

# A comparative study on the benefits offered to faculty in private and public educational institutions

*Vanishree K<sup>1\*</sup>, Ankita Sharma<sup>2\*</sup>, Vaishnavi Mandava<sup>3</sup> and, Kushal BH<sup>4</sup>*

<sup>1</sup>Assistant Professor, Faculty of Management and Commerce, Ramaiah University of Applied Sciences, Bangalore, India

<sup>2</sup>Assistant Professor and Head, Faculty of Hospitality Management and Catering Technology, Ramaiah University of Applied Sciences, Bangalore, India

<sup>3</sup>Research Student, Ramaiah University of Applied Sciences, India

<sup>4</sup>Research Student, Ramaiah University of Applied Sciences, India

**Abstract.** This study aims to explore the quality of work life (QWL) for university teachers in Bangalore's private sector. The purpose of this study is to evaluate the quality of work life (QWL) of private-sector teachers, compare it with their public-sector counterparts, and explore any potential benefits that public-sector employment might offer. A personal interview with a structured questionnaire was conducted with 100 teachers in Bangalore's private sector. Data was analyzed with a T-test. Results indicate that while private sector teachers enjoy comparable professional development opportunities, they face challenges in work-life balance and lack non-financial incentives compared to public sector colleagues. These disparities create a stressful environment for private-sector teachers, potentially impacting their job satisfaction and student performance. The findings of this study advocate for reducing disparities between the public and private education sectors, adding to the ongoing dialogue between employees and employers in the educational sector. Additionally, the study aims to inform policymakers to foster a more equitable environment across the educational space. The findings of this study aim to inform policymakers in fostering a more equitable environment across the educational space by reducing disparities between the public and private education sectors. It also contributes to the ongoing dialogue between employees and employers in the educational sector.

Keywords: Quality of work life, teacher well-being, financial benefits, professional development, public sector teachers

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\*Corresponding authors: [vanishree.ms.mc@msruas.ac.in](mailto:vanishree.ms.mc@msruas.ac.in), [ankita.hk.hc@msruas.ac.in](mailto:ankita.hk.hc@msruas.ac.in)

## 1) INTRODUCTION

A nation is akin to a grand building; the blueprints of it are meticulously crafted by policymakers while a strong infrastructure serves as a foundation but the architects who translate vision into reality are teachers. They shape the young minds that will one day become doctors, scientists, leaders, and entrepreneurs- the very essence of a country. A quality foundation rides on the well-being of the architect i.e., the teacher.

According to the WHO's definition of Quality of life, one must consider the culture you live in, your values, and what you're working towards. It's all about how satisfied you are with your life based on your own goals, expectations, and what matters to you. (Organization, n.d.) A teacher laden with worries, insufficient resources, or lack of cooperation will only be able to provide a subpar level of education. Various studies over the years have shown a relationship between the well-being of teachers and the quality of education provided by them. (Johnson, 2023)

Work is a major contributor to one's quality of life. According to the National Institutes of Health, "Employee workplace performance is related to a set of factors affecting workers' health, habits and environment, employees' well-being and quality of work life (QWL). QWL is associated with job satisfaction, motivation, productivity, health, job security, safety, and well-being, embracing four main axes: a safe work environment; occupational health care; appropriate working time; and an appropriate salary. (João Leitão, 2019)

The 48 lakhs (Education.gov.in, 2021) government employees who receive (or used to under the OPS) a pension, EPF, gratuity, healthcare, and even life insurance in certain states might enjoy a good quality of work life. Unfortunately, we cannot say the same for many teachers in the private sector.

This paper aims to explore these axes in the lives of university teachers in the private sector of Bangalore. The current system seems to leave much to be desired. A combination of excessive workload and stagnant pay has led teachers to express dissatisfaction with their quality of work life. (Mahadevaswamy, 2023)

There is a lack of study and widespread interest in simply determining the quality of life of teachers, despite the progress achieved in understanding the impact of work-life quality on education.

Understanding their work environment, healthcare, and financial and non-financial incentives available to the teachers might aid the policymakers in developing a better system to take care of an important section of their citizens i.e., the teachers.

Many teachers feel unprepared and dissatisfied with their work. A thorough analysis of its functioning paired with a comparison with their public sector counterparts on a good quality of work life would be helpful. Across the globe, there are various pension schemes (Bovenberg and Meijdam, 2001) or other benefits that have improved the quality of life of their citizens. By learning from best practices, policymakers can develop a more sustainable and satisfying retirement system for our educators.

It is essential to address this research gap as a bad quality of work life could be the potential cause of a strain to loom over the educational sector impairing the transfer of knowledge, thereby affecting future generations. For ages, there has been an ongoing dialogue between employees, employers, and the government for improvements in the educational system's work life. The study aims to benefit two stakeholders: employees and employers. The study aims to meaningfully contribute to this ongoing dialogue between employees, employers, and policymakers by understanding their perspectives.

## 2) LITERATURE REVIEW

It is known that the quality of work life of teachers is a crucial factor that impacts their well-being, job satisfaction and eventually, student performance. However, a comparison between the public and private sectors remains unclear. The teachers in the public sector are often seen to have various benefits and perks at their job such as health insurance, and higher pay that makes the job more lucrative and satisfying thereby increasing their quality of work life. Nevertheless, factors beyond financial benefits influence the quality of work life. This literature review examines various such factors in both the public and private sectors to aid in gaining a broader understanding of the quality of work life of teachers.

(Nasreen and Naz, 2015) conducted a study in Punjab, Pakistan in select old and new universities and established that compensation and benefits motivate teachers, connecting them to improved performance and productivity.

(B S and Dp, 2019) performed research to determine factors affecting the work-life balance of women concerning the three dimensions: personal life, educationist (faculties), and research, and found a correlation between the three.

(Anderson and Nokoe, 2022) carried out research in a municipality in Ghana and discovered that teachers in public schools prioritize bus services and retirement benefits while private school teachers give more importance to mid-day meals and developmental programs.

(Silpa C, 2022) examined the working conditions of public and private sector teachers during the pandemic and brought to light that while most public sector teachers are happy with their pay, teachers in the private sector hold a different opinion and are dissatisfied with their pay and job security.

(Nanci and Velmurugan, 2022) shed light on the relationship between the quality of life and job satisfaction among secondary school teachers and found a positive relationship and correlation between them.

The primary research gap identified in the study is the lack of comprehensive understanding regarding the quality of work life (QWL) for teachers, especially in comparing the experiences of private-sector teachers with their public-sector counterparts. This gap highlights the need for further investigation into how various factors, both financial and non-financial, affect teachers' work environments and overall job satisfaction.

### 2.1 Research Objectives:

- To understand the quality of work life of private sector teachers in Bangalore
- To compare the quality of work life of public and private sectors and investigate the potential advantages that public sector employment might offer
- To recommend a reduction of disparity in both sectors

### 2.2 Scope of Study:

- The scope of this study is limited to teachers across colleges in Bangalore.
- This study will help the ongoing dialogue between employees and employers in the educational sector

## 3) RESEARCH METHODOLOGY

This research was conducted in the form of a personal interview. It followed a structured questionnaire to obtain quantitative data from 100 teachers but due to the nature of a personal interview, a lot of qualitative data was also obtained.

**Source of Data:** Both primary and secondary data were collected

- Primary data: Collected through a personal interview with 100 teachers across colleges in Bangalore
- Secondary data: Secondary data for the public sector information was obtained from [Karnataka.gov.in](http://Karnataka.gov.in) and a literature review was carried out using an online E-journal database research gate and SSRN.

**Sampling:** Simple random sampling

**Data analysis:** The data was analyzed with T-test

**Variables:** There were four main factors that this study wanted to test. The questionnaire consisted of a few variables that would test these factors as noticeable in Figure 1. Namely:

- **Financial benefits:** Retirement plans, health insurance, performance-based bonus.
- **Non-financial benefits:** Awards and recognitions, wellness programs, tuition fee concession to offspring.
- **Professional development:** Research grants, funds for professional development, faculty development programs.
- **Personal life:** Paid leaves (vacation, sick leave, personal leave, parental leave), on-campus childcare, parental leaves

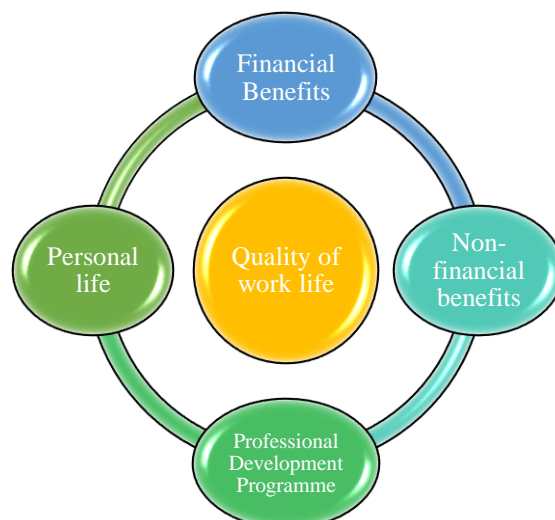


Figure 1. Conceptual framework

**Hypothesis Statement:**

1. H<sub>1</sub>: There is no significant difference between the financial benefits offered to public and private sector teachers.
2. H<sub>2</sub>: There is no significant difference between the non-financial benefits offered to public and private sector teachers.
3. H<sub>3</sub>: There is no significant difference between the professional development offered to public and private sector teachers.
4. H<sub>4</sub>: There is no significant difference between the personal life of public and private sector teachers.

## 4. RESULTS AND DISCUSSIONS

### 4.1 Demographic details

#### 4.1.1. Gender:

**Table 1.** Gender distribution

S.No.	Gender	Number of respondents
1	Female	54
2	Male	46

The data from table 1. is in accordance with the World Bank collection of development indicators which stated that 55.72% of teachers in India are female. Gender is an important demographic factor that could contain potential societal influences, it is crucial to examine this data to examine potential biases to arrive at accurate results. In many cases, gender roles and expectations often shape professional opportunities, working conditions, and the availability of resources for male and female teachers differently.

#### 4.1.2. Years of experience:

**Table 2.** Distribution of years of experience

S.No.	Years of experience	Number of respondents
1	1 to 5	20
2	6 to 10	22
3	11 to 15	26
4	16 to 20	20
5	21+	12

Table 2 shows the distribution of years of experience among respondents. The varying years of experience among the surveyed candidates is an important factor to consider, as teachers further along in their careers are more likely to prioritize work-life balance and pay closer attention to their QWL as opposed to their younger peers who may be more inclined to overlook work-life balance concerns in favor of opportunities for professional development.

**4.1.3. Job title:**

**Table 3.** Distribution of job title

S.No.	Job title	Number of respondents
1	Assistant Professor	78
2	Associate Professor	19
3	Professor	3

Table 3 gives the details of the job title. Understanding the position of respondents might be relevant to the research as Professors are highly paid compared to Assistant professors and could be offered other perks too.

Demography is an essential factor for research. It is important to understand the impact various demographic factors might have on the research

**4.2 Hypothesis testing**

1. **H<sub>1</sub>:** There is no significant difference between the financial benefits offered to public and private sector teachers. (Financial benefits: Retirement plans, health insurance, performance-based bonus)

**Table 4.** T-test- Financial benefits

t-Test: Two-Sample Assuming Equal Variances		
	<i>Private</i>	<i>Public</i>
Mean	90.33	86.33
Variance	280.33	234.33
Observations	3.00	3.00
Pooled Variance	257.33	
Hypothesized Mean Difference	0.00	
df	4.00	
t Stat	0.31	
P(T<=t) one-tail	0.39	
t Critical one-tail	0.00	
P(T<=t) two-tail	0.78	
t Critical two-tail	0.74	

**In Table 4, the P(T<=t) is  $\geq 0.05$  alpha. The null hypothesis has to be accepted**

This establishes that there is no significant difference between the financial benefits received by the teachers in public and private sectors. Although, it is important to note that many teachers opined that they were not satisfied with their retirement plans and would prefer a pension.

2. **H<sub>2</sub>:** There is no significant difference between the non-financial benefits offered to public and private sector teachers. (Non-financial benefits: Awards and recognitions, wellness programs, tuition fee concession to offspring)

**Table 5.** T-test- Non-financial benefits

t-Test: Two-Sample Assuming Equal Variances		
	<i>Private</i>	<i>Public</i>
Mean	85.00	96.33

Variance	3.00	12.33
Observations	3.00	3.00
Pooled Variance	7.67	
Hypothesized Mean Difference	0.00	
df	4.00	
t Stat	-5.01	
P(T<=t) one-tail	0.00	
t Critical one-tail	2.13	
<b>P(T&lt;=t) two-tail</b>	<b>0.01</b>	
t Critical two-tail	2.78	

**In table 5, P(T<=t) two-tail value is ( $\leq$ ) 0.05.**

**The alternate hypothesis has to be accepted**

There is a difference between the non-financial benefits offered to teachers in both sectors. Non-financial benefits such as awards and recognitions may serve as a motivation to teachers to constantly improve and provide their students with the best quality of education.

3. **H<sub>3</sub>**: There is no significant difference between the professional development offered to public and private sector teachers.

(Professional development: Research grants, funds for professional development, and Faculty development programs)

**Table 6.** T-test- Professional development

t-Test: Two-Sample Assuming Equal Variances			
	<i>Private</i>	<i>Public</i>	
Mean	97.33	100.00	
Variance	8.33	0.00	
Observations	3.00	3.00	
Pooled Variance	4.17		
Hypothesized Mean Difference	0.00		
df	4.00		
t Stat	-1.60		
P(T<=t) one-tail	0.09		
t Critical one-tail	2.13		
P(T<=t) two-tail	0.18		
t Critical two-tail	2.78		

**In table 6, the P(T<=t) is  $\geq$  0.05 alpha.**

**The null hypothesis has to be accepted**

The private sector has gone to lengths to offer professional development opportunities at par with the public sector. However, it is important to acknowledge variations in program scope. For example, some private institutions might only cover partial conference fees.

4) **H<sub>4</sub>**: There is no significant difference between the personal life of public and private sector teachers.

[Personal life: Paid leaves (vacation, sick leave, personal leave, parental leave), on-campus childcare, parental leaves]

**Table 7.** T-test- Personal life

t-Test: Two-Sample Assuming Equal Variances		
	<i>Private</i>	<i>Public</i>
Mean	69.67	94.00
Variance	386.33	1.00
Observations	3.00	3.00
Pooled Variance	193.67	
Hypothesized Mean Difference	0.00	
df	4.00	
t Stat	-2.14	
P(T<=t) one-tail	0.05	
t Critical one-tail	2.13	
P(T<=t) two-tail	0.10	
t Critical two-tail	2.78	

**In table 7, P(T<=t) one-tail is ( $\leq$ ) 0.05**

**The alternate hypothesis can be considered**

The variables of teachers' personal lives in Bangalore display significant heterogeneity. Variables such as leaves can differ considerably across institutions, often subject to individual college management decisions. While maternity leave policies are widely implemented, the same cannot be said for paternity leave. This discrepancy can create work-life balance challenges for new parents in the teaching profession. A constant suggestion the teacher brought up was the potential benefit of on-campus childcare facilities. The availability of such resources was seen as a key factor in promoting teacher well-being and minimizing work-life conflict.

From the results, it can be inferred that the disparity in financial incentives between public and private sector teachers is not significant enough to be a concern among the participants. While faculty in the private sector express dissatisfaction with their retirement benefits, the data does not explicitly support this claim. The transition from the Old Pension Scheme to the National Pension Scheme might have continued to this.

Instead, the key issue is the quality of work life (QWL) and overall work-life balance, particularly in the private sector. Teachers in private institutions reported lower satisfaction levels with their work environment, citing challenges such as excessive workloads, insufficient time for personal life, and a lack of supportive workplace practices. The results reflect this trend, showing that these factors collectively contribute to a noticeable gap in overall career satisfaction between the two sectors.

Considering the commonalities in teaching environments, workload expectations, and institutional policies across the country, the trends observed in this sample of 100 teachers from various colleges in Bangalore likely mirror broader patterns within the national educational landscape.

**5) CONCLUSION**

The quality of work life for teachers in the public and private sector reveals a subtle disparity with the public sector having a constant advantage. Public sector teachers often enjoy job security and higher pay but that does not translate into a significant difference in terms of financial incentives between both sectors which calls for a thorough investigation of the non-financial incentives that prove to be crucial to the peace of mind of a teacher.

Private sector teachers benefit from professional development and autonomy but it often comes at the cost of an unhealthy work-life balance. There is a significant difference between the personal life aspect and non-financial incentives of teachers in both sectors. The lack of these factors in the private sector is the potential cause of the creation of a stressful environment. The issue is so pervasive that many teachers have accepted this as an unchangeable reality. Teachers in the private sector look at the job or rather the benefits associated with the jobs of their public sector counterparts with a sense of longing.

While HR departments may face constraints in increasing PF contributions to every employee, implementing other measures could significantly enhance job satisfaction and productivity. Many female faculty members interviewed have explicitly stated that an on-campus childcare facility would provide a peace of mind and help them perform better at their job. Additionally, standardizing maternity leave policies and introducing paternity leave could greatly improve work-life

balance, especially for new parents. These initiatives, while requiring careful planning and resource allocation, are likely to yield substantial benefits in terms of job satisfaction and come at a relatively lesser cost.

Upon discussion with the Human Resources members of the colleges, it was revealed that they recognize the motivational potential and the opportunity to increase teacher retention rate by offering better non-financial incentives or personal life balance. However, they opined that they already offer enough and would consider doing more if the government incentivized it.

This highlights the pivotal role the policymakers can play here. It is crucial for policymakers to recognize these differences and ensure the well-being of teachers. The future of our education system hinges on taking decisive action to support our educators.

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