

# QUALITY OF WORK LIFE AND SELF-REGULATED BEHAVIOUR AMONG GOVERNMENT AND PRIVATE SCHOOL TEACHERS

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## ABSTRACT

*Quality of work life has a significant influence work performance. Quality of work life refers to the extent to which characteristics of work offer opportunities to create a balance between control need and control capacity as to meet the demands and competencies of the workers. Self-regulated behavior is regulating one's activities according to the external world without being regulated by others. The present paper is an attempt to see if there is any relationship between quality of work life and self-regulated behavior among government and private school teachers. For this purpose data on quality of work life and self-regulated behavior were collected from 60 school teachers (30 Government and 30 Private school teachers) using Work-Related Quality of Life Scale developed by Laar and Self-regulatory behavior scale (SRBS) developed by S. Kadhiravan. The collected data was analysed using mean and ANOVA. The findings show that both the Government and Private school teachers have high level of quality of work life and self-regulated behavior. There is a relationship between certain factors of quality of work life and certain factors of self-regulated behavior.*

**Key words:** Quality of work life, Self-regulated behavior, Government, Private, School, Teachers

## 1. INTRODUCTION

Quality of work life is a very important factor that influences the employees work performance. Today employers forget to focus on improving the QWL of their employees, the result is dissatisfied employees and poor performance. QWL motivates the employees to perform better to achieve organizational goals and makes the employees get committed to their work and the organization. QWL

is a tactic of managing the employees and increasing the organization's turnover.

According to Schouteten (2001) QWL is the extent to which characteristics of work offer opportunities to create a balance between control need and control capacity as to meet the demands and competencies of the workers.

Quality of work life is critical to retain and attract well qualified personnel in the organisation. It has been defined as better jobs and more balanced ways of combining working life with personal life (Eurofound,2006).QWL is a multidimensional term which includes nature of the job, work load, job stress, leave benefits, infrastructure, relationship with coworkers and superiors, attitude of the employees, salary, work-life balance and other benefits. There are many studies done on quality of work life among employees different organisations. There are few studies done on teachers. These studies on QWL gives an idea to the employees QWL level and how it can be improved and what aspects of QWL should be improved. Daud (2010) investigate the relationship between quality of work life and organizational commitment among a sample of employees in Malaysia. The results showed that there was a relationship between QWL and organizational commitment and provide insights on how Malaysian firms could improve upon their employees' commitment. Among eight dimensions of QWL developed by Walton, fair pay and adequate pay size, integration and social cohesion, growth opportunities, continuing security, the integration and development of human capabilities are related to performance (Hosseini, Jorjafki, Ashrafi, 2010). Lau (2000) found that QWL companies have a higher growth rate as measured by the five-year trends of sales growth and asset growth. Saklani (2004)

stressed that with the ever-changing technology and increased access to information, the study of organizations with respect to productivity, efficiency and quality of services very crucial in order to improve the performance of work in India. Louisa (1998) in her study on quality of work life among secondary school teachers found that quality of work life is strongly associated with commitment to work and sense of efficacy.

Self-regulatory behavior is regulating one's activities according to the external world without being regulated by others. It is adjusting one's actions in range with the external demands. Self-regulation results in improved work performance, good relationship in work place and well-being. Self-regulation is used to a greater extent in academics—in modification of disruptive classroom behavior (Bolstad & Johnson, 1972, Pease & Tyler, 1997). Use of the self-regulation strategies improved adaptive behaviours related to class participation or decreased problem behaviours for all students (Wehmeyer, Yeager, Bolding, Agran, and Hughes, 2003).

## **2. PROBLEM**

To study the relationship between quality of work life and self-regulatory behavior among government and private school teachers.

## **3. METHOD**

### **3.1 Sample:**

The sample for this study consists of 60 school teachers. Out of which 30 are private school teachers and 30 are government school teachers. They were selected from five different schools in Thrissur, Kerala.

### **3.2 Tools and Description of the tools:**

Quality of work life was measured using a "Work-Related Quality of Life Scale" developed by Laar. The tool consists of 79 questions answered on a 5-point scale—never, seldom, sometimes, often and always—measuring six factors that interact to explain and predict quality of work life. They are Job and Career Satisfaction (JCS), Working Conditions (WCS), General Well-Being (GWB), Home-Work Interface (HWI), Stress at Work (SAW), and Control at Work (CAW).

Job and Career Satisfaction (JCS) is the extent to which one is content with one's job and prospects at work. Job and Career Satisfaction is a very important factor in overall quality of work life. The score on the JCS factor relates to whether one feels the workplace provides with the best things at work—the things that make one feel good, such as:

a sense of achievement, high self esteem, fulfillment of potential, etc.

Within the Work-Related Quality of Life measure, JCS is reflected by questions asking how satisfied people feel about their work. The Positive Job Satisfaction factor as measured within the QWL model is influenced by clarity of goals and role ambiguity, appraisal, recognition and reward, personal development career benefits and enhancement and training needs.

Working Conditions (WCS) is the extent to which one is satisfied with the conditions in which one work. An individual's score for the WCS factor indicates the extent to which one is satisfied with the fundamental resources, working conditions and security necessary to do one's job effectively. This includes aspects of the work environment such as noise and temperature, shift patterns and working hours, pay, tools and equipment, safety and security. The WCS factor is related to JCS, in that JCS reflects the degree to which the workplace provides you with the best things at work, whilst the WCS factor by contrast, reflects the degree to which the workplace meets your basic requirements.

General Well-Being (GWB) is how much you feel psychologically and physically healthy. It assesses the extent to which one feels good within oneself. As such, that sense of GWB may be more or less independent of one's work situation. General well-being both influences, and is influenced by work. GWB reflects psychological well-being and general physical health aspects.

Home-Work Interface (HWI) is the extent to which one thinks the organisation understands and tries to help one with pressures outside of work. Home-work interface is related to work life balance and is about having a measure of control over when, where and how you work. It is achieved when one feels one has a fulfilled life inside and outside paid work, has mutual benefit in work. A poor work-life balance can have negative effects on one's well-being.

Stress at Work (SAW) is the extent to which one sees work pressures and demands as acceptable and not excessive or 'stressful'. Work pressures and demands can be a positive aspect of our work experience, providing challenge and stimulation, but when we see them as excessive and beyond our ability to cope, we are likely to feel overloaded and stressed.

Control at Work (CAW) is how far one feels one has involved in decisions that affect one at work.

CAW reflects the level to which one feels one can exercise what one considers to be an appropriate level of control within one's work environment. That perception of control might be linked to various aspects of work, including the opportunity to contribute to the process of decision making that affects one.

Self-regulatory behavior was measured by using Self-regulatory behavior scale (SRBS) developed by S. Kadiravan. The SRB scale includes eight different strategies that contributes to self-regulatory behavior—self-esteem, self monitoring, self evaluation, personal control, task preparation, task goal orientation, coping with failure and problem solving ability. It is a 5-point containing 40 items. The definition of each strategies is given below:

Self esteem: worthiness of one self as an effective worker.

Self monitoring: regulating one's actions in tune with external cues.

Self evaluation: analyzing the quality of one's work activities.

Personal control: the expectation that the effectiveness of one's job performance is determined by one's own efforts.

Task preparation: preparing one to deal with the task effectively and develop a plan of action.

Task goal orientation: tendency of an individual to stay focused on the goal of the given task.

Coping with failure: tendency to deal with failure effectively.

Problem solving ability: ability to overcome obstacles in reaching a goal.

### **3.3 Objectives:**

- To know the level of quality of work life among Government and private school teachers
- To know the level of self-regulated behavior among Government and private school teachers
- To know if there is any relationship between quality of work life and self-regulated behavior among Government and Private school teachers.

### **3.4 Null Hypotheses:**

- There is no significant relationship between quality of work life and self-regulated behavior among Government school teachers.
- There is no significant relationship between quality of work life and self-regulated behavior among Private school teachers.

## **4. ANALYSIS AND DISCUSSION**

### **Insert table 1 and 2 here**

The table 1 shows the mean value of quality of work life and self-regulated behavior among government school teachers. They tend to have high level of quality of work life and high level of self-regulated behavior. Table 2 shows that Private school teachers also have high level of quality of work life and high level of self-regulated behavior. This may be because various factor at varying degrees is influencing the quality of work life of private and government school teachers. Mentz and Kobus (2001) found that rural schools are generally satisfied with their circumstances and enjoy teaching; teachers are proud of their schools and have good relationships with students; teachers are proud to be teachers; there is a low level of frustration among teachers in rural schools; teachers in farm schools have a sense of belonging to a community; teachers seem to be satisfied with classroom size, physical facilities, and teacher-student ratios. This shows that these group of school teachers have high level of quality of work life. Bharathi, et al., (2011) found that College teacher's quality of work life is low. This is in contradiction to the present study. There may be many different factors influencing the quality of work life of school teachers and college teachers. This might be the reason for the contradiction.

Individuals who have motivation to perform well in their task, by nature regulate their behaviors themselves. Here the data shows that both government and private school teachers have high level of self-regulated behavior. This may be due to intrinsic or extrinsic motivation they have towards their work.

### **Insert table 3 here**

The above table shows that there is a significant positive and negative correlation between some of the variables of quality of work life and some factors of self-regulatory behavior among the government school teachers. Let us discuss each of it below.

Among the government school teachers, general well-being has a significant positive relationship with self monitoring, task goal orientation, coping with failure and problem solving ability. GWB is the extent to which the individual feels good or content in themselves. It refers to the mental health of the individual. Only if the person is mentally healthy, he will be in a position to regulate his actions according to the external cues. GWB helps individual to focus on his task and gives him

power to deal with failure effectively. Only when the person feels content about oneself, he will be in a better position to overcome obstacles in his workplace. Therefore, it is very important for the employers to not to set this aside.

Job and career satisfaction has a significant positive relationship with self monitoring and task goal orientation. A person who is much satisfied in his job is one who supervises himself well and stay focused on his job. This is clear from the above table.

Control at work variable of QWL is significantly negatively correlated to self-esteem and is positively correlated to coping with failure and problem solving ability. Control at work refers to the extent to which the employees feel they can control their work through the freedom to express their opinions and being involved in decisions at work. At work place when employees are given freedom to express their opinions and involved in decision making, their self esteem gets boosted up otherwise they experience a low self-esteem. The independence the employee enjoys in the workplace enhances his problem solving ability to deal with failures effectively.

QWL as a whole has significant positive relationship with self monitoring and problem solving ability. This makes us clear that when the QWL is high it help employees to regulate their work and improve their ability to overcome obstacles.

**Insert table 4 here**

The above table reveals that for private school teachers home work interference has a significant negative relationship with coping with failure and problem solving ability. Home work interference measures the extent to which an employer is perceived to support the family and home life of employees. It is a known fact that private school teachers have more work load and do not enjoy leave benefits as that of government school teachers. Therefore, it is difficult for them to pay much attention to their personal life. This indirectly affects their coping ability and problem solving ability.

Among private school teachers, control at work place has a significant negative relationship with self monitoring, self evaluation, personal control, task preparation, coping with failure and problem solving ability. In private schools, when teachers are involved in decision making and are given freedom to express their opinions, they are somehow pulled into the administrative work and hence cannot do the task of a teacher effectively,

this may be the reason for negative significant relationship.

Working condition also has a significant negative relationship with self monitoring, task preparation and coping with failure. Working condition is the basic facilities and resources available to carry out the task. Many private schools may not have all the resources required or the teachers may not be given complete freedom to make fullest use of the resources. Some school may not have a good working environment and basic facilities. These may affect the teachers' attitude towards regulating their work and dealing with failure.

Stress at workplace affects teachers' ability to handle task successfully (Kazmi, Amjad, Khan, 2008) Stressed teachers fail to make a work-plan. They may not be interested to do their work. But the result in the above table shows that there is a significant positive correlation between stress at workplace and task preparation. This may be because these private school teachers have no other choice but to do their work however stressed they are. Or may be this stress they experience is a eustress that motivates them to do they assignment efficiently.

For private school teachers, QWL as a whole has significant negative correlation with self monitoring and coping with failure.

**5. CONCLUSION**

The Government and Private school teachers have high level of quality of work life and self-regulated behavior.

Among Government school teachers there is a relationship between certain quality of work life factors and self-regulated behavior factors—general well-being is correlated with self-monitoring, task goal orientation, coping with failure and problem solving ability. Job and career satisfaction is correlated with self-monitoring, and task goal orientation. Control at work is negatively correlated to self esteem and positively correlated to coping with failure and problem solving ability. Quality of work life as a whole is correlated with self-monitoring and problem solving ability factors of self-regulated behavior.

Among Private school teachers certain factors of quality of work life is significantly correlated to certain factors of self-regulated behavior—control at work is negatively correlated to self-monitoring, self evaluation, personal control, task preparation, coping with failure, problem solving ability. Home-work interference is also

negatively correlated to coping with failure and problem solving ability. Working condition is negatively correlated to self-monitoring, task preparation and coping with failure. Stress at work place is positively correlated to task preparation and finally the quality of work life as a whole is positively correlated to self-monitoring and coping with failure, which is similar to that of Government school teachers.

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**Table 1 showing the mean value of QWL and SRB among Government school teachers**

Variables	Mean	Interepretation
Quality of work life	5.6	High
Self-regulated behaviour	110	High

**Table 2 showing the mean value of QWL and SRB among Private school teachers**

Variables	Mean	Interepretation
Quality of work life	5.8	High
Self-regulated behaviour	106	High

**Table 3 show the correlation between Quality of work life and Self-regulatory behavior among government school teachers**

SRB	Quality of work life (QWL) Factors						QWL
	GWB	HWI	JCS	CAW	WCS	SAW	
self-esteem	-.238	-.224	-.134	-.328*	.190	-.112	-.247
self monitoring	.448**	-.192	.399*	.267	.200	.165	.365*
self evaluation	.144	-.068	.042	.035	.050	.225	.133
personal control	-.069	-.180	-.147	.220	-.061	-.088	-.092
task preparation	.115	-.131	-.161	.258	.000	.117	.064
task goal orientation	.324*	.092	.315*	.199	-.143	-.061	.207
coping with failure	.381*	-.011	.119	-.392*	.065	.103	.296
problem solving ability	.429**	.210	.174	.449**	.028	.037	.366*

\*Significant at 0.05 level \*\* Significant at 0.01 level

**Table 4 show the correlation between Quality of work life and Self-regulatory behavior among private school teachers**

SRB	Quality of work life (QWL) factors						QWL
	GWB	HWI	JCS	CAW	WCS	SAW	
self-esteem	.104	-.145	-.131	-.164	-.016	-.190	-.071
self monitoring	-.259	-.230	-.232	-.516**	-.458*	.285	-.314*
self evaluation	-.127	-.221	-.163	-.475**	-.299	.244	-.234
personal control	-.127	-.276	-.244	-.407*	-.278	.264	-.232
task preparation	-.182	-.197	-.224	-.432**	-.370*	.343*	-.234
task goal orientation	-.214	-.202	-.128	-.245	-.214	.220	-.167
coping with failure	-.117	-.348*	-.272	-.381*	-.359*	.164	-.313*
problem solving ability	-.195	.317*	-.135	-.424**	-.277	.182	-.240

\*Significant at 0.05 level \*\* Significant at 0.01 level