

QUALITY OF WORKING LIFE: A FOCUS ON TEACHERS IN SPECIAL EDUCATION

BY

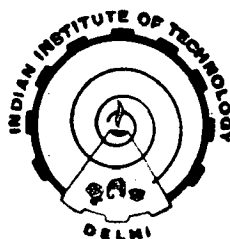
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CERTIFICATE

This is to certify that the thesis entitled "QUALITY OF WORKING LIFE: A FOCUS ON TEACHERS IN SPECIAL EDUCATION" being submitted by Mrs. Sandhya Paranjpe to the INDIAN INSTITUTE OF TECHNOLOGY (DELHI), for the award of the degree of Doctor of Philosophy, is a record of bonafide research work carried out by her. Mrs. Sandhya Paranjpe has worked under our guidance and supervision and has fulfilled the requirements for the submission of this thesis, which to our knowledge has reached the requisite standard.

The results contained in this thesis have not been submitted in part or in full, to any other University or Institute for the award of any degree or diploma.

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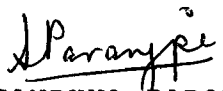
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ABSTRACT

This investigation studies the Quality of Working Life. (QWL) perception among teachers in the field of special education in Delhi. QWL was correlated with certain demographic, situational and psychological variables.

The sample consisted of 240 teachers working in educational institutions for the handicapped. A census approach was adopted. Standard measuring instruments were used for data collection. Nine hypotheses were framed. Univariate and multivariate statistical techniques were used for data analysis.

Data analysis revealed physical status of the respondent, sex, years of experience, nature and size of the organisation, job involvement, job satisfaction, need fulfilment and self esteem need importance as significant correlates of QWL.

Significant predictors of QWL were physical status of the respondent, nature and size of the organisation and job satisfaction.

Teachers from the three types of institutions i.e. mentally, visually and hearing handicapped differed significantly in their perception of QWL conditions, certain needs, school environment preference and job involvement.

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Teachers from government and voluntary institutions varied significantly on QWL feelings, certain needs, personal growth and job satisfaction.

Factor analysis yielded no general factor accounting for a major portion of the common variance.

Based on the findings, implications of the study were discussed and suggestions made for future research.

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