

IMPACT OF PERCEIVED QUALITY OF WORK LIFE ON JOB PERFORMANCE OF TEACHERS IN AMPARA DISTRICT OF SRI LANKA

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ABSTRACT: Quality of work life is one of the most important factors for human motivating and improving of job performance. The objective of the study was to determine the impact of quality of work life on job performance of teachers in government schools in the Ampara District in Sri Lanka. 562 teachers in government schools in 7 zones in the Ampara District of Sri Lanka participated in this study. The questionnaire administered had 26 questions of Quality of Work life measuring 8 variables and 45 questions on Job Performance measuring 7 variables. Data analysis was done using SPSS 16.0. The Descriptive Statistics showed based on the responses of the respondents that the level of Quality of Work Life and Job Performance were moderate. The Mean value was 2.79 and 2.57 respectively. The Pearson correlation coefficient and Multiple Regression were used to test the relationship between the variables. Overall, there was a significant and positive correlation between Quality of Work Life of teachers and their Job Performance with the Correlation Coefficient of 0.53. Regression analysis was done to test the level of impact of Quality of Work Life of teachers on their Job Performance. The results showed that quality of work life had a significant impact on job performance with the value of R^2 0.581 (58.1%). Managerial dimensions of quality of work life make a better predictor for job performance among teachers in government schools. There have been studies on the influence of motivation on job performance and on job satisfaction and job performance; however there is a lack of studies on the impact of Quality of Work Life on the job performance of teachers serving in government schools. This study seems to fill the gap. Future study is also suggested to be carried out to private schools, and other educational institutions. Meanwhile other dimensions of the quality of work life such as psychological dimension could be added to improve the model.

Keywords : Quality of Work Life, Job Performance, Teachers, Government School

INTRODUCTION

Development of a nation is primarily dependent on the education system available in the country. Education is nowhere without teachers' playing a pivotal role in ensuring achievement in an educational institution. Teachers' job performance plays a crucial role in students' learning process and their performances in curricular and co-curricular activities. It is known to be related to teacher's effectiveness (Medly and Shannon, 1994). Teachers play a basic and dynamic role in the educational system. It is said that good performance of students depends upon effective teaching of their teachers. As professionals, teachers need to be appropriate role models and exhibit to their students a commitment to scholarly values and to life-long learning (Medly and Shannon, 1994). One factor that might influence teacher's job performance is Quality of Work Life. It includes the organizational climate. The dimensions of organizational climate were measured based on principal's leadership behavior and teacher's behavior. Principals can encourage effective performance of their teachers by identifying their needs and try to meet them (Adeyemi, 2010). This encouragement is very much dependent on various aspects of the principal's leadership behavior. Teacher's behavior too plays a major role in the teacher's job performance.

Therefore, the teachers' performance is highly crucial in the education sector. The education is the most important thing to produce a total man with the knowledge, attitudes and skills required not only for the present world but also for that of the future. In the case of delivery of quality education, the teachers are the most crucial & valuable resource. In recent decades, the picture has changed. There has been sharp decline in the standard and quality of education at all levels. Navaratna (1999) indicated that the reading habit and the use of libraries in the learning process have almost disappeared from our education culture. (Ginige(1997) emphasized that, deteriorating educational standards and rapidly growing private tuition, together with the widening gap between the schools, authorities should rethink education in terms of customer- focused new approaches to fulfill the needs of a changing society. So, he further noted that, the educational authorities today are compelled to look for new strategies that can improve the quality of school system and to improve the performances of teachers serving in the teaching field of different sectors.

This research testifies to the existence of either direct or indirect impact of the quality of work life and on job performance. A study by Huang, Lawler and Lei (2007) reveals that quality of work life has a significant impact on organizational commitment and intention to quit, both of which are interrelated with job performance. Consistently, a study by Lee, Singhapakdi and Sirgy (2007) revealed that quality of work life generally has a positive influence on job performance-related outcomes, such as job satisfaction, organizational commitment and camaraderie. Furthermore, Probst (2003) found a positive connection between quality of work life and improved job performance through job security, whilst Cuyper and Witte (2010) opine that quality of work life mediates the relationship between job involvement and job performance. Based on the empirical findings discussed, a positive interplay between quality of work life and job performance in the present study can be envisaged.

As other factors which have impacts on teachers performance mentioned above, Quality of Work Life also influences the teacher's job performance. Teachers are arguably the most important group of professionals for our nation's future. Without teacher, the education system will be crippled. The increased importance in teacher's job performance has made it extremely important to identify the factors that influence teacher's job performance. In recent years, effects of perceived Quality of Work Life on teacher's performance have become topic of concerns for researchers and education officers. Although numerous studies have been conducted on teacher's job performance, past research has been constrained by the shortage of studies on the influence of Quality of Work Life on teacher's job performance. Number of reports has shown that teacher's job performance is deteriorating around the world in general, and also Malaysia in particular. This seems to be affecting the teaching and learning process as well other instructional activities at school. As a result, students are the most affected individuals. Hence, it is crucial to determine the factor that has influence on teacher's job performance.

Teachers are the main employees or responsible and accountable personnel who are fully engaged in the teaching and learning activities of the schools. The teachers are pillars and important assets to the school education system. They are answerable to all kinds of issues, problems and irregularities with regard to teaching and learning of students at schools. Teachers are partly responsible for students' drop-outs and mainly responsible for the production of examination results, making students in excelling in extra-curricular activities and he is the sole custodian of a set of students assigned to him/her. It has been observed that lack of opportunities for career development, lack of flexibility and freedom, lower compensation, discrimination in rewards and benefits, conflicts between teachers, parents, education officers and students and lack of facilities are some of the issues that the teachers of schools face today. All these factors are related to Quality of Work Life (QWL) as QWL deals with both the intrinsic and extrinsic aspects of jobs. QWL encompasses mode of wages and payment, working condition, working time, health hazard issues, financial and non-financial benefits and management behavior towards employees Islam & Siengthai, (2009).

Problem Statement

Quality of work life in an organization is essential for the smooth running and success of its employees. QWL helps the employees feel secure and think that they are being thought of and cared for by the organization in which they work (Sadique 2003). They view that QWL with mixed feelings as characterized by unchallenging jobs, shortage of personnels, lack of feedback, lack of recognition for work done, lack of staff development activities, lack of resources and poor communication where there is no two way communication but, the teachers of government schools are playing a vital role in performing teaching and allied tasks together with implementing extracurricular activities effectively in the school educational system.

According to the Ministry of Education in Sri Lanka, the teachers are recruited to school system through highly competitive examination and proper recruitment procedures. The promotion of teachers from one grade/class to another higher grade/classis done through proper system based on their academic and professional qualification, experience and their performance of the career. Therefore these teachers must be respected at work. Their duty must not cause them any physical discomfort or mental anguish. They must feel something enjoyable or at least not unpleasant. They must feel the salary they are paid is sufficient for the work they are discharging. They must feel valued, rewarded, motivated, appreciated and empowered as though they are doing something important for their organizations.

Education sector in Sri Lanka is going to be very challengeable in future because schools have to compete with one another to provide better education and the private schools become a challenge to these government schools in terms of curriculum and extracurricular activities, the standard of education, discipline of students and other aspects of education.(P.K.PakkeerJaufer (2009)).So, the QWL and the job performance of teachers of government schools must be given top priority before drafting educational reforms because they are the direct implementers of the systems or reforms. Therefore, this study investigates the factors affecting the quality of work life and job performance of government school teachers in Sri Lanka and also tries to find out the relationship between quality of work life and their job performance The research questions were what factors affect the quality of work life of teachers, what factors affect the job performance and how the Quality of work life impact on the job performance of teachers serving in government schools in Ampara district of Sri Lanka.

Objective of the study

The study is undertaken with the following objectives.

1. To find out the level of quality of work life of teachers in the government schools in Ampara district of Sri Lanka.
2. To find out the level of job performance of teachers in the government schools in Ampara District of Sri Lanka.
3. To find out the impact of quality of work life on job performance of teachers in the government schools in Ampara District of Sri Lanka.

Significance of the study

Policy makers of the education sector who plan for the promotion of education in the country will find the result of this study valuable and good suggestionsfor their future planning. It can be used to improve their employees' participation, motivation and involvement in the effective running of their schools and producing excellent academic and non-academic

performances. Educational authorities have obligations to promote the standard of education by promoting the quality of work life of teachers of schools because they might be tempted to search for other organization of higher profession that may present better quality of work life.

Therefore, the findings of this study will enable the authorities concerned to identify the areas which need much attention with regard to quality of work life of teachers and their job performance and expect total commitment from them and recommend for policy changes in terms of human resource development to authorities. One important reason why the organizations take interest in improving quality of work life of their employee is because they see it as a means of obtaining greater employee motivation and commitment to the organization objective.

Conceptualization

Quality of Work Life Job Performance

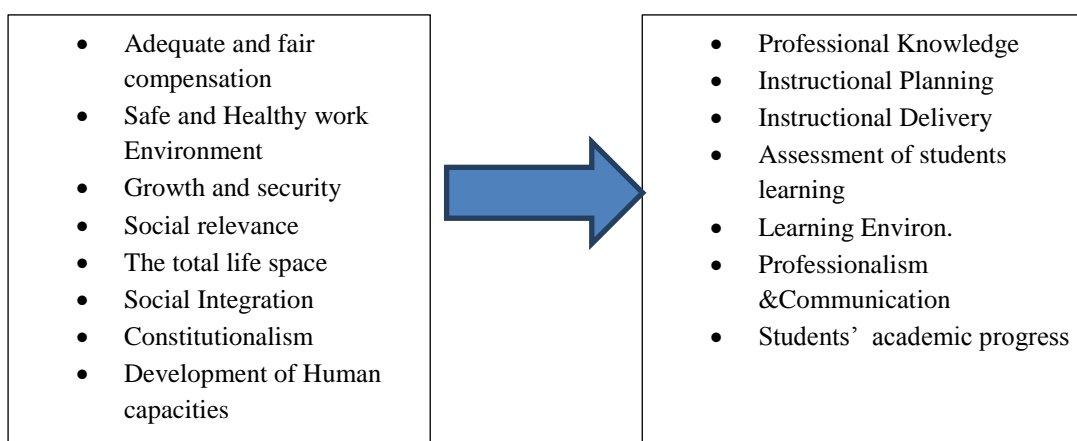


Figure: QWL and Job Performance

Source: Adopted from Walton (1980) and Dr. James Stronge (2014)

Hypotheses

The following hypotheses were developed and to be tested in this study

Main Hypothesis

H1: The level of Quality of Work Life of teachers in the government schools in the Ampara District has significant impact on their Job Performance

Ho: The level of Quality of Work Life of teachers in the government schools in the Ampara District has no significant impact on their Job Performance

Sub Hypothesis

H2: The Level of Quality of Work Life of Teachers in the government schools in the Ampara District is moderate.

Ho: The Level of Quality of Work Life of Teachers in the government schools in the Ampara District is not moderate.

H3: The Level of Job Performance of Teachers in the government schools in the Ampara District is moderate.

Ho: The Level of Job Performance of Teachers in the government schools in the Ampara District is not moderate.

Study Design

In this research, relationship between quality of work life and Job performance and impact of QWL on the job performance of teachers in government schools in Ampara district of Sri

Lanka was studied. The model developed and carried out by Dr. James Stronge (1980) and Walton (1980) was not carried out to assess the impact of QWL on the Job Performance of Teachers in Sri Lanka. So the researcher used this model in this research. The study made use of questionnaire as the research instrument. The questionnaire to assess Quality of Work Life included 26 questions and 45 questions to assess Job performance to suit the research context. Five-Point Likert - type scale ranging from very dissatisfied (value of 1) to very satisfied (value of 5) was used to measure the Quality of Work Life (QWL) and Job Performance (JP). The questionnaire of this paper involves 71 questions in total. The following steps were followed in going about the research design;

Sampling

Stratified random sampling technique was used for this study and stratified random sampling was used because of the nature of the population of the study and the behavioral pattern of the profession that they are more on ground than what obtains in the government schools. This study certified Cooper and Schinder (2006), criteria for usage of stratified random method namely: (a) increased sample's statistical efficiency, (b) adequacy of data for analyzing the various sub populations or strata. In addition, the study ensured that stratified sampling was used in this study to ensure that the schools with different categories of teachers are well represented.

The study population from which the sample was drawn for the study consists of 8972 teachers from 425 schools from all 7 educational zones in Ampara district of Sri Lanka. 562 teachers were taken from these schools as the study sample through stratified sampling method and questionnaire were administered to 600 teachers ranging from SLTS 1, SLTS 2-I, SLTS 2-II and SLTS 3-1 serving in government schools in Ampara district of Sri Lanka. The total Number of schools in Ampara district is 425 and the total number of teachers serving in these schools is 8972 (Data Management Branch Ministry of Education, 2013). 2417 teachers in 31 1AB schools, 2360 teachers in 69 1C schools, 2913 teachers in 157 Type 2 schools and 1282 teachers in 168 Type 3 schools. 562 teachers were chosen for this study are 146 teachers from 1AB schools, 163 teachers from 1C schools, 174 teachers from Type 2 schools and 79 teachers from Type 3 schools in 7 educational zones. . The sample size of 562 teachers out of the total population of 8972 was considered for the research.

Data Collection

Out of the total study population of 8972 teachers serving in the government schools in 7 educational zones in Ampara district of Sri Lanka, the sample size of 562 teachers were chosen through stratified sampling method and 600 questionnaires were administered to collect the data from the sample size of 562. The adapted questionnaire consists of total of 71 questions based on QWL and JP in addition to the personal information of the teachers of the sample size.

Method of Measurement

In this research, the impact of Quality of Work Life of teachers in Ampara district of Sri Lanka on their Job Performance was studied. Research method was descriptive-Correlation type and was an applied method in terms of goal. Statistical population of the research was teachers in the government schools in Ampara district of Sri Lanka whose number was 8972 at the time of this research. 562 teachers of the total population were taken as the sample size of the population for the research. Data were collected during the period of 2015 and 2016 using primary source of data collection. Questionnaire was used as an instrument of data collection. Reliability is analyzed by Cronbach's alpha. (Table I, and Table II) Validity is analyzed with the help of experts in the field., Correlation and regression analysis (single and multiple) were also conducted with the aid of statistical package such as SPSS(16.0), MINTAB 14 and excel -2007.

METHOD OF DATA ANALYSIS AND EVALUATION

The collected data were analyzed by making use of descriptive statistics which enabled the researcher to synthesize and summarize the quantitative data. The descriptive statistics described the sample in terms of the response to the question using frequencies, means and the standard deviations. Sampling adequacy was measured by Kaiser-Mey-Olkin measures of sampling adequacy for Quality of Work Life and Job Performance individually to determine the factor analysis. Sampling adequacy for both factor was greater than 0.5. Bartlett's Test of Sphericity was conducted to know correlation among variables. Significant value in both factors was 0.000. (Table III and Table IV)

Table 1. Level of the Quality of Work life and Job performance

Variable	Frequency	Percentage	Mean	SD
Quality of Work life			2.79	0.147
Low (1-2.33)	0	0		
Moderate (2.34-3.66)	562	100		
High (3.67-5)	0	0		
Job Performance			2.57	0.092
Low (1-2.33)	5	1		
Moderate (2.34-3.66)	557	99		
High (3.67-5)	0	0		

In order to determine the level of quality of work life, and job performance, the mean summated score was computed based on remained items after confirmatory factor analyses (CFA). The result showed that the quality of work life of the majority (100%) of the respondents was in moderate level, The result also showed that the Job performance of the majority of (99) of the respondents was in moderate level and only 1% of the respondents was in low level. (Table 5.4)

The relationship between JP and sub dimensions of QWL

Table 2 Pearson's Correlation

Sub Dimensions of QWL	Correlation with Job Performance
Adequate and fair compensation	0.64
Work condition	0.60
Development of human capacities	0.81
Growth and security	0.37
Social integration in the organization	0.31
Constitutionalism	0.42
Work and Total space of life	0.40
Social relevance of the work in the life	0.67

Source: Survey data

Table 3. Pearson's Correlation

		Quality of work life	Job Performance
Quality of work life	Pearson Correlation	1	.53
	Sig. (2-tailed)		.006
	N	562	562
Job Performance	Pearson Correlation	.53	1
	Sig. (2-tailed)	.006	
	N	562	562

Source: Survey Data

Pearson Correlation Table shows that there is a significant positive relationship between the Quality of Work Life of teachers in the government schools in the Ampara District and their Job Performance. The correlation coefficient is 0.53 which is significantly correlated with variables.

Regression Analysis (QWL)

Regression analysis was conducted using “ enter method” Quality of Work Life (QWL) variables and the variables of Job Performance (JP) were used in this analysis. In terms of R, R square and adjusted R square, model is fitted model. Since the model is a fitted one, variables in this model are also suitable to describe the JP. Model summary of regression analysis is shown in Table below

Table 4 Modal Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762 ^a	.581	.578	2.94099

Source: Survey Data

The table is the F-test, the linear regression’s F-test has the null hypothesis that there is no linear relationship between the two variables (in other words $R^2 = 0$) With F= 193.3 and 50 degrees of freedom the test is highly significant, thus we can assume that there is a linear relationship between the variables in our model. It is shown in ANOVA Table below

Table 5.ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6688.985	4	1672.246	193.336	.000 ^b
	Residual	4817.735	557	8.649		
	Total	11506.721	561			

a. Dependent Variable: JOB PERFORMANCE

b. Predictors: (Constant), SOCIAL RELEVANCE, DEVELOPMENT, WORK, ADEQUATE

Regression model (QWL variables and Total JP)

Table 6.Coefficients^a

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	48.599	3.552		13.681	.000
Adequate	.935	.052	.508	18.121	.000
Development of hum	1.548	.192	.227	8.081	.000
Work condition	.835	.062	.371	13.504	.000
Social relevance	1.059	.096	.304	11.074	.000

a. Dependent Variable: JOB PERFORMANCE

From the above table, formula for the total QWL has been developed.

Total QWL= 48.599+ 0.935* Adequate fair and compensation + 1.548* Development of human capacities + 0.835* Work Condition + 1.059* Social Relevance..... E

Based on Multiple Regression Equations ($Y=a+b_1x_1+b_2x_2+\dots+b_kx_k$)

Adequate fair and compensation, Development of Human capacities, Work condition and Social Relevance were the predictor of the level of impact on Job Performance.

From the above table, the relationship between QWL components and JP has been developed. The factors of Quality of Work Life such as Adequate fair and compensation,

Development of human capacities, Working condition and Social relevance are the influencing factors on the job performance of teachers.

Discussion on the research variables

In this study, researcher proposed to examine the perceived impact of Quality of Work Life on the Job Performance of teachers as a main hypothesis. The H_0 was QWL is not related to Job Performance and H_1 was QWL is related to Job Performance. Results from hypothesis testing indicated that H_0 is rejected because P-Value = 0.000 and also $P < 0.05$. R^2 from the regression model summary between QWL and JP was 58.1% which reveals strength of impact is in the satisfactory level. The Fitted regression equation model shows that one unit increase in QWL will increase in the JP by 0.508 which is a positive beta value for the QWL.

Discussion of results from analyzing hypothesis testing

As determining the impact of QWL on the Job Performance of teachers in government schools in Ampara district in Sri Lanka. Results indicate that there is a positive and exponential correlation between two.

As determining hypothesis 1, that factors of QWL such as adequate and fair compensation, Work condition, Development of capacities, Social integration, Constitutionalism, Total life space and Social relevance have positive relation with QWL, results indicate that each factor is significantly related to raise of QWL. Likewise, as for determining hypothesis I that factors of Job Performance such as Professional knowledge, Instructional planning, Instructional delivery, Assessment of students' learning, Learning environment, Professionalism and communication and students' academic progress have also positive relations with job performance. Results indicated that each factor is positively related to raise total job performance. In this study results revealed that seven factors of Job performance have positive relations in the following ascending order. Students' academic achievement, Professionalism and communication, Assessment of students' learning, instructional planning while three other factors as fifth, sixth and seventh which have less effective.

In addition to the above, to determine how the factors of QWL such as adequate and fair compensation, working condition, growth and security, development of human capacities, social integration, constitutionalism, total life space and social relevance impact on job performance. Results indicated that four of the above variables of QWL such as Adequate and fair compensation Development of human capacities, Working conditions Social relevance have more positive impact on job performance that means that when the teachers are satisfied with the financial benefits they receive such as salary and allowances their performance will improve. Another factor that has the positive impact on the job performance of teachers is the development of human capacities. It has the dimensions of decision making freedom, performing several tasks and information access. This will make the teachers perform well. Another factor that has the positive impact on the job performance of teachers is working condition. It has dimensions of working hours, working environment and salubrity level. When these are improved the teachers will perform better than before. Another factor that has positive impact on the job performance of teachers is social relevance. It has dimensions of proud of work, contribution to the society and quality of the product or services. When the teachers are satisfied with the above dimensions they tend to work better and perform better. These four variable will lead the teachers perform better in factors of instructional planning, Assessment of students learning, Professionalism and communication and students' academic achievements. This result is consistent with the result from AmirtashAli Mohammed, MozaffariSeyd Amir Ahmed and Askari Ahmed Reza's study(2013) under the title of the relationship between quality of work life and faculty members' job performance in Islamic Azad University in district 4, Iran. Average of all components was above mean, further, present study reveals that factors such as adequate

and fair compensation, working condition, development of human capacities and social relevance have positively significant impact on the job performance while other four factors have positive relationship without significance. Studies conducted by ShrutiSehgul (2012), DemetLeblebic (2012) have proved that working conditions have significant impact on the gradation of job performance.

CONCLUSION AND RECOMMENDATION

Main goal of this research was to study the impact of Quality of work life on the Job performance of teachers in the government schools in Ampara district of Sri Lanka. Results of this research are similar to findings of Swart (1985), Marks (1986), Beasley (2005) and Dargahi&Nasle (2007) in which importance and relationship between Quality of Work Life and Job Performance have been emphasized.

This study identified eight factors relevant to Quality of Work Life of teachers in government schools in Ampara district of Sri Lanka. The mostly influencing factors are Adequate and fair compensation, Development of human capacities, Work and Total life space and Social relevance. Total QWL rises when the mostly influencing factors rise. All the beta value for these factors are positive towards total QWL and these factors could be considered by authority concerned as factors to improve QWL of teachers in government schools in Sri Lanka. Sig. values of all these factors are below 0.05. It states that the test is significant. There is a relationship between such factors and Total QWL.

Study further found that all seven factors of Job Performance are contributing and total JP rises when mostly influencing factors rise. All the beta values are positive towards total JP and these factors could be considered by the authority concerned as factors to improve job performance of teachers teaching in government schools in Ampara district of Sri Lanka. Sig. values of these factors are below 0.05. It states that test is significant. There is relationship between such factors and total JP.

A test was conducted to find the relationship between the aspects of QWL and Job Performance. The test revealed that Adequate fair and compensation, Development of human capacities, Work and Total life space and Social relevance are significantly related to JP while factors such as Safe and healthy work environment, Growth and safety, Constitutionalism and Social integration do not have significant relationship. Therefore Adequate fair and compensation, Development of human capacities, Work and Total life space and Social relevance are considered as mostly contributing factors than factors such as Safe and healthy work environment, Growth and safety, Constitutionalism and Social integration. However Total QWL rises when significantly and non-significantly important factors of QWL rise. Coefficient table shows that all the beta values for these factors are positive towards total JP and all these factors could be considered by authority concerned as factors to improve Job performance of teachers teaching in government schools in Ampara district of Sri Lanka. Sig. Values of all these factors except four are below 0.05. It states that the test is considerably significant. There is a relationship between factors of QWL and JP.

It should be said that the Quality of work life and Job performance of teachers are a continued process not a project or a plan. The goal of the Quality of work life as a process is to promote the job performance and to attain expected results. Therefore, considering the results obtained from this study, attention should be paid to factors affecting and promoting quality of work life to enhance job satisfaction. The efforts should be made to prevent losing of quality of work life and increase job performance.

Implication of the study

This study provides valuable implication for the government schools in Sri Lanka that have growing interest in attracting and retaining quality teaching staff. The study revealed statistically significant relationship between Quality of Work Life and the job performance

of teachers in government schools in Ampara district in Sri Lanka. Thus, the school management and educational administration should emphasize on the policy based on the concerned issues of Quality of Work Life improvement. There is no doubt that an improved QWL can lead to higher level of job performance which in turn will reduce the turnover rate or rate of joining the profession of teaching in government schools in Sri Lanka. The finding of this study strongly points to the importance of factors of QWL such as Adequate and fair compensation, Development of human capacities, Work and Total life space and Social relevance as significantly influencing on job performance of teachers in government schools. Most of these factors are intrinsic. Teachers give priorities intrinsic factors like respect, equality, praise, recognition and justice than extrinsic factors like compensation and development of human capacities.

Limitation of the study

The researcher encountered numerous limitations during the study. The most notable one is that most of the teachers did not co-operate to furnish the questionnaires administered to them. The other important one is that the researcher could not visit the most difficult area schools in the province to collect data. The other disgusting experience was that the education officers whom the researcher approached to get further information were reluctant to give true information.

Summary

This research study was done with the prime intension of finding the perceived impact of Quality of work Life on the job performance of teachers in government schools in Ampara District of Sri Lanka. The result revealed that there is a positive and significant impact on the job performance of the said teachers. Educational administrators have to pay more attention in maintaining QWL and job Performance of teachers in government schools in Ampara district of Sri Lanka. This situation will make sure in fulfilling objective of both teachers and the schools they serve in in an acceptable manner.

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TABLE I
Reliability test for Quality of Work Life

Variables	Cronbach's Alpha Value
Adequate and Fair Compensation	0.854
Safe and Healthy environment	0.732
Development of human capacities	0.726
Growth and Securities	0.814
Social Integration	0.762
Constitutionalism	0.789
Total Life Space	0.737
Social Relevance	0.802

Source: Survey Results

TABLE II
Reliability test for Job Performance

Variables	Cronbach's Alpha Value
Professional knowledge	0.753
Instructional planning	0.831
Instructional delivery	0.692
Assessment of or for students learning	0.754
Learning environment	0.701
Professionalism and Communication	0.876
Students' academic achievement	0.725

Source: Survey Data

TABLE III
KMO and Bartlett's Test (QWL)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.533
Bartlett's Test of Approx. Chi-square	593.090
Sphericity	
Df	325
Sig.	.000

Source; Survey Data

TABLE IV
KMO and Bartlett's Test (JP)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.507
Bartlett's Test of Approx. Chi-square	1.780E3
Sphericity	
Df	990
Sig.	.000

Source: Survey Data