject to response bias. The cross-sectional design limited the ability to examine long-term changes in QWL over time. Additionally, only selected variables related to online teaching were considered, and other potential influencing factors, such as organizational citizenship behaviour and motivation style, were not included.

## Scope of Future Research

Future research may conduct comparative studies between school and higher education teachers to examine differences in the quality of work life in online teaching environments. Longitudinal studies may also be undertaken to assess the long-term impact of digital teaching on teachers' psychological well-being and professional satisfaction. Further research can incorporate additional variables, such as organisational support, digital competency levels, and institutional leadership styles, to develop a more comprehensive model of QWL. Expanding the study to other states or conducting cross-regional comparisons would enhance the generalisability of the findings.

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